



## Dialogues on Cultural Diversity Seminar: Self-awareness module

**SEMINAR OBJECTIVE:** The focus of the seminar is on increasing experiences and positive interactions that can enhance students' preparation for living and working in a diverse society. Emphasis is on interpersonal learning from peers that facilitates multicultural awareness and understanding in order to enhance: 1) multiple perspective-taking ability 2) critical thinking skills and 3) the ability to communicate effectively about complex social issues. This seminar emphasizes the importance of critically examining one's own beliefs and attitudes regarding cultural issues, understanding one's cultural identity, and sharing and processing this experience with classmates.

**SEMINAR DESCRIPTION:** This seminar is a combination of face to face meetings and online participation. This seminar is designed as an introduction to social issues raised by global and national trends toward increased interaction among persons from diverse social backgrounds and cultural groups. We will discuss controversial social issues from multiple perspectives via on-line postings and seminar assignments.

**REQUIRED MATERIALS:** The readings and videos are located at the Learn@UW website <https://uwmad.courses.wisconsin.edu/>. Furthermore, additional readings may be distributed via email by the teaching assistants if necessary. Instructions for the Autobiographical Sketch are detailed below.

**INCLUSION:** We wish to fully include persons with disabilities in this seminar. Please inform your teaching assistant by the end of the first week of class if you need any special accommodations in the curriculum, instruction, or assessments of this seminar to enable you to fully participate. We will try to maintain the confidentiality of the information that you share with us.

### Requirements:

- a) **Attendance at Mandatory Discussion Sections (30 points):** Students are expected to attend *all required discussion sections*. See the seminar schedule for the dates of these discussion sections. With this said, we understand that situations do arise that may prevent you from attending a discussion section. In this case, please notify your teaching assistant as soon as possible if you are unable to attend a discussion section. Students will be required to complete a make-up assignment in those instances when they miss a discussion section.
- b) **Participation at Mandatory Discussion Sections (60 points):** *During a week when there IS a discussion section*, students are required to come to class having *read the readings* and prepared to *engage actively in a discussion with their classmates* about the readings and share their thoughts and reactions to the readings for that week. If a video lecture is assigned for that week, students are also required to *view that video lecture* prior to coming to the discussion section.
- c) **Participation via Learn@UW Site (100 points):** Students are required to complete the assigned readings and/or view the on-line videos each week. These materials can be accessed via the Learn@UW seminar website <https://uwmad.courses.wisconsin.edu/>. In addition, on those weeks when the discussion group does NOT meet, students are asked to *write a "reading response"* that summarizes their thoughts, ideas, reactions, wonderments, etc. after viewing the on-line lecture and doing the readings. This should be posted to the discussion section at the Learn@UW website by the determined due date. Please remember to write these questions and reaction statements in a respectful manner.
- d) **Autobiographical Sketch: (100 points):** This is designed to provide participants with the opportunity to increase their self-knowledge, with a particular emphasis on their role as a member of discrete cultural groups.

**GRADING: Final grades will be distributed as follows out of the total possible points:**

93-100%	A	70-77%	C
88-92%	A/B	60-69%	D
82-87%	B	59% and below	F
78-81%	B/C		

## SEMINAR SCHEDULE, TOPICS, READINGS, & ASSIGNMENTS

Week	Topics	Readings	Assignments
<p><b>Week 1:</b></p> <p>Day 1 (Sep. 10 4:30pm to 6:00pm):</p> <p>-----</p>	<p>Introduction to the seminar</p> <p>-----</p> <p>Definitions and dynamics of culture</p>	<p>-----</p> <ul style="list-style-type: none"> <li>▪ Required Readings: Atkinson (2004), Thomas (1998)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Complete the Multicultural Awareness Quiz (located on the Learn@UW site). This does not have to be turned in.</li> <li>-----</li> <li>▪ Post a reading response by Sunday on your reactions, questions, thoughts, etc. about the quiz and readings.</li> </ul>
<p><b>Week 2:</b></p> <p>Day 3: (Sep. 17 4:30pm to 6:00pm)</p> <p>-----</p>	<p>Multicultural pedagogy, cultural awareness</p> <p>-----</p> <p>Cultural identity development models, culture and power</p>	<ul style="list-style-type: none"> <li>▪ View Video Lecture 1 and Video Lecture 3</li> <li>▪ Required Readings: Chepyator-Thomson (1994) (includes several articles)</li> <li>▪ Optional Readings: White-Clark (2005), Meyer &amp; Rhoades (2006)</li> <li>-----</li> <li>▪ Required Readings: Tatum (ch. 1)</li> <li>▪ Optional Readings: Harro (ch. 2), Takaki (ch. 7)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Post a reading response by Sunday on your reactions, questions, thoughts, etc. about the videos and readings.</li> </ul>
<p><b>Week 3:</b></p> <p>Day 4 (Sep. 24 4:30pm to 6:00pm)</p>	<p>Social and biological constructions of race</p>	<ul style="list-style-type: none"> <li>▪ View PBS Video 1: Race Matters</li> <li>▪ Required Readings: Tatum (ch. 9), Langman (ch. 25), Skrentny (2002)</li> <li>▪ Optional Readings: Zuriff (2002), Kaye (ch. 21)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Post a reading response by Sunday on your reactions, questions, thoughts, etc. about the readings.</li> </ul>

<p><b>Week 4:</b></p> <p>Day 5 (Oct. 4 4:30pm and 6:00pm):</p>	<p>Sociohistorical constructions of Whiteness (privilege, power, politics, and guilt), definitions and constructions of social class</p>	<ul style="list-style-type: none"> <li>▪ View Video Lecture 4 <ul style="list-style-type: none"> <li>▪ Required Readings: Edgington (ch. 18), McIntosh's "Unpacking the cultural knapsack", Knowles &amp; Peng (2005), Ostrove &amp; Cole (2003), Hochschild (2003)</li> </ul> </li> <li>▪ Optional Readings Liu et al. (2004), Scott &amp; Leonhardt (2005)</li> </ul>	<p>Turn in autobiographical statements via drop box on Learn at UW site and bring a copy to class for group sharing.</p>
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### Autobiographical Sketch\*

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The purpose of the autobiographical sketch is to provide participants with the opportunity to increase their self-knowledge, with a particular emphasis on their role as a member of discrete cultural groups. The autobiographical sketch should outline the development of your **social class, ethnic, racial, and gender** identities from early childhood to the present. You may want to focus on specific experiences, influence from media and experts, group experiences, or family interactions that contributed to this identity development. In those cases where you feel as though you have no clear developmental history to report, you should try and discuss the meaning behind this lack of awareness. For example, what does it mean to not be consciously aware of race or class? Is it significant to your development if you were raised in a homogeneous class, or racial setting, community, or family? You should explore the both the possible explicit and implicit influences on your cultural identities, even if you had not thought of it before. The sketch should be **5-10 pages**.

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\* the description of the autobiographic sketch is adapted from Carter, R.T. (2002). Racial-cultural counseling laboratory seminar syllabus. New York: Teachers College, Columbia University.

## Dialogues on Cultural Diversity Seminar: Cultural Exposure module

**SEMINAR OBJECTIVE:** The focus of the seminar is on increasing experiences and positive interactions that can enhance students' preparation for living and working in a diverse society. Emphasis is on interpersonal learning from peers that facilitates multicultural awareness and understanding in order to enhance: 1) multiple perspective-taking ability 2) critical thinking skills and 3) the ability to communicate effectively about complex social issues. This seminar emphasizes the importance of critically examining one's own beliefs and attitudes regarding cultural issues, understanding one's cultural identity, and sharing and processing this experience with classmates.

**SEMINAR DESCRIPTION:** This seminar is a combination of face to face meetings and online participation. This seminar is designed as to raise awareness about persons from diverse social backgrounds and cultural groups. We will discuss reactions to the knowledge you will gain from multiple perspectives via on-line postings and seminar assignments.

**REQUIRED MATERIALS:** The readings and videos are located at the Learn@UW website <https://uwmad.courses.wisconsin.edu/> Furthermore, additional readings may be distributed via email by the teaching assistants if necessary. Instructions for the Voice Project are detailed below.

**INCLUSION:** We wish to fully include persons with disabilities in this seminar. Please inform your teaching assistant by the end of the first week of class if you need any special accommodations in the curriculum, instruction, or assessments of this seminar to enable you to fully participate. We will try to maintain the confidentiality of the information that you share with us.

### Requirements:

- e) **Attendance at Mandatory Discussion Sections (30 points):** Students are expected to attend *all required discussion sections*. See the seminar schedule for the dates of these discussion sections. With this said, we understand that situations do arise that may prevent you from attending a discussion section. In this case, please notify your teaching assistant as soon as possible if you are unable to attend a discussion section. Students will be required to complete a make-up assignment in those instances when they miss a discussion section.
- f) **Participation at Mandatory Discussion Sections (60 points):** *During a week when there IS a discussion section*, students are required to come to class having *read the readings* and prepared to *engage actively in a discussion with their classmates* about the readings and share their thoughts and reactions to the readings for that week. If a video lecture is assigned for that week, students are also required to *view that video lecture* prior to coming to the discussion section.
- g) **Participation via Learn@UW Site (100 points):** Students are required to complete the assigned readings and/or view the on-line videos each week. These materials can be accessed via the Learn@UW seminar website <https://uwmad.courses.wisconsin.edu/> In addition, on those weeks when the discussion group does NOT meet, students are asked to *write a "reading response"* that summarizes their thoughts, ideas, reactions, wonderments, etc. after viewing the on-line lecture and doing the readings. This should be posted to the discussion section at the Learn@UW website by the determined due date. Please remember to write questions and reaction statements in a respectful manner.
- h) **Voice Project (100 points):** "Voice Project." This is an experiential assignment designed to challenge you to seek out alternative perspectives from your own. The goal is to develop culturally empathic listening and understanding to enhance your ability to communicate from multiple perspectives. The Voice Project is due on the last day of class and will be submitted on-line via the Learn@UW site using the "drop box". Please come prepared to share your voice project on the last day of class.

**GRADING: Final grades will be distributed as follows out of the total possible points:**

93-100%

A

70-77%

C

88-92%	A/B	60-69%	D
82-87%	B	59% and below	F
78-81%	B/C		

## SEMINAR SCHEDULE, TOPICS, READINGS, & ASSIGNMENTS

Week of	Topics	Readings/Activities	Assignments
<b>Week 1</b> <b>(Oct. 15</b> <b>4:30pm to</b> <b>6:00pm):</b>	Introduction to the seminar  Psychology of stereotypes, development of bias	<ul style="list-style-type: none"> <li>▪ View Video Lecture 2,</li> <li>▪ Required Readings: Steele (1995), Turner, &amp; Strong (2004)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Complete the Multicultural Awareness Quiz (located on the Learn@UW site). This does not have to be turned in.</li> <li>▪ Go to: <a href="https://implicit.harvard.edu/implicit/">https://implicit.harvard.edu/implicit/</a></li> <li>Take 2 hidden bias tests and post your reactions to the quiz and the bias tests on discussion board</li> </ul>
<b>Week 2:</b> No class meeting	Race and public policy, definitions of IQ, theories of racial and class differences in intelligence and academic achievement	<ul style="list-style-type: none"> <li>▪ View Video Lecture 5,</li> <li>▪ Required Readings: Herrnstein &amp; Murray (1994), Gould (1996), Smedley (2002)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Post a reading response to the posted question by Friday. Share your reactions, questions, thoughts, etc. about the readings and videos.</li> </ul>
<b>Week 3:</b> No class meeting	Theories of gender identity, Gender differences, gender equity, sexual orientation	<ul style="list-style-type: none"> <li>▪ View Video Lecture 6,</li> <li>▪ Required Readings: Thompson (ch. 91), Garnets (2002), Jeltova &amp; Fish (2005)</li> <li>▪ Optional Readings: Farrell (1993), Lorber (ch. 32), Parks et al. (2004),</li> </ul>	<ul style="list-style-type: none"> <li>▪ Post a reading response to the posted question by Friday. Share your reactions, questions, thoughts, etc. about the readings and videos.</li> </ul>
<b>Week 4</b> <b>(Nov. 5</b> <b>4:30pm to</b> <b>6:00pm):</b>	Social implications of religion and disability	<ul style="list-style-type: none"> <li>▪ Required Readings: Marshall (2006) Subedi (2006) Harrison &amp; Kahn (2004)</li> <li>▪ Optional Readings: Dowling-Sendor (2006)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Voice project presentations in class.</li> <li>▪ Voice projects due for all students. Submit via the Learn @UW site via the "Drop Box".</li> </ul>

## Voice Project

The purpose of this assignment is to raise consciousness about the implications of race, nationality, class, gender, age, sexual orientation, disability, and religious belief for how we construct concepts of human development during the college years. It begins with the premise that all educational systems (and other cultural systems) and higher education in particular, are context-bound and socially constructed from select values and principles. For example, the college experience, therefore, is always a function of the interaction of the student and that context, and the ultimate quality of that experience for any student depends on the extent to which she or he shares the dominant culture of that setting. Inclusion of some values and principles ultimately leads to the exclusion of others. Over time, dominant cultures tend to "screen out," intentionally and unwittingly, those values and artifacts that differ significantly from the "normative" experience, thereby reaffirming and supporting those who do share common characteristics. But the perspectives, experiences, and meanings of subdominant cultures are always at risk. The challenge is to actively seek out alternative voices - those meanings, perspectives, experiences, and values different from our own - and to assure that they are heard and understood as part of our explanation of the world around us.

Completion of this seminar assignment involves the following tasks:

1. Select a "voice" other than your own. For example, as an African American female you might wish to consider the perspective of a Latino male; as a heterosexual male, a gay male or lesbian female; or as a traditional age student, a returning adult learner.
2. Develop your familiarity in that voice by:
  - (a) acquiring and examining at least three literature and/or reading materials relevant to the person whose voice you are taking on (e.g., Evans & Wall, 1991 - [Beyond Tolerance: Gays, Lesbians and Bisexuals on Campus](#));
  - (b) accessing resources and personal contacts through various dedicated listserves and bulletin boards (e.g., the Multicultural Student Center at UW Madison)
  - (c) attending at least two meetings or events that pertain to individuals who are thought to live that voice (e.g., attending a Black Student Union meeting on campus) and completing a one page reflection journal for each event (which should be submitted via the Learn@UW website using the "Drop Box")
  - (d) interviewing one person presumed to speak in that voice (e.g., an Asian American student, faculty, or staff member).

**After you have finished the project, you will turn in 2 things online: a) an outline of your interview questions; b your 3-5 page paper.**

Within your 3-5 page paper, be sure to briefly and broadly describe the cultural background of the individual who you have interviewed (age, partnership status, individual and family-of-origin socioeconomic standing, level of education, employment/field of work, nationality or generational status). Also be sure to reflect on what you learned from these interviews that may help you improve your cultural awareness, understanding, and ability to communicate with various individuals identified with this voice. *Place your comments in the context of the literature you have read and discussions in class. Your written report, 3-5 pages, should summarize the key results of the interview plus your cultural analysis of the situation.*

In your write-up, the anonymity of your interviewee is important to maintain. Be sure to change his or her name and any identifying details.

The interview is designed to emphasize, but not to remain limited to, major problems, differences that the person is experiencing in the US or with the dominant US culture. The context could be employment, education, transaction of business in public, friendships and dating, health care etc. The interview should last approximately 45 minutes.

[Sample Interview Questions](#)

1. What are the important aspects of your identity?
2. What does it mean to be (whatever salient voice you've selected to learn about)?
3. When was the first time you realized you were \_\_\_\_\_?
4. How do the other important aspects of your identity influence how you experience being \_\_\_\_\_?
5. Share a story about when you felt especially proud to be associated with one of the identifiers you selected. What are the positive aspects of being \_\_\_\_\_? (source of strength?)
6. Next, share a story about a time it was particularly painful to be associated with one of the identity dimensions you chose. What are some of the challenges (in relation to dominant US culture) that you experience because of your \_\_\_\_\_ identity?
7. How do the dimensions of your identity that you chose as important differ from the dimensions other people use to make judgments about you? That is, how do you think others see you? What is a stereotype they have heard about one dimension of their identity that fails to describe them accurately?
8. What is it that you want others who do not identify as \_\_\_\_\_ to know about your experience?

Revised 8/06

Dr. Carney Strange, Bowling Green State University, CSP 602: <u>Theory and Assessment of College Student Development</u>
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## Dialogues on Cultural Diversity Seminar: Action and Implementation module

**SEMINAR OBJECTIVE:** The focus of the seminar is on increasing experiences and positive interactions that can enhance students' preparation for living and working in a diverse society. Emphasis is on interpersonal learning from peers that facilitates multicultural awareness and understanding in order to enhance: 1) multiple perspective-taking ability 2) critical thinking skills and 3) the ability to communicate effectively about complex social issues. This seminar emphasizes the importance of critically examining one's own beliefs and attitudes regarding cultural issues, understanding one's cultural identity, and sharing and processing this experience with classmates.

**SEMINAR DESCRIPTION:** This seminar is a combination of face to face meetings and online participation. This seminar is designed as to help facilitate the implementation of plans to carry out social justice activities and reform policies. We will discuss reactions to the knowledge you will gain from multiple perspectives via on-line postings and seminar assignments.

**REQUIRED MATERIALS:** The readings and videos are located at the Learn@UW website <https://uwmad.courses.wisconsin.edu/>. Furthermore, additional readings may be distributed via email by the teaching assistants if necessary. Instructions for the Group Project are detailed below.

**INCLUSION:** We wish to fully include persons with disabilities in this seminar. Please inform your teaching assistant by the end of the first week of class if you need any special accommodations in the curriculum, instruction, or assessments of this seminar to enable you to fully participate. We will try to maintain the confidentiality of the information that you share with us.

### Requirements:

- i) **Attendance at Mandatory Discussion Sections (30 points):** Students are expected to attend *all required discussion sections*. See the seminar schedule for the dates of these discussion sections. With this said, we understand that situations do arise that may prevent you from attending a discussion section. In this case, please notify your teaching assistant as soon as possible if you are unable to attend a discussion section. Students will be required to complete a make-up assignment in those instances when they miss a discussion section.
- j) **Participation at Mandatory Discussion Sections (60 points):** *During a week when there IS a discussion section*, students are required to come to class having *read the readings* and prepared to *engage actively in a discussion with their classmates* about the readings and share their thoughts and reactions to the readings for that week. If a video lecture is assigned for that week, students are also required to *view that video lecture* prior to coming to the discussion section.
- k) **Participation via Learn@UW Site (100 points):** Students are required to complete the assigned readings and/or view the on-line videos each week. These materials can be accessed via the Learn@UW seminar website <https://uwmad.courses.wisconsin.edu/>. In addition, on those weeks when the discussion group does NOT meet, students are asked to *write a "reading response"* that summarizes their thoughts, ideas, reactions, wonderments, etc. after viewing the on-line lecture and doing the readings. This should be posted to the discussion section at the Learn@UW website under your group name by the determined due date. In order to make this more of a discussion, students are also expected to *read each other's reading responses* and *write at least two questions or reaction statements to their peers' reading responses* by the determined due date. Please remember to write these questions and reaction statements in a respectful manner.
- l) **Group Project (100 points):** Students will work in small groups of 2-3 to design an intervention aimed at enhancing climate around issues of diversity. The proposed intervention will be shared with the class in the form of a final presentation on the last day of class. A group paper must also be submitted. Points will be assigned to the group as a whole based on the work collectively submitted.

**GRADING: Final grades will be distributed as follows out of the total possible points:**

93-100%	A	70-77%	C
88-92%	A/B	60-69%	D
82-87%	B	59% and below	F
78-81%	B/C		

**SEMINAR SCHEDULE, TOPICS, READINGS, & ASSIGNMENTS**

Week of	Topics	Readings/Activities	Assignments
<b>Week 1</b> <b>(Nov. 19</b> <b>4:30pm to</b> <b>6:00pm):</b>	Introduction to the seminar	▪ Vaccar (2001)	<ul style="list-style-type: none"> <li>▪ Complete the Multicultural Awareness Quiz (located on the Learn@UW site). This does not have to be turned in.</li> <li>▪ Go to: <a href="https://implicit.harvard.edu/implicit/">https://implicit.harvard.edu/implicit/</a></li> <li>Take 2 hidden bias tests and post your reactions to the quiz and the bias tests on discussion board</li> </ul>
<b>Week 2:</b> No class meeting	Inequity in Educational Systems	▪ Nieto (2003) Harris (2000)	<ul style="list-style-type: none"> <li>▪ Post a reading response to the posted question by Friday. Share your reactions, questions, thoughts, etc. about the readings .and respond to two class mate responses.</li> </ul>
<b>Week 3:</b> No class meeting	Multicultural Pedagogy	<ul style="list-style-type: none"> <li>▪ Chepyator-Thomson (1994) (includes several articles)</li> <li>Kea and Utley 1998</li> <li>White-Clark (2005)</li> <li>Meyer &amp; Rhoades (2006)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Post a reading response to the posted question by Friday. Share your reactions, questions, thoughts, etc. about the readings and respond to two class mate responses</li> </ul>
<b>Week 4</b> <b>(Dec. 10</b> <b>4:30pm to</b> <b>6:00pm):</b>	Social Justice, models of change, making a difference,	<ul style="list-style-type: none"> <li>▪ View Video Lecture 8,</li> <li>▪ Love (ch. 89)</li> <li>Anner (ch. 95)</li> <li>Marshall (1993)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Group Project work and final presentations in class</li> </ul>

**Group Project**

Instructions: Students will form into small groups to complete this assignment. Identify a situation in which cultural diversity is challenging individuals, a campus unit, an organization, an educational context, a local community, etc. Your task is to conduct a critical analysis of the cultural context of the problem, key stakeholders affecting and affected by the problem, and identify a viable solution or solutions to addressing the problem. You are to use the following six-step model model (“Collaborative Problem-Solving for Equity and Justice: A Six-Step Model,” Paul C. Gorski, [http://www.edchange.org/handouts/problem\\_solving\\_model.doc](http://www.edchange.org/handouts/problem_solving_model.doc)) to organize your analysis of the situation you identify.

1. **Problem Identification**

Identify or name the situation and relevant related issues. What is the conflict? What is the source of the conflict? What dimensions or aspects are most salient to the problem?

2. **Perspectives**

Create a list of every person, group, and institution affected by the situation. How is each of these people and institutions affected by the situation? Be sure to include possible victims, victimizers, members of the community, and anyone else who is touched by the situation directly or indirectly. It may be necessary to make some assumptions for this step, intensifying the importance of incorporating as many voices and perspectives as possible into the process of compiling the information.

3. **Challenges and Opportunities**

With the varied perspectives in mind, what will be the individual and institutional challenges and constraints to addressing the situation? What will be the challenges based on the individuals directly involved, and what institutional constraints must inform an approach for addressing the situation? What are the educational opportunities presented by the situation, both for the people directly involved and everyone else?

4. **Strategies**

Brainstorm approaches for addressing the situation, attempting to maximize the extent to which the negative outcomes of the situation are addressed while simultaneously maximizing the extent to which you take advantage of educational opportunities. Keep in mind the varied perspectives and the fact that any solution will affect everyone differently. This is not the step at which to challenge and critique each other's ideas. Record every idea, no matter how unreasonable it may sound to individuals in the group.

5. **Solutions**

Focus your strategies into a formal plan of action. Keep in mind the varied perspectives as well as the challenges and opportunities. Be sure to come up with at least three specific responses, whether they focus on the individual situation/conflict or the underlying issues at an institutional level.

6. **Expected Outcomes**

Name the outcomes you foresee as a result of the solutions you identified. Revisit the perspectives step to ensure a standard of equity and fairness.

Procedure:

Each group is required to give a thirty (30) minute in-class presentation. The time constraint will be enforced. A one-to two-page handout that lists (with bullets) the pertinent information from the intervention should be provided for each of the class members and the instructor at the time of the presentation. Included with the handout should be a reference page of the citations used to support and develop the intervention. On the final day of class, each group must submit a 5-7 page executive summary of their proposed intervention to include the six points listed in the model on the preceding page AND the following information:

- ✓description of the problem locally and nationally;
- ✓historical and background issues that gave rise to the problem;
- ✓current or past efforts made to address the issue;
- ✓a description of your proposed intervention procedures and population(s) being served;
- ✓discussion of special issues (e.g., ethical, contextual) that could or will impact the program; and
- ✓implications for future efforts to address similar cultural diversity issues.