

From: [Campus Climate Proposal form](#)
To: [Libby Peterek](#); [Carrie Olson](#)
Subject: New submission from Campus Climate Proposals
Date: Tuesday, April 19, 2016 5:01:10 PM

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What is your affiliation with UW-Madison? For group submissions, please respond for main contact.

- Academic Staff

Describe the concept. If already in use here or elsewhere, please indicate this.

Before individuals can talk about diversity, culture, or climate, they have to be familiar with their own background or what I refer to as their cultural self. Through this proposal, individuals will do a cultural self-mapping to identify aspects of their lives which have made them into the persons they are today. They will then be asked to think about certain questions which are listed in the next section and then proceed into an improvement segment, again detailed in the next section.

I use this process at the beginning of the semester when I teach Kines 353 Health and Physical Education in a Multicultural Society. I did a workshop involving this process for the RPSE 200 Foundations in Special Education course last September and will conduct training sessions on identifying cultural self for peer advisors in Cross-College Advising Services this summer. I presented on this process at the Society of Health and Physical Educators Midwest District Student Leadership Conference in 2013, the UW Wellness Symposium last October, and the UW System Institute for Urban Education Conference in August of last year. All presentations were very well received. From the presentation at the Institute for Urban Education Conference, I was invited to speak on the topic at the Summit for Addressing Disproportionality on April 21 of this year.

How would this affect cultural change on campus?

After identifying aspects of their lives (cultural self) which have made them into the persons they are today, individuals will be asked to think about (a) their attitudes toward human differences and responses to experiences with diversity, (b) how their cultural self has influenced their attitudes and responses, (c) instances when their attitudes influenced their interactions with others, and (d) how their cultural self influenced their interactions with others. Following this, the session goes into an improvement segment in which participants list on an index card any attitudes they need to improve. The cards are anonymously exchanged and each participant offers suggestions to improve the attitudes listed on the card (s)he has. This part of the session has the potential to lead into further discussion.

For new ideas, how would you propose piloting this idea to see if it would work? If the idea is already in use at UW-Madison, how would you propose expanding or altering this program for greater impact?

Faculty/academic staff could be instructed on how to conduct this session within their courses. It can be done in one class period. I have conducted this session within a 50-minute time slot but a little longer period would be better.

Another option for reaching students is that the session could be conducted in residence halls with

individuals from University Housing conducting the sessions.
To reach faculty/staff, the session could be conducted at a department/unit meeting with a designated person leading the session.

What resources would be needed to implement your suggestion?

Resources to implement this suggestion are minimal. I have developed PowerPoint slides as part of the process which guide individuals through the various parts of the session. The only costs I can think of at the moment would be for index cards and making copies of a diagram of a fish. I have individuals use the fish to do the cultural self-mapping. On the bones of the fish, individuals list those things that have made them into the persons they are today.

Please use this space for any additional information about your proposal that you wish to share:

As previously mentioned, the session has been well received whenever I have given it. At the Society of Health and Physical Educators Midwest District Student Leadership Conference, I heard one student commented that the session made her realize some prejudices/biases her parents have but being a future teacher, she knew she could not have those attitudes.
At the UW System Institute for Urban Education Conference, one attendee referred to the session as, "Powerful!"