

University of Wisconsin-La Crosse Diversity and Literacy Outcomes: A Pilot Study in Assessing how Students' Interactions with the Residence Hall Diversity Statement Participate in Inclusive Excellence

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ABSTRACT

Villalpando (2002) and Astin (1993) have researched the effect of multiculturalism on universities, and they have found that universities derive educational benefits when multiculturalism is both structured by the institution and engaged in by the students. Williams (1994) has demonstrated that publicity with a diversity focus effects how people perceive an organization. This project investigates how students' interactions with the "Residence Life Diversity Statement" participate in Inclusive Excellence (IE) initiatives. This study prompted students to use personal experience to describe how the representation of diversity and inclusion in the diversity statement is enacted in the residence halls. The results of this study suggest that the diversity statement will more effectively support IE community goals and promote IE learning by communicating the importance of IE learning activities and student accountability.

Keywords: Inclusive Excellence, Diversity, Inclusion, Multicultural, Student Affairs, Campus, Culture, Statement, Publicity, Critical Discourse, Discourse Analysis

INTRODUCTION: INCLUSIVE EXCELLENCE AT UW-L

The University of Wisconsin-La Crosse (UW-L) is a public, mid-sized, regional, four-year university that is establishing itself as "a regional academic and cultural center that prepares students to take their place in a constantly changing world community" (University of Wisconsin-La Crosse, 2014). UW-L has initiated a program for Inclusive Excellence to foster a culturally and academically stimulating environment. UW-L Inclusive Excellence (IE) initiatives have established multicultural resource centers on campus including the Pride Center, Office of Multicultural Student Services, Student Support Services, and Disability Resource Services in concert with initiating academic and student life programming to support a diverse campus culture and promote the values of multiculturalism, diversity, and inclusion. A subgroup of the Student Life Department, the Office of Residence Life (ORL), regulates the on-campus living communities by staffing the facilities and programming student development activities. ORL represents their participation in IE initiatives in the "Residence Life Diversity Statement," which is publicized on the department's website, in the lobby of residence halls, and in various other small publications. The diversity statement reads as follows:

"The Residence Life program is committed to creating living learning environments that help all students feel welcome and included. This means that we are dedicated to fostering an inclusive environment for students of all racial/ethnic, cultural, sexual orientation, gender identity/expression, ability/disability, and religious backgrounds. We understand that learning to live in a residence hall community setting that is diverse can be a new and challenging experience and we strive to offer a variety of programs and services where all students can engage in understanding and interacting with others who are different than themselves. Our residence life staff, student leaders, and residents work together to ensure that these values are reflected throughout the residence halls. We work in concert with various departments across the campus to enhance compliance to these values" (Department of Residence Life, 2013).

REVIEW OF PREVIOUS RESEARCH

Inclusive Excellence (diversity, inclusion, and multiculturalism) has been shown to benefit campus cultures and student learning by developing practical analytic thinking skills through the analysis of cultural concepts such as race, class, gender, and sexuality. Villalpando (2002) and Astin (1993) find that IE increases cognitive development in both majority and non-majority students when cultural complexity is incorporated into student learning. Villalpando, in a national study of 365 U.S. universities, finds that students report a beneficial IE experience when it entails the following four components:

- “(a) attending racial/cultural awareness workshops;
- (b) socializing with students of different racial/ethnic groups;
- (c) taking courses from faculty who use instructional methodology with content on ethnic/racial issues, research, or writing addressing women, ethnicity or race; and
- (d) campus policies and practices that promote diversity initiatives” (2012).

His work emphasizes that these learning activities become beneficial for universities when they are both structured by the university and engaged in by students. As he indicates in the outlined components, students need to actively participate in IE community and learning goals in order for IE to benefit the campus community and learning outcomes.

Inclusive excellence publicity is a crucial component that mediates university structures with student participation. IE publicity propagates initiatives around the UW-L campus; this publicity can be found on the university website, on bulletin boards, in course offerings, in residence halls, and in other university media. Williams (1994), in a study carried out at Purdue University, explains that diversity publicity can change how students perceive an organization. Williams indicates that publicity with a specific “diversity” focus improves how raters perceive the attractiveness of organizations. Villalpando and Williams both indicate that publicity influences the way students perceive and interpret institutional IE initiatives: the influence of publicity is important to study in order to understand how students participate in IE initiatives and achieve learning outcomes.

RESEARCH QUESTION

The University of Wisconsin-La Crosse Center for the Advancement of Teaching and Learning IE Program asks us to “shift our thinking from diversity as a goal in itself (typically focused on numbers) to diversity as part of the educational process, a real-world factor that helps everyone learn better when it is engaged deliberately.” How do student interactions with the representation of IE in the ORL diversity statement participate in IE initiatives within the residence halls? Further, do student interactions with the representation of IE “work” toward building cultural literacies that fulfill the UW-L IE education goals?

DATA COLLECTION METHODS

The data was collected in two stages. First, an online survey was sent to all students living in the residence halls and it rendered about 157 complete responses. The survey asked students to read the “Residence Life Diversity Statement” and respond to two prompts:

1. How does the excerpt represent actions taken to promote the values of diversity and inclusion in the residence halls? You may use personal experience and/or knowledge of UW-L in your answer.
2. Do you think this excerpt presents achievable diversity and inclusion goals in the residence halls? If so, how do you see these goals currently being achieved? If not, what is preventing these goals from being achieved?

In the second stage of data collection, four student interviews were conducted to gather contextual information about the online response. Five students were chosen from a set of 20 students that volunteered their participation during the online survey. The students were prompted with 12 questions about their involvement and experiences with IE initiatives in the residence halls and on the greater campus (see appendix A).

ANALYSIS METHOD

A discourse analysis was conducted on the online text responses. *Discourse analysis* “is the study of the ways that language is organized in texts and contexts” (Barton, 2003). This method of analysis views language as a social object that has properties for the context in which it obtains; it views language from a more broad social perspective to account for what it means, how people are using it, and what it does between the people who use it. This method has been used to analyze power relations such as race, class, gender, and sex because it can uncover the assumptions that underlie the way people use language in specific contexts. This method allows for specific instances of language to be analyzed for how it participates in broader cultural practices.

The study analyzed the discourse that students generate when talking about the diversity statement. This study analyzed the student response and has categorized three components of the student response: First: Do students affirm or deny the accuracy of the diversity statement? Second: How students perceived IE promotion? Third: How do students describe the promotion of IE? (see appendix B). The third category, the ways that students describe IE, was measured with four frames of speech that were created after the data was observed. The frames of speech include:

- *Abstract*: use of abstract concepts such as good, happy, welcomed to describe the carrying out of the statement.
- *Naturalization*: suggesting a presence, or lack of diversity is natural or inherently present in activities which have not historically supported cultural diversity and inclusion or do not address IE topics.
- *Critical view*: synthesis of knowledge and/or actions that show an analytical engagement in the topics of diversity.
- *Accountability*: Citing a, b, c, or d (Villalpando, 2002) as referenced in previous research to place accountability for action in people, places, or programs.

DATA ANALYSIS

Do students affirm or deny the accuracy of the diversity statement?

- From the first year to second year male students exhibited a 15% decrease in their affirmation of the statement (see Figure 1).
- From the first year to second year male students exhibited a 10% increase in their disagreement with the accuracy of the statement (see Figure 1).
- From the first year to second year female students exhibited a 15% decrease in their affirmation of the accuracy of the statement (see Figure 2).
- From the first year to second year female students exhibited a 25% increase in their disagreement with the accuracy of the statement (see Figure 2).

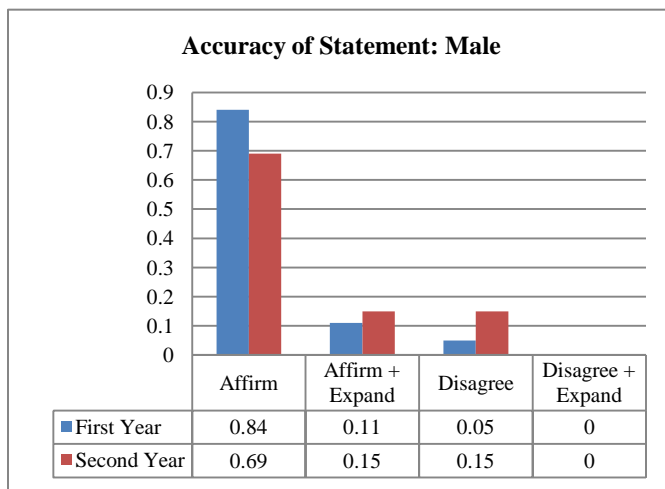


Figure 1: Accuracy of Statement: Male

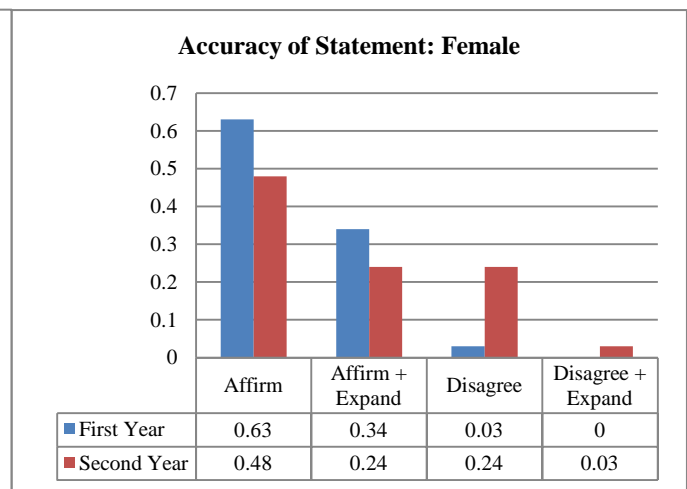


Figure 2: Accuracy of Statement: Female

How do students perceive IE promotion?

- From the first year to second year male students exhibited a 47% increase in their reporting of an all campus IE promotion (see Figure 3).
- From the first year to second year male students exhibited a 27% decrease in their reporting of no active promotion (see Figure 3).
- From the first year to second year female students exhibited a 6% decrease in reporting of an all campus promotion (see Figure 4).
- From the first year to second year female students exhibited a 14% increase in reporting no active promotion (see Figure 4).

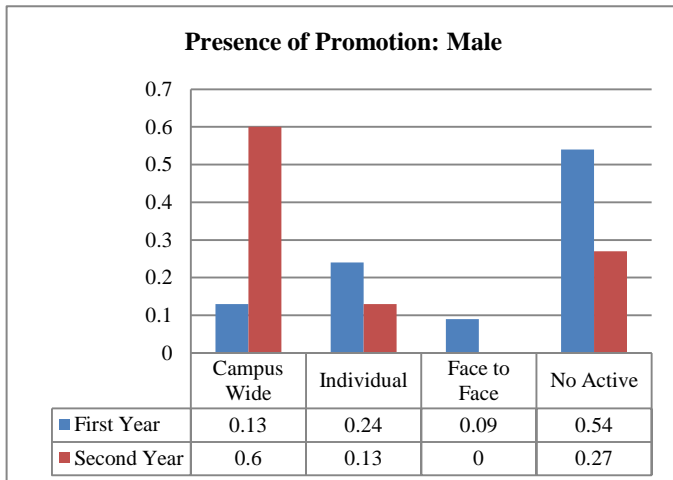


Figure 3: Presence of Promotion: Male

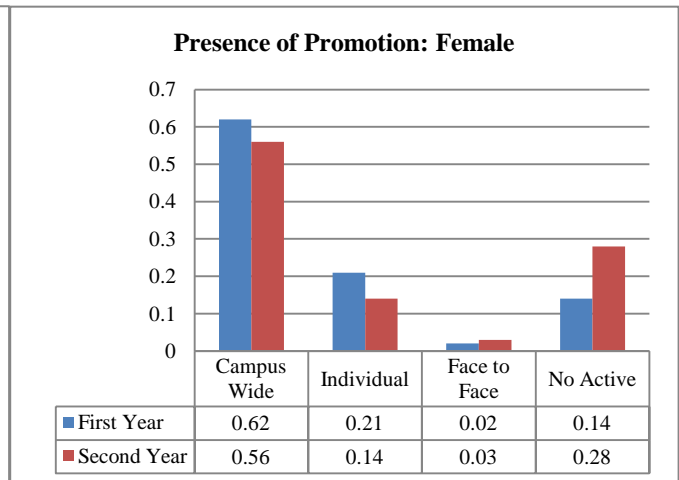


Figure 4: Presence of Promotion: Female

How do students describe the promotion of IE?

- From the first to second year both males and females decreased their use of naturalization frames of speech (see Figure 5, Figure 6).
- From the first to second year students increased Abstract and Accountability frames of speech (see Figure 5, Figure 6).

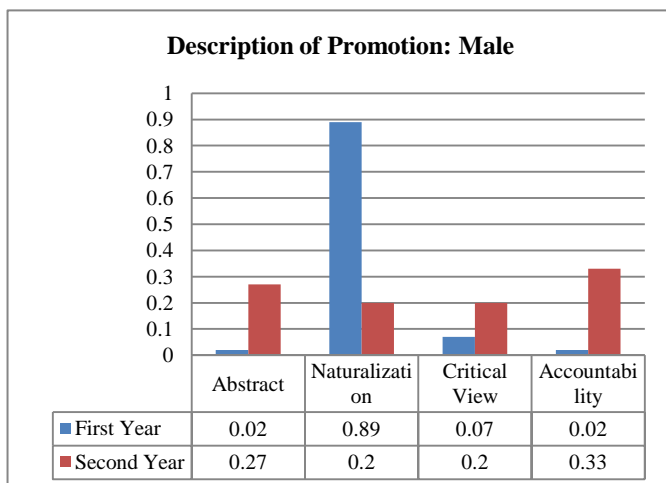


Figure 5: Description of Promotion: Male

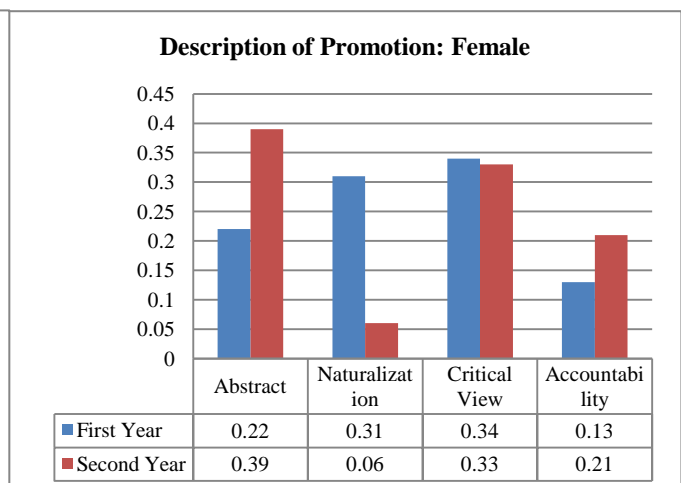


Figure 6: Description of Promotion: Female

DISCUSSION

The data indicates that there are differences in male and female responses. This discussion will identify and analyze the general trends in the responses of all students, females, and males.

All Students Describe IE Promotion with Polarized “All Campus” or “No Active” Language

From the first to second year students reported less individual IE promotion and their speech patterns became increasingly polarized as they reported that IE was promoted either campus wide or not at all. While an all campus dialogue is important in initiating IE on campus, an all campus dialogue may indicate that there is more institutional action than student action. Villalpando (2002) stresses the importance of both institutional and individual engagement in IE initiatives because students need to actively participate in IE community and learning goals. This trend may be further studied to understand how students are using campus IE resources to develop individual literacies in IE discourses. This trend is significant because it may indicate a weakness that appears in the responses that are specific to males and females. Females may be more apt to disagree that the statement is accurate if they do not feel that individuals are participating in IE community and learning goals. Males may use university resources to describe IE if they do not have accurate conceptions of what their role as participants in achieving IE community and learning goals entails. For further discussion of male and female trends see the following sections.

Females Begin to Disagree With the Statement

From the first to second year females increasingly disagreed with the representation. When comparing first to second year females, this study found that first year females affirmed the statement; reported campus wide and individual promotion; and used an equal distribution of the specified frames of speech. These students affirmed the diversity statement and cited relevant departments and individuals as participants in support of IE goals. This group was concurrently the most supportive of the statement and the most knowledgeable about IE programs. In comparison to first year females, second year females increasingly disagreed with the representation; increasingly reported campus wide diversity promotion and no active diversity promotion; and used an increased amount of abstract frames of speech. From first to second year, these students became more knowledgeable of IE on campus, and less supportive of the statement.

This trend deserves further inquiry since female students may sense a dissonance between the public representation and actualization of IE. Inquiring into this trend will uncover whether females began to disagree because the representation did not reflect their student experience, or it may uncover a need for certain types of learning programs or policies that females feel are not currently addressed. While this trend deserves further inquiry in order to better address the needs of females on campus, this trend also deserves further attention because the female response became increasingly less learning oriented as they became more skeptical of the representation.

The female in-person interviews do not conclusively support these interpretations since participant two and participant four reported mixed amounts of satisfaction with IE initiatives. Participant two indicated a general satisfaction with IE programming on campus. Participant two was involved in Black Student Unity as well as Rainbow Unity and felt that the campus was diverse and inclusive. While participant two was happy with IE on campus, participant four reported a desire for institutional support. Participant four was active in Students Advocating Potential Ability, but did not indicate that their goal to decrease the stigma around disability on campus was supported or promoted on campus. Participant four did not report experiencing IE in the residence halls and indicated a desire for more institutional support in normalizing disability. While participant provides an example of a satisfied female student, participant four provides an example of a viewpoint that may cause females to disagree with the accuracy of the diversity statement in the online survey.

Males Increase Accountability and Abstract Frames of Speech as They Become More Aware

From the first to second year males increasingly use accountability and abstract frames of speech as they become aware of IE on campus. When comparing first to second year students, first year males affirmed the representation; reported no active and individual promotion; and described promotion with naturalizing frames of

speech. Naturalizing frames of speech entail attributing diversity and inclusion to a particular activity (i.e., playing basketball, eating dinner). These first year males affirmed the diversity statement, while simultaneously attributing the enactment of IE to none of the four a, b, c, or d components identified earlier in Villalpando (2002). Second year males generally affirmed the representation; reported increased campus wide promotion; and drastically increased their use of accountability and abstract frames of speech. Accountability frames of speech entail referring to departments, people, or activities that are specifically multicultural or diversity oriented which is represented in a, b, c, and d (Villalpando, 2002). Abstract frames of speech entail using non-committal descriptors such as good, happy, etc. From first to second year, males became increasingly aware of the role of on-campus offices in generating a diverse and inclusive environment on campus.

The context of males' speech patterns may be illustrated with the interview data. Interview participant one and participant three are both white males who work in the residence halls. They express the challenges of engaging the residence hall populations in IE programming. Participant three said, "I think we have a lot of opportunities for people to be, to learn about diversity and be inclusive. Um, does everyone take advantage of that, I don't think so" (see Appendix D). Interview participant one described a similar outlook, he said, "I feel like the select groups that, like in res-life when you go to programs its always like the same people that go to these programs and like I feel that we hit some people, but there are so many people that get untouched by all of that" (see Appendix C). It may be the case that these students are not becoming aware of their cultural position and are not identifying themselves in an IE discourse. This feeling must be addressed because IE learning is most beneficial when it engages all students and provides opportunities for cross cultural dialogue. Publicity must be relevant to student's lives, encouraging and empowering them to identify themselves with the values of IE. Villalpando (2002) warns that discussions of diversity may not be beneficial when they focus on difference, and it is important that males identify within a diverse cultural situation so that all students are working toward IE goals.

CONCLUSIONS AND CONTINUED INQUIRY

Assessment of Student Response to Diversity Statement

This study suggests that the diversity statement and IE publicity in general, may be revised in order to communicate the importance of student accountability and activity in actualizing IE goals on campus by addressing the polarization of speech patterns, disagreement with the representation of second year females, and naturalization responses of IE by first year males. The diversity statement, and IE publicity in general, can more effectively promote IE learning by:

- (a) communicating institutional IE goals;
- (b) promoting learning activities (a, b, c, and d) in which students will participate; and
- (c) appealing to students individual participation and identity formation processes.

While these alterations to the statement may increase its effectiveness as publicity that communicates certain roles to students participating in IE initiatives, the alterations alone are only a small component of the continuous improvement of IE initiatives. Further inquiry must work in two directions, first to produce IE publicity that coordinates student participation in IE cultural and leaning goals, and secondly continue developing needed IE learning programs that reflect the four components previously identified as a, b, c, and d (Villalpando, 2002).

Further Inquiry

All student interactions with the statement do not indicate a strong active promotion of IE at the individual level. This trend deserves a more nuanced investigation since IE initiatives necessitate active student involvement in order to actualize diverse and inclusive living environments and integrate successful IE learning programs. Further study can investigate what types of communication influence students to identify with IE goals on campus. This is especially important to study in the male population.

Female students increasingly disagree with the statement. Further inquiry should also examine why second year females disengage with the statement. Investigating this trend may involve delving into how diversity publicity

accurately reflects the student experience, how certain learning programs may achieve learning outcomes that female students' desire, and creating policies which address the concerns of females.

Male students increase their campus awareness, and this increase is very positive since few first year males reported an awareness of IE initiatives on campus. Since males affirm the success of IE more readily than females, there may remain a problematic difference in the sensibilities and competencies between males and females. Further inquiry can explore how second year male students develop individual competencies and view their participatory role in IE initiatives.

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APPENDX

Appendix A

Interview Questions

1. What is your year in school?
 2. Have you been involved in a campus organization that has stressed the importance of diversity and inclusivity? If so, which organizations? What did the inclusion of “diversity and inclusivity” entail for that organization?
 3. How would you describe the goals of “inclusivity and diversity” initiatives on campus?
 4. Why do you think the concepts of “inclusivity and diversity” are campus initiatives?
 5. How do you see “inclusivity and diversity” initiatives affecting the campus?
 6. Do these initiatives show up in the residence halls? If so, how?
 7. Do they also show up in your classes, if so how?
 8. If not, why not? And where are the effects?
 9. Have “inclusivity and diversity” initiatives affected you? If so, have these initiatives also affected your view of diverse groups? If yes, in what ways?
10. If you have a discussion about “inclusivity and diversity,” what types of topics do you talk about?
 11. How do you think your exposure to “inclusivity and diversity” at UW-L will follow you into your life outside UW-L and after graduation?
 12. I feel _____ about the “inclusivity and diversity” focus on campus.

Appendix B

Discourse Analysis Coding Criteria

Representation

1. Affirmative. The statement represents actions that promote diversity and inclusion.
2. Affirmative. The statement represents actions and reference program or action context.
3. Negative. The statement inaccurately represents actions to promote diversity and inclusion.
4. Negative. The statement inaccurately represents actions to promote diversity and reference program or action context.

Promotion

1. There exists a promotion of diversity and inclusion, context of campus or cultural processes.
2. There exists a promotion of diversity and inclusion, context of individual actions.
3. There exists a promotion of diversity and inclusion, context of point-of contact promotion.
4. There exists no active promotion of diversity and inclusion.

Frame of Speech

1. Abstract: use of abstract concepts to describe the carrying out or the effects of the statement.
2. Naturalization or Minimization: suggesting presence, or lack, of diversity is natural or inherently present in initiatives which have not historically supported diversity and inclusion.
3. Critical view: synthesis of knowledge and/or actions that show an engagement in the topics of diversity.
4. Accountability: Citing a, b, or c to produce accountability for statements and actions in support of diversity and inclusion.

Appendix C

Interview Participant 1

1. What is your year in school?
I'm a Junior, or third year.
2. Have you been involved in a campus organization that has stressed the importance of diversity and inclusivity? If so, which organizations? What did the inclusion of “diversity and inclusivity” entail for that organization?
Okay, so, yes, I have been involved. The campus organization would be Residence Life. Umm I am an RA. And so one thing we just like kind of focus on for our organization for inclusion with diversity is just kind of making sure that everyone feels welcome and like kind of basically just educating everyone on all the

differences that everyone has and all of that kind of stuff and we just want to make everyone feel welcome and at home, in the residence halls.

3. How would you describe the goals of “inclusivity and diversity” initiatives on campus?
Umm, I feel like a lot of the campus, I feel like the initiatives would be just kind of educating, just kind of like showing people the different, like the differences and all the diversity and just like educating people that there is not just this one way, there’s like all these different, there’s so much diversity everywhere and just like educating people, on that diversity.
4. Why do you think the concepts of “inclusivity and diversity” are campus initiatives?
Umm, I feel like, for like just making everyone feel welcome like is kind of what I touched on before. Umm, I think you kind of need that on a campus in order to like learn and like that is the reason everyone is on this campus is to like learn and get a degree and so I feel like making sure everyone feels welcome and like feels at home on campus and you know makes a better learning environment.
5. How do you see “inclusivity and diversity” initiatives affecting the campus?
6. Do these initiatives show up in the residence halls? If so, how?
Umm, You see a lot in um programming, like in the residence halls and also like with like passive programming is one that’s big like bulletin boards that RA’s put up and just kind of like other stuff like that so I just think that you kind of see a lot of passive programming I think is probably where you see it the most.
7. Do they also show up in your classes, if so how?
Really the only class that I have been taught about inclusivity and diversity would be my EFN 205 class which was the Understanding Human Differences. That’s really the only class that I can think of that really touched on it at all.
8. Have “inclusivity and diversity” initiatives affected you? If so, have these initiatives also affected your view of diverse groups? If yes, in what ways?
Ummm, I would say yes it had affected me. Umm, I wouldn't say it has really affected my view on diverse groups, I would say it has more affected my knowledge and like how, like, how much I know about different groups and different diversity groups. Cause like before coming to college, there were some that I like never even thought of like as a diversity group and stuff like that, and just like there’s just so much stuff I have learned about diversity and everything. So I would say my knowledge, like its definitely affected my knowledge but I wouldn't say its like affected how I have looked at other diversity groups. If that makes sense. Like I would consider myself, Like growing up my parents always told me to like you know, I don't know, I never really like looked at people differently because of that and so I would say that its just educating me more about the different diversity organizations and groups rather than like telling me, you know, how to look at them because I kind of already had that view in the first place. If that makes sense.
9. If you have a discussion about “inclusivity and diversity,” what types of topics do you talk about?
Liiike, do you want me to say specifically which groups we talk about? ...(me)..Ok, umm, so I guess for my bulletin board this semester, like this month I have a white privilege one, and I think that one is one that comes up a lot because this campus is like has a high super high percentage of this campus is white and so I think a lot of people don't understand how privileged they are based on just their skin color and just like how much white privilege does play in their lives and so I feel like this is one of the topics with some of like, especially being involved with res life is one thing we talk about a lot and its a really cool one to talk about because it kind of opens people's eyes on this campus.
10. How do you think your exposure to “inclusivity and diversity” at UW-L will follow you into your life outside UW-L and after graduation?
I mean, I feel like, umm, I feel like just understanding just all the different like diverse groups like everywhere it will let me be able to see things from a whole new perspective and from like different perspectives and understand every one better like once I get in the outside world too, and I think it will just help me so much.
11. I feel _____ about the “inclusivity and diversity” focus on campus.
I fell, umm, what does ATP say? Wonderfully Uncomfortable. I don't know, I don't know, I feel, I feel, that we do a good job, here on campus but I also feel like we could do better, too, if that makes sense. I feel that we do a good job, but I also feel like there are a lot of people that, like I feel like the select groups that, like in res-life when you go to programs its always like the same people that go to these programs and like I feel that we hit some people, but there are so many people that get untouched by all of that. So I feel like we do a good job, for like a lot like a good number of people but then I also feel like there is soo many people that just don't know anything about inclusivity and diversity. Then, so I feel like we do a good job, but I feel like we need to work on like getting everyone and teaching everyone. You know, if that makes sense.

Appendix D

Interview Participant 3

1. What is your year in school?

I am a junior.

2. Have you been involved in a campus organization that has stressed the importance of diversity and inclusivity? If so, which organizations? What did the inclusion of “diversity and inclusivity” entail for that organization?

Um, well, I’m part of residence life, so they always stress about being inclusive and uh, trying to be diverse with certain programs and um, things and how we communicate with our residents. So, since we deal with a lot of people, we, they tell us that we need to make sure to be as inclusive as we can and its, its, it is, what’s the word? Expressed, probably daily, that we should be inclusive and um try to address the broad area of students.

3. How would you describe the goals of “inclusivity and diversity” initiatives on campus?

Um, I feel like they’re a positive one, if they’re always, if they’re always executed I’m not sure. Um, I feel like the message is great and having, I think we have a lot of opportunities for people to be, to learn about diversity and be inclusive. Um, does everyone take advantage of that, I don’t think so.

4. Why do you think the concepts of “inclusivity and diversity” are campus initiatives?

Um, well I feel like its important to learn about people and learn about their differences and then to accept people for their differences as well. Um, and, because I feel like most of the hate is not being educated and if we can educate people, then, I feel like that is a good goal to make.

5. How do you see “inclusivity and diversity” initiatives affecting the campus?

Um, I feel like it, I feel like there is two sides of it, I feel like there is the side where people are going to it or really taking it in, its a really positive, and people are talking about it. And then I feel like the people who aren’t going to, but are seeing all these like diversity monologues and inclusivity posted things that are everywhere that I feel like it might give them the wrong idea, just because, they... I feel like because they are not educated about these topics that they might feel like a personal attack towards them. So I feel like it might be for the, for the educated to maybe step in if they hear any, any negativity about these organizations or programs that are happening. ... (me)... Yeah, because I know that there is a lot of publicity in regards to being like a diversity campus and like a lot of events going on that revolve around different diversities if that means ethnicity, um, gender, or, sexual orientation, so, um, I feel like the people who don’t understand why we have that I feel like they might feel like; why, why do we have to learn about this? When the other half of the people are like, this is fantastic, and I’m really excited about this, but then how do we engage the people who are not engaged. Because I feel that the people who are going to these are the same people who are going to all these events. That’s what I was trying to get at, that the people who are always going to these kind of events will go to these events and then the people who will just look the other way wont. So, does that make sense?

6. Do these initiatives show up in the residence halls? If so, how?

Um, I feel like they do. There’s a, at least from the staff standpoint, I feel like we always put up opportunities and um, we try to make sure that people know that these opportunities are there, because I feel like a lot of people, like I said before, they don’t know that these opportunities are there, um, so, I feel that it’s very apparent once somebody gets hooked on it then it slowly spreads to other residents. So, I feel like its there. Does everyone take the opportunity? No. But its very apparent that those options are there.

7. Do they also show up in your classes, if so how?

Yes, because I’m an ERS Minor, so we talk a lot about that. In other classes, I mean I’m a psychology major so it does, but when I used to be a biology major not so much. So I feel like depending on the major, it might show up more than other majors and minor, so yeah, cause I know we had the Gen-Ed of having the one diversity requirement which we could take ERS or some of the other ones. So there, I feel like if you look for it, its there. if its, if you’re, if you’re a business major, or, science major you might not get that in your classes, but as a psychology major and ERS Minor, we get it all the time.

8. If not, why not? And where are the effects?

9. Have “inclusivity and diversity” initiatives affected you? If so, have these initiatives also affected your view of diverse groups? If yes, in what ways?

Ah, I think it has, I think it opened up a lot of my ideas of coming from high school and, um, and, changing them, just, yeah, making me more aware of the differences that everyone has and how communication plays a big part in that, and I think that’s one of the hardest things when you’re coming from high school to the university, I think language is the hardest thing to be inclusive about. I think in that aspect it has affected

me. But I think if I wasn't in residence life I might not have had that, have had those opportunities presented to me as easily as I have.

10. If you have a discussion about "inclusivity and diversity," what types of topics do you talk about?

Um, lets, see, um, a couple of the things that I've done, I've done a bulletin board about, um, privileges, about ethnicity, gender and sexual orientation. Um, some of my fellow staff members have done, are, or, are going to do some things on white privilege and, uh, we did something about social class and how money affects the outcome of different tiers of social class, um what else,.. I feel, without the programs I feel like our, I feel like we have a lot of conversations about class, or not class, but different diversity topics as well. Not necessarily a program, but feel like people talking about it helps as well.

11. How do you think your exposure to "inclusivity and diversity" at UW-L will follow you into your life outside UW-L and after graduation?

Uh, I think it's going to impact me a lot, and I feel like other schools don't put as much emphasis on diversity and inclusivity as LaCrosse does, which is a good thing. With the more education, the more employers will see that we understand and that might give us a leg up afterwards searching for jobs.

12. I feel _____ about the "inclusivity and diversity" focus on campus.

I feel satisfied. But that's also coming from a white male, so, thats something to consider as well.