

MULTICULTURAL AWARENESS PROGRAM

Evaluation: 2005-2011

Prepared by

Nick Heckman

For

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Executive Summary

Introduction

UW-Extension Cooperative Extension has been involved with internal training and professional development in various forms since the mid-1990's. Since 2005, CES has worked in partnership with VISIONS, Inc. to deliver the train-the-trainer Multicultural Awareness Program (MAP) curriculum. CES staff are trained and certified by VISIONS, Inc. to conduct 2-day MAP workshops for groups of peers from across the institution (including all UW-Extension divisions and UW Colleges). This evaluation was designed with the intent of determining if MAP principles have lasting impact over time, whether additional learning is needed to reinforce MAP tools and concepts, and whether MAP can be attributed to personal or professional changes in regards to interacting across differences

Methodology

This evaluation covers the 2-day MAP trainings which took place from 2005 through 2011. Program costs both for UW-Extension and Cooperative Extension were calculated using available data. A breakdown of facilitator distribution between UW-Extension divisions, including Cooperative Extension and UW Colleges was provided to shed light on the level of commitment and investment Cooperative Extension has placed in MAP. At the time of this report, there were 22 active MAP facilitators, 14 of which were from Cooperative Extension.

Survey

A survey was developed using Zoomerang software to follow-up with all MAP participants who took the training from 2005 through spring of 2011. 180 responses to the survey represented 43% of Cooperative Extension staff who have undertaken MAP training during this period. Cross-listing survey results with the time since participating in an MAP workshop enabled the ability to see how value and applicability of the workshops for survey respondents have changed over time.

Survey questions generated demographic information on a host of categories, including age, race, gender, location, district, program area, and position type. Where data was available, these categories were compared to demographic distributions within Cooperative Extension.

Other survey questions were used to determine familiarity with skills and tools from the MAP curriculum. All participants were exposed to these items during workshops. As expected, familiarity decrease with time. Among items with the highest overall usage and retention rates were “both/and thinking,” “target/non-target groups,” and “stroke/appreciations.”

Trends and Conclusions

Facilitator time and value represents a large component of Cooperative Extensions’ investment in MAP. While some data and evaluation is conducted as part of the structure of MAP administration, additional information could be collected during registration and evaluation could be more robust for both participants and facilitators. Survey response rates indicate certain areas within Cooperative Extension which could benefit from greater or more targeted outreach: Western and Northern Districts, the ANRE, and CNRED Program Areas, and faculty, in particular.

Program Overview

The Multicultural Awareness Program, or MAP, is a professional development opportunity designed to provide a framework for UW-Extension and UW Colleges colleagues to understand and reflect on interactions with people who are different from themselves and to engage in change at the personal, interpersonal, institutional and cultural levels. The research-based training emphasizes didactic and experiential modes of learning to show that changing racism and the other oppressive behaviors requires not only cognitive change, but also affective and behavioral change. Interactive lecturettes by facilitators cover topics such as assumptions, definitions, descriptions of modern oppression behaviors, internalized oppression theory and change strategies.

Activities leading up to MAP began in the mid-90's with a group of approximately 15 UW-Extension colleagues meeting in quarterly, four-day and two-day workshops for a year with trainers/consultants from VISIONS, Inc., a nonprofit agency that assists organizations, communities and individuals achieve greater effectiveness in multicultural settings. Later, a number of four-day workshops were conducted by VISIONS for other small groups of UW-Extension employees. These workshops, which involved 25-30 UW-Extension colleagues, were designed to result in individual, interpersonal, cultural and organizational change and inclusion.

In 2004, UW-Extension began a train-the-trainer program with VISIONS, Inc. as part of an institutional change initiative recommended by the Diversity Council and approved by the Chancellor.

Goals of this initiative were to:

1. Build upon early organizational learning experiences of the 4-day workshops;
2. Sustain UW-Extension efforts to become a multicultural and inclusive organization and build internal capacity
3. Provide workshops for the entire workforce; and
4. Enable employees to develop and apply a multicultural framework to all aspects of their work and Extension operations.

In 2005, 20 employees (12 from Cooperative Extension) were selected for the train-the-trainer program through a competitive application process; over the course of two years, they completed 19 days of training, observation and co-facilitation with VISIONS, Inc. before being certified. Of this initial group of 20, 14 facilitators remain, 10 from Cooperative Extension.

In 2009, a second group of 11 facilitators (six from Cooperative Extension) were recruited. In 2011, nine of these facilitators were certified, eight have continued, and of this group, four belong to Cooperative Extension. In total, between both cohorts, 22 facilitators remain active and 14 of these are Cooperative Extension staff.

These facilitators serve a key role in guiding participants through the activities, discussions, and explorations of identity contained in MAP. Facilitators encourage participants to reflect on experiences and situations in their personal and work lives.

In 2006, the MAP initiative expanded to UW Colleges. The organizational outcomes of the Multicultural Awareness Program became: to increase diversity of educational programs, the participants in those programs and our institutional partnerships; to enhance ability to apply multicultural concepts and practices in our work environment and our educational programs; to improve ability to recruit and retain a diverse work force while valuing and building on the strengths and abilities of all our staff; and to create a changed organization.

Between November, 2005 and November, 2010, 795 staff from UW-Extension and UW Colleges attended MAP workshops. Of these, 490 were Cooperative Extension staff, 69 of whom have stopped working for Cooperative Extension at some time after their MAP workshop. In total, 421 current Cooperative Extension staff have been through MAP training, or 48% of all Cooperative Extension staff. An additional 161 UW-Extension staff who attended the 4-day VISIONS, Inc. workshops prior to 2005 are not included for the purposes of this analysis.

From 2005 through 2010, 44 MAP workshops were held, serving an average of 18 participants per workshop.

Background

After five years of conducting Multicultural Awareness Program workshops, Cooperative Extension initiated a process to evaluate the impact the training has had on colleagues. Evaluation was designed with the intent of determining if MAP principles have lasting impact over time, whether additional learning is needed to reinforce MAP tools and concepts, and whether MAP can be attributed to personal or professional changes in regards to interacting across differences. This process began in the spring of 2010 with a series of interviews designed to gain perspective from the facilitator and participant points of view. The information gathered was used to frame the evaluation and also direct a one-time workshop on the connections between Multicultural Awareness Program principles and socio-economic class.

An MAP logic model was developed as a framework for evaluation (Appendix A). One of the observed points to begin evaluation was with an analysis of the post-session evaluation forms, which are filled out by MAP participants at the end of every workshop. The comments from these evaluations were aggregated and shared with MAP facilitators.

Information on the costs of MAP workshops was collected to determine Cooperative Extension expenses and investment in the program. Simultaneously, an online survey was developed to examine the retention of MAP principles, vocabulary, and tools; to see if perceived value and applicability of the curriculum has changed over time; and to provide space for feedback on the program. The follow-up survey results were analyzed to determine key feedback on the program.

Costs

Information on program costs comes from two sources: UW Colleges/UW-Extension workshop costs, trainer expenses, and VISIONS, Inc. payments, and Cooperative Extension travel and lodging expenses for Cooperative Extension staff who have attended MAP workshops.

From 2005 through May, 2009, UWEX spent a total of \$139,754 on workshop costs at an average of \$27,950 per year or \$3,677 per workshop. Additionally, over this time \$242,021 was paid to VISIONS, Inc. as part of the contract for training of MAP facilitators.

Within Cooperative Extension, using Fiscal Year 2009 as a model year, 53 Travel Expense Reports were filled out from Cooperative Extension colleagues requesting reimbursement for MAP expenses for a total of \$6,407, or an average of \$120 per request. Acceptable costs for reimbursement include travel, lodging, and meals taken during travel.

Interviews

A series of interviews was conducted in January and February of 2010 to inform the evaluation process. Three individuals were interviewed: an MAP Group I facilitator, an MAP Group II facilitator, and an MAP workshop participant (attended 2008).

MAP Group I Facilitator

The first interview was conducted with an MAP Group I facilitator who had initially attended one of the 4-day VISIONS, Inc. training sessions in 2004 and eagerly sought out the opportunity to become an MAP trainer when it presented itself in 2005.

This facilitator spoke highly of the MAP program and the profound insights it generated among colleagues attending the training. The facilitator referred to the many instances where workshop participants approached facilitators to share how valuable the MAP tools were in personal reflection.

One of the obstacles detailed was the resistance of certain individuals toward concepts of power and privilege, although the facilitator believed that the MAP model of discussing privilege in terms of a range of “target and non-target” categories was more effective than simply talking about race. Still, white privilege was viewed as a sticking point.

Key Feedback

“As a facilitator, I believe I have been given such a valuable gift by being able to have so much training on these subjects. I can understand how people who only get two days with the materials could feel a little lost.”

MAP Group II Facilitator

The second interview was conducted with an individual in the process of being trained by MAP Group I and VISIONS, Inc. to lead future MAP trainings. At the time of the interview, this person was still in training (later certified in 2011).

This individual viewed MAP as one of the key programs that was demonstrating Cooperative Extension as a welcoming place to work with a commitment to improving diversity and inclusion. The individual was still concerned about the existence of hierarchy in Cooperative Extension which may prevent certain individuals (such as classified staff) from attending professional development like MAP, even if the opportunity is available, which may not have been clearly communicated at all levels.

Additionally, this individual expressed interest in seeing greater coordination between MAP and previous “Extension initiatives” such as Responsibility Based Culture.

Key Feedback

“I see the Multicultural Awareness Program as a pretty big commitment by the people in administration in Cooperative Extension. They seem to really understand the importance of this work. I’m not sure that all of our colleagues value it as highly, however.”

MAP Participant

The final interview was with a member of Cooperative Extension academic staff who had attended an MAP workshop in 2008. Two years later, this person reflected on the workshop positively, although with a few criticisms. Namely, that the session they attended was not very diverse, and this may have prevented them from attaining the maximum benefit of the program. Additionally, this person

admitted to not having done much with the curriculum and the tools learned through MAP within daily Cooperative Extension work.

Key Feedback

“The only person of color in our training was one of the facilitators. Obviously we can’t control for who signs up for each of these workshops, but I felt like my experience was not as reflective as it could have been, especially in regards to race, because my session consisted of mostly similarly-aged white people reflecting about similar experiences with race. Other people I have talked to had a much different experience at the training.”

MAP and Poverty Awareness for Community Engagement

Amid the evaluation process, a workshop was offered to all Cooperative Extension colleagues titled, “Poverty and Multicultural Awareness.” One of the primary objectives of this workshop was for participants to generate ideas for better aligning the MAP and Poverty Awareness for Community Engagement, or PACE, curricula. PACE is a curriculum currently primarily in use within the Family Living Programs program area, using research-based materials to bring participants from awareness to action on local poverty issues. The workshop was held on September 29, 2010 at the Pyle Center in Madison and facilitated by VISIONS, Inc. staff as well as MAP Group I and Group II facilitators.

Participants, majority of whom were from Family Living, but with representation from CNRED, ANRE, and 4-H, reviewed MAP tools as they related to classism and generated ideas about how work in their respective fields could be improved by infusing MAP principles. As a result of this workshop, new activities were developed for the PACE curriculum drawing from MAP resources.

Key Feedback

From post-workshop evaluations:

- “I was thankful to have this opportunity to revisit the MAP tools.”
- “Hopefully other programs can be connected to MAP in this way.”

- “I often feel like we are just pushing new initiative after new initiative; it is refreshing to actually return to some concepts we’ve learned in the past.”

MAP Follow-up Survey

In May of 2011, a follow-up survey was sent to the 421 Cooperative Extension staff members who had undertaken the MAP training from 2005 through January, 2011. MAP facilitators who had previously attended MAP training were not included in the survey mailing list. The survey was conducted through Zoomerang software. Over the three weeks that the survey was open, 180 responses were collected, representing a 43% response rate.

While the results of the survey were informative, the low response rate makes it easier to look for trends rather than draw conclusions based on the data. Additionally, it must be considered that certain selection biases may have affected which individuals decided to respond to the survey. For example, MAP participants who had a strong positive or negative experience at the workshop may have been more likely to respond to the follow-up survey. This may again slant the results.

Demographics of Survey Respondents

Survey questions designed to determine the demographics of survey respondents were able to determine a distribution of age, gender, race, ethnicity, location, district, program area, position, and year of MAP attendance. Where data was available, survey response demographics are compared to actual distributions of Cooperative Extension staff. A full list of questions asked on the follow-up survey is available in Appendix B.

Age

Age information was gathered in Question 1. 47% of respondents were above age 50, while 36% were age 36-50, and the remaining 16% were between 18-35 years old. Within Cooperative Extension, 43% of staff are above age 50, 28% are between ages 36 and 50, and 28% are below age 35.

Gender

Gender information was gathered in Question 2. 84% of respondents were female, 16% were male. Within Cooperative Extension, 70% of staff is female while 30% is male.

Race and Ethnicity

Race and ethnicity information was gathered in Questions 3 and 4. 98% of respondents were not Hispanic or Latino. 92% identified as white, 6% were black or African-American, and the remaining 2% were divided between mixed race, American Indian or Alaskan Native, and Asian categories. Within Cooperative Extension, 91% of staff identify as white, 3% as Hispanic or Latino, 2% as black or African American, 2% as Asian, and 2% as other.

Location

Location information was gathered in Question 5. Respondents were asked to identify themselves as from one of the following categories: county office (77%), statewide office or unit (14%), campus (6%), or district/regional office or unit (3%).

District

District information was gathered in Question 6. Responses were geographically distributed as follows: Central (19%), Eastern (19%), Northern (15%), and Quad Counties (14%). Southern district was higher than all other districts at 24%, and the Western district was lower at 10%.

An analysis of MAP workshop locations found that of 37 workshops held between 2005 and 2009, 16 were held in Madison, while one workshop was held in Janesville, possibly explaining higher participation in the Southern District. Of the remaining workshops, six workshops were held in the Quad Counties (Waukesha, Milwaukee, and Kenosha); five were held in the Central District (Wausau, Mosinee, Marshfield, and Wisconsin Rapids), plus one in Wisconsin Dells; four were held in the Eastern District (Neenah, Oshkosh, Green Bay, and Fond du Lac); three were held in the Western District (La Crosse, Eau Claire, Barron), and one was held in the Northern District (Minocqua).

Program Area

Program Area information was gathered in Question 7. Respondents identified by program area: Agriculture and Natural Resources (4%); Community, Natural Resources, and Economic Development (10%); Family Living Programs (47%); 4-H Youth Development (21%), Program Development and Evaluation (4%); Wisconsin Geological and Natural History Survey (2%), and Other (11%).

Position

Age information was gathered in Question 8. 48% of respondents identified as academic staff, 2% identified as administration, 11% identified as classified staff, 34% identified as faculty, and 4% identified as other.

Year of MAP Attendance

Age information was gathered in Question 9. Respondents participated in MAP training in the following years: 2005 (11%), 2006 (11%), 2007 (12%), 2008 (22%), 2009 (32%), 2010-2011 (12%).

Additional Training

Training information was gathered in Question 10, which read: “Outside of MAP, have you attended other diversity or inclusion training?” 62% of respondents said yes, while 38% said no. This could indicate some selection bias within the survey data as participants who have attended additional training on similar content may find the Multicultural Awareness Program more valuable and therefore be more likely to respond to the survey.

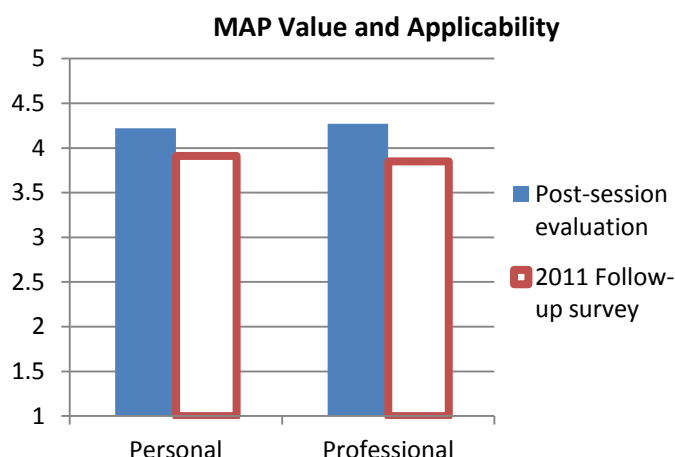
Additional Valuable Findings

- 59% of female respondents and 75% of male respondents have attended additional training. This may indicate that men who are more likely to attend MAP workshops and/or respond to the survey have had other exposure to similar concepts and ideas.
- 90% of black or African American respondents have attended additional training.

- 38% of CNRED and 74% of 4-H Youth Development respondents have attended additional training.

Value and Applicability

At the end of every MAP workshop, participants are asked to fill out a post-session evaluation worksheet. The first two questions asked are Likert-type questions asking participants to rank from 1 (not at all valuable) to 5 (extremely



valuable) the value and applicability of the workshop both professionally and in Cooperative Extension.

An analysis of scores found that immediately following MAP workshops, personal value and applicability was rated with an average of 4.22 and professional value and applicability was rated with an average of 4.27.

To see if these baseline numbers would change over time, these questions were included again in the 2011 follow-up survey. Question 11 asked respondents about personal value and applicability while Question 12 asked about the professional level. Across all respondents, those who completed the follow-up survey reported an average score of 3.91 for the value of MAP personally and an average of 3.85 for the value and applicability in Cooperative Extension.

Additional Valuable Findings

Of survey respondents:

- Men were more likely to rate the personal value of the workshop as either 4 or 5 (82%) than women (69%). This holds true for professional value of the workshop, albeit at a lower rate (75% of men to 69% of women).

Terms and Vocabulary

Question 13 asked respondents to indicate which terms and vocabulary introduced in the MAP workshop had found their way into work or personal life. The terms listed and their usage rates (as percentage of 172 total responses to this question) are included in Table 1.

Respondents were allowed to choose multiple items.

Responses specified for “other” referred to “privilege,” “white privilege,” and related terms.

Term	Usage rate
“Try on”	35%
Self-focus	25%
“Both/and” thinking	61%
Intention vs. impact	35%
Multicultural process of change	20%
Monoculturalism vs. pluralism	26%
Target/non-target groups	55%
Modern “isms”	36%
Internalized oppression	22%
Other/None	7%

Table 1: MAP Terms/Vocabulary and Usage Rates

Additional Valuable Findings

Of survey respondents:

- Across all nine terms listed, respondents from the Southern District were more likely to have used or incorporated the term in personal or professional life than their peers in any other district. This may be a product of the frequency of MAP trainings in the Southern District or the geographic distribution of MAP facilitators.
- Responses were higher for more respondents who had attended workshops more recently. Higher percentages of individuals recognizing each term came from 2008-2010 than 2005-2007.

Intuitively, this points to diminishing familiarity with the curriculum as time goes on.

Key Feedback

- “The training was too long ago for me to recall learning any of these.”
- “I attended 4 years ago; I don't remember some of the terms.”

Skills and Tools

Question 14 asked respondents to indicate which skills and tools presented in MAP workshops they have used in the real world. The tools listed and their usage rates (as percentages of the 140 total responses to this question) are included in Table 2. Respondents were allowed to choose multiple items.

Tool	Usage rate
MAP Guidelines	23%
Three Dimensions of Change	25%
Feelings as Messengers	36%
The Feeling Wheel	28%
Target/Non-Target Mapping	25%
Stroke/appreciations	47%
Other/None	7%

Table 2: MAP Skills/Tools and Usage Rates

Challenges to Using MAP Tools

Question 15 allowed for open-ended response to the following prompt: “Please share any challenges to using tools or skills presented in the workshop.”

Key Feedback

A sub-set of the 48 write-in responses to Question 15, reflecting the variety of responses:

- “I asked to use the icebreaker activities and was told that they were copyrighted.”
- “Others that I work with do not understand the concepts.”
- “A challenge is that some offices with blended staffs (Cooperative Extension and County based staff for example) do not have the same opportunity for the MAT/MAP training, and therefore an individual cannot fully use the tools and skills to affect a true culture change. I continue to hear of colleagues who are impacted directly with modern "isms" in their workplace. Often they are the only Cooperative Extension staff person in their office (often a Classified Staff colleague), and while their own personal growth with MAT/MAP is valuable, ultimately the culture needs to expand to include its partners.”

- “I can't say that I have intentionally or knowingly used the 'tools' presented at the workshop, but I have absolutely no doubt that the skills, concepts, and revelations that I was brought to through the training have become internalized into the person that I now am. I have also shared some of what I learned on numerous occasions since then.”
- “To be honest I don't remember a lot about the training.”
- “I really felt we built all this awareness during the workshop but then didn't talk at all about how to apply the terms, vocabulary, skills, or tools to our daily jobs. Running through some scenarios, even role-playing them, would help. And how do you use these tools when you work in an office where nobody else is aware of them, much less uses them?”
- “Biggest challenge comes from not using them for stretches of time and losing fluency with the tools.”
- “Live in a portion of the state that has very little racial/ethnic diversity.”
- “I feel like I need a refresher on the tools and skills. It would be nice to have an annual check-in check-up.”
- “I lost my binder. Is info available online?”
- “I would like a Part 2. I left with full intentions to utilize, but see that I did not utilize to the fullest.”
- “Sometimes problems are insurmountable.”
- “Finding a 'safe space' for practice, review.”
- “It was a very good workshop, and I attended with very skilled facilitators. But as I look at the tools listed above, it occurs to me that it might be useful to have some email reminders of the points learned. It's been a while; I'm not even sure which year I attended.”

Emancipatory Learning

During the interview phase, it became clear that some participants attending MAP workshops encountered profound moments of personal reflection. This was recognized by both MAP participants and

facilitators. Based on VISIONS, Inc. language, this was referred to in the follow-up survey as “emancipatory moments” or “powerful insights” that participants recall stemming from the workshop. Question 16 asked respondents whether this had happened to them. 42% said yes while 58% said no.

Additional Valuable Findings

- 45% of Academic Staff said yes compared to only 35% of faculty.
- Among men, 54% said yes and 46% said no.
- Within the Southern District, 59% said yes and 41% said no. All other districts reported a greater percentage of “no” votes.
- 10 of 46 write-in responses referred to the concept of white privilege.

Key Feedback

A sub-set of the 46 write-in responses to Question 16, reflecting the variety of responses:

- “[The] importance of cultural background in the people I work and live with.”
- “Personally, learning that the concept of being “color blind” was not only a misnomer, but was virtually impossible was very emancipatory. In an effort to teach us (me) to not hold [prejudgments] my parents instilled in me a value that worked against itself. I always felt as if I was completely free of [prejudgment] because I couldn’t see someone without noticing their color or ethnicity. No one ever gave me the idea to “try on” that I should recognize a person’s difference and celebrate and embrace that difference. It was ok to notice! I no longer have to beat myself up over a shortcoming that didn’t exist.”
- “I was raised to respect and appreciate persons for their quality of their character and beliefs, not their race, gender or age. However, I used the term “melting pot” to refer to the mix of students at the high school in Milwaukee that I attended; lower, middle and high income, Black, Asian, White and Latino students. The concepts of Pluralism vs. Monoculturalism discussed at The MAP workshop clarified my thinking.”

- “In the American culture, just the fact of being white gives certain privileges that others do not necessarily have.”
- “After watching A Class Divided... a workshop participant of color told the group, "I can never take my collar off." I carry that statement with me. It reminds me that 'isms', no matter their form, are always oppressive and harmful to those who wear collars.”
- “Concepts were well-relayed and well-discussed overall. I don't know about powerful insights, but I would suggest that the curriculum be carefully evaluated so that white males are not unintentionally left with their "hands up in the air" wondering what can be done...”
- “I realized my culture and my experiences have value.”
- “...I am a "targeted" minority as a white Catholic female.”

Willingness to Work across Differences

Question 17 asked respondents whether or not MAP experience has altered their willingness or ability to work across differences. 59% said yes, while 41% said no.

Additional Valuable Findings

- Year of attendance did not significantly impact the answer to Question 17.

Key Feedback

A sub-set of the 65 write-in responses to Question 17, reflecting the variety of responses:

- “I was always open-minded, but I find I am much more so, and I am willing to try on ideas more readily.
- “I have been and will continue to be open to new ideas.”
- “More willing to seek minority audiences for programs and seek new personal learning experiences that take me a step outside of my familiar surroundings.”
- “I have always been willing to work across difference; however my ability has improved as a result of MAP.”

- “I was always willing to work across difference. This workshop reiterated those ideals for me.”
- “I have more tools in my toolbox.”
- “I often think much more now about how a person's background helps to shape his/her way of looking at the world. When he/she makes a comment that seems strange, I attempt now more than before the training to place what was said in context based on what I know about that person.”

Additional Multicultural Learning Desired

Question 18 aimed to determine whether MAP participants wished to continue their learning about multiculturalism and related issues. 70% said yes while 30% said no.

Additional Valuable Findings

- Individuals 50 years of age and older were significantly less likely to desire additional training than other groups.
- Men were more likely to desire additional training than women (92% to 65%).
- 86% of Western District respondents were interested in additional training.
- 88% of CNRED respondents and 89% of 4-H Youth Development respondents were interested in additional training.
- People who attended MAP trainings from 2005-2007 were more likely to desire additional training than those who attended from 2008-2010.

Key Feedback

Respondents were asked to list any additional trainings or curricula they may be aware of around the state which could be of value to their peers.

- “I understand that Extension is planning a follow-up workshop for people who have taken the initial training. I welcome that opportunity to learn and grow.”
- “The YWCA's Unlearning Racism: Tools for Action 36 hr. curriculum is excellent. It focuses exclusively on racism - uncertain if it's available statewide.”

- “I think the 7 habits of highly effective people do this well in its 'Seek First to Understand' habit/module.”
- “Very interested, but probably could not spare the time.”
- “Annie Lisowski in Buffalo County does a great job with multiculturalism.”
- “Culture-specific/immersion opportunities, e.g. Native American Task Force organizing an August training, Hmong Conference could be replicated (maybe Latino focus).”
- “Can we use Diversity Circles as a next step?”

Trends and Conclusions

Through the evaluation process, certain ideas have become clear, either through the data inferred by the follow-up survey or through other research.

Facilitator time represents one of the greatest investments in the program, and this skilled cohort of educator/peers is a valuable asset gained from the process. It is not clear that facilitators are called upon in any circumstances outside of workshop facilitation to use the skills taught to them by MAP. More of the facilitators' experience with MAP could be fleshed out in an additional follow-up survey aimed at that group only.

It bears noting that the burden of supplying facilitators for MAP workshops which invite colleagues from across UW-Extension and UW Colleges has increasingly shifted to Cooperative Extension and the CES facilitator group. This is due to general attrition of the facilitator groups which has impacted non-CES staff at a greater rate than CES staff. The associated costs of lost productivity and travel have increasingly shifted to Cooperative Extension as a product of this trend.

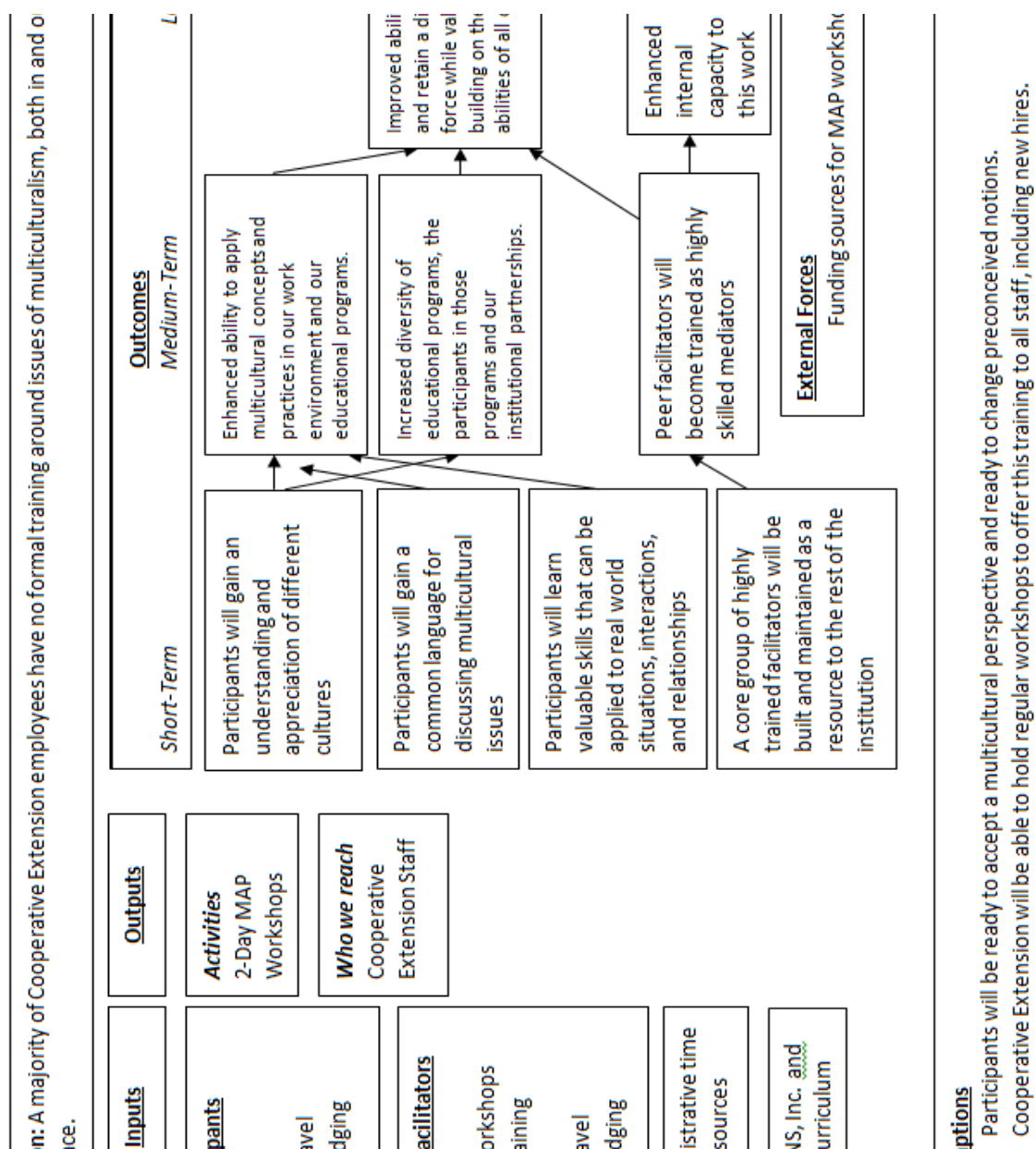
A “Facilitator Feedback Form” is included in the MAP Facilitator Guide (page 22, August, 2009 edition), but it does not appear that this information is presently being collected in any systematic way. Documenting facilitators' perceptions about each workshop could be a valuable tool in assessing what does and does not work with colleagues. At the same time, MAP participant feedback from the post-session evaluations could be collected and shared with facilitators on a more timely and regular basis

(annually or bi-annually, for example), as this feedback can help adjust workshops to best meet colleagues' needs. In general, data collection before, during, and after MAP workshops needs to be improved to augment the ease of future evaluations.

The follow-up survey, while not definitive due to the response rate, does indicate a potential for greater outreach about future MAP workshops to certain groups such as classified staff, campus-based faculty, CNRED and ANRE educators, staff in the Western District, Hispanic and non-white staff, and men. The varying degree of expectation placed by program directors, district directors, and department heads could explain the differential rates of experience across the institution. This highlights a potential for greater exposure if these leadership positions are encouraged to offer greater support for their colleagues who are interested in MAP or may be unaware of its availability.

The most salient theme through all interviews, evaluations, and follow-up survey responses of MAP participants is the desire for MAP work to continue within Cooperative Extension by reinforcement at all levels of communication, revisiting concepts, and providing opportunities and “safe spaces” to continue practicing the tools and ideas learned in MAP.

Appendix A: Multicultural Awareness Program Logic Model



Appendix B: MAP Follow-up Survey Questions

The following questions appeared on the follow-up survey sent to all Cooperative Extension MAP participants:

- 1.) What is your age?
- 2.) What is your gender? (Male/Female)
- 3.) What is your ethnicity? (Hispanic or Latino/Not Hispanic or Latino)
- 4.) Please select one or more race categories
 - American Indian or Alaska Native
 - Asian
 - Black or African American
 - Native Hawaiian or Other Pacific Islander
 - White
 - Mixed Race
 - Other, Please Specify
- 5.) Where are you located? (County Office/Campus/Statewide Office or Unit/District or Regional Office or Unit)
- 6.) Which Cooperative Extension district are you from?
(Central/Eastern/Northern/Western/Southern/Quad Counties)
- 7.) To which Cooperative Extension program area do you belong? (Agriculture and Natural Resources/Community, Natural Resource, and Economic Development/Family Living Programs/4-H Youth Development/Program Development and Evaluation/Wisconsin Geological and Natural History Survey/Other)
- 8.) Type of position? (Academic Staff/Administration/Classified Staff/Faculty/Other, please specify)
- 9.) In what year did you attend a MAP workshop? (2005/2006/2007/2008/2009/2010/2011)
- 10.) Outside of MAP, have you attended other diversity or inclusion training? (Yes/No)

11.)As you see it today, please rate the overall experience (value, applicability) of this workshop to you personally by selecting one of the numbers below. (1: Not at all valuable/2/3/4/5: Extremely valuable)

12.)As you see it today, please rate the overall experience (value, applicability) of this workshop to you in Cooperative Extension by selecting one of the numbers below. (1: Not at all valuable/2/3/4/5: Extremely valuable)

13.)Which of the following terms and vocabulary introduced to you in the MAP workshop have you incorporated into your work or personal life?

- “Try on”
- Self-focus
- “Both/and” thinking
- Intention vs. impact
- Multicultural process of change
- Monoculturalism vs. pluralism
- Target/non-target groups
- Modern “isms”
- Internalized oppression
- Other, please specify

14.)Since attending an MAP workshop, have you used any of the skills or tools presented as part of the workshop?

- MAP guidelines
- Three dimensions of change
- Feelings as messengers
- The Feeling Wheel
- Target/Non-target mapping

- Stroke/appreciations
- Other, please specify

15.) Please share any challenges to using tools or skills presented in the workshop: (open-ended)

16.) Some attendees of MAP workshops report having “emancipatory moments” or powerful insights where they are struck by a particular concept or idea that is introduced into the curriculum. Did you have any of these types of insights in your personal or professional life? (Yes/No)

- To the extent that you feel comfortable sharing, please do so: (open-ended)

17.) Directly related to your experiences in MAP, has your willingness or ability to work across differences changed? (Yes/No)

- Can you provide an example?

18.) Would you be interested in attending additional trainings centered on improving skill in working across differences? (Yes/No)

- Are you aware of any external training or curricula in this area available to colleagues across Wisconsin?