















Problem and Approach

- Student, Faculty & Staff Needs Regarding Cultural Consciousness
- National Issues Showing Up In the Classroom
- Research Questions
 1. How do participants experience the Tough Talks program?
 2. What do participants perceive to be the impacts of the program, if any, on their behavior, attitudes, knowledge base, and ability to engage with people who are of a different background?



Framework

EQUILIBRIATION THEORY AND TRANSFORMATIVE LEARNING THEORY

- Who a person is heading before a program = how they interact with the program. (Wandschneider et al., 2015)
- Equilibration theory (Shealy, 2004) helps us understand how beliefs and values are formed, changed, and, sometimes, resist change.
- Intergroup dialogue provided the context for disequilibrium moments or moments of reflection and meaning making (Deture, 2006; Gurin, Dey, Hurtado, & Gurin, 2002)



Tough Talk Program Evaluation

METHODOLOGY

Method	Phase 1	Phase 2
Session Observ.	2 sessions	11 sessions
Focus Group	1 group, past participants	2 groups, past and current
Survey	To all past participants	To all current participants
BEVI	n/a	To all current participants

Qualitative Themes

FROM FOCUS GROUPS, SURVEY WORK, AND THE BEV. AND OBSERVATIONS

- Exposure to nuanced vocabulary (structural racism, colorblind, decentering, immigrant, refugee)
- Students in sociology, anthropology, history, biology applying what they have learned in class to an experienced phenomenon.
- Student participation initially through extra credit
- Tough Talks is the only place participants have where they can ask questions and talk openly about race/immigration/gender
- Program draws wide range of curious students but it is generally the like-minded who continue to attend.
- Students from diverse hometowns find normalcy in Tough Talks (regardless of race)
- There is a perception that there is a need to create threads for advanced and beginning participants.
- Immigration Tough Talk thread helped understand why international students may behave differently sometimes



The Tough Talks sessions made me aware of attitudes/perspectives of others that I had not considered before.

QUAL THEMES: TOUGH TALKS ONLY PLACE ON CAMPUS TO DISCUSS RACE, GENDER, IMMIGRATION

Response	Percentage
Strongly agree	2.00%
Somewhat agree	11.63%
Neither agree nor disagree	9.30%
Somewhat disagree	35.53%
Strongly disagree	37.22%

Because of my experience in Tough Talks, I feel more confident approaching people I perceive are different from me.

QUAL THEMES: ACCEPTANCE, BELONGING

Response	Count
Strongly agree	6
Somewhat agree	19
Neither agree nor disagree	11
Somewhat disagree	4
Strongly disagree	2



Describe what you want students to learn/gain from your program.	What does it look like when students learn what you wrote in the first column? What do they do, say, think differently than they did before participating?	How do you capture the learning? Where does that information go once you have it? Who cares and what do they care about?	Describe the activities your office does to precipitate the learning goals you wrote in the first column. Draw connections between goals and activities.
<p>EXAMPLES:</p> <p>Students increase Self Awareness</p> <p>Students are able to suspend judgement when encountering a new context.</p> <p>Students recognize personal bias.</p> <p>Students can articulate their values and where those values came from.</p> <p>Students can identify their privilege in a broad context.</p>	<p>Students use more nuanced language to describe self and others.</p> <p>Students can offer multiple explanations for a circumstance; frame shifting.</p> <p>Students recognize stereotyping language and behavior. Students recognize and attribute uncomfortable feelings.</p> <p>Students think critically about the origins of their personal system of rules or behaviors.</p> <p>Students think critically about systematic inequality. Students act to change inequality on campus.</p>	<p></p> <p></p> <p></p>	<p>Barrage Game & Debrief (Thiagarajan, 1985)</p> <p>Personal Culture Map (Brown & Kysilka, 2002)</p> <p>Transect Walk—Observation, Fieldnotes, Fiction (Cizancic, 2011)</p> <p>Describe, Interpret, Evaluate</p> <p>Crossing Borders Film Clips and Debrief Discussion</p> <p>Hero's Journey Discussion and Template, Personal Culture Map</p> <p>Privilege Walk</p>

Simplified Program Theory

Inputs	Activities	Outputs	Outcomes	Potential Impacts
Facilitator Time and Emotional Investment	Advertising Communication Sourcing Funds Data Tracking Topic Selection Email Follow-up	Regular Intergroup Dialogue Sessions about Current Events	Students and Staff Met People They Perceived as Different from Themselves	Greater Sense of Belongingness Leads to Persistence to Graduation
Admin. Assist. Time	Org. Food and Space Data Tracking	Opportunity for Meeting "Other"	Participants Heard Perspectives of Those Not Like Themselves	Increased Self-Awareness in Participants
Facilities	Space for Sessions	Opportunity to Hear Lived Experiences of "Other"	Small Group of Participants Form Sense of Belongingness with One Another	Increasingly Complex Thinking about Diversity Among Participants
Funding	Refreshments and Materials for Sessions			








