

**ASSESSMENT OF THE UCF DOMESTIC DIVERSITY
SUMMER INSTITUTE 2000**

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ABSTRACT

The Office of Diversity Initiatives (ODI) provided its first offering of the UCF Domestic Diversity Summer Institute (DDSI) 2000 during May 1 through May 5, 2000. An assessment plan was developed by the Office of Operational Excellence and Assessment Support (OEAS) to evaluate the participant satisfaction with the speakers and program and to assess the overall value of the educational experience provided through the Institute. The OEAS office developed survey instruments to conduct this assessment and analyzed the results. This involved designing and testing the surveys, developing the protocol for their distribution, analyzing the results of the survey, and preparing the documentation of assessment results. The Office of Diversity Initiatives was responsible for the distribution and collection of the surveys. The primary objective of the assessment was to quantify the participant perceptions in order to improve the program for future offerings.

Twenty-four faculty members participated in the DDSI. In general, they had moderate to high levels of satisfaction with an overall workshop average of 2.42 out of 3.0; moderate to high level of satisfaction with the luncheon speakers with an overall average of 2.61 out of 3.0; and felt they had a moderate to high level of knowledge gain due to the program offered through the Institute. The primary areas with the least knowledge gain included adjusting teaching methods with students from various ethnic backgrounds; ways to assess diversity in courses; curricular resources available; and knowledge about University diversity resources/services at UCF. It is recommended that the goals of the Institute be reviewed in light of the detailed results provided in this report to determine which, if any, of the speakers should be invited to the next Institute and how any of the workshops should be modified to better achieve the goals of the Institute. Details of the results are provided in this report.

Acknowledgements

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ASSESSMENT OF THE UCF DOMESTIC DIVERSITY SUMMER INSTITUTE 2000

1.0 INTRODUCTION AND BACKGROUND

The Office of Diversity Initiatives is part of the President's Division. The mission of the Office of Diversity Initiatives is to foster a university culture that values and manages similarities and differences, enhances productivity, and affords all individuals with opportunities to realize their full potential. The Office has six main goals: (1) establish structures and procedures to support UCF's goal of becoming more inclusive and diverse; (2) create a pedagogically sound curriculum that reflects the pluralism of our society; (3) design a comprehensive faculty, USPS, and A&P recruitment and retention process; (4) develop a better understanding of and support for student diversity, inclusiveness, and retention; (5) engage in diversity research programs and creative projects that advance knowledge and enhance opportunities; and (6) develop diversity partnerships with organizations external to UCF (extracted from the UCF website).

For the first time, the Office of Diversity Initiatives offered the UCF Domestic Diversity Summer Faculty Institute 2000 during the week of May 1, 2000. The Institute offered workshops in both foundational diversity topics and cutting-edge issues that face all faculty teaching today. A primary goal of this year's Institute was to provide training to assist the faculty participants in infusing diversity into their courses. The program included presentations by internationally recognized scholars, roundtable discussions, and a series of workshops. The last day of the program involved presentations by each of the participants on his/her preliminary plans for transforming two courses that were chosen by the participant when registering for the Institute (see Appendix A for a copy of the program).

The Office of Diversity Initiatives (ODI) requested that the Office of Operational Excellence and Assessment Support (OEAS) assist in assessing the quality of the experience provided through the Institute by evaluating the speakers and the learning experience. The ODI learning objectives for the participants were:

The participants will

- ✓ increase their ability to provide a broader vision of the United States and the world for students,
- ✓ achieve greater sensitivity to concerns of a diverse body of students,
- ✓ achieve a better understanding of diversity,
- ✓ recognize opportunities for infusing diversity into the curriculum,
- ✓ become advocates for diversity infusion,
- ✓ have an increased awareness of different cultural perspectives,
- ✓ gain knowledge and skills to deal with cultural communication differences in the classroom,
- ✓ have the ability to create an understanding of alternative domestic cultural visions,
- ✓ develop the capacity to solve problems from various perspectives, and
- ✓ know how to address issues of multiculturalism in the classroom.

The work that was conducted by OEAS is described in the engagement agreement in Appendix B. The Office of Diversity Initiatives was responsible for reviewing and approving the survey and distribution protocols prior to distribution, and then distributing and collecting the surveys. Survey design, data entry, statistical analysis, recommendations, and final report development was completed by OEAS.

Section 2 describes the workshop, speaker, and self-assessment surveys that were developed. The details of the administration of the surveys are discussed in Section 3 and the results of the surveys are provided in Section 4. Section 5 lists the major findings and Section 6 provides recommendations for improving the next offering of the Institute.

2.0 DESCRIPTION OF THE SURVEYS AND ANALYSES CONDUCTED

Four types of survey instruments were used. The week-long Institute consisted of workshops, luncheon speakers, and other learning experiences. There were six unique workshop-type experiences and three luncheon speakers. Surveys were developed to assess the quality of the workshops and the quality of the speakers. In addition, in order to provide an assessment of learning, Pre-Institute and Post-Institute Self-Assessment instruments were designed. Although direct measurement of learning (e.g., through the use of exams or graded assignments) would provide a stronger measure of student learning, these types of instruments are not generally acceptable for use within a workshop environment and were not chosen for assessing the Institute.

2.1 Workshop Surveys

There were six workshops/lectures that were conducted throughout the week. Each workshop was evaluated using a common survey instrument (see Appendix C for copies of the survey). The survey consisted of eight questions about the content of the workshop and the quality of the presentation measured on a seven-point agreement to disagreement scale (strongly agree, agree, weakly agree, neutral, weakly disagree, disagree, strongly disagree). Each survey also included four open-ended questions soliciting information about what the participants learned, what they found valuable, what they didn't find valuable, and suggestions.

The response to each of the survey questions was coded using the convention in Table 1. For each workshop/lecture, the distribution of responses is shown for each of the eight questions, the average score for each question is computed, and grouped average scores for the workshop content and workshop presentation are provided. The responses to the open-ended questions are also listed in separate tables.

A comparison of the workshops is shown with a multiple line graph using the average scores for each question for each speaker. Also, overall averages for the workshop content and presentation quality are provided.

Table 1: Response Scale and Associated Codes Used for Workshop Surveys

Scale Item	Numeric Code
Strongly Agree	3
Agree	2
Weakly Agree	1
Neutral	0
Weakly Disagree	-1
Disagree	-2
Strongly Disagree	-3

2.2 Luncheon Speaker Surveys

There were three luncheon speakers during the week. Each speaker was evaluated using a common survey instrument that was a simplified version of the instrument used for the workshops (see Appendix D for copies of the survey). The survey consisted of four questions about the content of the lecture and the quality of the speaker again measured on a seven-point agreement to disagreement scale (strongly agree, agree, weakly agree, neutral, weakly disagree, disagree, strongly disagree). Each survey also included one open-ended question soliciting information about what the participants learned.

The response to each of the survey questions was coded using the convention shown in Table 1. For each luncheon speaker, the distribution of responses is shown for each of the four questions, and the average score for each question is computed. The response to the open-ended question is also listed in a separate table.

A comparison of the luncheon speakers is shown with a multiple line graph using the average scores for each question for each speaker. Also, an overall average for the quality of the luncheon speaker series is provided.

2.3 Pre-Institute Self-Assessment

Each participant was asked to complete a Pre-Institute Self-Assessment at the beginning of the week (see Appendix E for a copy of the survey). The survey was designed to assess each participant's perception of his/her state of knowledge about and appreciation for diversity issues prior to attending the Institute. The survey consisted of sixteen questions related to attitudes and also to the objectives of the Institute stated in Section 1. The responses were measured on a seven-point agreement to disagreement scale (strongly agree, agree, weakly agree, neutral, weakly disagree, disagree, strongly disagree). Each survey also included one open-ended question soliciting information about the participants' expectations from the Summer Institute.

The response to each of the survey questions was coded using the convention shown in Table 1. The participants were also asked to provide the last four digits of their social security number so that this Pre-Institute Self-Assessment could be matched to the Post-Institute Self-Assessment (described in Section 2.4).

The distribution of responses is shown for each of the sixteen questions, the average score and standard deviation for each question is computed, and grouped average scores for knowledge and attitude are provided. The response to the open-ended question is also listed in a separate table.

2.4 Post-Institute Self-Assessment

Each participant was also asked to complete a Post-Institute Self-Assessment at the end of the week (see Appendix F for a copy of the survey). The survey was designed with the same set of questions as the Pre-Institute Self-Assessment in order to assess each participant's perception of his/her change in state of knowledge about and appreciation for diversity after attending the Institute.

Because the respondents may have originally believed that they were knowledgeable prior to the Institute and then found out that they knew less than they originally thought, the gap between the pre- and post-scores can be misleading and could actually be negative. As a result, two scales were used for each question. The first scale was identical to the Pre-Institute Self-Assessment (to allow the computation of gaps) and the second scale was used to assess the increase in knowledge, capability, or ability due to attending the Institute. The latter used the four-point scale and coding displayed in Table 2.

Table 2: Response Scale and Associated Codes for Post-Institute Self-Assessment

Scale Item	Numeric Code
Very Large Increase	3
Moderate Increase	2
Small Increase	1
None	0

Each survey also included four open-ended questions. The first question asked whether the Institute met their expectations (to compare against the Pre-Institute Self-Assessment). The remaining questions asked what was most valuable and least valuable about the Institute and asked for suggestions. The participants were also asked to provide the last four digits of their social security number so that this Pre-Institute Self-Assessment (described in Section 2.3) could be matched to the Post-Institute Self-Assessment.

The distribution of responses for the seven point scale is shown for each of the sixteen questions, the average score and standard deviation for each question is computed, and grouped average scores for knowledge and attitude are provided.

The change in knowledge and attitude due to attending the Institute is analyzed as follows. The distribution of responses provided by the four-point scale on the Post-Institute Self-Assessment is shown for individual questions. The average scores are also shown graphically. A multiple line graph is used to show the difference between the average pre- and average post-scores. In addition, a paired t-test is used to test if there is a significant difference between the pre- and post-means.

The responses to the first open-ended question on the Pre-Institute Self-Assessment are paired with the responses on the Post-Institute Self-Assessment to compare expectations with meeting expectations. The remaining open-ended questions are shown in three tables.

3.0 METHODOLOGY FOR ADMINISTRATION OF SURVEYS

The OEAS office designed the surveys described in Sections 2.1 – 2.4 and reviewed them with the Office of Diversity Initiatives (ODI). Electronic copies and paper copies of the survey instruments were provided by OEAS to ODI and the method and timing of distribution was discussed. The copies of the instruments were prepared by OEAS and then ODI distributed and collected the instruments during week of the Institute according to the following guidelines.

1. Workshop surveys: distributed and collected immediately following each workshop.
2. Luncheon speaker surveys: distributed and collected immediately following each speaker.
3. Pre-Institute Self-Assessment: distributed and collected after the initial introductions during the morning of the first day.
4. Post-Institute Self-Assessment: distributed and collected on the morning of the last day of the Institute.

These guidelines were followed except that the three surveys (two speakers and one luncheon speaker) on day four were distributed to the participants at the end of the day.

4.0 ASSESSMENT RESULTS

There were 25 participants in the Institute. The breakdown of participants by gender and college is provided in Tables 4 and 5 (see Appendix G for a List of Participants). The participants were primarily from the College of Arts and Sciences, College of Health and Public Affairs, and the College of Education (see Table 5). was 12 females and 12 males. There were no participants for the College of Business Administration or the College of Engineering and Computer Science.

Table 4: Gender of the Participants

	Female	Male
Participants	12	12

Table 5: Source of Participants

College	A & S	COHPA	Education	Other
Female	2	6	3	1
Male	6	3	3	0

4.1 Workshop Surveys

Six workshops were conducted during the weeklong Institute. The detailed results of each of the speakers and the participant's written comments to the open-ended questions can be found in Appendix H. Figure 1 shows the average scores on the eight questions for each of the seven workshop presenters. A value equal to 3 indicates strong agreement, 2 indicates moderate agreement, and 1 indicates weak agreement with the following quality attributes:

1. Material presented in a clear manner
2. Topic relevant to infusing diversity into courses
3. Visual aids effective
4. Handout materials useful
5. Speaker was excellent
6. Group discussion encouraged
7. Encouraged creative ideas
8. Recommend speaker

The questions were grouped into two categories where the first four questions related primarily to the content of the workshop and the last four questions related to the quality of the presentation and speaker. Average quality of the content and presentation scores were computed for each workshop session and are shown in Figure 2.

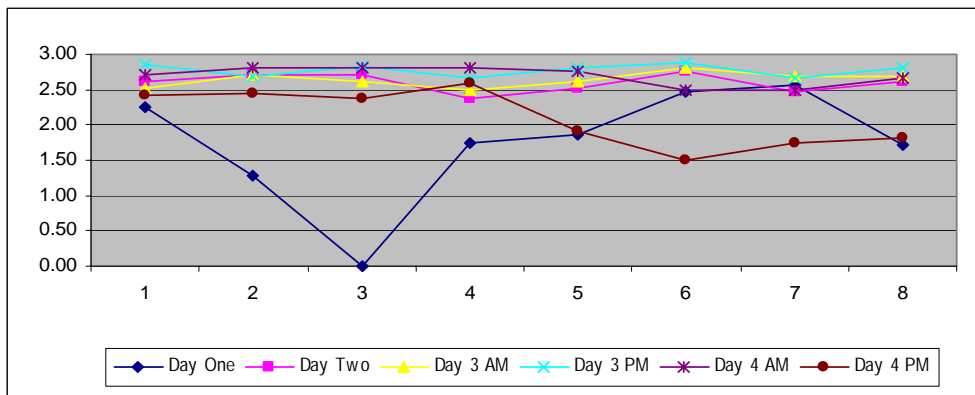


Figure 1: Comparison of Average Scores for Each Question

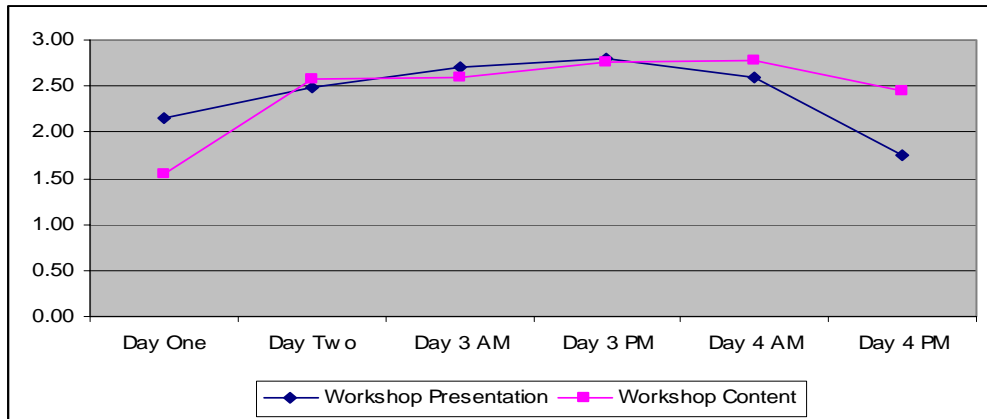


Figure 2: Comparison of Average Workshop Content and Presentation Quality Scores

When the scores are averaged over all questions and workshops, the Overall Quality of the Workshop Series equals 2.42

4.2 Luncheon Speaker Surveys

Three luncheon speakers presented materials during the Institute. The detailed results for each of these speakers and the participant's written comments to the open-ended questions can be found in Appendix I. Figure 3 depicts the average scores on the four questions for each of the luncheon speakers. A value equal to 3 indicates strong agreement, 2 indicates moderate agreement, and 1 indicates weak agreement with the following quality attributes:

1. Material presented in clear manner
2. Information was very useful
3. Speaker was excellent
4. Recommend speaker

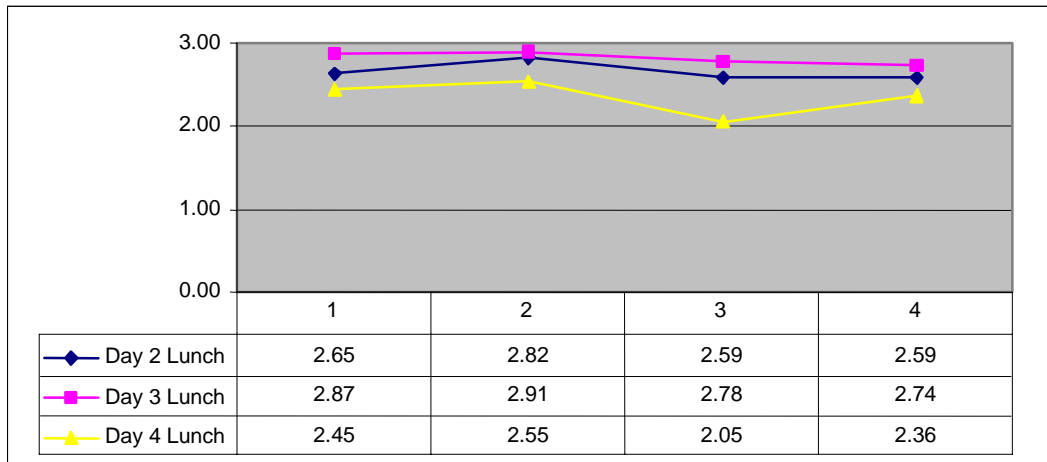


Figure 3: Comparison of Average Scores for Each Question for the Luncheon Speakers

When the scores are averaged over all questions and presentations, the Overall Quality of Luncheon Speaker Series equals **2.61**.

4.3 Pre-Institute Self Assessment

At the beginning of the Institute, each participant was asked to conduct a self-assessment of his/her "state of knowledge" and "attitude" toward infusing diversity by responding to the following 16 questions:

Question 1: I have an excellent understanding of what infusing diversity means.

Question 2: I know of many ways of infusing diversity into my course.

Question 3: I have a good understanding of the concerns of diverse students.

Question 4: I feel a strong responsibility to infuse diversity into my courses.

Question 5: I am conscious of cultural differences.

Question 6: I know how to deal with cultural communication differences.

Question 7: I can create understanding of alternative cultural perspectives.

Question 8: I encourage diverse values even when they run counter to my own.

- Question 9: I take initiative in dispelling prejudices, stereotypes, and misconceptions.
- Question 10: I recognize my own biases and try to see issues from other viewpoints.
- Question 11: I know how to develop open and honest communication in my classes.
- Question 12: I adjust my teaching methods with students from various ethnic backgrounds.
- Question 13: I am knowledgeable about current issues/content pertaining to diversity.
- Question 14: I know of many ways to assess diversity in my courses.
- Question 15: I am knowledgeable about curricular resources available on diversity.
- Question 16: I am knowledgeable about diversity resources/services available at UCF.

Detailed responses and participant comments can be found in Appendix J. The average score and standard deviation on each question were computed. A value equal to 3 indicates strong agreement, 2 indicates moderate agreement, and 1 indicates weak agreement. In Figure 4, the average scores were sorted from largest to smallest so that questions toward the right hand side of the graph indicate the weakest areas at the start of the Institute. In Figure 5, the standard deviations were sorted from smallest to largest so that the ones on the right hand side of the graph indicate the questions where there were the greatest differences in the opinions of the participants.

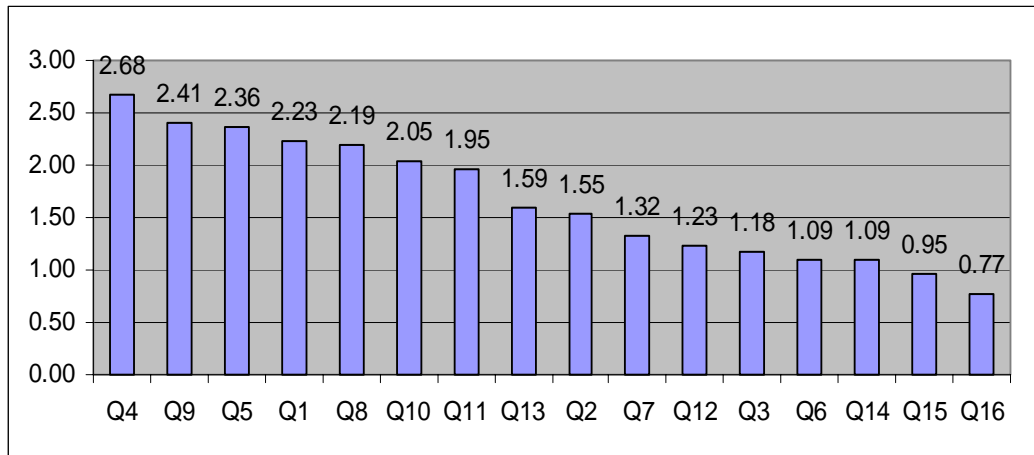


Figure 4: Average Scores on Each Question in the Pre-Institute Assessment

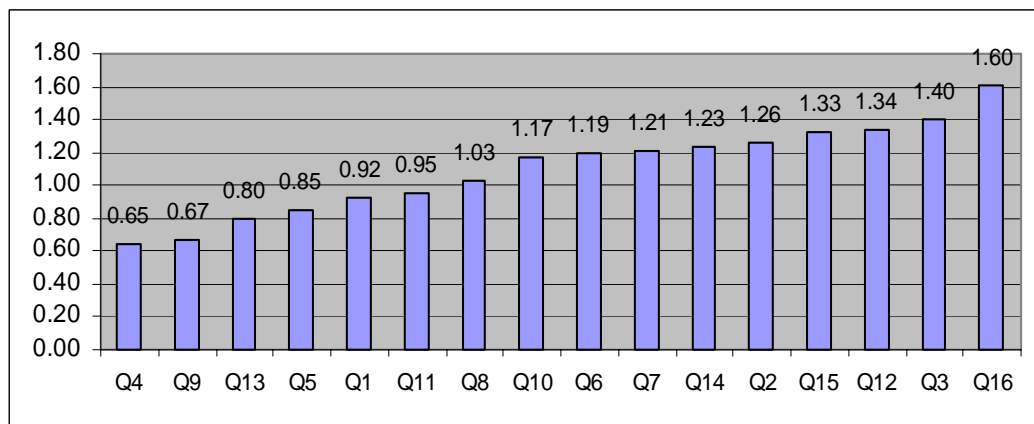


Figure 5: Standard Deviation on Each Question in the Pre-Institute Assessment

Questions 1, 2, 6, 11, and 13-16 were primarily related to a self-assessment of the knowledge level of the participants prior to attending the Institute and the remaining questions were related to self-assessments of the participants' behaviors or attitudes. The grouped average scores over each subset of questions is provided below as an indicator of their starting "knowledge" and "attitude"

Average Knowledge Score: 2.04

Average Attitude Score: 1.29

4.4 Post-Institute Self-Assessment

At the end of the Institute, each participant was asked to conduct a self-assessment of his/her "state of knowledge" and "attitude" toward diversity by responding to the same 16 questions as in the Pre-Institute Assessment. Detailed responses can be found in Appendix L along with the responses to the open-ended questions. The average score and standard deviation on each question was computed. A value equal to 3 indicates strong agreement, 2 indicates moderate agreement, and a 1 indicates weak agreement.

In Figure 6, the average scores are sorted from largest to smallest so that questions toward the right hand side of the graph indicate the weakest areas remaining at the end of the Institute. In Figure 7, the standard deviations were sorted from smallest to largest so that the ones on the right hand side of the graph indicate the questions (areas) where the greatest differences in the opinions of the participants still remain.

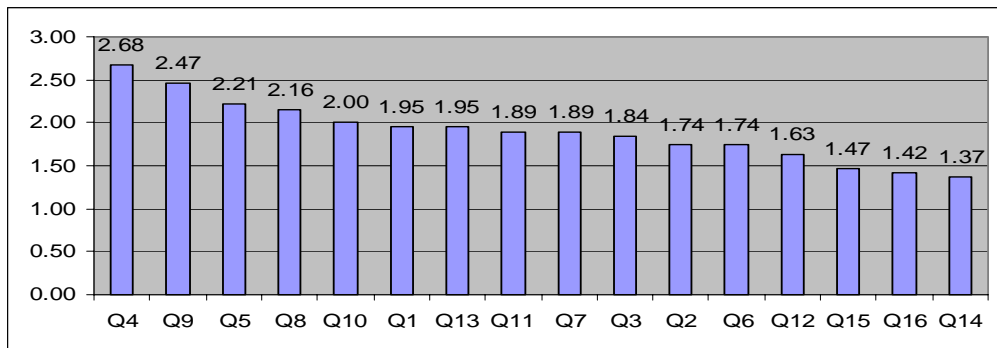


Figure 6: Average Scores on Each Question in the Post-Institute Assessment

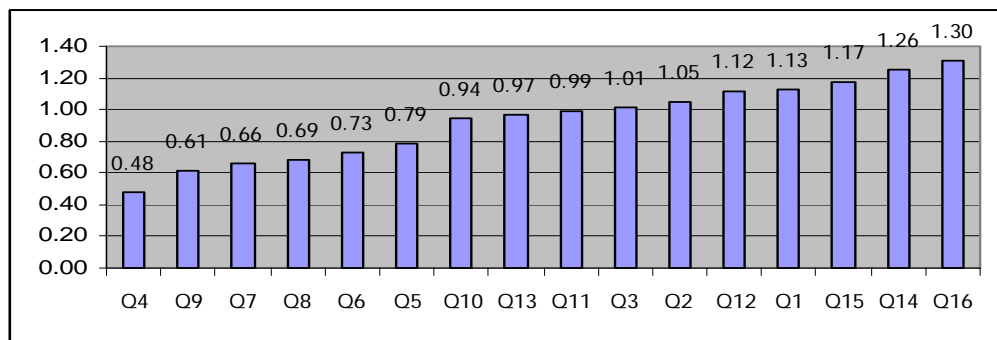


Figure 7: Standard Deviation on Each Question in the Post-Institute Assessment

The grouped average scores over each subset of questions is provided below as an indicator of their ending “knowledge” and “attitude”.

Average Knowledge Score: 1.70

Average Attitude Score: 2.10

In addition, the participants were asked to assess their knowledge gain for each of the 16 questions. The detailed responses are also given in Appendix L. A value equal to 3 indicates a very large increase, 2 indicates a moderate increase, and 1 indicates a small increase. The average response to each question is shown in Figure 8.

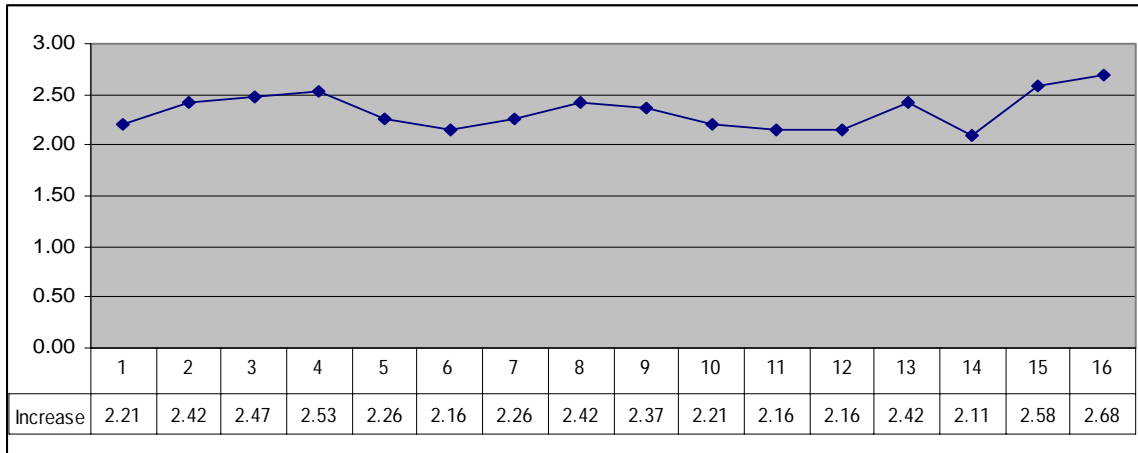


Figure 8: Overall Knowledge Increase or Attitude Change Due to the Institute for Each Question

4.5 Comparison of Pre- and Post Assessments

Figure 9 displays the pre- and post-assessment scores on the same graph in order to depict the change in ‘knowledge’ or ‘attitude’ due to attending the Institute. In addition, in Figure 10 the pre- and post standard deviations are compared to illustrate the change in the consistency of the responses that has occurred. The questions in this graph have been ordered from smallest to largest standard deviation in the Post-Institute Assessment.

The comparisons in Figure 9 based on the average responses can provide some indication of the change in knowledge or attitude due the Institute when averaged over all responses. However, even though the gaps may look fairly large, in some cases they may not be significant. In order to determine where significant differences have occurred, a paired t-test with alpha equal to 0.05 was used to test the null hypothesis that the responses to the pre- and post-assessment were equal. The table below presents the p-values obtained. Small p-values (e.g., $p < 0.05$) would indicate statistically significant differences.

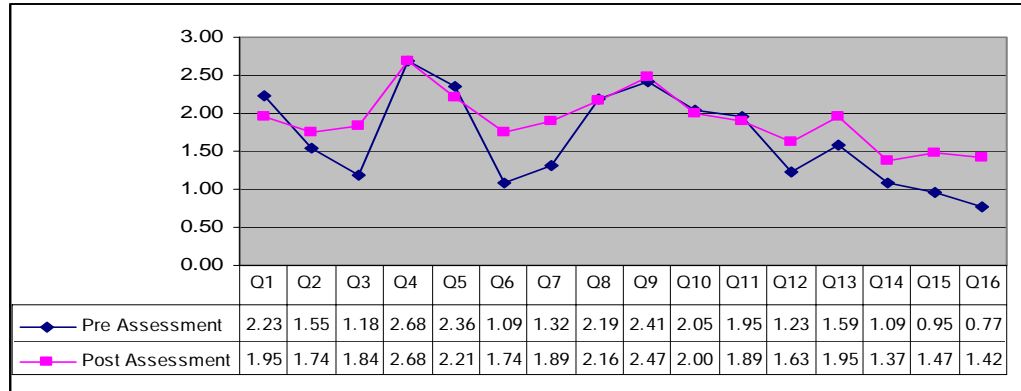


Figure 9: Comparison of Pre- and Post-Assessment Average Scores on Each Question

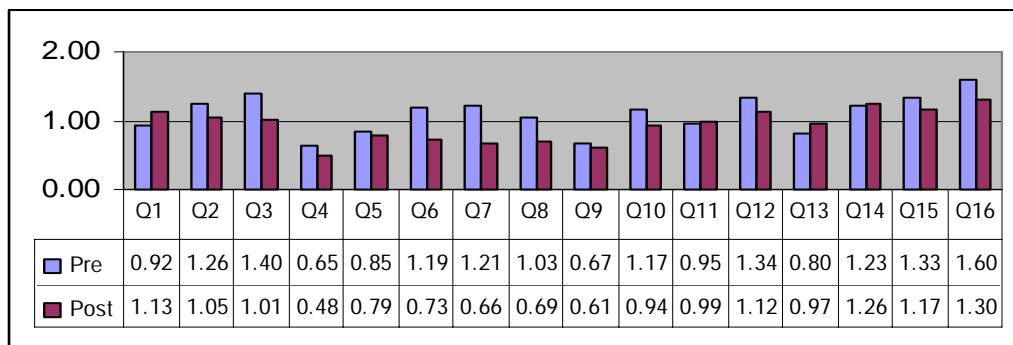


Figure 10: Comparison of Pre- and Post- Assessment Standard Deviations on Each Question

P-values Obtained for the Paired t-test on Each Survey Item

Question	1	2	3	4	5	6	7	8
	0.30	0.51	0.06	0.67	0.46	0.04	0.09	0.61
Question	9	10	11	12	13	14	15	16
	0.54	0.65	0.79	0.24	0.24	0.33	0.09	0.29

The participants were also asked to indicate their expectations of the Institute prior to attending the Institute, and then whether their expectations were met at the end of the weeklong Institute. Table 6 shows their paired responses.

Table 6: Pre and Post Expectations

Hope to move most of these to the left a notch or two. Also look forward to interacting with other faculty across discipline.

Yes, I learned a great deal about diversity issues, different ways of addressing them.

Technology resources to enhance current courses.

Yes. The Institute was very helpful in both specific & general ways. Excellent; A! Yes, it is very useful.

Yes and more-many activities can be used in my own classes

Network and learn all I can from others	Yes. Good info, activities & discussion Yes & more Yes I really did not know what to expect, but overall it was very good.
Expand my perspectives and approach to diversity in Higher Education.	Yes, in all aspects. The institute was clear in description and all activities were completed.
Multicultural perspectives in all the courses I teach	Yes, I learned more how to infuse cultural diversity contents to all the courses which I teach, and also enjoyed different cultural perspectives on diversity issues. Exceeded them! My knowledge of issues as well as resources was exponentially increased.
Knowledge of how to incorporate more resources of diversity into my classroom so I can become more effective.	My expectations were far exceeded by the institute. It was very informative. Yes-an excellent overview of diversity. Great strategies for course integration. Actually, it exceeded my expectations. Not only were the speakers excellent, having an opportunity to share concerns, methods, and stories with colleagues across UCF supported my efforts to make my courses more diverse.
Networking; new ideas & models for organizational and course transformation.	Yes, I expected a little more focus on applying diversity perspectives vs. cultural sensitivity but the balance was okay.
Create and/or use existing material that can be infused into my classes.	Definitely! The institute provided a strategic plan for transformation as well as practical resources for action. The resources and speakers (in general) were outstanding. Yes, I learned a bit more about diversity issues.

5.0 MAJOR FINDINGS

5.1 Quality of Workshops and Luncheon Speakers

Based on the overall score of 2.42 out of 3.0 and the comments provided by the participants, the workshops were, in general considered to be of moderate to high quality. The higher scores were obtained for the speakers on day 2, day 3, and the morning of day 4 (see Figure 1). The participants indicated that on average the content of the workshop presented by the first speaker was weaker than the remaining workshops (see Figure 2). The detailed responses in Appendix H indicate there was strong disagreement among the participants. The results also indicate that the presentation of the “workshop” by the speaker on the afternoon of day 4 was of lower quality (not as directly relevant or engaging) than the other speakers (see Figure 2). The quality of the content of this workshop was comparable with other higher scores. An examination of the comments in Appendix H indicates that either a shorter presentation

on assessment or a longer workshop on assessment would be preferred over the presentation that was provided.

The average score of 2.61 out of 3.0 indicates that the luncheon presentations were also of moderate to high quality. The respondents indicated that the first speaker was slightly better than the second and that the second speaker was slightly better than the third luncheon speaker (see Figure 3).

5.2 Impact of the Institute on Learning

Based on the results of the pre-Institute Assessment, the participants indicated strongest agreement with the following statements (see Figure 4):

Question 4: I feel a strong responsibility to infuse diversity into my courses.

Question 9: I take initiative in dispelling prejudices, stereotypes, and misconceptions.

Question 5: I am conscious of cultural differences.

Question 1: I have an excellent understanding of what infusing diversity means.

Question 8: I encourage diverse values even when they run counter to my own.

Whereas, they indicated the weakest agreement with the following five statements (see Figure 4):

Question 3: I have a good understanding of the concerns of diverse students.

Question 6: I know how to deal with cultural communication differences.

Question 14: I know of many ways to assess diversity in my courses.

Question 15: I am knowledgeable about curricular resources available on diversity.

Question 16: I am knowledgeable about diversity resources/services available at UCF.

At the beginning of the Institute there was the most disagreement among the participants on their responses to the following questions (see Figure 5):

Question 2: I know of many ways of infusing diversity into my course.

Question 3: I have a good understanding of the concerns of diverse students.

Question 12: I adjust my teaching methods with students from various ethnic backgrounds.

Question 15: I am knowledgeable about curricular resources available on diversity.

Question 16: I am knowledgeable about diversity resources/services available at UCF.

By the end of the Institute, the participants indicated that there was the most agreement with the following statements (see Figure 6):

Question 4: I feel a strong responsibility to infuse diversity into my courses.

Question 9: I take initiative in dispelling prejudices, stereotypes, and misconceptions.

Question 5: I am conscious of cultural differences.

Question 8: I encourage diverse values even when they run counter to my own.

Question 10: I recognize my own biases and try to see issues from other viewpoints.

Whereas, there was the weakest agreement with the following statements (see Figure 6):

Question 14: I know of many ways to assess diversity in my courses.

Question 15: I am knowledgeable about curricular resources available on diversity.

Question 16: I am knowledgeable about diversity resources/services available at UCF.

Question 12: I adjust my teaching methods with students from various ethnic backgrounds.

Question 6: I know how to deal with cultural communication differences.

Question 2: I know of many ways of infusing diversity into my course.

At the end of the Institute, there was the most disagreement among the participants on their responses to the following questions (see Figure 7):

Question 16: I am knowledgeable about diversity resources/services available at UCF.

Question 14: I know of many ways to assess diversity in my courses.

Question 15: I am knowledgeable about curricular resources available on diversity.

Question 1: I have an excellent understanding of what infusing diversity means.

Question 12: I adjust my teaching methods with students from various ethnic backgrounds.

At the end of the Institute, in general the strongest agreement appeared attached to statements involving values/attitudes and the weakest in the knowledge areas. It is notable that at the beginning of the institute, the participants appeared to have stronger agreement to Question 1 (I have an excellent understanding of what infusing diversity means) than at the end of the Institute. In addition, there seemed to be more variance (disagreement among participants) in the responses to Question 1 at the end of the Institute than at the beginning. Due to the relatively high variance among the responses to each question, only Question 6 ("I know how to deal with cultural communication differences") was found to have a significant ($p < 0.05$) improvement (see results to paired t-test). Question 3 ("I have a good understanding of the concerns of diverse students"), with $p = 0.6$, was next.

Figure 8 clearly indicates that the participants felt that, on average, there was a moderate to very large improvement in their knowledge or values/attitudes across all sixteen questions. The open-ended questions in Table 6 also support the conclusion that the Institute was of high value and quality.

6.0 CONCLUSIONS AND RECOMMENDATIONS

In general the participants found that the workshops and luncheon speakers were of moderate to high quality, and that the Institute was a very valuable experience. The results of the assessment can provide valuable insights into potential areas for improvement. It is recommended that the Director of Diversity Initiatives carefully review

the goals of the Institute and the detailed results of the speaker/workshop assessments to determine whether or not to invite any of the same speakers to return to the next Institute. If it is determined that a speaker will be invited to return, it is recommended that the Director provide copies of the workshop assessment results to the speaker and discuss alternatives to improve the next offering.

From the results of the pre- and post-Institute self-assessments, it is apparent that the learning took place in all topic areas. However, at the end of the Institute more respondents were comfortable with their state of knowledge about values and attitudes than their knowledge of university resources, teaching methods related to diversity, methods of diffusing diversity into courses, and assessment of diversity. It is recommended that the goals and objectives of the Institute be reviewed to determine if increase in the “knowledge” areas is considered essential. If it is, then this may require a different set of speakers with a different focus and material. If not, then the pre- and post-Institute assessment instruments should be modified. The Office of Operational Excellence and Assessment Support is available to provide assistance.

APPENDIX A
PROGRAM FOR THE UCF FACULTY
DOMESTIC DIVERSITY SUMMER INSITUTE 2000

UCF FACULTY DOMESTIC DIVERSITY
SUMMER INSTITUTE 2000

DAY ONE
MONDAY, MAY 1, 2000

Speaker: Dr. Francis Fukuyama

Topic: *The Great Disruption: Social & Political Implications of the Transition to an Information Society*

Presentation and Roundtable Discussions

DAY TWO
TUESDAY, MAY 2, 2000

Speaker: Dr. Betty Schmitz

Topic: *Transforming the Curriculum: Best Practices
Incorporating the study of race, gender, class, nationality, ethnicity and their
intersections into the curriculum.*

Lunch Speaker

DAY THREE
WEDNESDAY, MAY 3, 2000

Morning Speaker: Dr. Betty Schmitz

Topic: *Racial Realism, Race in the Classroom
Developing Principles for Teaching about Diversity*

Lunch Speaker Topic: *Research Report on Bias in Standardized Tests*

Afternoon Speaker: Mr. Michael Freeman

Topic: *Diversity Workshop*

DAY FOUR
THURSDAY, MAY 4, 2000

Morning Speaker: Dr. Stella Ting-Toomey

Topic: *Intercultural and Communication Competence: Individualistic and Collectivistic
Perspectives*

Lunch Speaker Topic: *University Resources*

Afternoon Speaker: Dr. Julia Pet-Armacost

Topic: *What is Expected in a Domestic Diversity Course Proposal and Assessing
Student Outcomes in Diversity Courses*

APPENDIX B

**OEAS ENGAGEMENT AGREEMENT
Assessment for UCF Faculty Domestic Diversity Summer Institute 2000**

OEAS ENGAGEMENT AGREEMENT

Title: **Assessment for UCF Faculty Institute for Domestic Diversity**

Sponsor: **Valarie King, Director, Diversity Initiatives**

Overview: The Office of Diversity Initiatives is conducting the Domestic Diversity Course within the Institute for Domestic Diversity and International Issues. An assessment plan is needed to evaluate the participant satisfaction with the speakers and program, and to assess the overall value of the educational experience provided through the Institute. The sponsor has requested that the Office of Operational Excellence and Assessment Support (OEAS) be engaged to develop survey instruments to conduct this assessment. This involves designing and testing the surveys, developing the protocol for their distribution, and potentially analyzing the results of the survey on a cost-sharing basis. The Office of Diversity Initiatives will be responsible for the distribution and collection of the surveys. The primary objective of the surveys is to assess the participant outcomes in order to improve the program for future offerings.

Background:

The Office of Diversity Initiatives (ODI) is part of the President's Division. The mission of the Office of Diversity Initiatives is to foster a university culture that values and manages similarities and differences, enhances productivity, and affords all individuals with opportunities to realize their full potential. The office has six main goals: (1) establish structures and procedures to support UCF's goal of becoming more inclusive and diverse; (2) create a pedagogically sound curriculum that reflects the pluralism of our society; (3) design a comprehensive faculty, USPS, and A&P recruitment and retention process; (4) develop a better understanding of and support for student diversity, inclusiveness, and retention; (5) engage in diversity research programs and creative projects that advance knowledge and enhance opportunities; and (6) develop diversity partnerships with organizations external to UCF (extracted from the UCF website).

The Office of Diversity Initiatives is offering the Domestic Diversity Course within the Institute for Domestic Diversity and International Issues during the week of May 1st. The Institute will offer workshops in both foundational diversity topics and cutting-edge issues that face all faculty teaching today. A primary goal of this year's Institute is to provide training to assist the faculty participants to infuse domestic diversity into their courses. The program will include presentations by internationally recognized scholars, roundtable discussions, and a series of workshops. The last day of the program will involve presentations by each of the participants on his/her preliminary plans for transforming two courses that were chosen by the participant when registering for the Institute.

The Office of Diversity Initiatives is interested in assessing the quality of the experience provided through the Institute. In particular, the Office would like to conduct evaluations of the

speakers and also to assess the value of the overall program. The latter assessment would involve evaluating the participant outcomes where OIR hopes that the participants will

- ✓ increase their ability to provide a broader vision of the United States and the world for students,
- ✓ achieve greater sensitivity to concerns of a diverse body of students,
- ✓ achieve a better understanding of diversity,
- ✓ recognize opportunities for infusing diversity into the curriculum,
- ✓ become advocates for diversity infusion,
- ✓ have an increased awareness of different cultural perspectives,
- ✓ gain knowledge and skills to deal with cultural communication differences in the classroom,
- ✓ have the ability to create an understanding of alternative domestic cultural visions,
- ✓ develop the capacity to solve problems from various perspectives, and
- ✓ know how to address issues of multiculturalism in the classroom.

The Office of Diversity Initiatives has requested that the OEAS office be engaged to design the survey instruments. The work proposed by OEAS involves designing the survey instruments, testing the surveys, and developing the protocol for distribution. The Office of Diversity Initiatives will be responsible for reviewing and approving the survey and distribution protocols prior to distribution, and then distributing and collecting the surveys. Data entry, statistical analysis, recommendations, and final report development will be provided by OEAS on a cost-sharing basis (cost proposal is shown below) if desired. The primary objective of the surveys is to assess outcomes in order to improve the Institute for future offerings.

Task Structure:

The following tasks provide a general structure for the engagement.

- 1.0 Determine the goals of the surveys, intended use, and dimensions of analysis.
- 2.0 Develop draft surveys for review and approval by the Director of Diversity Initiatives.
- 3.0 Test the survey instruments and revise as appropriate.
- 4.0 Develop the protocol for distribution for review and approval by the Director of Diversity Initiatives.
- 5.0 Enter data from the surveys into database and conduct statistical analyses.
- 6.0 *Develop recommendations.
- 7.0 *Prepare written report and presentation on survey results.

*Tasks 5-7 will be conducted by OEAS only upon agreement by ODI.

Schedule:

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Task 1.0	■							
Task 2.0	■							
Task 3.0	■							
Task 4.0	■	Distribution by ODI						
Task 5.0			■					
Task 6.0						■		
Task 7.0			■					

Deliverables:

OEAS will deliver electronic copies of the survey instruments to ODI prior to the start of the Institute. If ODI agrees, then OEAS will deliver a written report and a final presentation that describe the analysis, findings, and recommendations of the engagement. The draft final report and presentation would be offered approximately eight weeks after work is authorized to commence.

Reports:

OEAS will deliver a final report in the format of the OEAS Technical Report series. The final report will be made available for distribution through OEAS subject to review and approval by the sponsor. OEAS will make periodic informal oral reports to the sponsor on the progress of the work based on a mutually agreed upon schedule.

Cost Proposal (for within-unit surveys):

The Office of Operational Excellence and Assessment Support will design and test survey instruments at no charge as a service to any administrative or academic unit. The unit will reimburse all printing and distribution costs to OEAS if conducted by OEAS. The labor and production costs associated with data entry, analysis, and development and printing of the summary report will be shared equally between the unit and the OEAS office. The estimated costs for data entry, analysis and report generation are provided below.

Agreement to sharing the costs for data entry, analysis, and report generation:

OEAS:

Office of Diversity Initiatives:

Julia Pet-Armacost
Director, OEAS

Valarie King
Director, ODI

Work Elements	Hours	Rate/hour	Total Cost	OEAS (50%)	OIS (50%)
Supervision and Review (Director)	8	\$53.44	\$427.52	\$213.76	\$213.76
Data Entry (Program Assistant)	8	\$13.77	\$110.16	\$55.08	\$55.08
Analysis (Coordinator of Statistical Research)	20	\$23.32	\$466.40	\$233.20	\$233.20
Report Generation (Coordinator of Statistical Research)	8	\$23.32	\$186.56	\$93.28	\$93.28
Report Production (Secretary)	4	\$10.73	\$42.92	\$21.46	\$21.46

Total Reimbursement Due to OEAS \$616.78

Personnel:

Key Sponsor Contacts:

Valarie King, Director, Office of Diversity Initiatives

OEAS Personnel:

Dr. Julia Pet-Armacost, Director of OEAS
 Ms. Kathleen Coleman, OEAS Program Assistant
 TBD, Coordinator of Statistical Research

Confidentiality:

The work conducted under this engagement agreement is intended for the sole use of the sponsor. OEAS will not disclose any information developed without the permission of the sponsor. Normally, the final report is published as a OEAS Technical Report and made available to the public. However, any such technical report must be approved by the sponsor. Because the OEAS office reports to Academic Affairs, periodic reports are made to the Provost and the President regarding the status of OEAS activities. Work on this project will likely be discussed in one or more of those periodic reports.

Agreement:

The undersigned agree that the structure presented above describes the nature and scope of the work to be accomplished during this engagement. Changes to the scope or direction of work will be accompanied by a modification to this agreement.

FOR:

OEAS:

Office of Diversity Initiatives:

Julia Pet-Armacost
Director, OEAS

Valarie King
Director, ODI

Date

Date

**APPENDIX C
WORKSHOP SURVEYS**

**APPENDIX C
WORKSHOP SURVEYS
The UCF Domestic Diversity Summer Institute 2000**

Your opinions about each of the speakers and workshops are important to us in planning our activities for next year. Please complete the following survey.

DAY ONE

Speaker: Dr. Francis Fukuyama

Topic: *The Great Disruption: Social & Political Implications of the Transition to an Information Society*

Presentation and Roundtable Discussions

	Not Applicable	Strongly Agree	Agree	Weakly Agree	Neutral	Weakly Disagree	Disagree	Strongly Disagree
1. The material was presented in a clear manner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The topic was relevant to infusing diversity into courses.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The visual aids were effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The handout materials were useful.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The speaker was excellent.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Group discussions and participation were encouraged.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. The roundtable encouraged the development of creative ideas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. I would recommend this speaker for a future Summer Institute.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. List the most important thing related to infusing diversity into your courses that you learned from this session.								
10. What did you find most valuable about this session?								
11. What did you find least valuable about this session?								
12. List additional comments or suggestions.								

Thank You!
The UCF Domestic Diversity Summer Institute 2000

Your opinions about each of the speakers are important to us in planning our activities for next year. Please complete the following survey.

DAY TWO

Speaker: Dr. Betty Schmitz

Topic: *Transforming the Curriculum: Best Practices*

Incorporating the study of race, gender, class, nationality, ethnicity and their intersections into the curriculum.

1. The material was presented in a clear manner.

2. The topic was relevant to infusing diversity into courses.

3. The visual aids were effective.

4. The handout materials were useful.

5. The speaker was excellent.

6. Group discussions and participation were encouraged.

7. The workshop encouraged the development of creative ideas.

8. I would recommend this speaker for a future Summer Institute.

9. List the most important thing related to infusing diversity into your courses that you learned from this session.

10. What did you find **most valuable** about this session?

11. What did you find **least valuable** about this session?

12. List additional comments or suggestions.

	Not Applicable	Strongly Agree	Agree	Weakly Agree	Neutral	Weakly Disagree	Disagree	Strongly Disagree
1. The material was presented in a clear manner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The topic was relevant to infusing diversity into courses.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The visual aids were effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The handout materials were useful.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The speaker was excellent.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Group discussions and participation were encouraged.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. The workshop encouraged the development of creative ideas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. I would recommend this speaker for a future Summer Institute.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Thank You!

The UCF Domestic Diversity Summer Institute 2000

Your opinions about each of the speakers are important to us in planning our activities for next year. Please complete the following survey.

DAY THREE (morning)

Speaker: Dr. Betty Schmitz

Topic: *Racial Realism, Race in the Classroom*
Developing Principles for Teaching About Diversity

	Not Applicable	Strongly Agree	Agree	Weakly Agree	Neutral	Weakly Disagree	Disagree	Strongly Disagree
1. The material was presented in a clear manner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The topic was directly relevant to infusing diversity into courses.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The visual aids were effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The handout materials were useful.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The speaker was excellent.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Group discussions and participation were encouraged.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. The workshop encouraged the development of creative ideas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. I would recommend this speaker for a future Summer Institute.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. List the most important thing related to infusing diversity into your courses that you learned from this session.								

10. What did you find **most valuable** about this session?

11. What did you find **least valuable** about this session?

12. List additional comments or suggestions.

Thank You!
The UCF Domestic Diversity Summer Institute 2000

Your opinions about each of the speakers are important to us in planning our activities for next year. Please complete the following survey.

DAY THREE (afternoon)

Speaker: Mr. Michael Freeman

Topic: *Diversity Workshop*

	Not Applicable	Strongly Agree	Agree	Weakly Agree	Neutral	Weakly Disagree	Disagree	Strongly Disagree
1. The material was presented in a clear manner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The topic was directly relevant to infusing diversity into courses.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The visual aids were effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The handout materials were useful.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The speaker was excellent.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Group discussions and participation were encouraged.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. The workshop encouraged the development of creative ideas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. I would recommend this speaker for a future Summer Institute.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. List the most important thing related to infusing diversity your courses that you learned from this session.								

10. What did you find **most valuable** about this session?

11. What did you find **least valuable** about this session?

12. List additional comments or suggestions.

Thank You!
The UCF Domestic Diversity Summer Institute 2000

Your opinions about each of the workshops are important to us in planning our activities for next year. Please complete the following survey.

DAY FOUR (morning)

Speaker: Dr. Stella Ting-Toomey

Topic: *Intercultural and Communication Competence: Individualistic and Collectivistic Perspectives*

	Not Applicable	Strongly Agree	Agree	Weakly Agree	Neutral	Weakly Disagree	Disagree	Strongly Disagree
1. The material was presented in a clear manner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The topic was directly relevant to infusing diversity into courses.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The visual aids were effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The handout materials were useful.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The speaker was excellent.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Group discussions and participation were encouraged.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. The workshop encouraged the development of creative ideas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. I would recommend this speaker for a future Summer Institute.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

9. List the most important thing related to infusing diversity your courses that you learned from this session.

10. What did you find **most valuable** about this session?

11. What did you find **least valuable** about this session?

12. List additional comments or suggestions.

Thank You!

The UCF Domestic Diversity Summer Institute 2000

Your opinions about each of the speakers are important to us in planning our activities for next year. Please complete the following survey.

DAY FOUR (afternoon)

Speaker: Dr. Julia Pet-Armacost

Topics: *What is Expected in a Domestic Diversity Course Proposal and Assessing Student Outcomes in Diversity Courses*

	Not Applicable	Strongly Agree	Agree	Weakly Agree	Neutral	Weakly Disagree	Disagree	Strongly Disagree
1. The material was presented in a clear manner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The topic was directly relevant to infusing diversity into courses.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The visual aids were effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The handout materials were useful.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The speaker was excellent.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Group discussions and participation were encouraged.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. The workshop encouraged the development of creative ideas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. I would recommend this speaker for a future Summer Institute.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. List the most important thing related to infusing diversity your courses that you learned from this session.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

10. What did you find **most valuable** about this session?

11. What did you find **least valuable** about this session?

12. List additional comments or suggestions.

Thank You!

**APPENDIX D
LUNCHEON SPEAKER SURVEYS**

The UCF Domestic Diversity Summer Institute 2000

Your opinions about each of the luncheon speakers are important to us in planning our activities for next year. Please complete the following survey.

DAY TWO

Luncheon Speaker: #1

1. The material was presented in a clear manner.
2. The information was very useful.
3. The speaker was excellent.
4. I would recommend this speaker for a future Summer Institute.
5. The most important thing that I learned is:

	Not Applicable	Strongly Agree	Agree	Weakly Agree	Neutral	Weakly Disagree	Disagree	Strongly Disagree
1. The material was presented in a clear manner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The information was very useful.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The speaker was excellent.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I would recommend this speaker for a future Summer Institute.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The UCF Domestic Diversity Summer Institute 2000

Your opinions about each of the luncheon speakers are important to us in planning our activities for next year. Please complete the following survey.

DAY THREE

Luncheon Speaker: #2

Topic: *Research Report on Bias in Standardized Tests*

1. The material was presented in a clear manner.
2. The information was very useful.
3. The speaker was excellent.
4. I would recommend this speaker for a future Summer Institute.
5. The most important thing that I learned is:

	Not Applicable	Strongly Agree	Agree	Weakly Agree	Neutral	Weakly Disagree	Disagree	Strongly Disagree
1. The material was presented in a clear manner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The information was very useful.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The speaker was excellent.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I would recommend this speaker for a future Summer Institute.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The UCF International Studies Summer Institute 2000

Your opinions about each of the luncheon speakers are important to us in planning our activities for next year. Please complete the following survey.

DAY FOUR

Luncheon Speaker: #3

Topic: *University Resources*

	Not Applicable	Strongly Agree	Agree	Weakly Agree	Neutral	Weakly Disagree	Disagree	Strongly Disagree
1. The material was presented in a clear manner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The information was very useful.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The speaker was excellent.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I would recommend this speaker for a future Summer Institute.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The most important thing that I learned is:								

**APPENDIX E
PRE-INSTITUTE SELF-ASSESSMENT**

The UCF International Studies Summer Institute 2000

An assessment of your pre- and post-perception of your state of knowledge regarding internationalizing courses will help us in evaluating the effectiveness of our Institute. Please complete the following survey.

PRE-INSTITUTE SELF-ASSESSMENT

List last four digits of your Social Security Number _____

	Strongly Agree	Agree	Weakly Agree	Neutral	Weakly Disagree	Disagree	Strongly Disagree
1. I have an excellent understanding of what infusing diversity means.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I know of many ways of infusing diversity into my courses.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I have a good understanding of the concerns of diverse students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I feel a strong responsibility to infuse diversity into my courses.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I am conscious of cultural differences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I know how to deal with cultural communication differences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I can create understanding of alternative cultural perspectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. I encourage diverse values even when they run counter to my own.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. I take initiative in dispelling prejudices, stereotypes, and misconceptions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. I recognize my own biases and try to see issues from other viewpoints.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. I know how to develop open and honest communication in my classes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. I adjust my teaching methods with students from various cultural backgrounds.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. I am knowledgeable about current issues/content pertaining to diversity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. I know of many ways to assess diversity in my courses.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. I am knowledgeable about curricular resources available on diversity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. I am knowledgeable about University resources/services related to diversity available at UCF.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

My expectations from the UCF Domestic Diversity Summer Institute are:

Thank You!

**APPENDIX F
POST-INSTITUTE SELF-ASSESSMENT**

The UCF International Studies Summer Institute 2000

An assessment of your pre- and post-perception of your state of knowledge regarding internationalizing courses will help us in evaluating the effectiveness of our program. Please complete the following survey.

Current Knowledge/ Ability/Capability							Increase due to the Institute			
Strongly Agree	Agree	Weakly Agree	Neutral	Weakly Disagree	Disagree	Strongly Disagree	POST-INSTITUTE SELF-ASSESSMENT			
							List last four digits of your Social Security Number			

							Very Large Increase	Moderate Increase	Small Increase	None
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

17. Did the Institute meet your expectations? Please explain.

18. What did you find **most valuable** about the Institute?

19. What did you find **least valuable** about the Institute?

20. List additional comments or suggestions.

Thank You!

**APPENDIX G
LIST OF PARTICIPANTS**

UCF FACULTY DOMESTIC DIVERSITY SUMMER INSTITUTE 2000

Awardee's

College

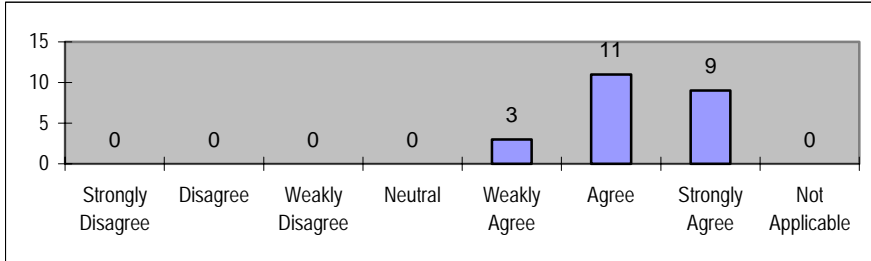
Dr. Yvette Boodhoo	Brevard Multicultural Center
Dr. Sharon Hiett	
Dr. Shelia Smalley	Educational Foundations
Professor Melanie Woods	English
Dr. David Gurney	Instructional Programs
Dr. Robert Lange	Educational Foundations
Dr. Tace Crouse	
Dr. Angeline Bushy	Nursing, Daytona
Dr. Barbara Turnage	Social Work
Dr. Claire Massey	Social Work
Dr. Eileen M. Abel	Social Work
Dr. Jamie Gichia	Nursing
Dr. Laurel Davis	Social Work
Dr. Edward Suh	Social Work
Dr. Joshua Kirven	Social Work
Mr. Melvin Rogers	COHPA
Dr. Jeanne Weaver	Psychology
Dr. Wei Liu	Statistics
Anthony Major	Theatre
Dr. Husain Kassim	Philosophy
Dr. John Lynxwiler	Sociology & Anthropology
Dr. Randy Fisher	Psychology
Dr. Richard Tucker	Psychology
Dr. Ronnie Hawkins	Philosophy

**APPENDIX H
DETAILED RESULTS FOR EACH OF THE WORKSHOPS**

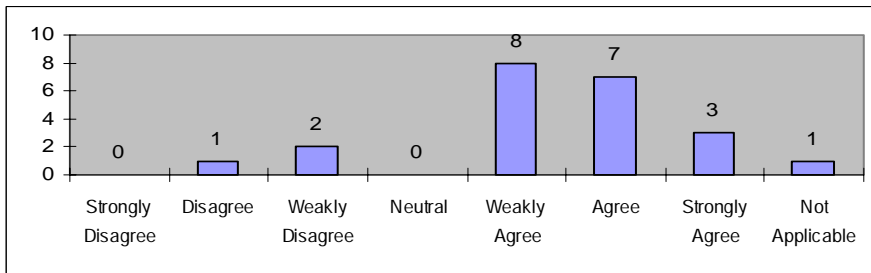
5.0 Workshop #1: Speaker: Dr. Francis Fukuyama

Topic: *The Great Disruption: Social & Political Implications of the Transition to an Information Society*

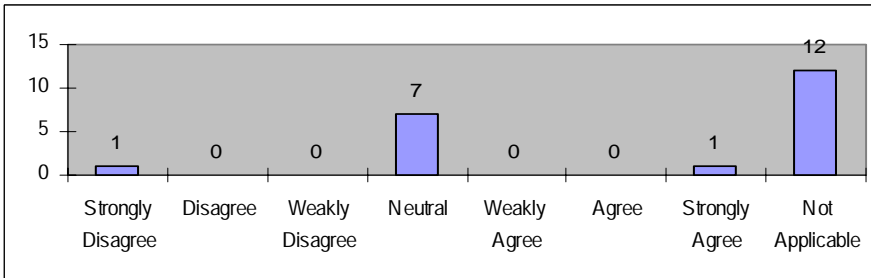
Question 1: The material was presented in a clear manner.



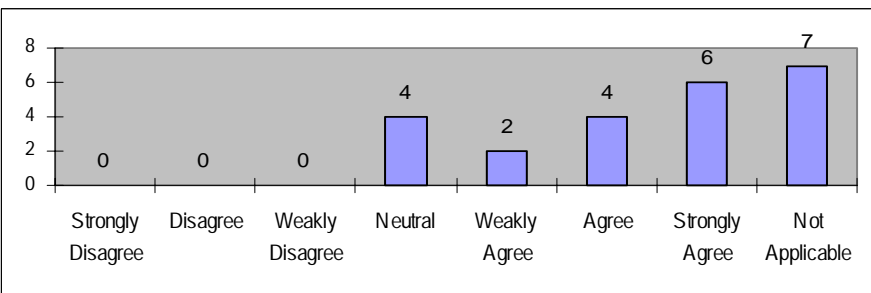
Question 2: The topic was relevant to infusing diversity into courses.



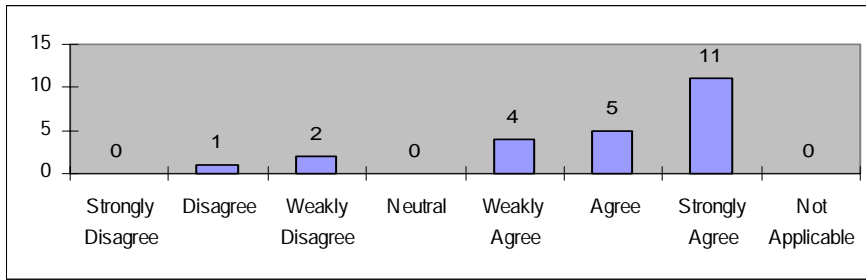
Question 3: The visual aids were effective.



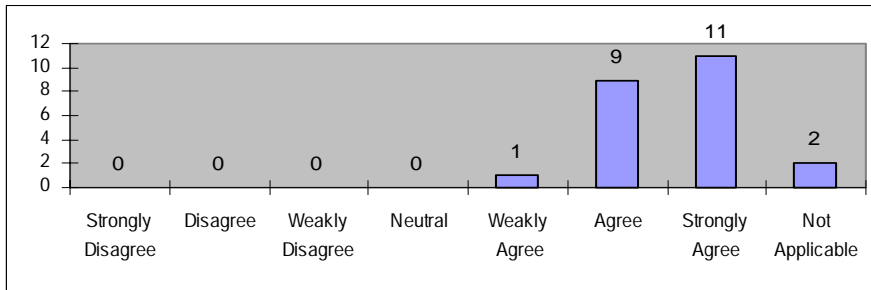
Question 4: The handout materials were useful.



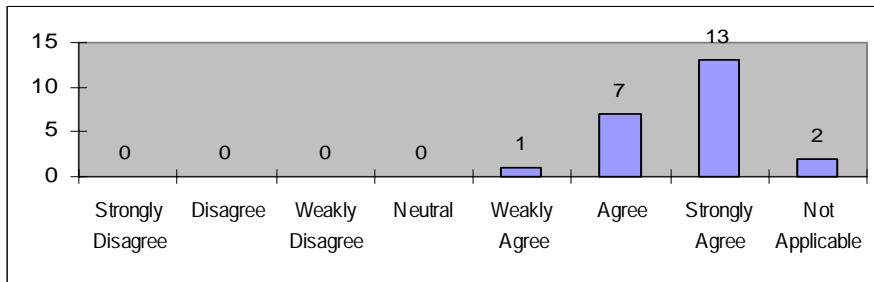
Question 5:The speaker was excellent.



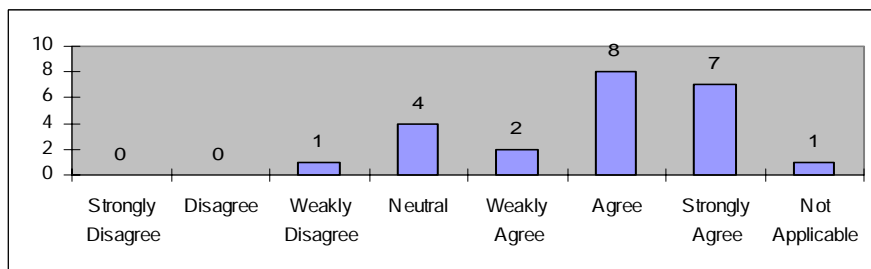
Question 6:Group discussions and participation were encouraged.



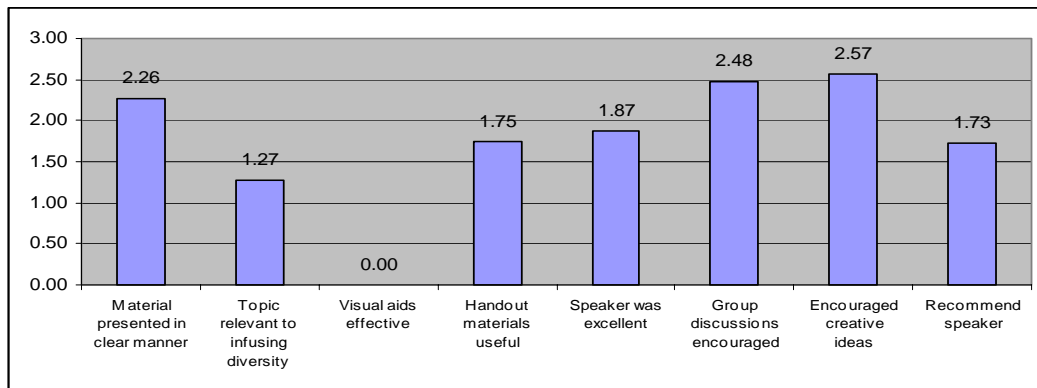
Question 7:The roundtable encouraged the development of creative ideas.



Question 8: I would recommend this speaker for a future Summer Institute.



Average Scores on Each Question



Average Workshop Content Score: 1.54

Average Workshop Presentation Score: 2.15

*Open-ended Question 1:*List the most important thing related to infusing diversity into your courses that you learned from this session.

- ◆ Need to think of the future of diversity.
- ◆ What needs to be critiqued--the expanding global monoculture!
- ◆ Building a comprehensive module that allows students to critically think and acknowledge cultural difference.
- ◆ Technology as a means to promote learner based content
- ◆ Encouragement of diversity of opinion is also critical as an issue to be addressed.
- ◆ Accountability is a continuing problem.
- ◆ Opportunity for creative thinking; specific ideas of Dr. Fukuyama.
- ◆ To think about what you want to do.
- ◆ Use of technology to enhance control vs. technology as the main focus.
- ◆ Importance of clarifying definitions and of taking time for listening and valuing multiple perspectives.
- ◆ To use information technology to support diversity in my course.
- ◆ The down side of diversity in relation to social capital.
- ◆ How I respond to ideas that lessens my ethnic groups contributions & place in society.
- ◆ N/A
- ◆ The impacts of information society, upon social and political systems.
- ◆ That there is a "conservative" view on the subject.

*Open-ended Question 2:*What did you find **most** valuable about this session?

- ◆ Think about issues in different way.
- ◆ It got a lot of us from different disciplines asking questions and thinking about important issues.
- ◆ Different ideas and positions taken by speaker and other participants.
- ◆ Opportunity to interact & exchange ideas with colleagues on a variety of topics.
- ◆ Roundtable discussion.
- ◆ Seeming consistency of issues to be addressed across groups.

- ◆ The intellectual level of presentation and discussion.
- ◆ Interchange between speaker & attendees.
- ◆ All
- ◆ Group interaction and stimulation of creative solutions.
- ◆ Discussion and sharing of ideas.
- ◆ Picked up a few ideas for my institute project.
- ◆ Exchanging and sharing ideas.
- ◆ The discussion.
- ◆ Gaining an understanding of the context surrounding global aspects (culture/industry) affecting us today.
- ◆ The sharing of ideas.
- ◆ His articulation on how to rebuild trust in American society.
- ◆ Interesting to hear his perspective

*Open-ended Question 3:*What did you find **least** valuable about this session?

- ◆ Fukuyama is coming from a very narrow viewpoint but doesn't see it
- ◆ Difficult themes and ideas were not always clear--speaker was somewhat limited in focus.
- ◆ Tendency toward debate over issues that drifted off topic.
- ◆ Intolerance of participants.
- ◆ We wandered a bit from our focus on trust.
- ◆ None
- ◆ Speaker's disconnectedness from many segments of society.
- ◆ Too much time taken by group activities; too little time for individual work.
- ◆ Neutral
- ◆ The speaker circling around issues.
- ◆ No clearly delineated a conceptual model which values diversity.
- ◆ Viewpoint is too conservative for use in my department.

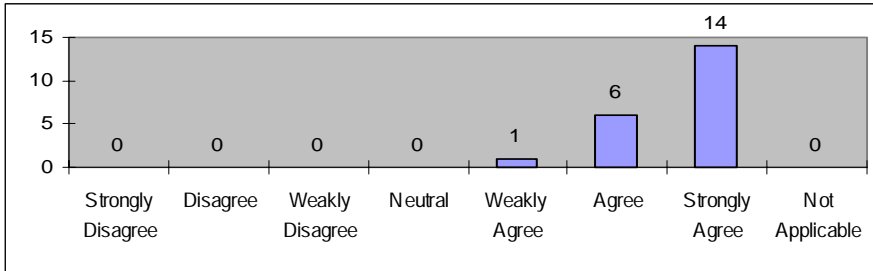
*Open-ended Question 4:*List additional comments or suggestions.

- ◆ More of this sort of thing is good!
- ◆ It is yet not directly shown how diversity is related to classroom teaching.
- ◆ More details about how to relate to course.
- ◆ Address course syllabi more and how to infuse diversity into courses.
- ◆ Assimilation is not possible when the group you are trying to move within closes all of the doors.

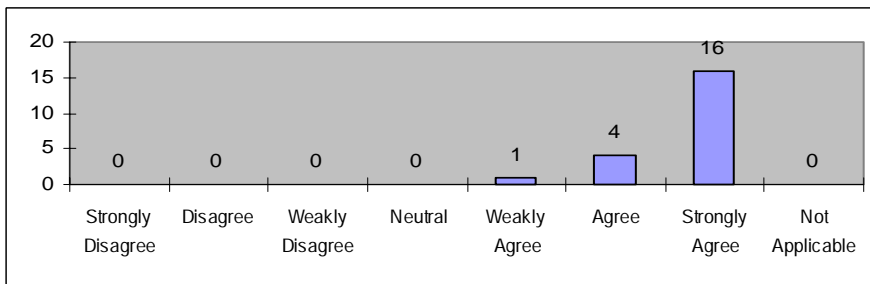
Workshop #2: Speaker: Dr. Betty Schmitz

Topic: *Transforming the Curriculum: Best Practices*

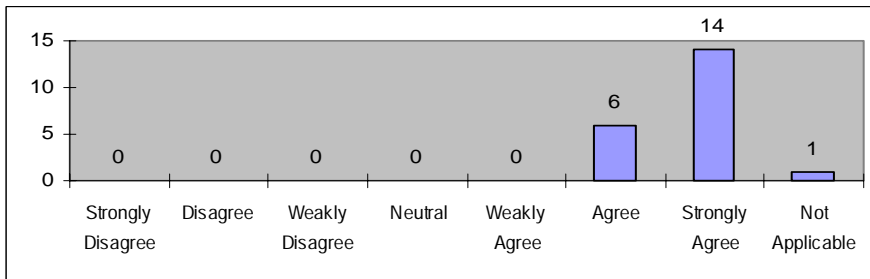
Question 1: The material was presented in a clear manner.



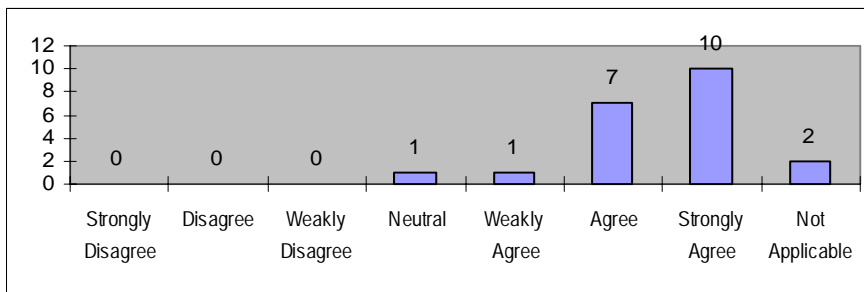
Question 2: The topic was relevant to infusing diversity into courses.



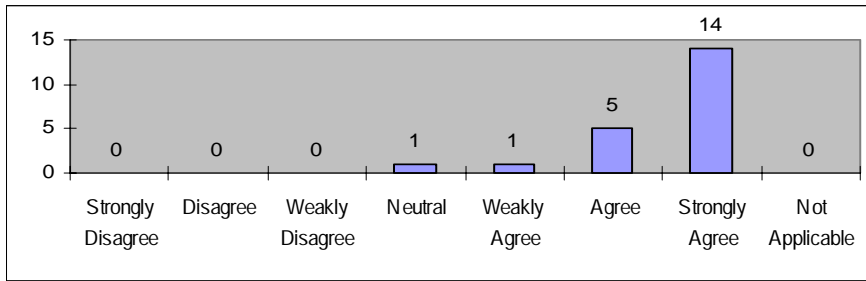
Question 3: The visual aids were effective.



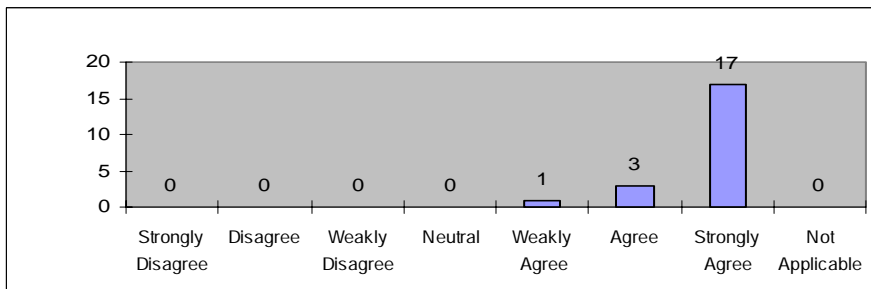
Question 4: The handout materials were useful.



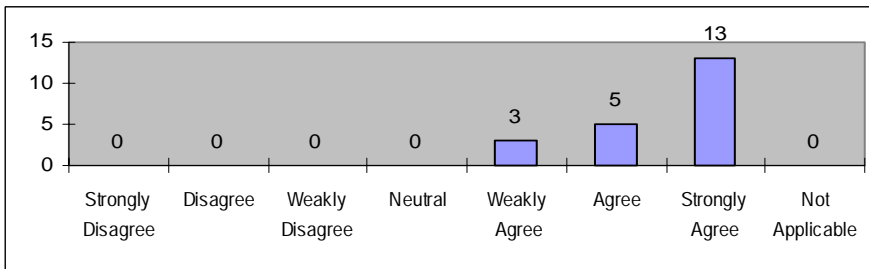
Question 5: The speaker was excellent.



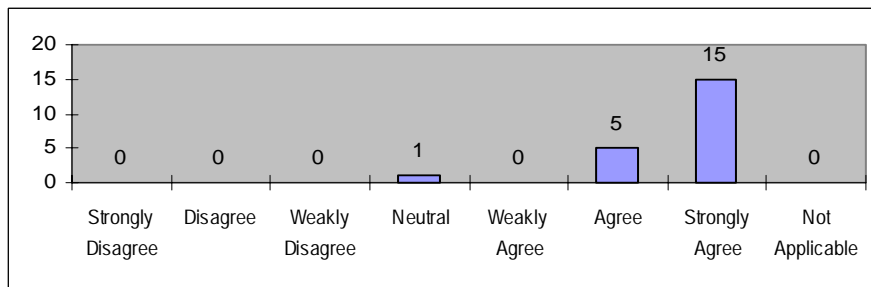
Question 6: Group discussions and participation were encouraged.



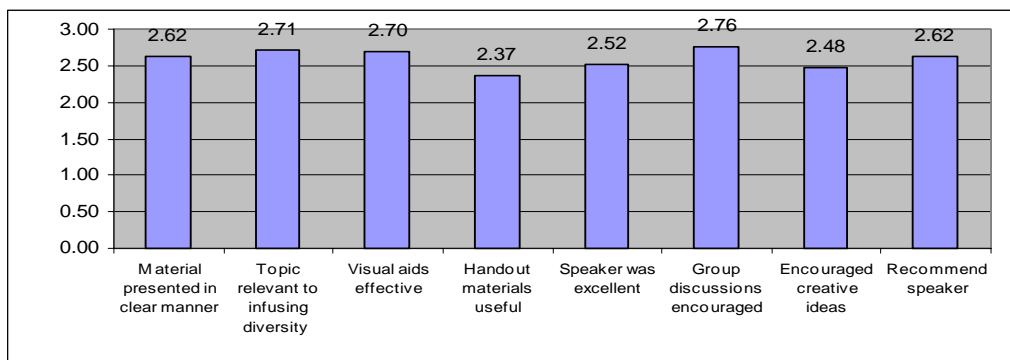
Question 7: The roundtable encouraged the development of creative ideas.



Question 8: I would recommend this speaker for a future Summer Institute.



Average Scores on Each Question



Average Workshop Content Score: 2.57

Average Workshop Presentation Score: 2.48

Open-ended Question 1: List the most important thing related to infusing diversity into your courses that you learned from this session.

- ◆ The components for the new curriculum.
- ◆ We have a long way to go.
- ◆ Teaching strategies of diversity contents (Ronald Takaki's presentation)
- ◆ How others viewed the issue & how they tackled student concerns.
- ◆ Steps in the process-combination of theoretical concepts and applicability-Transformation process and how that goes beyond just awareness or trying to "add" diversity.
- ◆ Some caution in creating possible difficult classroom structures-coming at the end.
- ◆ Importance of multiple approaches & perspectives.
- ◆ Speaker's personal information on her experiences which can be used in my courses.
- ◆ Try to introduce diversity in gradual fashion
- ◆ Brainstorming of creative ideas to incorporate in designated classroom.

Open-ended Question 2: What did you find **most** valuable about this session?

- ◆ Goals for student learning and how to develop strategies
- ◆ Informative material.
- ◆ Different views shared among participants
- ◆ Sharing ideas with peers.
- ◆ Terrific information-packed-well presented-wonderful presentation style-nonthreatening, low key but powerful-Tekaki video**
- ◆ Tekaki video-want to use in my classes.
- ◆ Discussion of Tekaki tape & issue of curriculum transformation.
- ◆ Takaki video-inspiring.
- ◆ Content presented; group discussions
- ◆ Speaker's experiences and Takaki tape.
- ◆ Open discussion

- ◆ Video & related discussion
- ◆ Ideas generated.
- ◆ Obtaining multiple perspectives for different disciplines & colleagues.

*Open-ended Question 3:*What did you find **least** valuable about this session?

- ◆ One individual, constant interruptions and not understanding the goal of the session. Therefore, having a closed mind!
- ◆ Would like to see issues listed on board and links established.
- ◆ More specific case presentations are desired.
- ◆ I wish we could have had a copy of speakers overheads. This would have allowed me to participate and not write out the handouts.
- ◆ Listening to a very vocal colleague create resistance, sometimes monopolizing discussion-not sure how I would have handled this as leader-ask for only those who haven't spoken yet to enter discussion?
- ◆ All wonderful-even the apparent conflicts among faculty.
- ◆ Size of group limited interaction.
- ◆ Abstract principle.
- ◆ Open discussion
- ◆ Monopolizing by one group member (briefly).
- ◆ Dealing with a difficult participant directly would of kept a more conducive learning environment. Endorsing a little more structure.

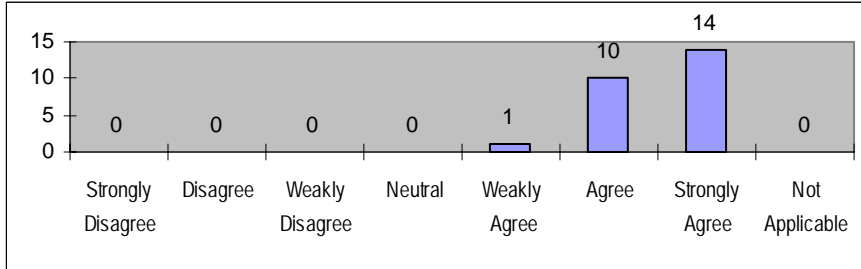
*Open-ended Question 4:*List additional comments or suggestions.

- ◆ Encourage participants to integrate other people's comments. Also, some seem--many efforts by presenter.
- ◆ Instead of having one speaker for day, two speakers (one for morning/one session, the other for afternoon/second session).
- ◆ I wish we could tape (video) our discussions & later watch our interactions, comments, & body language. Some of us would be shocked.
- ◆ Set discussion time guidelines and try to honor-I found myself wanting to hear more of your ideas, knowledge base, understanding of process, research, etc.
- ◆ I would like copies of the instructor's handouts

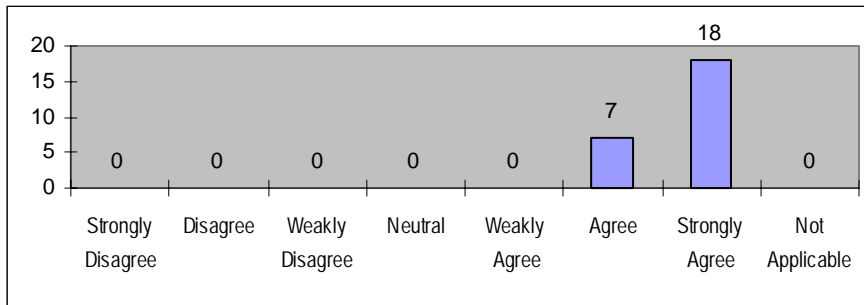
Workshop #3: Speaker: Dr. Betty Schmitz

Topic: *Racial Realism, Race in the Classroom*

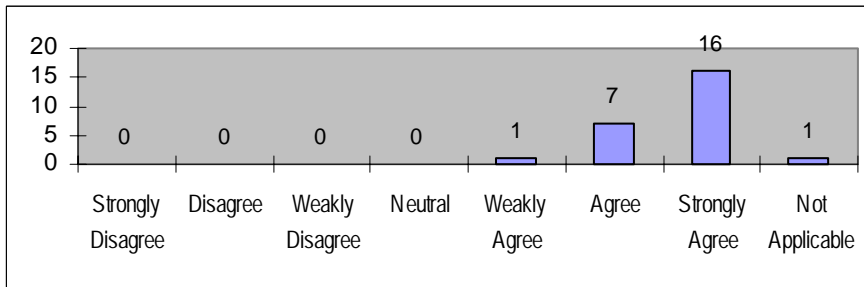
Question 1: The material was presented in a clear manner.



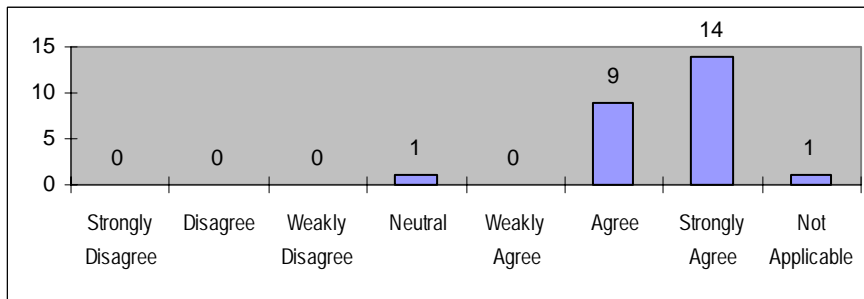
Question 2: The topic was relevant to infusing diversity into courses.



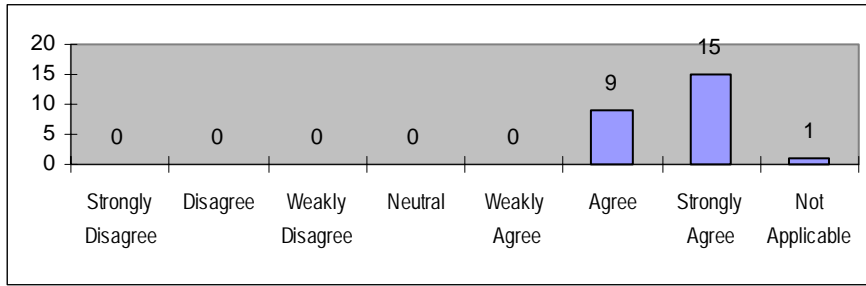
Question 3: The visual aids were effective.



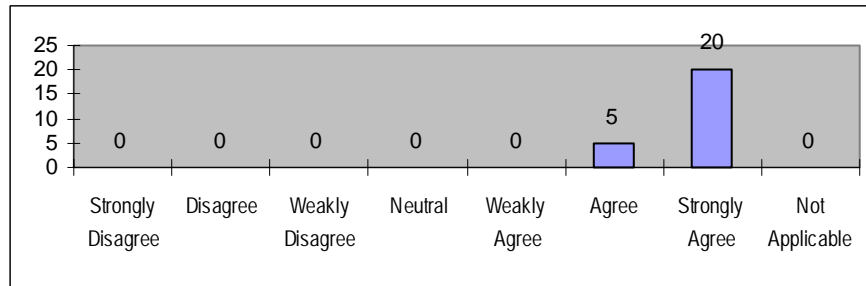
Question 4: The handout materials were useful.



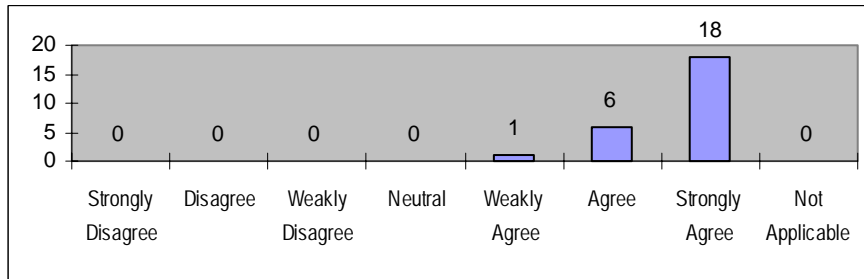
Question 5: The speaker was excellent.



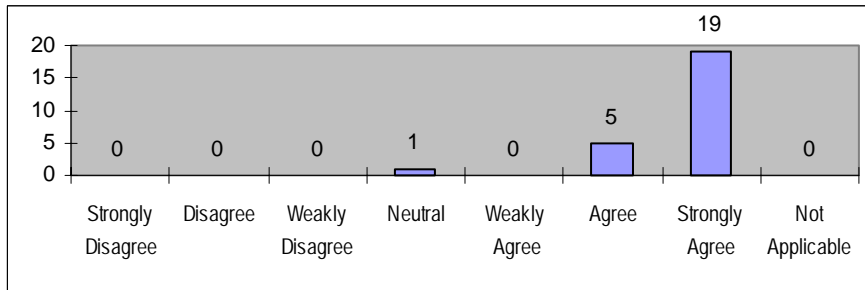
Question 6: Group discussions and participation were encouraged.



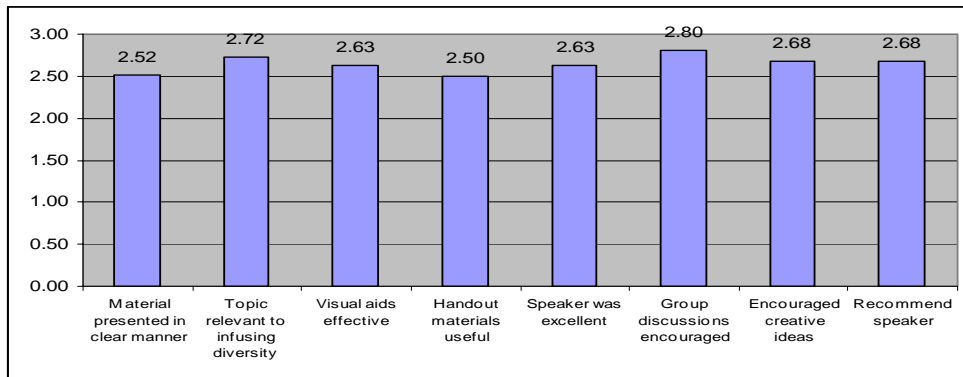
Question 7: The roundtable encouraged the development of creative ideas.



Question 8: I would recommend this speaker for a future Summer Institute.



Average Scores on Each Question



Average Workshop Content Score: 2.59

Average Workshop Presentation Score: 2.70

Open-ended Question 1: List the most important thing related to infusing diversity into your courses that you learned from this session.

- ◆ The need for developing context & perspective.
- ◆ Specific activities and ways to plan the course.
- ◆ Reference material.
- ◆ Can't identify one thing
- ◆ I'm not alone! There is tremendous overlap in experience, attitudes, goals for infusing diversity, and even content among us.
- ◆ Exchange of ideas-activities, assignments, texts-to help transform our classes.
- ◆ Techniques of presenting diversity
- ◆ How to construct discussions that included the whole person and not one or two characteristics.
- ◆ Setting class climate so that change can happen.
- ◆ Importance of student involvement at all levels and developing syllabi
- ◆ Plethora of strategies
- ◆ Resources to use (mostly identified by participants)
- ◆ Issue of "competing oppression"
- ◆ Discussions and materials on building reflectivity.
- ◆ How to introduce students own experiences into the classroom.

Open-ended Question 2: What did you find **most** valuable about this session?

- ◆ Free interchange of views, experiences, etc.
- ◆ Wrap up lecture.
- ◆ References to techniques, articles
- ◆ Specific techniques discussed
- ◆ Sharing ideas
- ◆ The above
- ◆ Participants' comments on how to cover diversity in his/her classes.
- ◆ Sharing of ideas

- ◆ Resources, including video clips
- ◆ The small group breakouts allowed exchange of ideas.
- ◆ Same as #9; small group interaction with reporting out to the large group
- ◆ Ways to see commonalities & differences
- ◆ Discussion
- ◆ Exchange of ideas
- ◆ Learning about methodologies that my coworkers use in their classrooms

*Open-ended Question 3:*What did you find **least** valuable about this session?

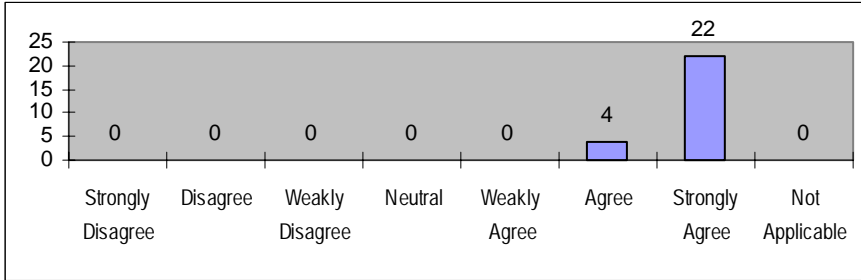
- ◆ N/A
- ◆ Brainstorming in groups.
- ◆ A few groups bogged down on generalities
- ◆ Small group discussions
- ◆ Not enough time!
- ◆ None
- ◆ N/A
- ◆ Would have liked more small group options
- ◆ More reflection time
- ◆ More time needed for sharing.
- ◆ Lack of clear focus of some of the discussion.
- ◆ Neutral

*Open-ended Question 4:*List additional comments or suggestions.

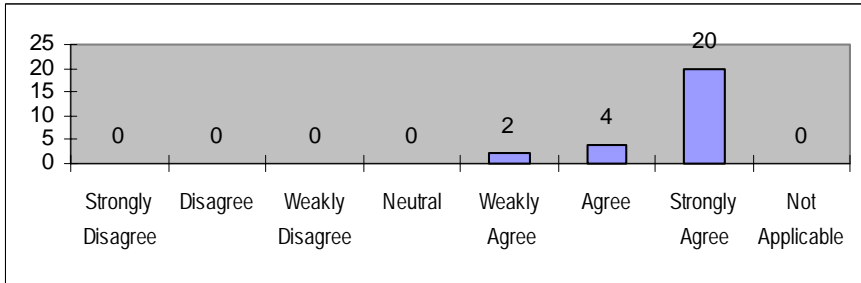
- ◆ Suggest having opportunities for groups to develop insights.
- ◆ Excellent & stimulating
- ◆ "Assignments" could be explained more clearly
- ◆ I wish everyone had the opportunity to either describe a teaching technique that they use or ask for help from others to develop a teaching technique.
- ◆ I think Betty is an excellent facilitator-one of the best I've seen-I appreciate her extreme openness, non anxious presence, ability to engage listeners while modeling effective listening-also her willingness to share her materials and ideas.
- ◆ Would like to get copies of assignments, reading lists, syllabi
- ◆ How to cover diversity contents with specific courses/discipline
- ◆ Although I was here, I missed how racial issues were discussed. The film was on gender (2 whites).
- ◆ Useful for shifting perspective.
- ◆ I would like for the presenter to have presented more strategies & techniques to be used to infuse diversity into courses. Additionally, I would like for her to have talked more about infusion specifically.
- ◆ Appreciated icebreaker on second day. Would have benefited from some unstructured time and some planned reflective opportunities.

Workshop #4: Speaker: Dr. Michael Freeman
 Topic: *Diversity Workshop*

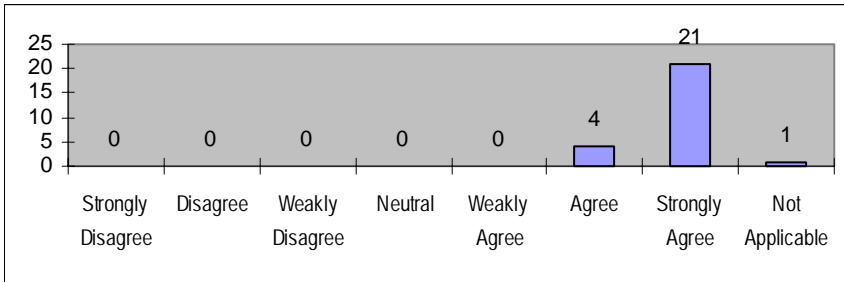
Question 1: The material was presented in a clear manner.



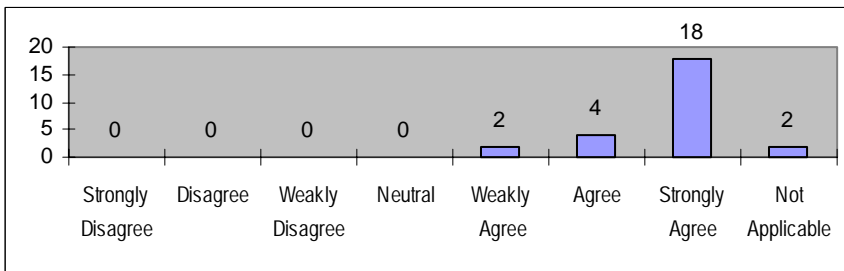
Question 2: The topic was relevant to infusing diversity into courses.



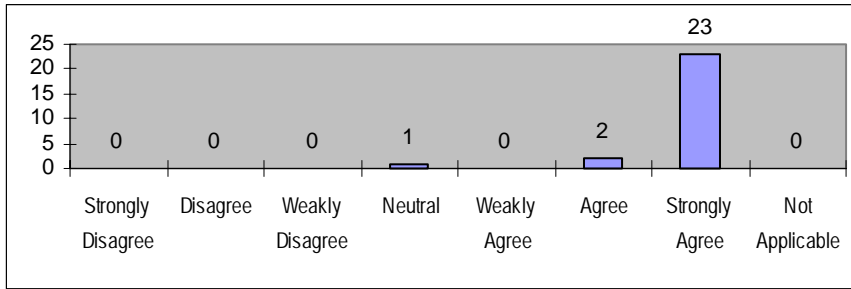
Question 3: The visual aids were effective.



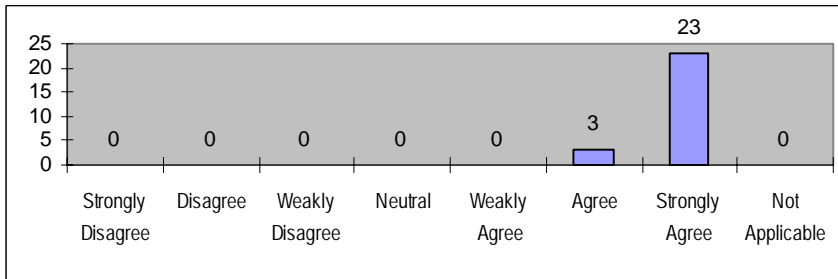
Question 4: The handout materials were useful.



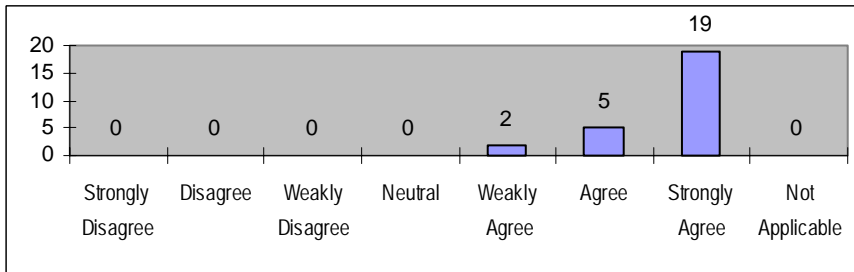
Question 5: The speaker was excellent.



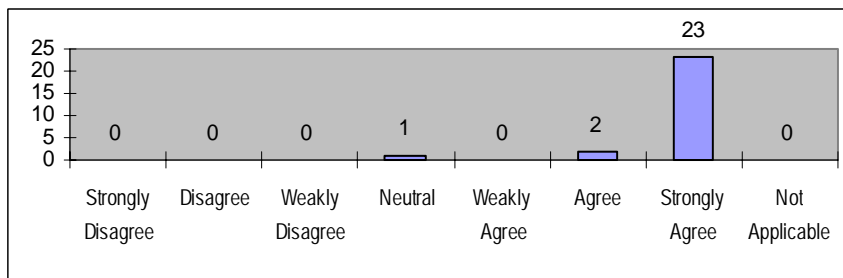
Question 6: Group discussions and participation were encouraged.



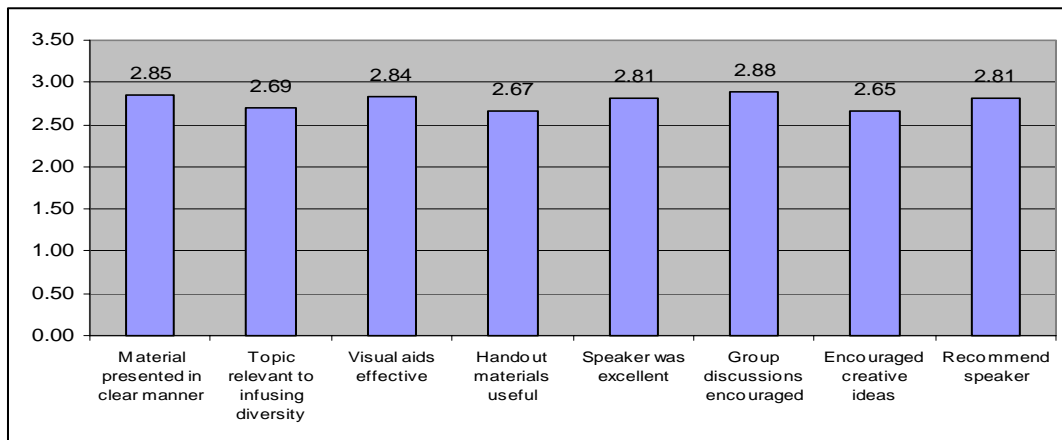
Question 7: The roundtable encouraged the development of creative ideas.



Question 8: I would recommend this speaker for a future Summer Institute.



Average Scores on Each Question



Average Workshop Content Score: 2.76

Average Workshop Presentation Score: 2.79

*Open-ended Question 1:*List the most important thing related to infusing diversity into your courses that you learned from this session.

- ◆ How to stress cumulative effect in classroom.
- ◆ Guidelines developed by group & encouragement to move from head to the heart.
- ◆ We are not on a level playing field-it doesn't feel good to be "ahead" of others
- ◆ Realization that we do not choose not to control many of our destinies.
- ◆ Group multidimensional awareness of our different positioning
- ◆ It's too hard to talk about now but it's there!
- ◆ Emotional impact of "the race"
- ◆ Be aware of personal assumptions that impede diversity.
- ◆ My level of awareness
- ◆ Level ground activity
- ◆ Great!
- ◆ Activity out side
- ◆ Enjoyed
- ◆ Icebreakers/the race
- ◆ Experience, reminders are so important
- ◆ Exercises which can be incorporated - "Leveling the Playing Field"
- ◆ Strong, effective content that can be beneficial to the courses I teach.
- ◆ Demo & exercise
- ◆ Share the definitions & activities

*Open-ended Question 2:*What did you find **most** valuable about this session?

- ◆ Allowing us to have an emotional experience about our experiences.
- ◆ Dialogue & sharing of experience
- ◆ Powerful exercise
- ◆ The perception that others have opened up much more than in earlier sessions and what they said.
- ◆ Deeply touched many of us

- ◆ The exercise that helped to visualize the relations of each person to the other around life experiences.
- ◆ "The Race" is unforgettable
- ◆ Processing of activity
- ◆ The race
- ◆ Last exercise
- ◆ Highly effective and thought-provoking
- ◆ Hearing other voices in the group
- ◆ Same as above; the debrief of the "Race" activity

*Open-ended Question 3:*What did you find **least** valuable about this session?

- ◆ Neutral
- ◆ Domination of discussion by several participants
- ◆ N/A
- ◆ N/A
- ◆ Didn't give it enough time
- ◆ Environment made me apprehensive to speak
- ◆ Too much time devoted to introduction & opening
- ◆ N/A

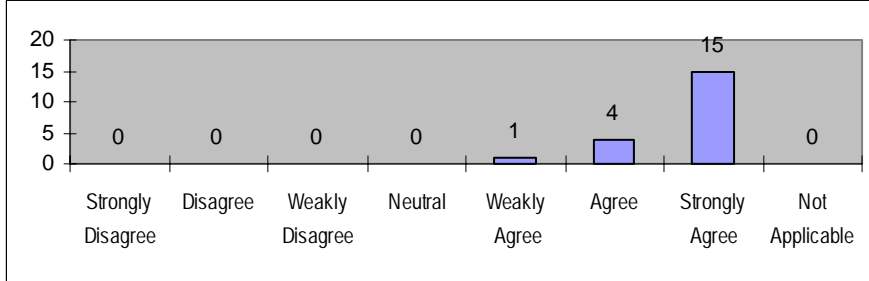
*Open-ended Question 4:*List additional comments or suggestions.

- ◆ Excellent presentation
- ◆ Excellent, moving, very well done.
- ◆ Very talented presenter
- ◆ Excellent!
- ◆ Great job!

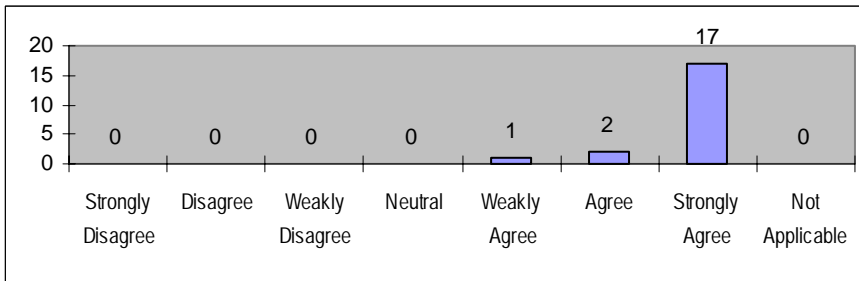
Workshop #5: Speaker: Dr. Stella Ting-Toomey

Topic: *Intercultural and Communication Competence: Individualistic and Collectivistic Perspectives*

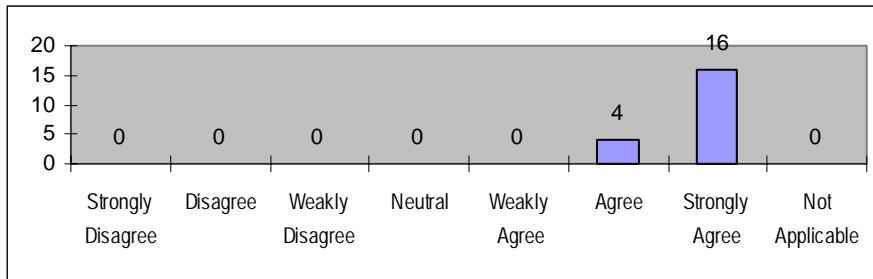
Question 1: The material was presented in a clear manner.



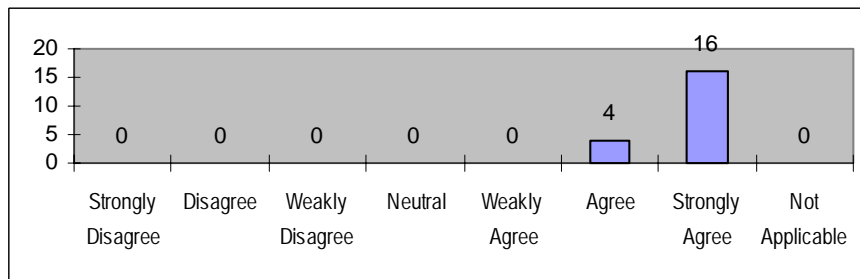
Question 2: The topic was relevant to infusing diversity into courses.



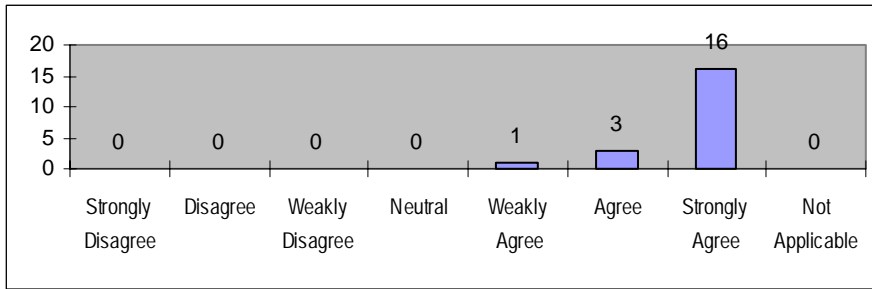
Question 3: The visual aids were effective.



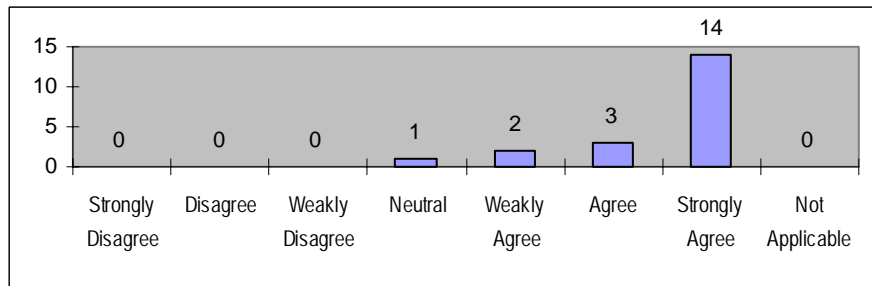
Question 4: The handout materials were useful.



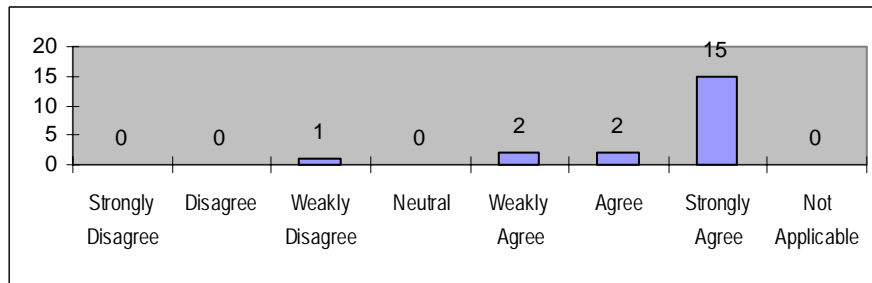
Question 5:The speaker was excellent.



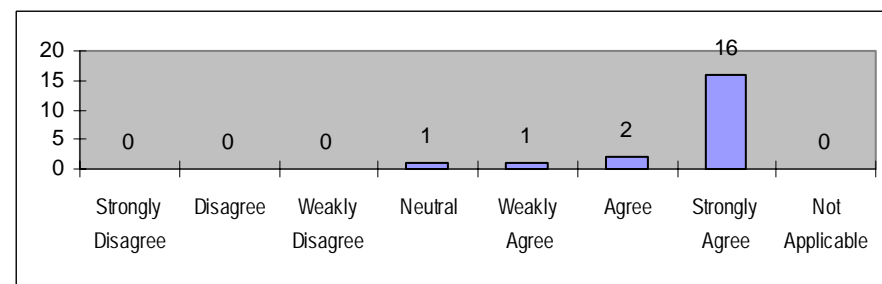
Question 6:Group discussions and participation were encouraged.



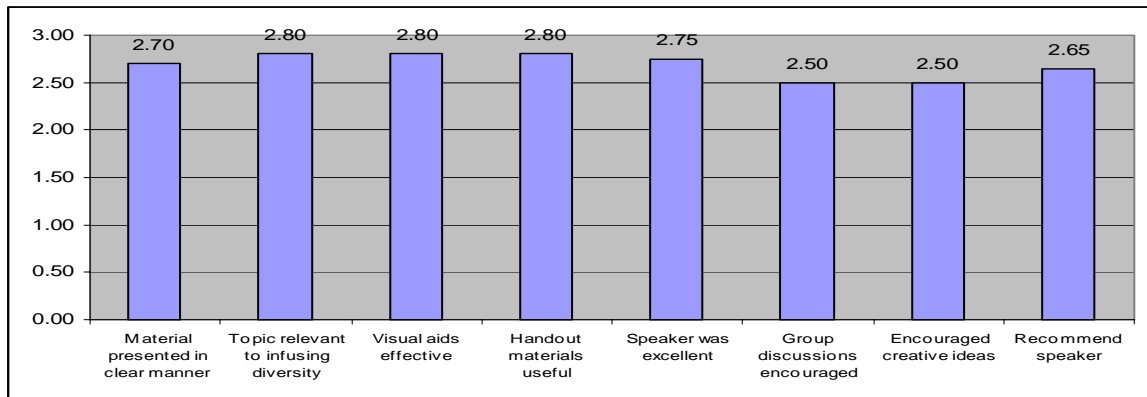
Question 7:The roundtable encouraged the development of creative ideas.



Question 8:I would recommend this speaker for a future Summer Institute.



Average Scores on Each Question



Average Workshop Content Score: 2.78

Average Workshop Presentation Score: 2.60

Open-ended Question 1: List the most important thing related to infusing diversity into your courses that you learned from this session.

- ◆ Overheads, handout, role plays, video discussions
- ◆ Like the term "mindfulness"
- ◆ Relating mindfulness to communication
- ◆ Methods for inclusion were distinct.
- ◆ Adding mindfulness into diversity
- ◆ Various dimensions of cross cultural communication
- ◆ Many things
- ◆ Course relevant to culture
- ◆ Activities
- ◆ The whole concept of "mindfulness" (Buddhist concept=diversity!) in regard to diversity
- ◆ Different aspects of different cultural styles-some real content regarding power-distance, etc.
- ◆ Need for analysis of communication styles & contexts

Open-ended Question 2: What did you find **most** valuable about this session?

- ◆ Role plays
- ◆ Useful suggestion
- ◆ Plan to use the "steps" of awareness in the first course.
- ◆ Model used to look at steps of intercultural competence.
- ◆ The role playing
- ◆ How to infuse motivational methods into your classroom.
- ◆ Communication ideas, role play
- ◆ Content
- ◆ Her research info.
- ◆ Interactive ideas
- ◆ Everything

- ◆ It really got across some of the kinds of differences there are and some of the differences they can make-the video showing how a Hispanic may not get promoted.
- ◆ Slides

*Open-ended Question 3:*What did you find **least** valuable about this session?

- ◆ Just the time constraints
- ◆ Needed more time.
- ◆ Not applicable.
- ◆ Abstract models
- ◆ Too short
- ◆ N/A
- ◆ N/A
- ◆ Video-so much other good stuff, this seemed unnecessary-a little stilted in the acting (usually I like videos, but presenter was so dynamic, I would rather have had her presentation.
- ◆ N/A

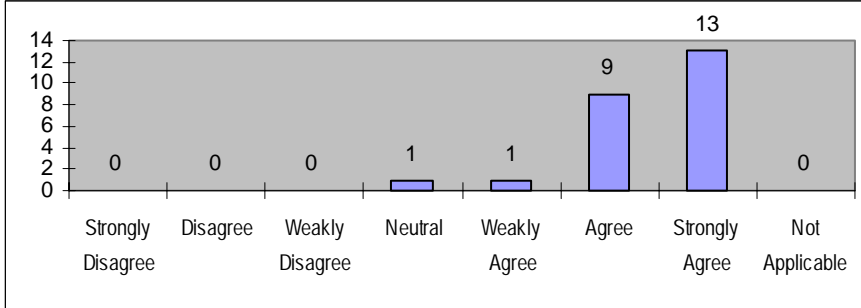
*Open-ended Question 4:*List additional comments or suggestions.

- ◆ Great!
- ◆ Would be interested in full length course with this presenter on topic covered.
- ◆ Great presentation and practical application
- ◆ She is terrific-amazingly thorough and vibrant and motivating-probably best consultant I've seen!
- ◆ Excellent content-would have liked the speaker to say more about different pedagogical styles
- ◆ Buy her book for reference shelf.

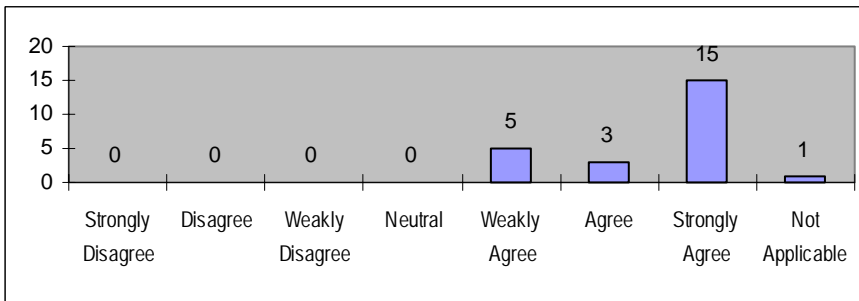
Workshop #6: Dr. Julia Pet-Armacost

Topic: *What is expected in a Domestic Diversity Course Proposal and Assessing Student Outcomes in Diversity Courses*

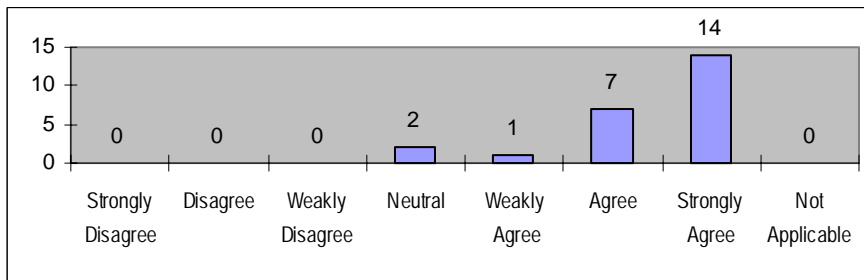
Question 1: The material was presented in a clear manner.



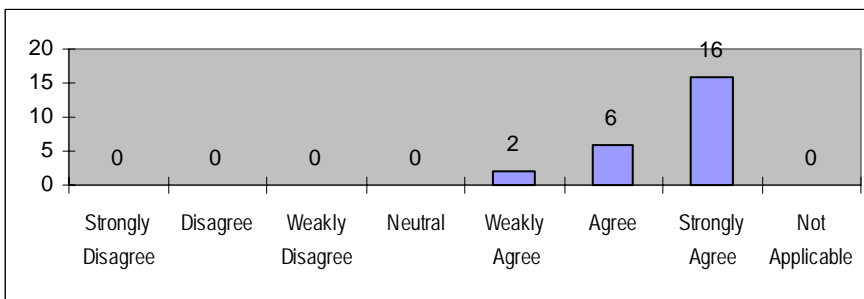
Question 2: The topic was relevant to infusing diversity into courses.



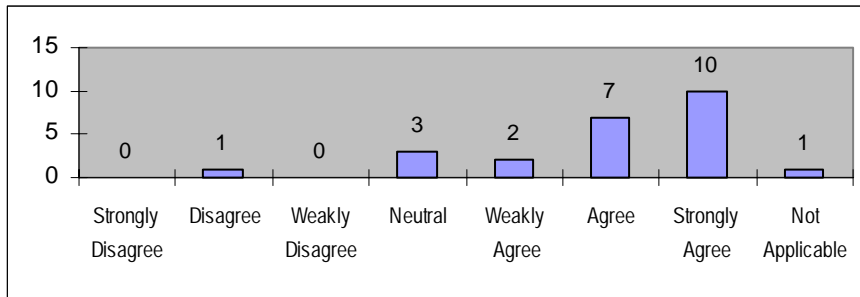
Question 3: The visual aids were effective.



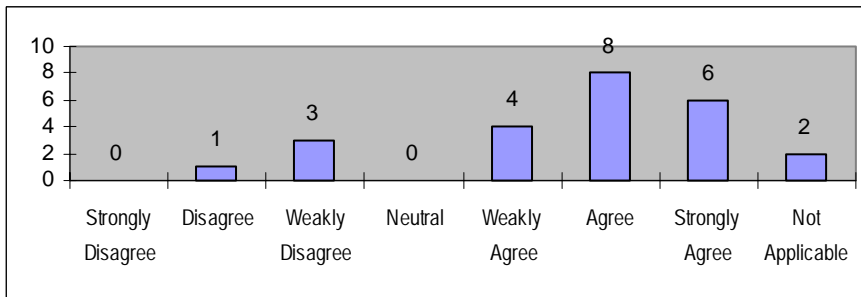
Question 4: The handout materials were useful.



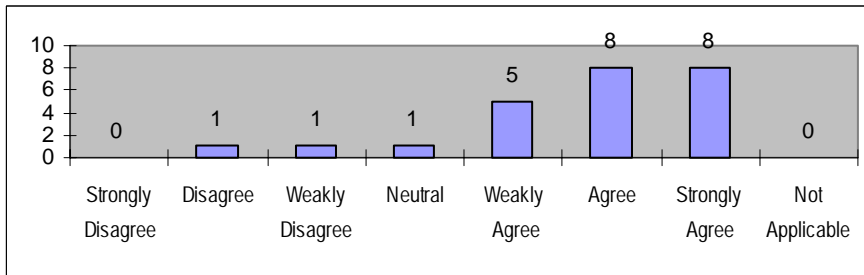
Question 5: The speaker was excellent.



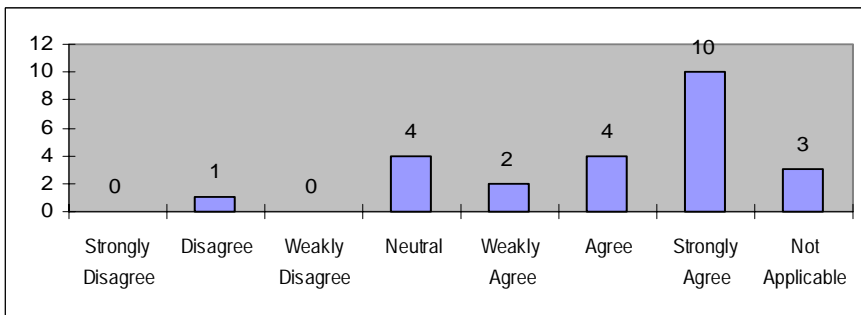
Question 6: Group discussions and participation were encouraged.



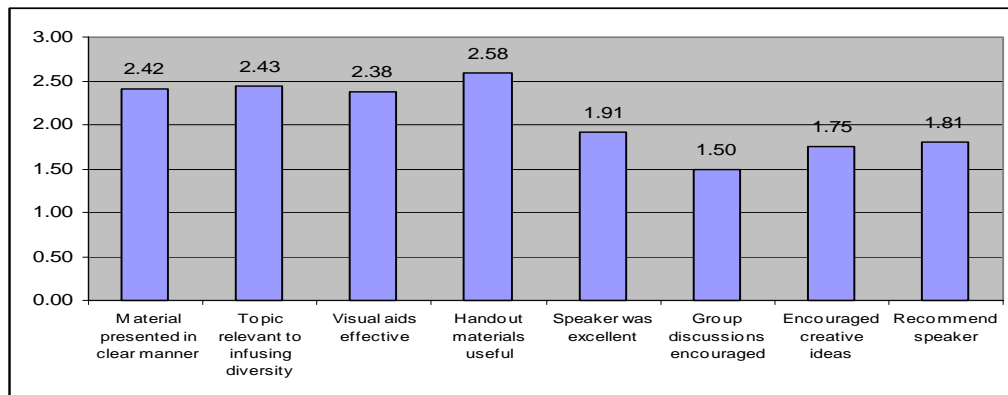
Question 7: The roundtable encouraged the development of creative ideas.



Question 8: I would recommend this speaker for a future Summer Institute.



Average Scores on Each Question



Average Workshop Content Score: 2.45

Average Workshop Presentation Score: 1.74

Open-ended Question 1: List the most important thing related to infusing diversity into your courses that you learned from this session.

- ◆ Matrix
- ◆ Need to be clear about your goals
- ◆ The approach for assessment
- ◆ N/A
- ◆ Systematic approach
- ◆ Goal setting info
- ◆ Behaviors may be more important than content or skills
- ◆ How much better the other sessions were-involving, substantial. This was excruciatingly vacuous & slow!

Open-ended Question 2: What did you find **most** valuable about this session?

- ◆ Willingness to be a resource to faculty
- ◆ A systematic approach
- ◆ The examples
- ◆ Her model
- ◆ Helpful presenter
- ◆ The idea that there could be a way of assessing attitudinal change developed- we could all benefit from such an instrument. What's out there available? (Is this what administrators do all day?)

Open-ended Question 3: What did you find **least** valuable about this session?

- ◆ Sitting through the session
- ◆ Would have been useful to have at least one small group exercise on at least one of the worksheets
- ◆ Warm room
- ◆ N/A
- ◆ Content (dry topic to me)

- ◆ There was virtually no substance here? Just vague generalities that were already written on the slides-then we had to have these vague generalities read to us & embellished with further generalities!

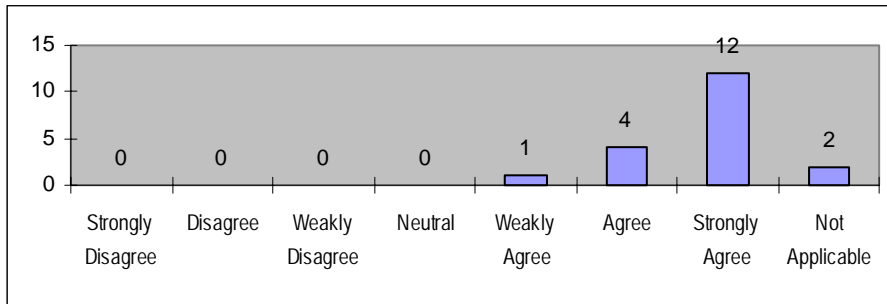
*Open-ended Question 4:*List additional comments or suggestions.

- ◆ Recommend some interactive pieces for the session.
- ◆ Very informative-patiently presented, step-by-step approach useful.
- ◆ Good presentation
- ◆ Don't read slides aloud.
- ◆ This is the area of least interest to me-I am not convinced that doing all of these things would make a real difference in students' development of inclusiveness.
- ◆ We would have benefited much more spending the time learning actual substance about e.g. different pedagogical styles to read different groups

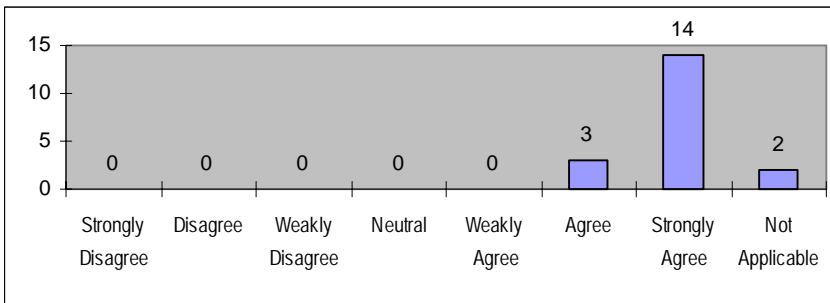
**APPENDIX I
DETAILED RESULTS FOR EACH OF THE LUNCHEON SPEAKERS**

Luncheon Speaker #1

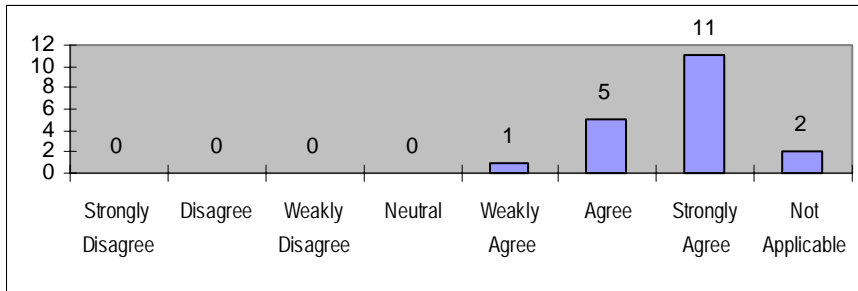
Question 1: The material was presented in a clear manner.



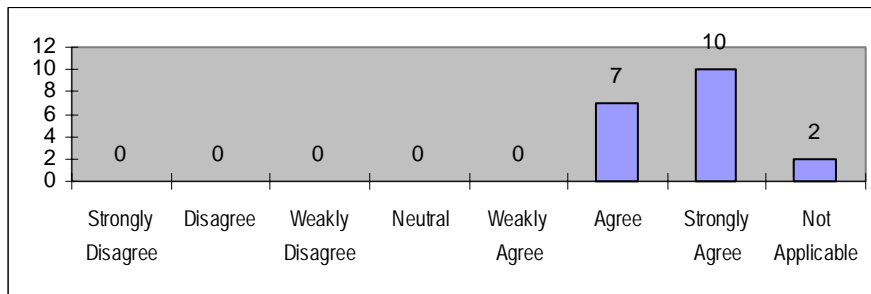
Question 2: The information was very useful.



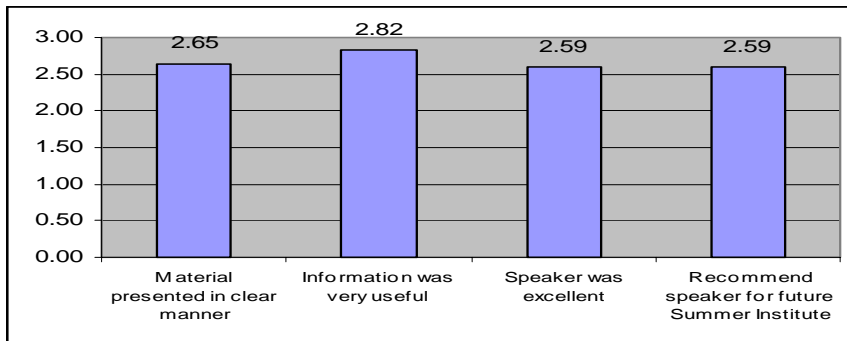
Question 3: The speaker was excellent.



Question 4: I would recommend this speaker for a future Summer Institute.



Average Scores on Each Question

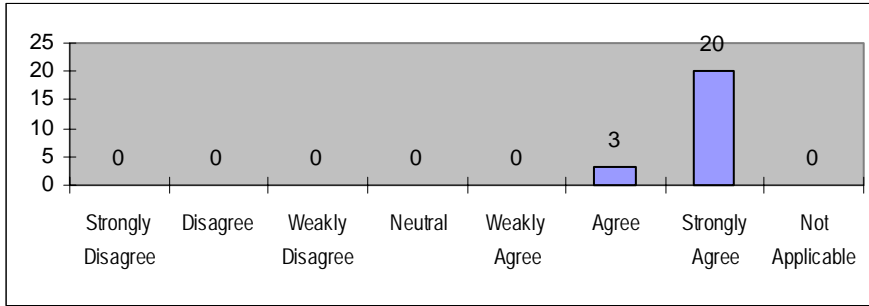


Open-ended Question 1: The most important thing that I learned is:

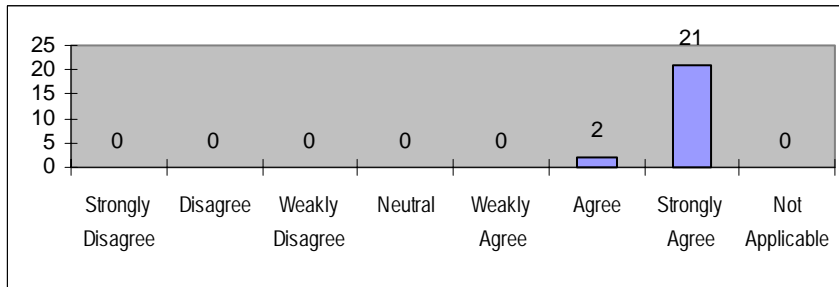
- ◆ About our students and the research about students in general.
- ◆ The statistical information.
- ◆ Overview of UCF Admission of minority students.
- ◆ Excellent presenter.
- ◆ Demographics, new resources for incoming students.
- ◆ Sorry, I missed it.
- ◆ Info on my students.
- ◆ The maturity (chronological) of college students is greater than expected.
- ◆ Our Students.
- ◆ Who are our students.
- ◆ Breakdown of UCF students & (when) where they seem to be most vulnerable.
- ◆ How reasons for attending college has changed. Would like to know if this was by gender, race, etc.
- ◆ How reasons for going to college have changed.
- ◆ Highlighted the importance of creating a supportive environment.

Luncheon Speaker #2 Topic: *Research Report on Bias in Standardized Tests*

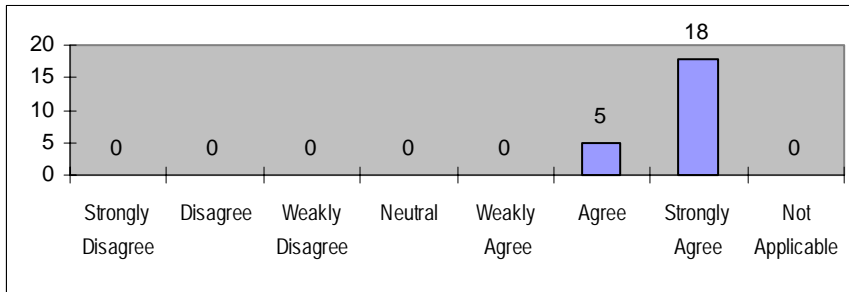
Question 1: The material was presented in a clear manner.



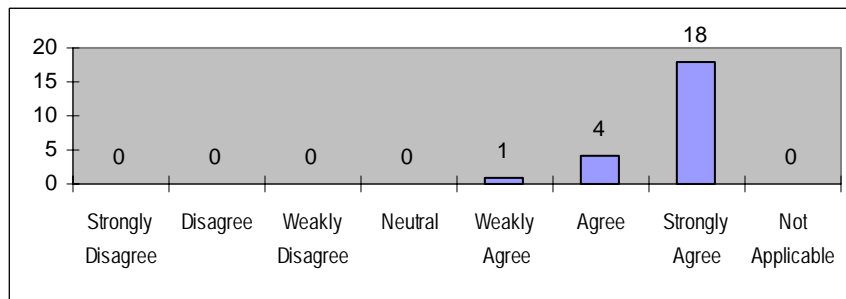
Question 2: The information was very useful.



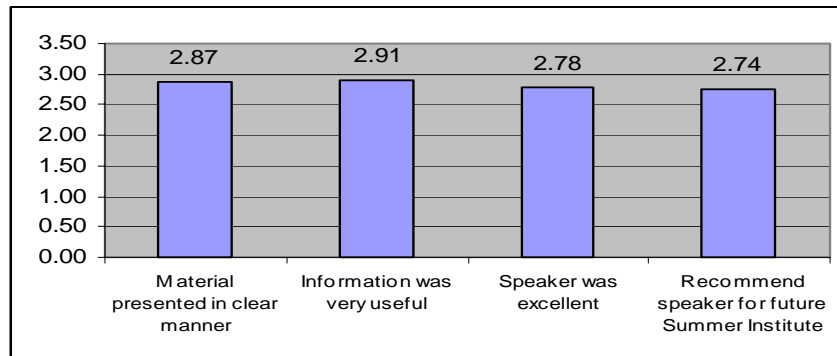
Question 3: The speaker was excellent.



Question 4: I would recommend this speaker for a future Summer Institute.



Average Scores on Each Question

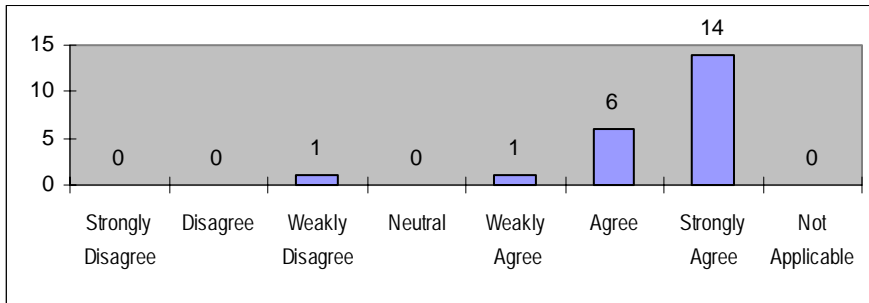


Open-ended Question 1: The most important thing that I learned is:

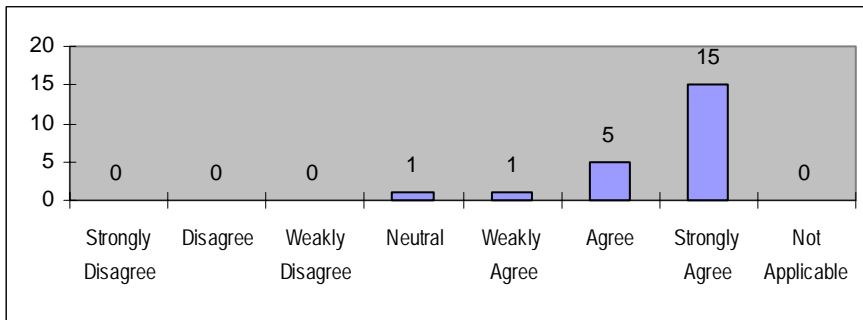
- ◆ Testing limitations were not addressed minimizing generalizations continued analysis among different groups with infusing constants. Some concern of bias-driven agenda of presenters.
- ◆ Information should be given to Board of Regents and Board of Education and UCF Administration.
- ◆ Findings of the study & additional references for my class
- ◆ How stereotype threat can impact test performance
- ◆ Role of stereotypes & analysis of data on testing.
- ◆ Dramatic effect that expectations can have on test scores!
- ◆ Training, coaching, follow up
- ◆ The presenter should learn what is meant by diversity. He is so biased.
- ◆ Stereotypical threats
- ◆ Statistical & affective information
- ◆ Effects of expectations on performance
- ◆ Reinforcement of the power of the self-fulfilling prophecy.
- ◆ I learned we are still limited in our experience in diversity observation: First time I have ever heard an academic presentation by a native American-I wonder why-
- ◆ Good resource on campus

Luncheon Speaker #3 Topic: *University Resources*

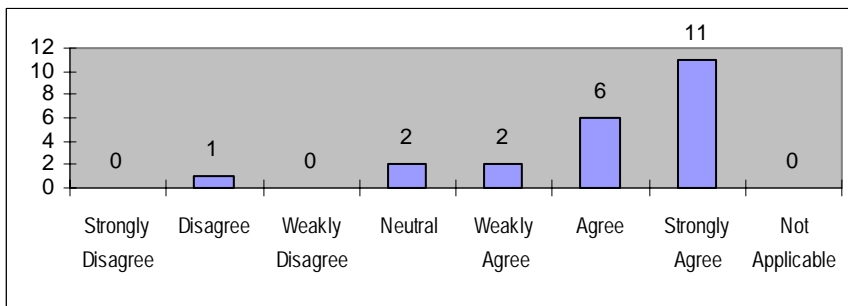
Question 1: The material was presented in a clear manner.



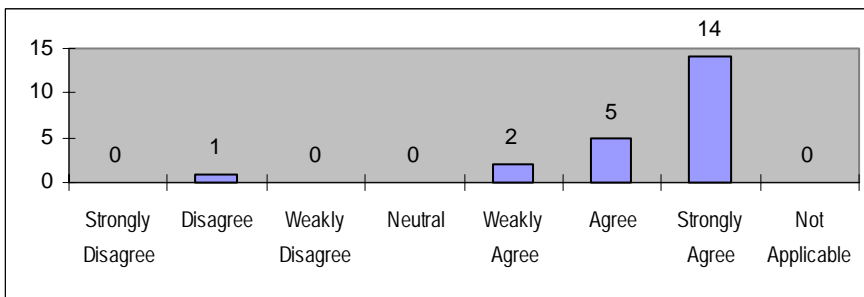
Question 2: The information was very useful.



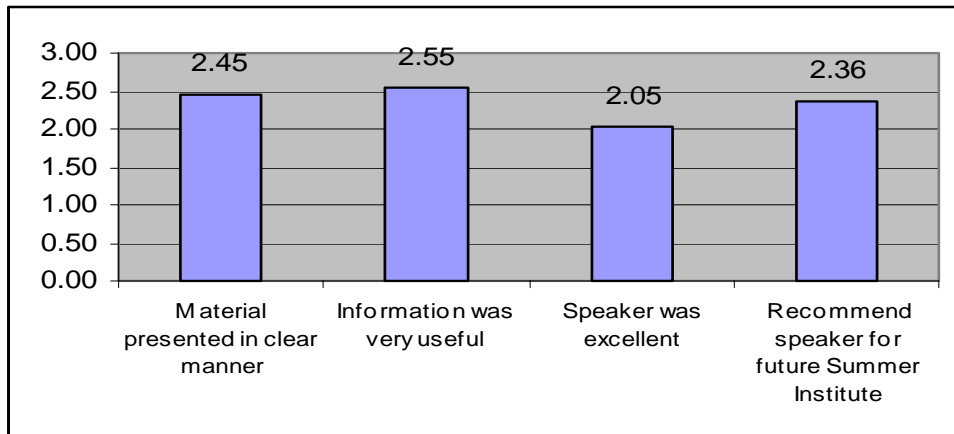
Question 3: The speaker was excellent.



Question 4: I would recommend this speaker for a future Summer Institute.



Average Scores on Each Question

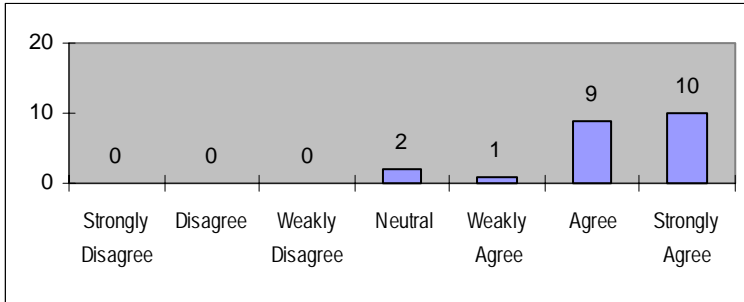


Open-ended Question 1: The most important thing that I learned is:

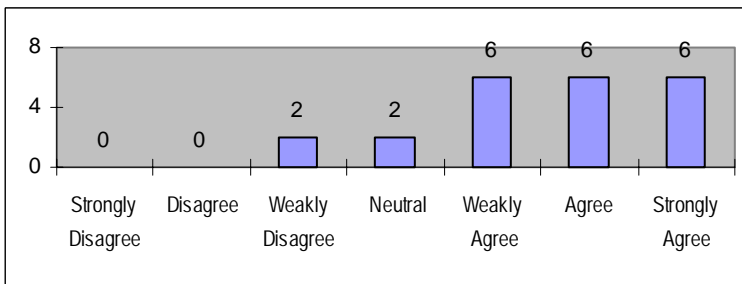
- ◆ Web sites, availability of syllabus info, CD ROM
- ◆ There are many resources available
- ◆ Use of internet
- ◆ Organization of materials, references, willingness to be a resource to faculty.
- ◆ Wonderful resources-great time saver!
- ◆ Resources
- ◆ There are resources out there!
- ◆ Sources
- ◆ Resources, resources, resources
- ◆ CD ROM & links
- ◆ Shorten talk-it's info
- ◆ It is way too "verbose"!

APPENDIX J
DETAILED RESPONSES TO THE PRE-INSTITUTE SELF-ASSESSMENT

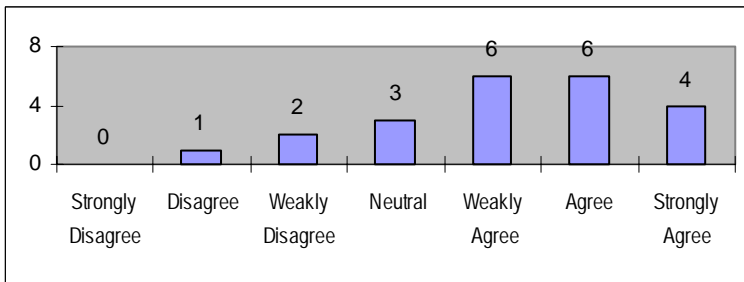
Question 1: I have an excellent understanding of what diversity means.



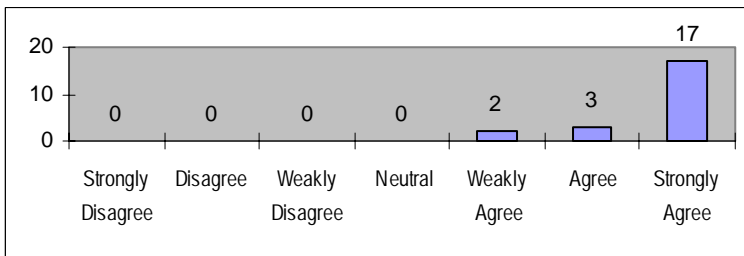
Question 2: I know of many ways of infusing diversity into my courses.



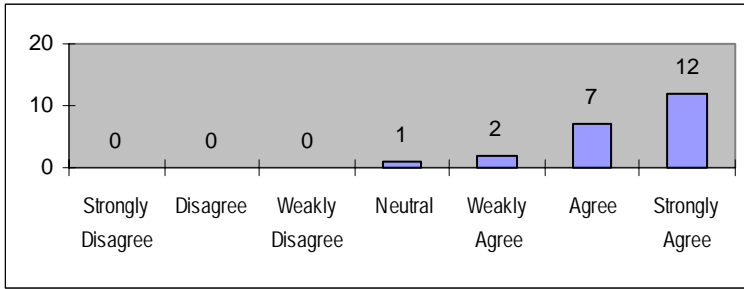
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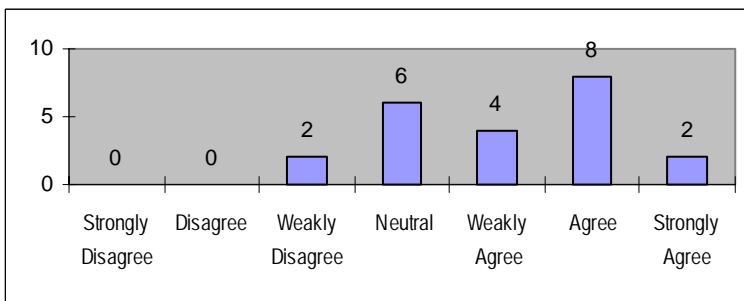
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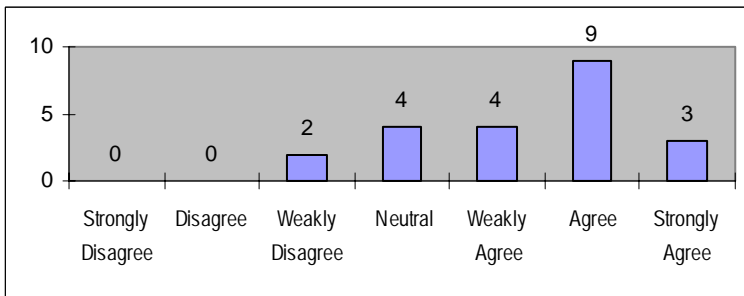
Question 5: I am conscious of cultural differences.



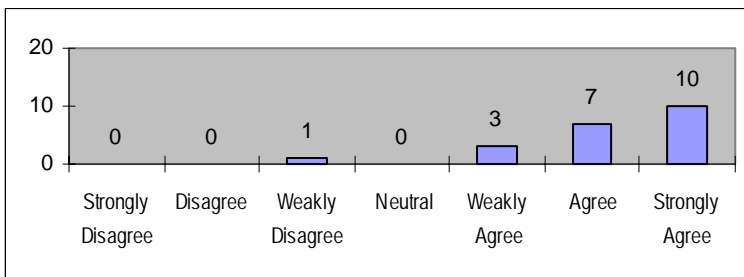
Question 6: I know how to deal with cultural communication differences.



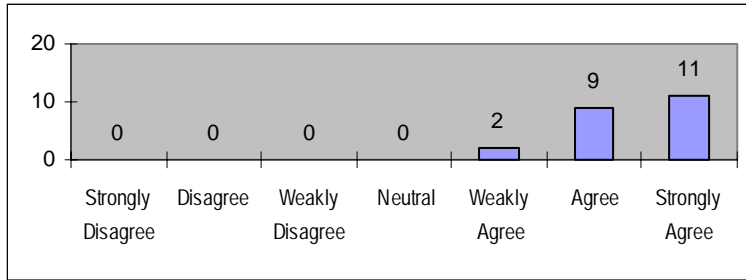
Question 7: I can create understanding of alternative cultural perspectives.



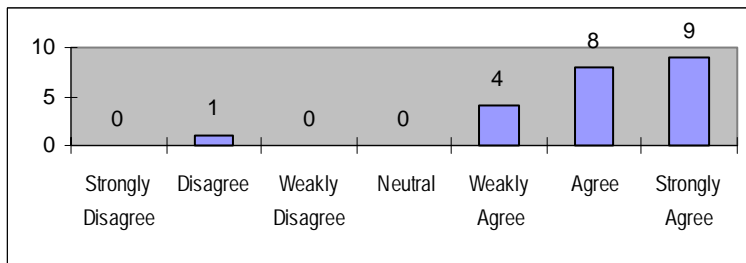
Question 8: I encourage diverse values even when they run counter to my own.



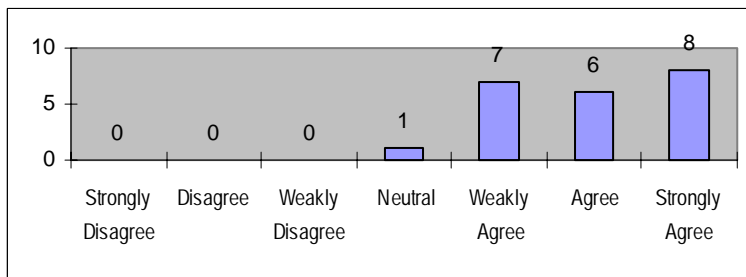
Question 9: I take initiative in dispelling prejudices, stereotypes, and misconceptions.



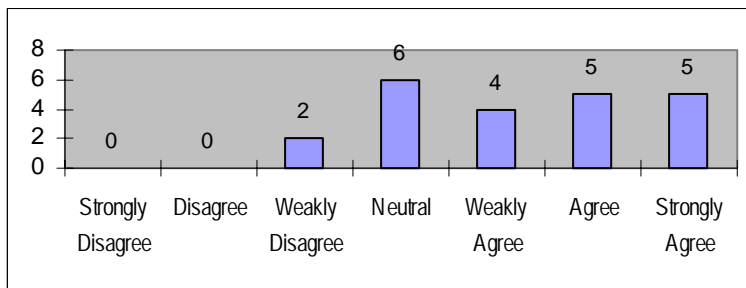
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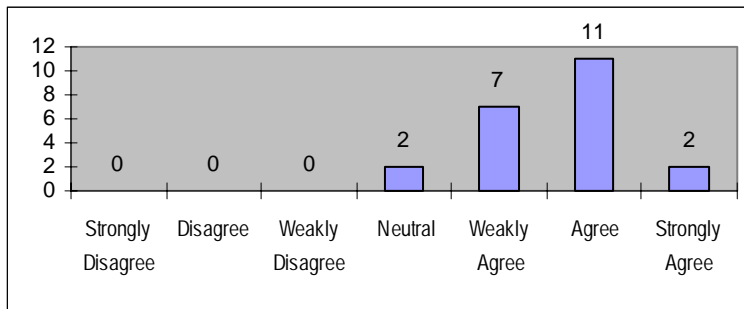
Question 11: I know how to develop open and honest communication in my classes.



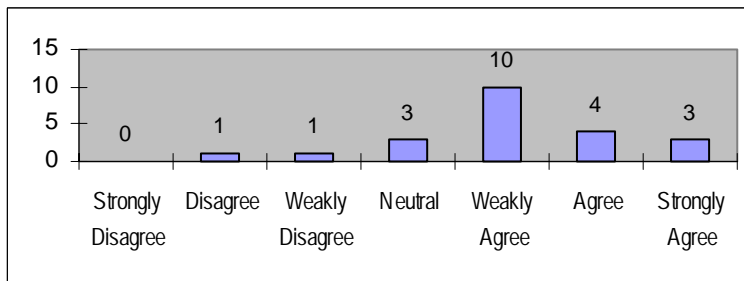
Question 12: I adjust my teaching methods with students from various ethnic backgrounds.



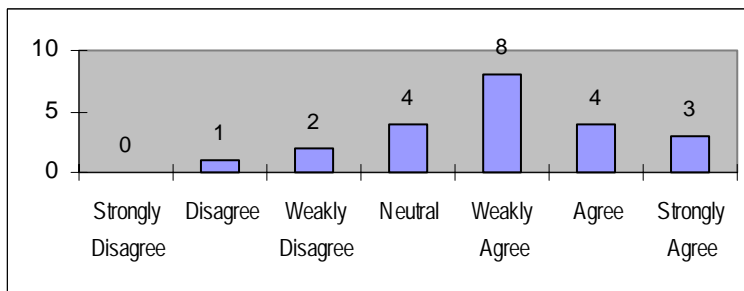
Question 13: I am knowledgeable about current issues/content pertaining to diversity.



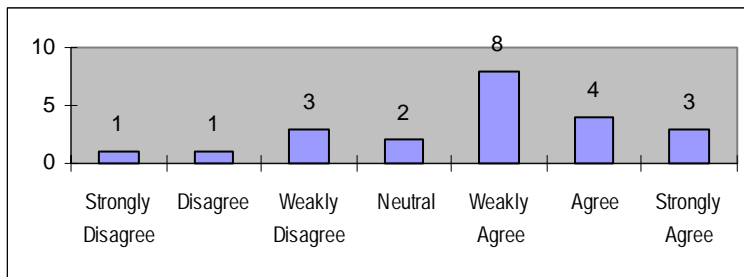
Question 14: I know of many ways to assess diversity in my courses.



Question 15: I am knowledgeable about curricular resources available on diversity.



Question 16: I am knowledgeable about University diversity resources/services available at UCF.



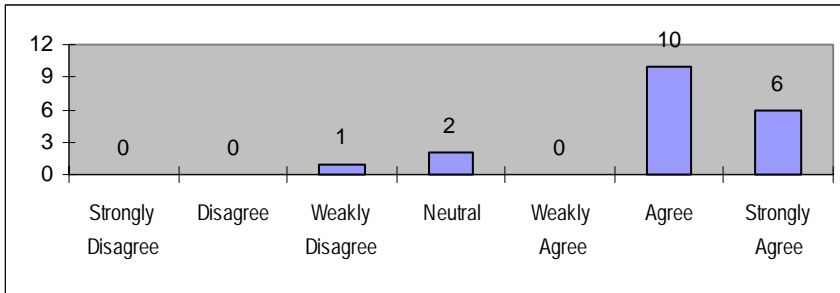
Open-ended Question 1: My expectations from the UCF Domestic Diversity Summer Institute are:

- ◆ Hope to move most of these to the left a notch or two. Also look forward to interacting with other faculty across discipline.
- ◆ To get concrete ideas for infusion of more diversity into an already diverse course-- and to learn techniques to reach a more diverse student population.
- ◆ Technology resources to enhance current courses.
- ◆ Network and learn all I can from others.
- ◆ Expand my perspectives and approach to diversity in Higher Education.
- ◆ Multicultural perspectives in all the courses I teach.
- ◆ Knowledge of how to incorporate more resources of diversity into my classroom so I can become more effective.
- ◆ Learn strategies to incorporate diversity concepts in my courses.
- ◆ To increase my knowledge of the services available to increase my understanding of diversity.
- ◆ Networking; new ideas & models for organizational and course transformation.
- ◆ To upgrade my syllabi to include what I have learned from this Institute.
- ◆ Create and/or use existing material that can be infused into my classes.

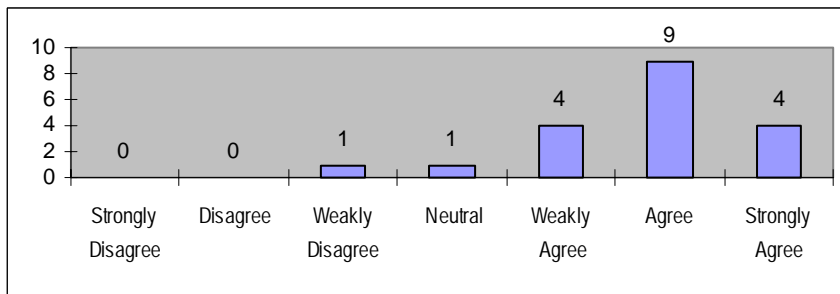
APPENDIX K
DETAILED RESULTS FROM THE POST-INSTITUTE SELF-ASSESSMENT

Agreement/Disagreement Scale

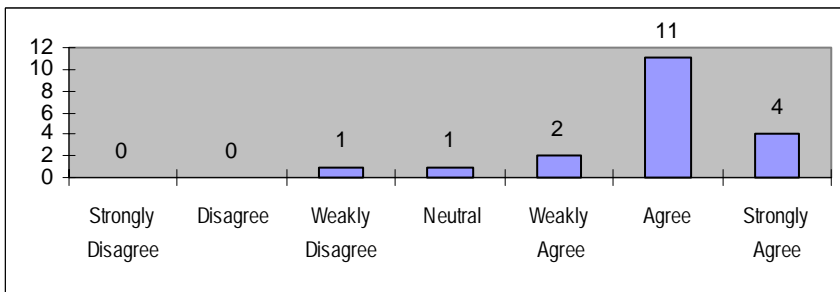
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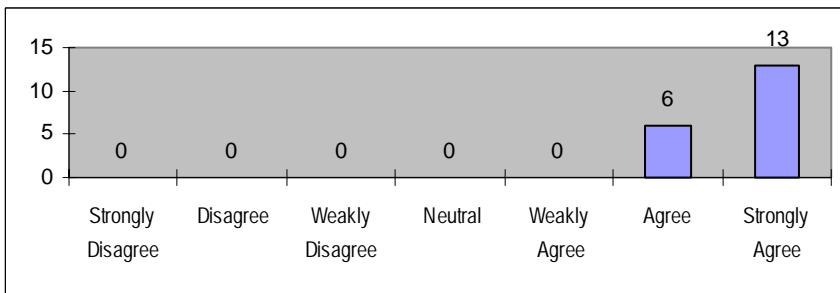
Question 2: I know of many ways of infusing diversity into my courses.



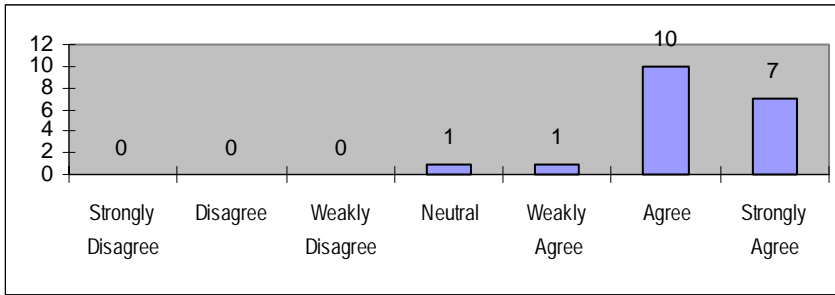
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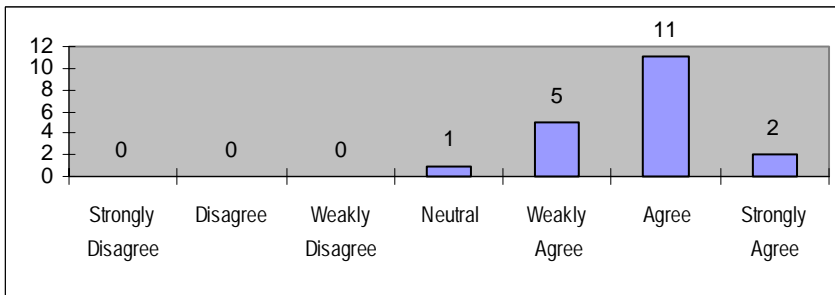
Question 4: I feel a strong responsibility to infuse diversity into my courses.



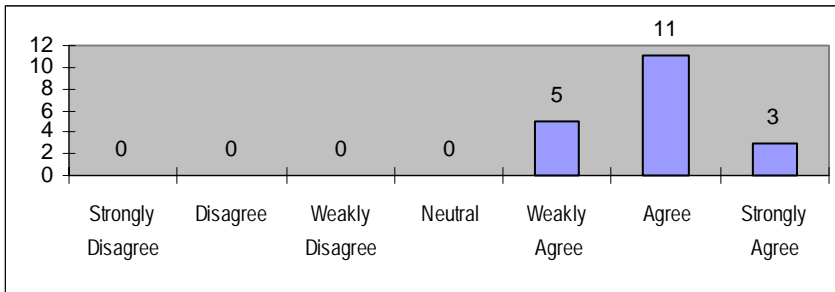
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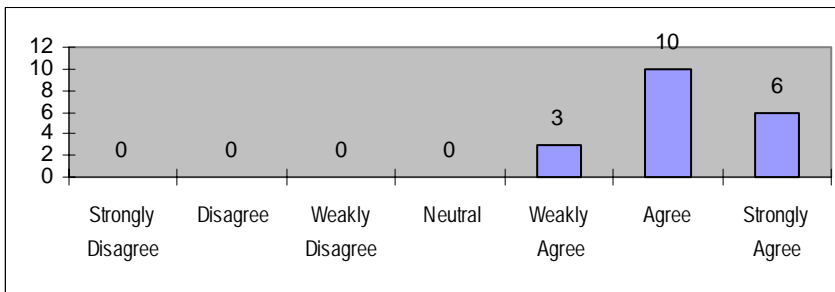
Question 6: I know how to deal with cultural communication differences.



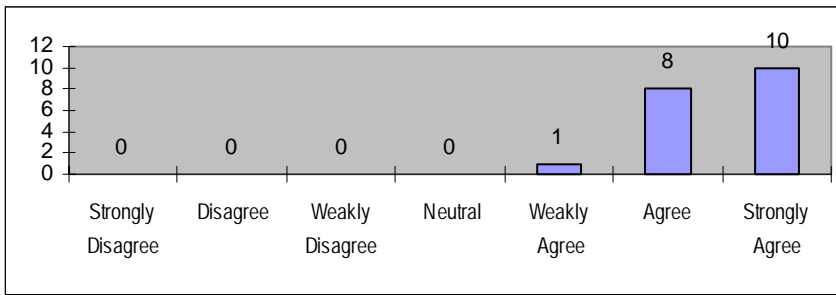
Question 7: I can create understanding of alternative cultural perspectives.



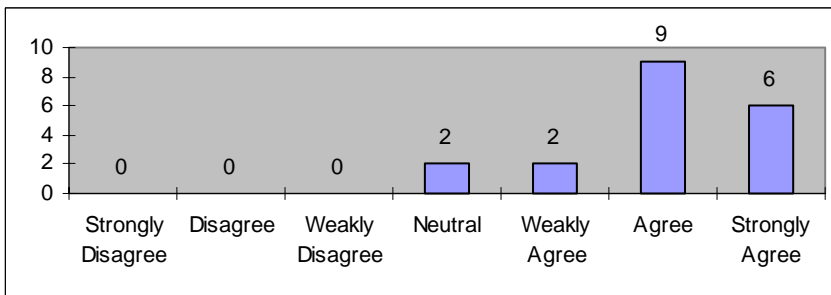
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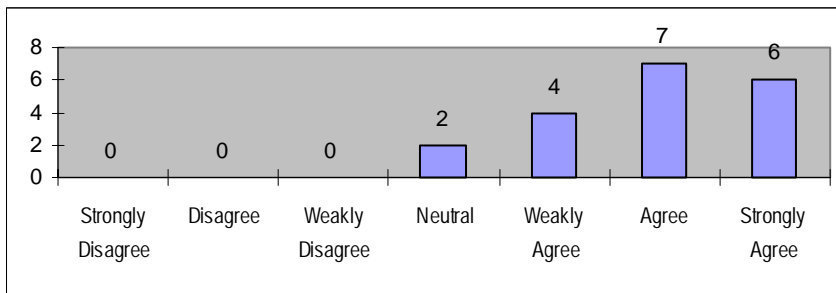
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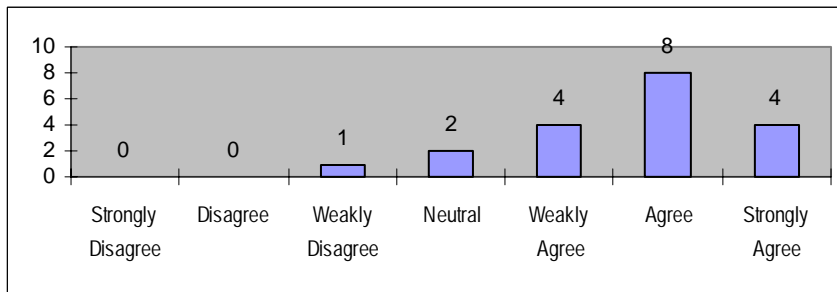
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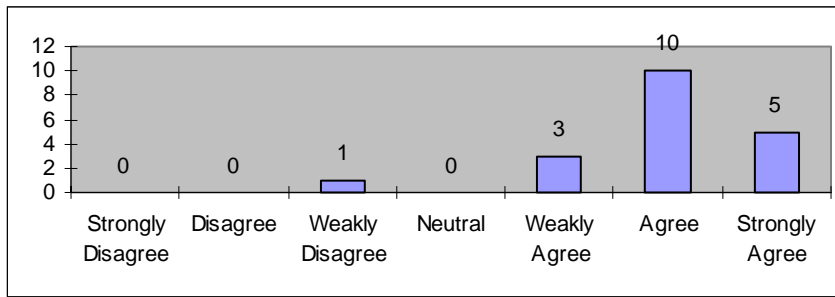
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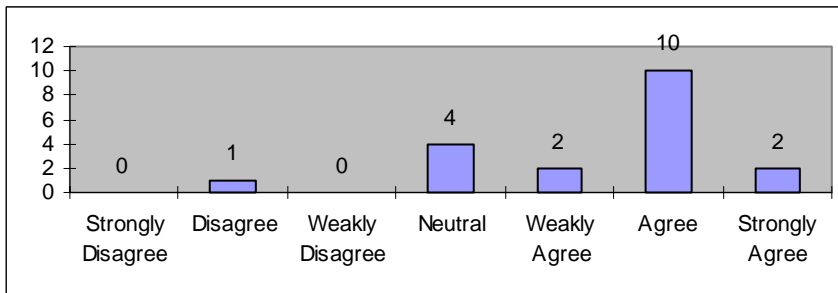
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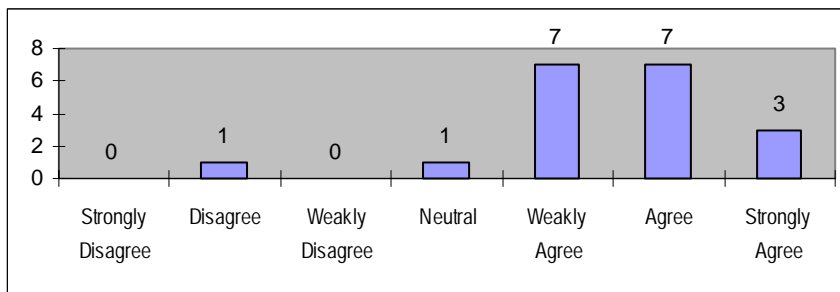
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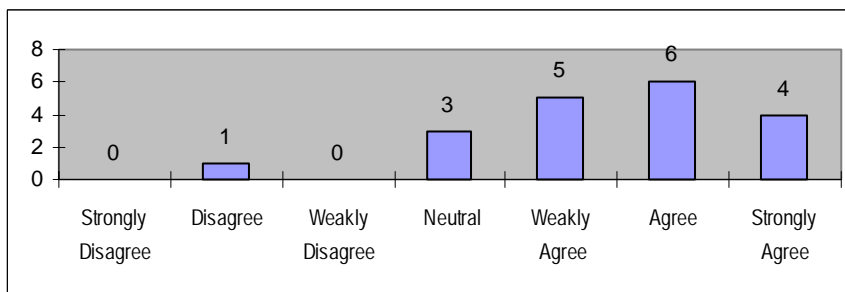
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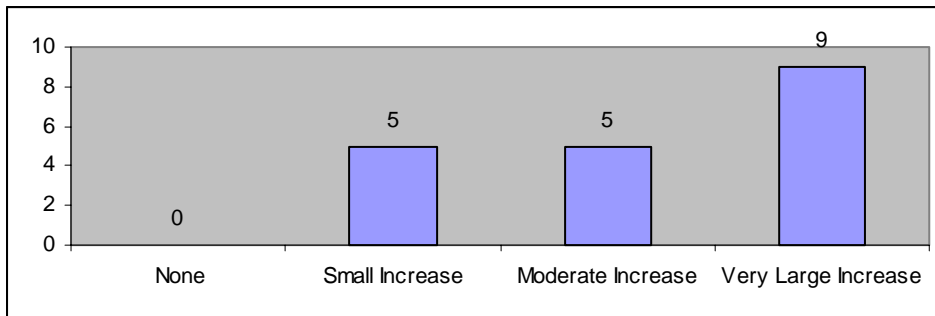


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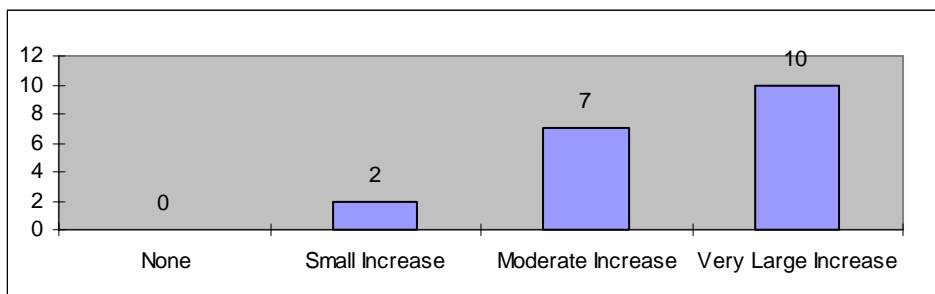


Knowledge Gain Scale

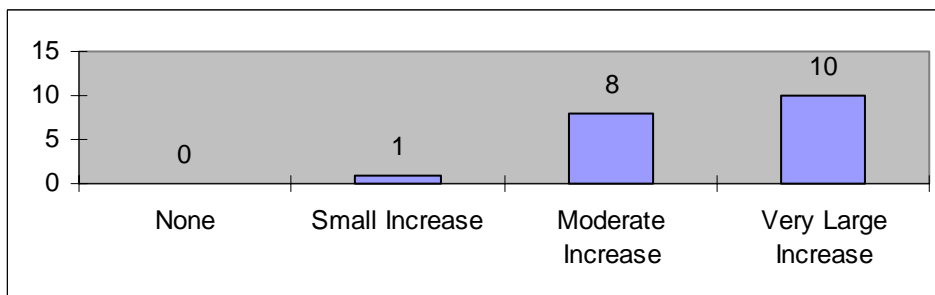
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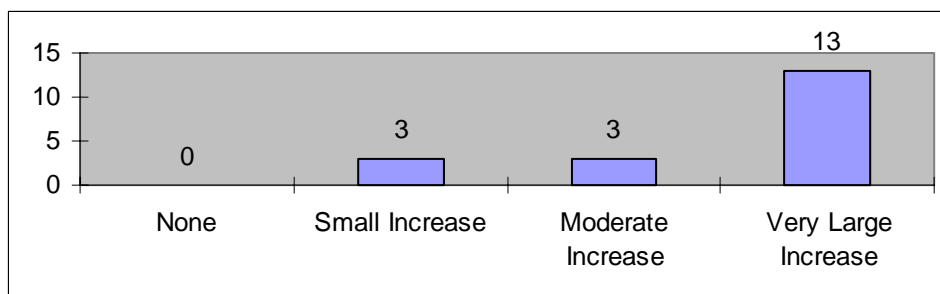
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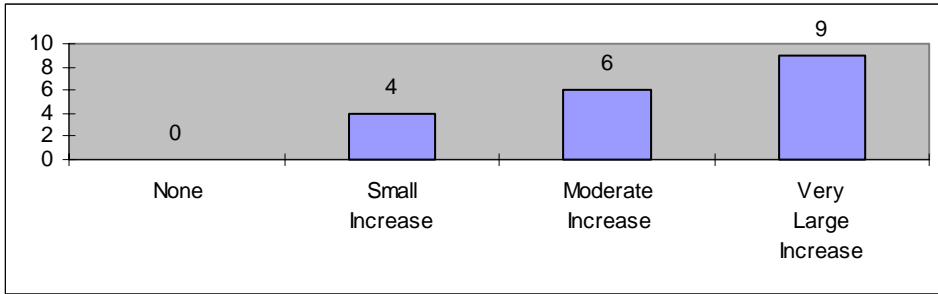
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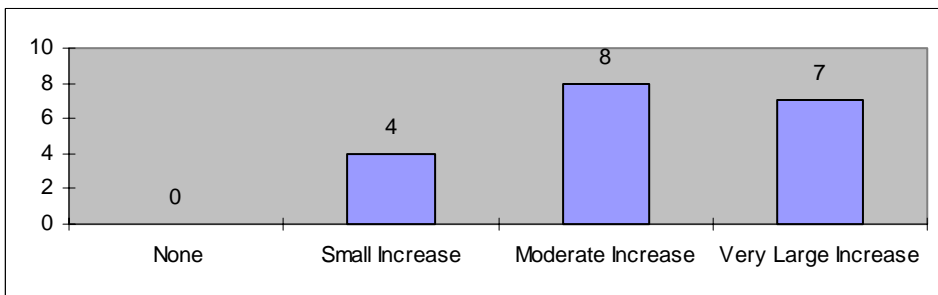
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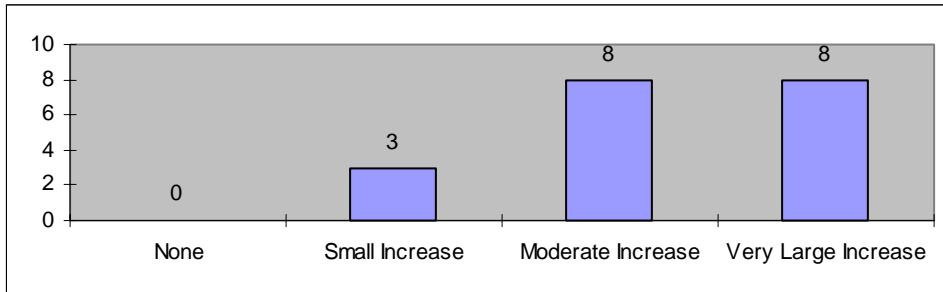
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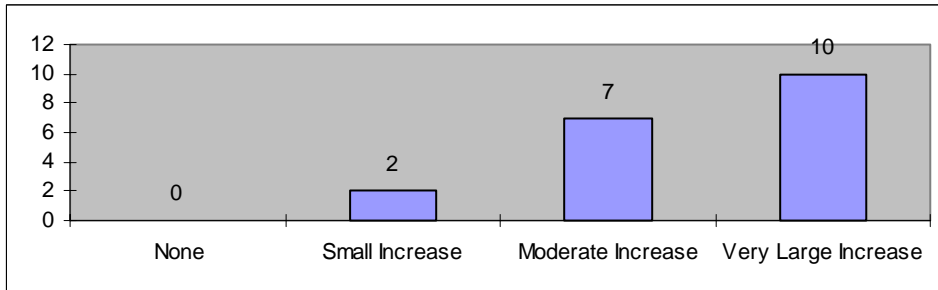
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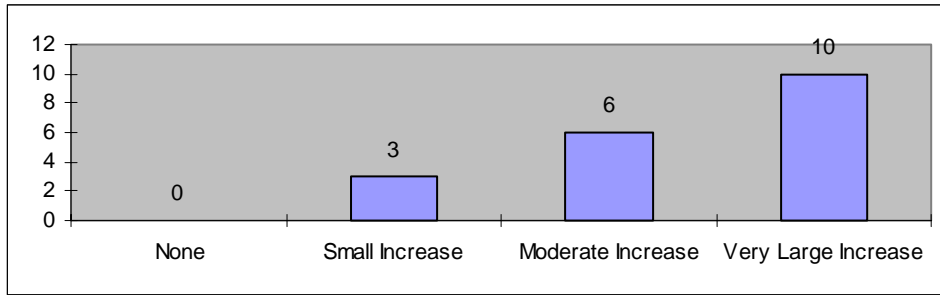
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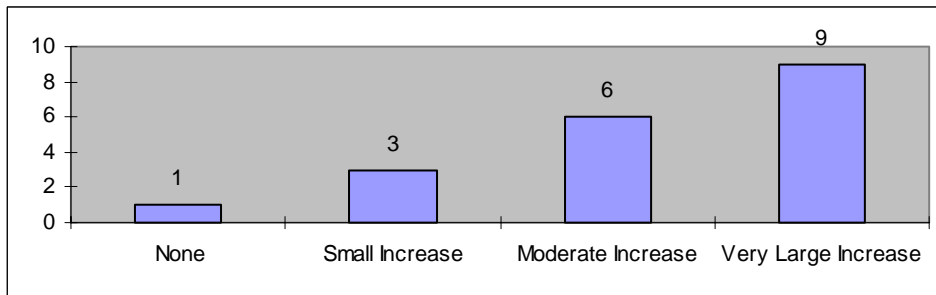
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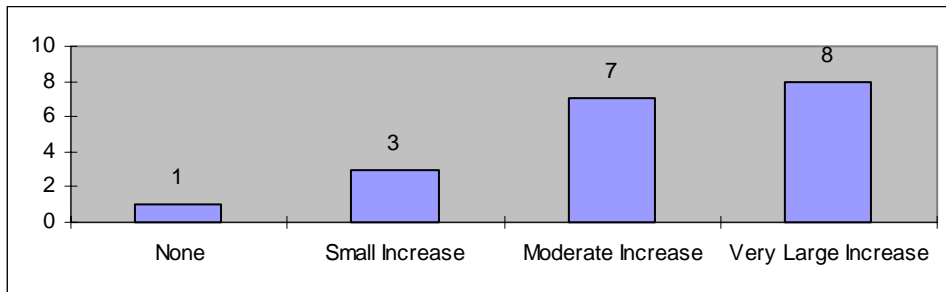
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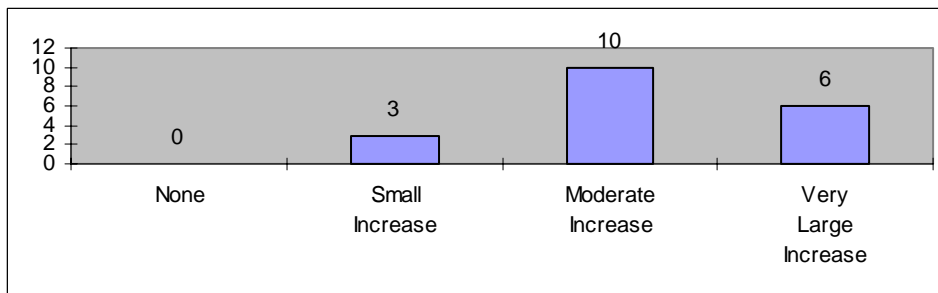
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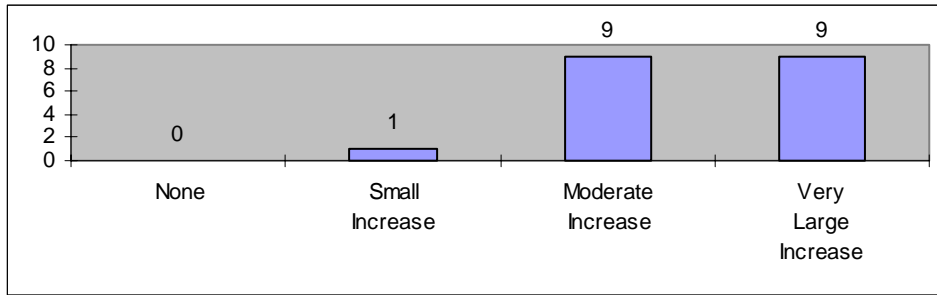
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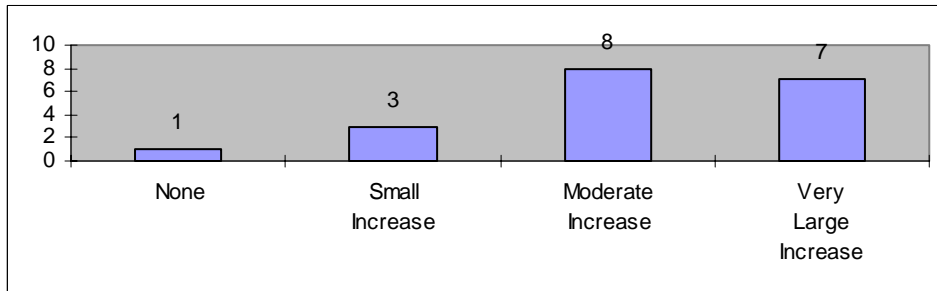
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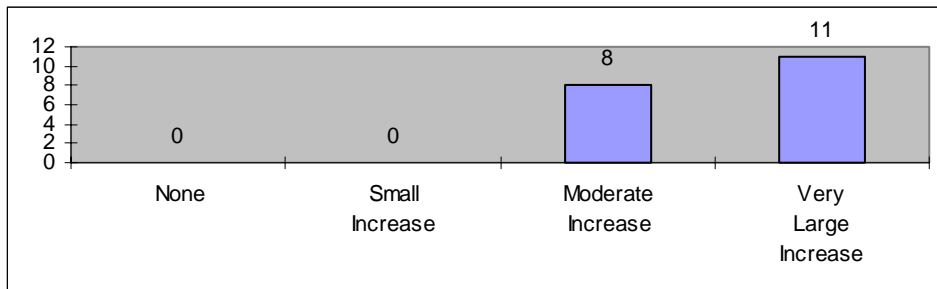
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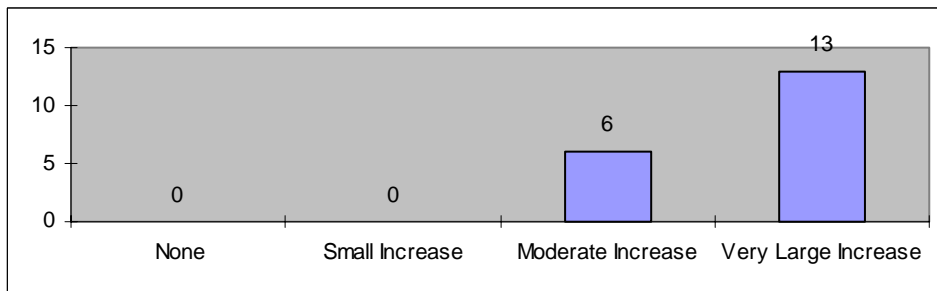
Question 14: I know of many ways to assess diversity in my courses.



Question 15: I am knowledgeable about curricular resources available on diversity.



Question 16: I am knowledgeable about University diversity resources/services available at UCF.



Open-ended Question 1: Did the Institute meet your expectations? Please explain.

- Yes, I learned a great deal about diversity issues, different ways of addressing them.
- Yes. The Institute was very helpful in both specific & general ways. Excellent; A!
- Yes, it is very useful
- Yes and more-many activities can be used in my own classes.
- Yes. Good info, activities & discussion
- Yes & more
- Yes
- I really did not know what to expect, but overall it was very good.
- Yes, in all aspects. The institute was clear in description and all activities were completed.
- Yes, I learned more how to infuse cultural diversity contents to all the courses which I teach, and also enjoyed different cultural perspectives on diversity issues.
- Exceeded them! My knowledge of issues as well as resources was exponentially increased.
- My expectations were far exceeded by the institute. It was very informative.
- Yes-an excellent overview of diversity. Great strategies for course integration.
- Actually, it exceeded my expectations. Not only were the speakers excellent, having an opportunity to share concerns, methods, and stories with colleagues across UCF supported my efforts to make my courses more diverse.
- Yes. I expected a little more focus on applying diversity perspectives vs. cultural sensitivity but the balance was okay.
- Definitely! The institute provided a strategic plan for transformation as well as practical resources for action. The resources and speakers (in general) were outstanding.
- Yes, learned a bit more about diversity issues.
- Yes. It brought different professionals from all over campus working toward appreciating diversity.

*Open-ended Question 2: What did you find **most** valuable about the Institute?*

- Getting to know other faculty & hearing about their ways of dealing with diversity, seeing their responses to the presentations and exercises of the Institute.
- Presentation by presenter from WDW (Miller?); presentation by Dr. Fukuyama; "The race"
- Open-minded
- The lecturers/guest speakers.
- Sharing with colleagues
- The people & special guest (speakers)
- Speakers
- Specific exercises related to cross-cultural communication.
- Dr. Ting Toomey/Dr. Schmitt provided valuable information about infusing diversity into the curriculum.
- Sharing knowledge, experiences, and skills in dealing with diversity among the participants of all different disciplines.
- Speakers and staff were excellent. Colleagues were so open and informative.

- The many methods used by my colleagues and given by the panelists that can be used in the classroom to increase diversity.
- All was good!
- The speakers & sharing with colleagues.
- The two workshops by Schmitz-Wong.
- I found the atmosphere -the basking in an environment of such rich diversity a wonderful microcosm of what the world could be like. The opportunities for networking and the resources were most valuable. Dr. Betty Schmitz' approach provided very valuable information.
- Presentations-with participant interactions.
- The array of diff presenters assisted in disseminating info.

*Open-ended Question 3: What did you find **least** valuable about the Institute?*

- The presentation on assessment on the 4th day.
- Some very abstract discussions
- The long presentation on assessment-could be trimmed back.
- 1st day-I did not think the speaker was appropriate for diversity.
- Too short
- Poster exercise
- Keynote speaker on first day.
- Dr. Fukuyama was too abstract
- Wished to have more course-specific kinds of dealing with diversity issues, or discipline-based integration of diversity contents.
- Perhaps the final project was a bit less helpful when compared to discussions and presentations. Collages were interesting and reflective of personal growth, just not as bit "ah-ha's" as other activities.
- Hard to find. It was very intense and non-stop but informative.
- All was good
- I did not totally understand the purpose of this institute prior to its starting. I would have liked to have known more about it (purpose & expected outcomes).
- Nothing stands out.
- Would have liked more opportunities for interaction with the International Institute
- Too full-needed more time for course development (Assessment session)
- With a valuable and sensitive subject like diversity, more time should have been allotted to process and discourse difficult, tense material & exercises.

Open-ended Question 4: List additional comments or suggestions.

- Could have used a little more tangible instruction on changing the course syllabi on the last day.
- My experience is that specific examples, even when from a discipline very different from my own, are more useful than general discussions.
- Much thanks to Dr. King & staff for a great program
- Last day could have been condensed. Too much time allotted to create displays. Assignment for last day was not clearly explained initially.
- More institutes
- We could have spent several days with major speakers-we felt rushed. Perhaps two or three main people, each working with us two full days would be more

helpful.

- The format works, keep up the good work.
- Keep doing what you are doing.
- Thank you for including me in such an educational & affirming experience.
- Establish an internal group segment on your web page such as done by the S... Institute. Contact Dr. Donna Baumbach IRTC 384-2079.
- I liked the schedule which provided great variety in approaches (lecture, discussion, creative pursuits, etc.) & the fact that the learning continued over lunch! Would have liked all-day session on Intercultural Communication and more on Gen Ed requirements. The staff were outstanding in their enthusiasm and willingness to go beyond the call of duty! Would love to have quarterly reunions where we each bring a resource or idea to share!
- Too much information to take in at one time. Potential for invaluable info not to be recognized. Participants should utilize material as an ongoing learning process requiring independent study.