

# ASSESSING THE SCOPE, ROLE, & IMPACT OF THE NEW DIRECTIONS IN DIVERSITY SYMPOSIUM

## Portrait of Engagement, 2007-2010

### NEW DIRECTIONS IN DIVERSITY: ISSUES IN TEACHING & SCHOLARSHIP

Sponsored by the Office of the President & presented by Ethnic Studies and Faculty Development Program

The New Directions in Diversity Symposium seeks to contribute to the campus "teaching commons," what the Carnegie Foundation describes as a "conceptual space in which communities of educators committed to inquiry and innovation come together to exchange ideas about teaching and learning and use them to meet the challenges of educating students for personal, professional, and civic life." Our efforts build on the feedback and experiences of each preceding year; support

the University's core values, specifically to "achieve multicultural understanding as a priority of educational and civic life"; guided by the university's strategic goals, specifically Goal 5, "Inclusion, Civility, and Respect."

The purpose of the Symposium is to engage faculty in an interdisciplinary forum that will ultimately have an impact on the teaching and scholarship faculty pursue.



### Methods

The professional literature suggests five levels of evaluation for faculty development programs. Participation was tracked through registration and attendance. Following the sessions participants were provided with a link to anonymous online evaluations with four Likert-scale items and three open-ended questions.

### LEVEL 1: PARTICIPATION

#### Who attended and why?

Number of sessions:	27
Number of presenters:	91
Total attendance:	752
Total unduplicated Attendance:	412
Average number of departments/ programs represented per year:	41

### LEVEL 2: SATISFACTION

#### Did participants find the session useful?

Aggregate Evaluation Data 2007-2010

QUESTION	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE
This session introduced me to new ideas.	47 %	49 %	3 %	1 %
The topics addressed during the session were clearly presented.	51 %	42 %	6 %	1 %
The topics addressed during the session will be useful to me in my work.	50 %	45 %	3 %	2 %
The level of interaction between presenters and participants was valuable.	54 %	41 %	2 %	3 %
		YES	NO	
Would you recommend this session to another faculty member?		95 %	5 %	

#### Representative comments:

"inspiring" "educative" "insightful" "timely" "invaluable"

"It is extremely helpful to see how others experience and deal with issues of resistance and dangerous intersections."

"Full of fire and passion!"

### LEVEL 3: LEARNING

#### What was gained? (i.e. attitudes, beliefs, skills)



Everyone at our table came away with valuable ideas and insights and we were all looking for something different.

[It will help] in my choice of materials for classes and in my interactions with students.

[It made me] renew my commitment to promote diversity in my classroom and in my research and publications.

I will give a closer look at ethnography, and "story telling" as a means to teach and learn.

### LEVEL 4: APPLICATION

#### How will material be applied to participant's work?

#### Representative comments:

- "I am making changes in my syllabus as a result of some of the discussions."
- "I came away with lots of ideas for an article I am working on."
- "I made a connection there that will be useful to me in the future - perhaps some collaboration."
- "The round table discussions were great. I came away with some very good ideas for a class problem I was having."
- "I developed some new ways to facilitate awareness of cultural identity and perspective in my course."

### LEVEL 5: SYSTEMIC IMPACT

#### What evidence is there that participation in the FDP leads to identifiable outcomes?

"In my epidemiology class, we discuss 'person and place characteristics,' part of descriptive epidemiology. In the discussion area, one of my students asked me about the textbook's definitions of race and ethnicity... After Friday's symposium, however, I felt as if I had more to offer my students in the way of current thought and research. I shared some of the information I learned from all three presenters with my students, as well as some of their resources. Several students, Americans of mixed 'race' or international students, had excellent questions around categorizations in Arizona and globally. A very good online discussion is currently underway as a consequence of the additional information I could add."



NORTHERN ARIZONA UNIVERSITY