

# Diversity Equity and Inclusion Workshop Feedback

Hanover College | January 6, 2022

Facilitators: Dr. Jakia Marie, Bellarmine University & Dr. Tiffany Steele, Oakland University

Quantitative Response (n = 67) to anonymous survey following the workshop, with 103 attendees:

*Response scale (1 = Strongly Agree, 2 = Agree, 3 = Neutral, 4 = Disagree, 5 = Strongly Disagree)*

Item	Mean (Standard Deviation)	Agree / Strongly Agree Percent	Disagree / Strongly Disagree Percent
The presenters offered valuable information.	1.56 (0.76)	90.9%	1.5%
The workshop helped me understand my role in creating an inclusive and respectful classroom environment.	1.85 (0.93)	77.2%	4.5%
Information covered in the workshop will improve my teaching.	1.91 (0.93)	81.9%	6%
The virtual format of the workshop was effective.	1.95 (0.73)	83.3%	1.5%
I enjoyed participating in the workshop.	1.95 (0.98)	75.8%	6%
I learned information I did not know.	2.08 (0.89)	80.3%	7.5%
Information covered in the workshop will improve my advising.	2.09 (0.93)	69.7%	4.5%

Most valuable or useful content of the workshop (summarized from open-ended responses, n = 58)

- **Interacting with colleagues & breakout room discussions**
- **Syllabus audit**
- **Case study scenarios**
- **Social identity wheel exercise**
- Self-reflection
- Strategies & models to handle conversations with students about needs
- Good facilitators / Resources provided by facilitators
- Background information about DEI terms, social identity, and resources

Topics for additional information or training? (summarized from open-ended responses, n = 43)

- **More depth/time to discuss topics, training and discussion on related topics of campus culture, teaching, mental health issues / future workshops**
- **Courageous Conversations / Managing classroom discussions / De-escalation strategies / Practice or Role Play / Additional time for case studies and discussion / Colleague interactions**
- **Course Materials and Expectations:** Alternative assignments or assessments for DEI; practical tools to discuss inadvertent inequities in assignments, course expectations or policies
- Inclusive syllabi
- Encouragement to work with disciplinary colleagues to apply concepts / more targeted conversations
- Improvements or changes to curriculum
- Political discussions or viewpoint diversity
- Course accessibility strategies; Ability levels (physical, socio-emotional, body size and health)
- How faculty can respond to bias incidents or allegations / Reporting structure for bias
- STEM courses and learning
- Data about racism / sexism in Higher Ed