THE EVOLUTION OF WOMEN’S WORK:  
GLOBAL WOMEN’S ISSUES

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Abstract

This paper explores the challenges and opportunities of teaching diversity and cultural awareness to a non-diverse audience. The focus is on the structural development, logistics, challenges and implementation of a seminar series emphasizing contemporary global women’s issues. The presenters were experts representing five countries and one Native American tribe. A case illustration from Poland is included and offered from the perspective of invited international speakers. Quantitative and qualitative outcomes are examined.

KEY WORDS: diversity, non-diverse audiences, global women’s issues, rural women’s issues, multi-cultural, seminars

INTRODUCTION

With the recognition that the world is moving ever more rapidly toward a global economy, there has been increased emphasis on understanding and managing cultural differences [Harris & Moran, 1987, 1996; Trompenaars, 1994; Earley & Singh, 2000]. To prepare students for this reality, universities are embracing opportunities for increasing understanding of diversity, multiculturalism and global issues. For those universities in rural venues such as are commonly found in the Northern Plains States of the United States, campuses tend to reflect the area, i.e., homogeneous and overwhelmingly white. In a study of multicultural and global perspectives in teacher education programs in NCATE-accredited land grant institutions in the United States [Igwe, 1999], one theme that emerged was that while universities expressed a desire to do more about addressing multicultural issues, some were handicapped due to the demography of their regions. For these universities, concerted efforts must be made if students are to achieve a broader perspective of multiculturalism and the world around them.

South Dakota State University (SDSU) has responded to this challenge. As part of its overall long-term strategic plan, the university has embraced the theme “To Lead Forward Through Excellence.” A major goal of this plan is to have excellence in SDSU graduates, as determined, in part, by graduating students who are both “internationally competitive in academic preparation” and “globally informed and prepared for a diverse world” [Elliott, 2000:3].

In addition to teaching, as a land grant university SDSU’s charge is to serve rural communities through research and extension. An important part of the SDSU mission is to bring new knowledge and understanding to people in the rural communities of the state. This is done formally through the Cooperative Extension Service, but is also threaded through applied research projects and special programs with specific goals. In a homogeneous population, one of the biggest challenges to broadening
community perspectives is the lack of opportunities to “experience” diverse cultures [Harper, Cumber, Braithwaite & Braithwaite, 1997]. An alternate approach is to bring diverse cultures to the communities for meaningful discussion and reflection on complex issues that cross cultural boundaries.

Tanaka [1996] offered a cautionary note. His study, “The Impact of Multiculturalism on White Students,” was based on research of 159 institutions of higher education. While institutional efforts to create a multicultural environment on campus seemed to have a positive effect, the diversity of both faculty and student populations tended to have a negative effect upon white students. He suggested that planned approaches work better than piecemeal approaches in order to find a way for white students to construct their identity in a way which is not pinned on race. Dougherty [2002] submitted that white instructors have a distinct challenge to face in presenting information about multicultural issues. His suggested solution was the incorporation of feminist pedagogy as a method of heightening student involvement because such pedagogy amplifies minority voices. Other challenges universities may face include the tendency of students to see other cultures as a threat to their search for cultural identity and affiliation. This suggested that students will be unreceptive to information about multiculturalism. Additionally, students may lack motivation to study other cultures and understand their perspective. Major barriers to intercultural understanding may include ethnocentrism and conservatism [Grunzweig and Reinhard, 2002]. Mestenhauser [Mestenhauser and Ellingboe, 1998] stressed that US students need to understand that various peoples interpret various experiences differently. In order to work in our interdependent world, US students must understand this. Their stereotypical thinking needs to be challenged. Research supported the argument that students’ perspectives are influenced by personal experience [Barnett, 1999; Versluis, 2001]. This implied that more opportunities for such personal experience with diversity needed to be created and implemented in the college curriculum.

The focus on global women’s issues was supported by a philosophy that matches Weir’s. The authors agreed with her contention that, “First and foremost, the cultural perspective includes the various social roles that men and women have been assigned and have played out over the years, which have been shifting as a result of complex social phenomena, such as contemporary feminist activism and recent technological advances” [2002:8].

This paper is the result of a collaborative, interdisciplinary, international effort to offer myriad perspectives regarding global women’s issues. In addition to topics introduced in various classes, a seminar series called the “Evolution of Women’s Work” was developed. As part of this series, representatives of Poland, Bolivia, India, Africa and the United States were brought to South Dakota State University to discuss global women’s issues such as the sociology of gender, economic realities, work and family, gender and religion, and the role of education in bettering women’s lives. An important component of the lecture series was to allow the audience the opportunity to explore where there are similarities across borders in such areas as concern for family, health, safety, equality and work opportunities, as well as culturally based differences related to geography, religion and socio-cultural status. Although the seminar series was developed to represent diverse cultures, the authors realized that women in rural areas share a set of unique problems not common to urban populations [McGlaun, 2005]. These problems include higher rates of poverty, geographical isolation, cultural homogeneity, lower educational attainment, higher working percentages and hence greater need for childcare, poor medical facilities and increased health risks. The seminars highlight the issues of rural women and the approaches they have taken or should take to face them. This series was developed based upon the belief that to value diversity we must understand it.

THE EVOLUTION OF WOMEN’S WORK SEMINAR SERIES - USA

STRUCTURE AND LOGISTICS

Offering a seminar series at South Dakota State University promoted the exploration of the commonalities of women’s issues around the world while bringing diverse cultures and perspectives together. The theme of “The Evolution of Women’s Work” added the element of change through time. The planning group stemmed from the Women’s Studies Committee but included women in the professional disciplines of Sociology/Economics, History and Ecology. SDSU is led and mentored by women in upper administrative roles as President and Vice President/Provost who have developed as long term goals “graduates who are internationally competitive and globally informed”. This combination led to
collaboration with colleagues at Warsaw Agricultural University in Poland with whom there was prior interaction, and the framework for development of a seminar series began.

Selection of presenters was the first task and was the result of input from the Women’s Studies Committee. The committee sought representation from around the world and from cultures within the state. Invitations were accepted by the SDSU President, Provost, and Dean; professors from Poland and India; a Catholic university President from Bolivia; a Women’s Issues Africanist from the US Department of State; and the Executive Director of the Oglala Lakota Sioux Tribe. Their discipline specific training included education, nursing, family and consumer science, agricultural economics, political science, geology, nutrition, English, sociology and mathematics. Each presenter developed a seminar within the overall theme. The seminars were timed to coincide with the time-slot of a new Women in Management course, and became an integral component of the course.

To visually represent the seminar speakers a local artist (SDSU graduate) developed graphics with design elements from the World War II era posters about women in the work force. SDSU obtained copyright privilege for use of one of her paintings as part of a poster and other materials for seminar promotion, with copyright and design costs paid to the artist. Posters were distributed on campus and among public centers in rural communities nearby. “Save the Date” post cards and invitations were developed on campus along with press releases and radio spots. These cards were mailed to university administrators and community leaders. Invitations featured individual seminar speakers and were distributed to those with interests specifically related to the presenters. Printing was done in house at a reasonable cost and mailing was limited to a select list of interested persons. The campus mail system was utilized as much as possible.

Receptions were held before each seminar so that campus and community members could meet each other and the speakers in an informal setting. Entertainment was provided by SDSU voice majors. Refreshments included chocolates made by a regional rural woman and delivered by her son, an SDSU student. Women were intentionally featured not only as seminar presenters, but seminar artists, chefs, and journalists. The receptions offered a unique chance to informally meet the seminar speakers. When the SDSU President and Provost were featured, several support staff took the opportunity to discuss their issues related to gender in the workplace. The personal approach was very effective, and although these particular staff members did not attend the formal lecture, they were excited about the opportunity and commented about it later. The reception also seemed to be a comfortable setting for men to join the discussion. Their attendance and participation in the receptions was greater than the formal seminars.

CHALLENGES

The challenges involved in arranging a seminar series multiply exponentially with the number of sessions to be arranged and when an international component is added. Funding presented the most significant obstacle. The Women’s Studies Program, offering only a minor, has a very limited budget. Cross campus cooperation was the key to success. Creative fundraising resulted in three successful grant proposals: two administered through the Provost’s office and one a Women’s Giving Circle grant administered through the Foundation office. In addition, funding sources included the President’s Office, the Dean of Arts and Sciences, the Agricultural and Biological Sciences Office of Diversity Enhancement, the Economics Department, the International Programs Office, the Diversity Office, and the local branch of the American Association of University Women.

Dealing with the paperwork for each invited guest might initially seem quite straightforward, but in reality was quite complex, especially in relation to the international seminar presenters. University schedules vary, as do breaks within semesters. Once a tentative schedule was created, the preliminary negotiations with each proposed guest began. Formal letters of invitation were necessary if guests required visas. International e-mails and surface mail systems could be unreliable; often three or four e-mails or letters needed to be mailed. Contracts needed to be mailed and returned; time constraints sometimes prohibited guests from completing paperwork before their arrival. In that event, the documents literally had to be walked through the system so that they could be expedited. In relation to reimbursing expenses and paying honorariums, if the guests were to be paid upon completion of their visit, the paperwork necessary for payment had to be carefully monitored so that the check would be available before the guest was scheduled to leave the country.
The US visa regulations for a B-1 visa, used by most guests, specify that the guest may receive an honorarium only if that guest spends no more than nine days on campus. While we asked guests for a three day commitment, most wanted to stay longer and make some connections for future exchanges or cooperative ventures. Others wanted time to sightsee. Although this resulted in wonderful prospects for creating opportunities for adding additional venues to allow more students and faculty to interact with the guests, it often created last minute schedule shifts.

Finally, once the myriad details were arranged, the organizers were faced with the realities of teaching, research and service commitments while accommodating guests on a daily basis for up to nine days. This turned into another opportunity, for as the organizers divided up these responsibilities, it allowed each to get to know various guests beyond a cursory, informal acquaintance level. To help with scheduling, a graduate student was hired to help pick up, escort and deliver guests to some of their various appointments on campus.

As the details and realities of the seminar series fell into place, other challenges emerged. The effort was marginalized by some faculty and administrators as only being relevant for women. This influenced attendance in the seminars, evaluations, and the atmosphere for classroom participation. At the same time, many women felt empowered by the idea of a seminar “for them” and took ownership of the series. They participated eagerly in the receptions and the question/answer period of the seminar. At the end, they asked, “What’s next?”

**CASE ILLUSTRATION - POLAND**

**BACKGROUND**

The seminars presented throughout the semester, although all under the umbrella of exploring contemporary global concerns facing women, were quite diverse in terms of presenter and topic. At the time of the writing of this article, half of the seminars had been presented. Presenters included an Africanist from the United States Department of State, women in pivotal administrative positions in higher education (university president and vice-president/provost) and women with strong administrative and research records from a respected university in Warsaw, Poland. Their presentations, respectively, were “Empowering African Women: The U.S. Government in Action,” “Women Who Make a Difference at SDSU,” “Polish Rural Women Entrepreneurs” and “Women’s Roles in Society and Science: Yesterday and Today (Poland Past and Present).” Dr. Sawicka and Dr. Parlińska, the guests from Poland, spent the most extensive time on campus (nine days). This section focuses on the experience from their perspective.

The event began with personal contact with Dr. Carol Cumber after her spring 2003 visit within the delegation from SDSU to Warsaw Agricultural University, Warsaw, Poland. She was invited, as a Ph.D. affiliated with the economic sciences, to be a member of the editorial board of the Polish Agricultural Universities Journal Acta Scientiarum Polonorum – Oeconomics series, as well as EJPAU (Electronic Journal of Polish Agricultural Universities, which is published only in English). Sawicka is the president of these journals and Parlińska a member of the editorial board. The close cooperation was very fruitful and challenging, especially Dr. Cumber’s comments as a reviewer of numerous papers.

The visiting group was interested in research conducted at Warsaw Agricultural University. Sawicka discussed her research area connected with rural women entrepreneurship, and farm and rural women roles and status. Parlińska discussed her work as the vice dean of the Faculty, responsible for student affairs, and at the next term –for international relations.

The impact of the visit of the American professors and cooperation with Dr. Cumber was such that, in November 2004 Sawicka and Parlińska received an invitation to join the Seminar Series “The Evolution of Women’s Work” – a project organized at SDSU. Their visit was structured to coincide with Warsaw Agricultural University’s spring break period.

**PREPARATION**

The formal seminar centered on two topics related to the presenters’ research interests: “Women’s Roles in Society and Sciences in Poland: Yesterday and Today,” and “Polish Rural Women Entrepreneurs.”
In preparation for the seminars, the challenge was to explore the topics in such a way that they were meaningful to a foreign audience. Sawicka and Parlińska focused on some of the similarities women face, but also some of the differences depending on how developed the region. For example, economic analysis shows that country and nation could not be fully developed when the gender dimension was omitted. The economic growth can be hampered by gender inequalities in access to employment. Social and cultural stereotypes may be barriers in many societies. The Scandinavian countries, for example, became the exemplar of the successes women can attain, and the symbol of a political system with gender sensitive legislation and practice [Brandth & Haugen, 1994; Ford, 2004]. However, the opposite occurs in others parts of the globe, such as in some Islamic societies, where the status of women is very traditional [Backer, 1983]. The discussion included the reality that as some women become aware about the “glass ceiling” barrier that often prevents them from holding higher positions in economic management and politics, they may start to develop their own small businesses [Franco & Winqvist, 2002]. They stressed that women in rural areas are still more active in the labour market than in other European Union member countries [Linares, 2003; Report on Equality Between Women and Men, 2004], although their workload is still largely determined by the traditional division of roles in a peasant household [Sachs, 1983; Almas, 1987; Ellis, 1988; Sawicka, 2001].

The audience was interested in learning that in general, Poland’s legal system provides equal treatment for women and men in access to work, training, education, and in equal working conditions. Nevertheless, gender discrepancies prevail, and they are attributed to the traditional female’s roles which include home work responsibilities, child care, and the financial upkeep of the family [Lisowska, 2001; Parlińska & Sawicka, 2004]. Women’s participation in politics and in the decision-making process is still limited. In Poland as well as in many European countries only a marginal number of women attain positions of control and authority in the economy and politics. [Concise Statistical Yearbook of Poland, 2003; Report on Equality between Women and Men, 2004].

PERSONAL EXPERIENCE AND UNIVERSITY IMPACT

The presenters from Poland expressed their excitement about having the possibility to travel to the USA. Spending nine days at the SDSU campus, they were impressed by how well the visit was organized and the hospitality they received. They were occupied and busy all the time with meetings with faculty fellows, and classes with students in areas such as global studies and the study of agricultural cooperatives. They were impressed with the publicity surrounding the seminar, both on and off campus. They saw posters announcing the event, and invitations with their photos and CV. They felt obliged to do their best at the seminar, where they were surprised to meet such a large and diversified audience. As speakers they had never previously enjoyed such a positive atmosphere, and they were very grateful for having the opportunity to take part in such a challenging event and experience. After witnessing the big effort that had been made by SDSU organizers to collect needed funds and make all the logistics work, they again expressed their appreciation at having been invited to participate in the seminar series.

The impact was such that future collaborative projects are being enthusiastically pursued. A student exchange program is being developed. A delegation, including SDSU’s president, will come to Warsaw Agricultural University in early summer 2005.

OUTCOMES

Six seminars were scheduled throughout spring semester 2005. At the time of writing, three had been completed. An evaluation tool was developed for completion at the end of each seminar (see Appendix A). The authors wished to measure the impact of the presentation on attendees’ awareness and understanding of diversity and women’s issues. They also wished to assess whether the seminar impacted, either positively or negatively, the attendee’s likelihood to attend future events related to diversity and women’s issues.

The seminars were well attended, averaging approximately 65 at each lecture. Although the audiences included students, faculty, staff and members of the community, the attendees were overwhelmingly female. Participants seemed to take ownership, expressing that this was “for them” and that they had issues to discuss. The audience was very engaged in the question/answer session, even when the hour set aside was past. Over 80% of the participants were willing to complete the evaluations,
return them, and ask about upcoming seminars. Although the impact on the participants was overwhelmingly positive and the authors were encouraged by the positive comments from both men and women, it was discouraging to note the lack of male attendees.

A total of 158 seminar attendees completed surveys for the three seminars, out of a total attendance of 196. Males represented only 17% of the total audience. The breakdown is illustrated in Table 1.

|            | Male: | | | Female: | | | | | | | |
|------------|-------|--------|--------|---------|--------|--------|--------|
|            | Number| % of Male Total | % of Seminar Audience Total | Number | % of Female Total | % of Seminar Audience Total | | | | |
| Student    | 9     | 33.3    | 5.7    | Student | 86     | 65.6    | 54.4   |   | | |
| Faculty    | 8     | 29.7    | 5.1    | Faculty | 19     | 14.5    | 12.0   |   | | |
| Staff      | 4     | 14.8    | 2.5    | Staff   | 3      | 2.3     | 1.9    |   | | |
| Community member | 5 | 18.5    | 3.1    | Community member | 23     | 17.6    | 14.7   |   | | |
| Other      | 1     | 3.7     | 0.6    | Other   | 0      | 0       | 0      |   | | |
| TOTAL:     | 27    | 100%    | 17%    | TOTAL:  | 131    | 100%    | 83%    |   | | |

Although some small cell counts weakened the ability to use chi-square analysis to draw general conclusions, analysis indicated that both men and women were generally positive, with no significant differences in their assessment of the seminars in the following areas. Table 2 shows tabulations based upon the scale of Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D), Strongly Disagree (SD).

<table>
<thead>
<tr>
<th>Measure of Awareness and Understanding</th>
<th>SA #</th>
<th>SA %</th>
<th>A #</th>
<th>A %</th>
<th>N #</th>
<th>N %</th>
<th>D #</th>
<th>D %</th>
<th>SD #</th>
<th>SD %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increased my awareness of issues facing women</td>
<td>58</td>
<td>36.71</td>
<td>80</td>
<td>50.63</td>
<td>17</td>
<td>10.76</td>
<td>1</td>
<td>0.63</td>
<td>2</td>
<td>1.27</td>
</tr>
<tr>
<td>Increased my understanding of diversity</td>
<td>37</td>
<td>23.42</td>
<td>62</td>
<td>39.42</td>
<td>41</td>
<td>25.95</td>
<td>6</td>
<td>3.80</td>
<td>2</td>
<td>1.27</td>
</tr>
<tr>
<td>Helped me understand the importance of valuing diversity</td>
<td>46</td>
<td>29.11</td>
<td>66</td>
<td>41.77</td>
<td>36</td>
<td>22.78</td>
<td>7</td>
<td>4.43</td>
<td>1</td>
<td>0.63</td>
</tr>
<tr>
<td>Increased my awareness of contemporary global issues</td>
<td>54</td>
<td>34.18</td>
<td>61</td>
<td>38.61</td>
<td>34</td>
<td>21.52</td>
<td>6</td>
<td>3.80</td>
<td>2</td>
<td>1.27</td>
</tr>
</tbody>
</table>

Although men and women were both generally positive in relation to their assessment of whether the seminar increased their knowledge about women in positions of management/leadership, interestingly, this was one area where a significant difference was discovered ($p=0.01$). Women tended to respond that they increased their knowledge more than men. Refer to Table 3 and Figure 1.
TABLE 3
MEASURE OF KNOWLEDGE OF WOMEN MANAGERS/LEADERS BY MEN AND WOMEN

<table>
<thead>
<tr>
<th>Measure of Knowledge</th>
<th>SA M</th>
<th>A M</th>
<th>N M</th>
<th>D M</th>
<th>F M</th>
<th>SA F</th>
<th>A F</th>
<th>N F</th>
<th>D F</th>
<th>SD M</th>
<th>SD F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increased my knowledge about women in positions of management/leadership</td>
<td>9</td>
<td>43</td>
<td>10</td>
<td>66</td>
<td>6</td>
<td>21</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

N=158, Males=27, Females=131

FIGURE 1
FREQUENCY OF RESPONSE IN RELATION TO INCREASE IN KNOWLEDGE ABOUT WOMEN MANAGERS/LEADERS

Seminar participants were asked to assess their experience at the seminar. Although some small cell counts weakened the ability to use chi-square analysis to draw general conclusions, analysis indicated that both men and women were generally positive, with no significant differences in their assessment of the value of the seminars. Table 4 shows tabulations based upon the scale of Very likely (VL), Likely (L), Neutral (N), Unlikely (U), Very unlikely (VU).

TABLE 4
MEASURE OF VALUE OF SEMINAR EXPERIENCE

<table>
<thead>
<tr>
<th>How likely are you to:</th>
<th>VL #</th>
<th>%</th>
<th>L #</th>
<th>%</th>
<th>N #</th>
<th>%</th>
<th>U #</th>
<th>%</th>
<th>VU #</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attend a future seminar in this series?</td>
<td>84</td>
<td>53.50</td>
<td>48</td>
<td>30.57</td>
<td>19</td>
<td>12.10</td>
<td>5</td>
<td>3.18</td>
<td>1</td>
<td>0.64</td>
</tr>
<tr>
<td>Attend other activities related to diversity?</td>
<td>52</td>
<td>33.12</td>
<td>74</td>
<td>47.13</td>
<td>27</td>
<td>17.20</td>
<td>3</td>
<td>1.91</td>
<td>1</td>
<td>0.64</td>
</tr>
<tr>
<td>Attend other activities related to women's issues?</td>
<td>67</td>
<td>42.68</td>
<td>51</td>
<td>32.48</td>
<td>33</td>
<td>21.02</td>
<td>5</td>
<td>3.18</td>
<td>1</td>
<td>0.64</td>
</tr>
<tr>
<td>Attend other activities related to global issues?</td>
<td>63</td>
<td>40.13</td>
<td>61</td>
<td>38.85</td>
<td>31</td>
<td>19.75</td>
<td>2</td>
<td>1.27</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

N=157

In addition to assessing the outcomes quantitatively, seminar attendees were asked to comment. Encouragingly, in addition to there being were no statistically significant differences between men and women in terms of their assessment of value of the seminars, men were equally positive in their comments. Some representative comments included:
This seminar was very informative. I forget to think of what things are like in other countries or how good we have it here. It’s appalling to hear that man can take over so much of woman’s lives in Africa, like not owning land or a tree because men are only allowed to have them for ownership. Also, it’s great to see women get involved and try to change some of these old ways. This was a very good presentation. I enjoyed it, and it made me appreciate what we have. This was very interesting, thank you. (Female student)

Terrific! Thanks for putting this together. (Male university staff member)

Great to hear stories of how they grew up to their positions and have overcome the issues and confrontations from others about holding “masculine” positions. (Female student)

Excellent hand outs—much information—wish we had hours for discussion. They are charming, informative, inspiring. (Female member of the community)

Wonderful, productive, hugely valuable program! (Male university staff member)

A bonus in having international visitors was time set aside for class presentations. The speakers participated in the Introduction to Global Studies course and courses in political science and economics. The students were impressed by the “credentials” of the speakers that had come to their university and were eager to participate in discussions during the class. Once again they asked, “What’s next?”

An important outcome of the seminar series has been the increased emphasis on research and teaching collaborations. International exchanges often languish after initial visits and struggle to develop more in-depth relationships. The seminar series offered opportunities for professional discussions of research and teaching. As a result, a research partnership has expanded between Warsaw Agricultural University and South Dakota State University. This paper was developed, editing and review of professional manuscripts shared, and potential research topics identified. In addition, a joint class offered at SDSU through the Women’s Studies program and the College of Agriculture and Biological Sciences will take students to Poland during the spring of 2006. Dialogue has begun to develop an internship exchange which would allow students to work at the host institution for one-three months.

CONCLUSION

Although the reality is that the world is moving ever more rapidly toward a global economy, universities in non-diverse areas with non-diverse audiences recognize that developing and embracing opportunities for increasing understanding of diversity, multiculturalism and global issues is a daunting challenge.

This paper provided a case illustration of an attempt by such a university to increase opportunities for campus and community members to learn more about diversity, especially global women’s issues. The authors were encouraged by the results. Both presenters and participants, regardless of sex or background, overwhelmingly found the endeavor valuable. In addition, based on the seminar experience, the majority of seminar attendees stated that they were likely to be more receptive to future events related to diversity issues. Unfortunately, based upon the audience being overwhelmingly female, much work remains to be done to increase knowledge and acceptance that contemporary global women’s issues are not solely the purview and concern of other women, but of everyone at universities and in society.

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APPENDIX A

Evolution of Women’s Work Seminar Series Evaluation

Please indicate the seminar you attended this evening:

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/24/05</td>
<td>Khadiagala</td>
</tr>
<tr>
<td>1/31/05</td>
<td>Miller and Peterson</td>
</tr>
<tr>
<td>2/14/05</td>
<td>Parlinska and Sawicka</td>
</tr>
<tr>
<td>3/14/05</td>
<td>Stenber Nichols</td>
</tr>
<tr>
<td>3/21/05</td>
<td>Rayaprol</td>
</tr>
<tr>
<td>4/25/05</td>
<td>Nolan and Frank</td>
</tr>
</tbody>
</table>

As part of SDSU’s commitment to diversity and global awareness, this seminar series was developed as an opportunity for the campus and community to explore diversity and issues facing women, both domestically and globally. Your evaluation is very important, as it will provide feedback as to the success of this series and suggestions for the future.

Circle the appropriate response to each of the following questions: (1 = Strongly Agree, 2=Agree, 3=Neutral, 4=Disagree, 5=Strongly Disagree)

<table>
<thead>
<tr>
<th>This seminar:</th>
<th>SA</th>
<th>A</th>
<th>N</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Increased my awareness of issues facing women</td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>2. Increased my knowledge about women in positions of management/leadership</td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>3. Increased my understanding of diversity</td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>4. Helped me understand the importance of valuing diversity</td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>5. Increased my awareness of contemporary global issues</td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

Circle the appropriate response to each of the following questions: (1 = Very likely, 2=Likely, 3=Neutral, 4=Unlikely, 5=Very Unlikely)
<table>
<thead>
<tr>
<th>Based on your experience at this seminar:</th>
<th>VL</th>
<th>L</th>
<th>N</th>
<th>U</th>
<th>VU</th>
</tr>
</thead>
<tbody>
<tr>
<td>6. How likely are you to attend a future seminar in this series?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>7. How likely are you to attend other activities related to diversity?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>8. How likely are you to attend other activities related to women's issues?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>9. How likely are you to attend other activities related to global issues?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

10. Are you:  
    _____ Female  
    _____ Male  
    _____ SDSU student  
    _____ SDSU faculty  
    _____ SDSU staff  
    _____ Member of the community  
    _____ Other (please state) _______________________

11. Indicate which best represents you (check one):  

Comments: (please write on the back side of this form if you need more room)