MIT 530
Evaluation and Change in Instructional Development
Needs Assessment

Project Topic:
Watson School of Education
Examining Diversity within the Watson School of Education Curriculum

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Executive Summary

The Watson School of Education (WSE) is a department within the University of North Carolina Wilmington, and according to the North Carolina Department of Public Instruction "is the third largest producer of traditionally prepared teachers in the state (NCDPI 2005)." The WSE has formed a Diversity Committee to explore the current status of diversity education within the curriculum and to develop optimals. The needs assessment was initiated by Kathleen Benzaquin on behalf of the diversity committee to explore the present state of diversity education within the WSE curriculum. There was an unclear feeling among committee members that not all faculty members were fully participating in the diversity initiatives.

The 530 team began with an extensive review of available extant data including the UNCW Climate Survey 2006, the Diversity Standards Overview, the WSE Annual Diversity Report for 2006, and definitions of diversity from numerous sources. The purpose of the needs assessment is to discover the current perception of the definition of diversity and the quantity and quality of diversity implementation within the WSE curriculum. These items will then be used by the Diversity Committee to define the optimals.

Student surveys were distributed within the classroom and faculty surveys were placed in faculty mailboxes. Of the one hundred seven faculty surveys distributed, thirty three responses were returned. The low return rate of faculty surveys limits the significance of the analyses. However, the information can still be referenced by the committee.

All surveys were analyzed using frequencies and cross-tabulation. The focus points of the analyses include: (30) 90.9% of responding faculty felt that it is important to incorporate diversity into their teaching; 29(87.9%) of faculty feel that diversity is important to preparing teachers to teach diverse learners; 24(72.7%) of faculty are interested in finding out more about implementing diversity in their curriculum; 25(75.8%) of faculty did not want to attend a diversity presentation, seminar or workshop; 144(69.5%) of students reported that the WSE had prepared them to work with diverse populations; 184(88.9%) of students reported that their professors had indicated that diversity was important to being an effective teacher; The results of student survey mirror the UNCW Climate Survey results in a number of areas as it pertains to the African American satisfaction rate regarding diversity education. (See Appendix B and G).

In response to the data analysis, a number of recommendations were identified as possible solutions. Potential solutions include but are not limited to the following:

1. Define the optimals for implementing diversity within curriculum.
2. Disseminate the UNCW definition of diversity.
3. Given promoting diversity as part of the university missions, create a one-credit cultural awareness required basic study course offered by UNCW so students complete the course as a prerequisite before entering WSE.
4. Offer a list of topics and resources for professors who are unsure of what diversity issues to address in their particular course.
5. Provide mini awareness activities throughout the year. Attach professional development units to each activity.

Introduction

The Watson School of Education (WSE), is a subsection of the University of North Carolina Wilmington, a state college on the southeastern coast of North Carolina. A recent winner of the Christa McAuliffe Award for Excellence in Teacher Education, the WSE strives to prepare new teachers for their role as "decision maker" and "reflective practitioner." Chancellor DePaulo and the administration of the WSE believe that a variety of diversity experiences within the learning environment are essential to their students achieving these professional attributes.

The University served approximately eleven thousand eight hundred and forty eight students for the 2005-2006 school year. Of those students, eight hundred and sixty two are education majors. The minority enrollment of the Watson School of Education is 13.1% with 7.1% of those being African American students, 2.2% Hispanic students, 1% Asian students and 2.8% classified as Native American.

The WSE consists of four academic departments: 1) Early Childhood and Special Education, 2) Educational Leadership, 3) Elementary, Middle Level and Literacy Education, and 4) Instructional Technology, Foundations and Secondary Education. The Watson School of Education is accredited by the National Council for Accreditation of Teacher Education (NCATE). To be accredited, WSE must meet all the requirements indicated in the *NCATE Standards.*

To address the NCATE Standard 4 (see below) and to achieve the goal of refining diversity initiatives in the areas of curriculum indicated in the WSE Annual Diversity Report 2005-2006, a diversity committee made up of fifteen members from each of the four departments and administration has been established to provide guidelines and to assist professors in addressing diversity in a meaningful and applicable way to the students.

NCATE Standard 4: The <u>unit</u> designs, implements, and evaluates curriculum and experiences for candidates to acquire and apply the knowledge, skills, and dispositions necessary to help all students learn. These experiences include working with diverse higher education and school faculty, diverse candidates, and diverse students in P-12 schools.

The Diversity Committee is currently interested in discovering how professors perceive and implement diversity awareness activities within their classrooms. On review of available WSE syllabi, approximately 90% of the faculty makes a reference to diversity within the outline of their teaching activities and instructional materials. However, actual implementation, topics introduced, and techniques used for addressing the diversity in the curriculum are unknown. The Diversity Committee is currently deliberating regarding their optimal expectations of faculty members and their participation in this diversity initiative.

There are many different interpretations of the term "diversity" within the university community. The Committee has expressed a desire to achieve a unified understanding regarding the definition of diversity in order for all faculties to apply the same standards within their courses.

The Diversity Committee also wishes to know what resources, guidelines and materials may be needed by faculty members in order to effectively integrate diversity into their curriculum.

The performance gap represents the discrepancy between the optimal and the actual.   The Diversity Committee is responsible for defining that optimal level of performance.

Problem Statement

The Diversity Committee of the WSE is currently interested in discovering how professors perceive and implement diversity awareness activities within their classrooms. UNCW has defined diversity as: *1) The representation of populations shaped by historical circumstances and by cultural identities, or a combination of the two; 2) The representation of populations shaped by varying socio-economic circumstances.*

On review of available WSE syllabi, approximately 90% of the faculty makes a reference to diversity within the outline of their teaching activities and instructional materials. However, actual implementation, topics introduced, and techniques used for addressing the diversity in the curriculum are unknown.   The Diversity Committee is currently deliberating regarding their optimal expectations of faculty members and their participation in this diversity initiative.

The Diversity Committee wishes to know how well and how often diversity is being currently implemented. The Diversity Committee also wishes to know what resources, guidelines and materials may be needed by faculty members in order to effectively integrate diversity into their curriculum.

Purpose of Needs Assessment

The purpose of the needs assessment is to discover the current perception of the definition of diversity and the quantity and quality of diversity implementation within the WSE curriculum. These items will then be used by the Diversity Committee to define the optimals.

Description of Model

Allison Rossett's Purposed-Based TNA (Training Needs Assessment) served as a guide in the needs assessment process. The needs model is based on five purposes;
- Optimals were assessed by interviews with the Diversity Committee and review of the UNCW and NCATE standards.
- Actuals were determined by faculty and student survey.
- Causes were determined upon review of extant data, interviews, and surveys.
- Feelings of faculty and students were determined by specifically designed questions within the surveys.
- Solutions were derived from the results of the above data analysis.

Steps to conduct Purposed-Based Training Needs Assessment include the following:
1. Assess Context
2. Determine purposes
3. Choose tools and techniques
4. Create TNA plan
5. Create stage planners
6. Implement the plan
7. Communicate the results

Description, Roles and Responsibilities of Team Members

The needs assessment team for this project was made up of four members: Marolyn Schauss, Fran Strauss, Jamie Ursiny, and Tina Nelson Welborn. Each member took on roles as needed and evenly distributed the work. Collaboration on all project elements was extensive as this project had many complexities. Under the guidance of Dr. Sue-Jen Chen, the team developed several instruments to assess the status of the diversity integration in the WSE.

Task	Team Members
Initial contact	All team members
Research	All team members
Needs assessment plan	All team members
Liaisons with client	Tina Nelson Welborn and Marolyn Schauss
Design of student surveys	Jamie Ursiny and Tina Nelson Welborn
Design of faculty surveys	Fran Strauss and Marolyn Schauss
Survey distribution procedure	Marolyn Schauss and Fran Strauss
Pick up of diversity surveys	Tina NelsonWelborn and Jamie Ursiny
Analysis of student survey	Fran Strauss and Jamie Ursiny
Analysis of faculty survey	Marolyn Schauss and Tina NelsonWelborn
Revising	All team members
Needs assessment report	All team members

TNA Stage Planner and Stages (See Appendix C, C1, C2).

The first step to determining the context within the Diversity Standards was to create a TNA planner and separate the standards information into three sections. The three sections included description, status and sources. The description was subdivided into the five purposes according to Rossett and includes optimals, actuals, feelings, causes and possible solutions. The status of each purpose was recorded to indicate the amount of information initially known in regard to each category. Sources of the information include the Diversity Standards, UNCW Strategic Goals, NCATE Report, syllabi, faculty and students

The data collection has been divided into 2 stages:

Stage one involved the review of the NCATE, UNCW and WSE Diversity Standards in order to articulate optimals and represents the collection of extant data.

Stage two investigated feelings and actuals through the use of interviews and surveys and led to the development of the needs assessment. The participants of data collection will include Kathleen Benzaquin and WSE faculty.

Data Collection

In order to collect the necessary information to study the volume of diversity statements infused within the WSE curriculum syllabi, the following techniques were implemented: extant data analysis; needs assessment; and subject matter analysis.

The strategies used to collect the data include: interviews; observations; surveys.

The steps for collecting data are as follows:

Step one began February 21, 2007 and involved the collection of extant data by reviewing the NCATE Report and the WSE Diversity Standards. Also included in the review process were the WSE syllabi along with the UNCW Mission and Goals to acquire currently published facts concerning diversity and related diversity percentages within WSE.

Step two began on February 23, 2007 with an interview with Kathleen Benzaquin to determine the purposes of why the Diversity Committee has chosen to explore the absence of curriculum syllabi diversity statements. Ms. Benzaquin provided the team with a faculty and staff directory, marking members of the Diversity Committee, the NCATE Diversity Standards, and the breakdown of each standard as it applies to the WSE and with the WSE Annual Diversity Report for 2005-2006. The faculty and staff directory provided the team with the links to course syllabi.

Step three began on February 26, 2007. This step involved the design of the tools needed to survey WSE faculty and students. The surveys were created to determine intent, competency and priority. An example of a question to determine intent would be Faculty question #10: *briefly describe your definition of diversity*. An example of a question to determine competency would be Student question #5: *How has diversity been presented in the classes you have taken within the WSE?*   An example of a question to determine priority would be Faculty question #13: *Do you have any suggestions as to how the Diversity Committee can help the WSE faculty better implement diversity education within the curriculum?*

Surveys were distributed in step five, which began March 7, 2007**.** Student surveys were hand delivered to instructors who agreed to participate. These professors included Ms. Kathleen Benzaquin, Ms. Beth Allred, Dr. James Applefield, Dr. Edward Caropreso, Dr. Sue-Jen Chen, Ms. Renee Corcoran and Dr. Kathy Fox.

The faculty surveys included a cover letter from Ms. Kathleen Benzaquin as co-chair of the Diversity committee. This letter introduced the purpose of the survey, the timeline for completion and the location for return. The cover letter along with the faculty survey and a separate pre-addressed return envelope were collated and hand delivered to each faculty department mail box.

The surveys were collected on March 13, 2007 and a chart was created to analyze the quantitative and qualitative information. Based on the data analysis, possible recommendations for solutions were determined.

Qualitative data was analyzed by using SPSS software. Frequencies were run for each question as well as cross tabulations to find the relationships between factors. Quantitative data (open ended questions) were analyzed by sorting answers into common categories. (Several themes were prevalent; please (See Appendix H, H1).

Time Management

The training needs assessment for this project began January 25, 2007 and is to be concluded March 22, 2007. (Appendix D) presents a day by day projected TNA structure. The timeline will demonstrate the necessary sequence of ordinal events. The Gantt chart provides information as to individual project resources and the duration of critical time allocated to each task. Group has provided the accompanying Network diagram to detail each TNA task.

Analysis Result of Student Survey

Fifteen undergraduate and three graduate classes were randomly selected to conduct the student survey. A total of 207 student surveys were administered. The return rate was 100%, as the surveys were distributed and collected during student class period. A copy of the student survey can be found in (Appendix H.).

The surveys were composed of twelve questions, ten forced-choice items and two opened-ended questions. A descriptive data analysis procedure was conducted to analyze students' responses to the forced-choice items. Students' narrative responses to the open-ended items were analyzed qualitatively using content analysis. The results of data analysis are as follows:

Survey Question #1: Regarding the background of the respondents, 134 out of 207 (64.7%) of the students were sophomores and juniors.

Survey Question #2: The ethnicity reported by the respondents revealed 184 (88.9%) Caucasians, 6 (2.9%) African Americans, 7 (3.4%) Asians and the remaining 10 (4.8%) included Hispanic, Native American and Bi-racial. (See Appendix G).

Survey Question #3: A majority, 150 students (72.5%) felt it was important to have their professors address diversity within the classroom.

Survey Question #4: In terms of the percentage of faculty addressing diversity in the classes the students have taken at the WSE, the responses were equitably distributed (see Table 1)

Response	Number of Respondents	Percent
0-25%	43	20.8
26-50%	50	24.2
51-75%	60	29
76-100%	54	26.1
Total	207	100

Table 1

Survey Question #5: Students reported that lectures were the primary way in which diversity had been presented in their classrooms with l63 of 207 (78.7%) reported they had experienced diversity related lectures. Over half the respondent also reported experiencing diversity through reading materials (118, 57%) and guest speakers (110, 53.1%). Syllabus, instructional materials, and projects are less used presentation methods.

Survey Question #6: Ethnic Groups, Special Needs, Socio-economic status and gender are the more popularly discussed diversity topics with the responding rates of 87%, 83.6%, 76.8% and 70% respectively.

Survey Question #7: More than half (56.5%) of the students were not interested in attending a seminar or workshop regarding diversity. However, 42.0% were interested in attending a seminar.

Survey Question # 8: The survey was designed to assess student viewpoints about diversity. One hundred forty-four (69.5%) students agreed or somewhat agreed that they are prepared to work with diverse populations.

Survey Question # 9: One hundred eighty-four (88.9%) students agreed or somewhat agreed that their professors had indicated that understanding diverse populations was important to being an effective instructor and 169 (81.6%) felt that understanding cultural differences was important to being a good teacher.

Survey Question # 10: One hundred ninety-eight (95.6%) students agreed or somewhat agreed that understanding cultural differences was important to being a good teacher.

Survey Question # 11: Differences, values, gender, ethnicity, and disabilities were the most popular responses to *State your definition of diversity*. Students often mentioned multiple groups within their definition and so the qualitative analysis was done line by line to examine which groups or concepts the students included within their definitions. Categories were created to incorporate synonymous terms to avoid repetition. (See Appendix G, Question 11, Part C). The majority of responses, 192 (92.8%), felt diversity meant "differences," and the next highest responses were "ethnicity" 159 (76.8%).

Survey Question #12: This question asked students to list three topics or issues regarding diversity they would be most interested in learning about. Multiple responses were again placed

into categories with the majority of responses in regard to race, 86 (41.5%); religion, 80 (38.6%); and Socio-Economic Status 72 (34.8%).

Cross Tabulation of Student Survey

A cross tabulation analysis was performed to compare student rank with interest in receiving a seminar to help increase the student awareness of diversity issues. Freshman seemed to be more interested in attending a diversity seminar than students in other ranks although no significant difference was observed. Overall, 117 (58%) students expressed no interest where as 87 (42%) were willing to attend a seminar.

The results of the cross tabulation between rank and feelings of how well the WSE had prepared the student to teach diverse populations yielded some results that bear further investigation. Of the students who responded agree or somewhat agree to feeling prepared, there were forty one freshman (68.3%), sixty nine sophomores (71%), sixty five juniors (70.7%), nineteen seniors (63.2) and thirteen graduate students (69.3%). There appears to be a slight drop in the feeling of preparedness during the senior year.

Upon examining the effects of class rank on the student's view of what percent of faculty addressed diversity in the classroom, we found that the results were inconclusive.

Based on the UNCW Climate Control Survey, there appears to be a real difference in how students from different cultures perceive the quality and quantity of diversity education at UNCW. To validate the results, a cross-tabulation was performed to examine the different ethnicities within the WSE and their responses to question number eight on whether or not they felt prepared to teach diverse populations. The results clearly showed that Hispanic, Asian and Caucasian students felt more prepared to teach diverse populations with (8) 80% of the Hispanic students, (5) 71.5% of Asian students and (131) 71.2% of Caucasian students reporting they "agreed somewhat" and "agreed" that UNCW had prepared them to teach diverse populations. The two students who described themselves as bi-racial were divided on the issue, while only (2) 33.3% African American students and (1) 33.3% of Native Americans felt UNCW had prepared them to teach diverse populations.

Based on these results, the MIT 530 needs assessment team felt it was necessary to look at the perceptions of each ethnicity to see if they felt that their professors had expressed that understanding diversity was important to their future as teachers. The results of this study were dramatic. (7) 100% of Asian as well as Hispanic students reported that they felt the professors had communicated the importance of diversity to them as future teachers. The majority of Caucasian students reported that the professor had very much communicated these ideas to them but the percent was much lower than their Asian and Hispanic peers at only (110) 60.3%. The most dramatic difference was with the African American student perception. Only (1) 16.7% of the African American students agreed that the professors had fully communicated the importance of diversity to their success as a teacher.

There was also a dramatic difference among ethnicity in the percent of time they felt professors spent addressing diversity within the classroom. (4) 66.7 % of African American students perceived their professor as only spending 0-25% of the classroom time addressing diversity. 10

(100%) Hispanic students felt that diversity was addressed 75% to 100% of the time while Caucasian, Bi-racial and Native American students reported mixed results.

Most students 117 (56.5%) reported that they did not desire to attend a seminar on diversity and their ethnicity appeared to have little effect on that choice.

The cross-tabulation between ethnicity and areas of interest in learning more about diversity revealed:

- Three (25%) of African American and 75(19%) of Caucasian students reported some interest in exploring issues of gender and sexual orientation while the other ethnicities reported no interest in these areas.

- Race and religion were the most frequently reported topics of interest among the different ethnicities. (See Appendix G).

- Socio-economic status ranked high for both 2 (17%) African American and 66 (17%) Caucasian populations and was an area of interest for one Asian student.

- Three (33%) Asian and 45 (11%) Caucasian students reported a definite interest focusing on special needs.

General Areas of Interest
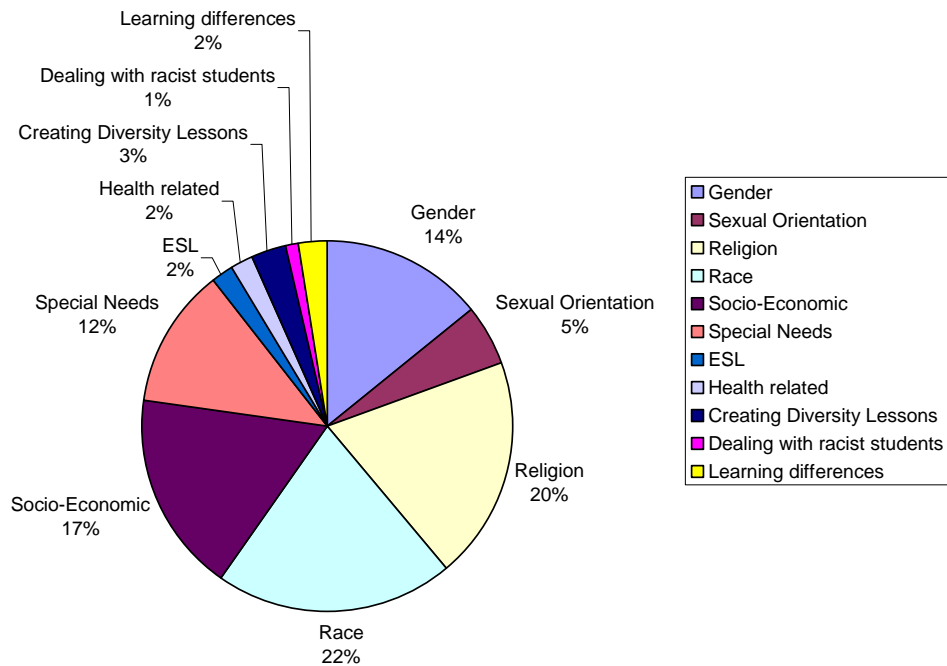
A correlation between student preparedness and faculty communication of the importance of diversity was analyzed. For students reporting the highest amount of confidence in their preparation to teach diverse populations, (190) 92% also scored their professors highly in the area of communicating diversities importance to their future as teachers.

Students also report higher levels of preparedness when diversity is addressed with the syllabi, lectures, guest speakers, reading materials, instructional materials and projects. The results show that when these materials and strategies are not used, the student is less likely to feel prepared.

These results indicate very clearly that professor attitude and communication of the importance of this issue does make a difference to the students.

Analysis Result of Faculty Survey

The MIT530 needs assessment (NA) team distributed 107 surveys to full time and part time faculty at the Watson School of Education; 33 (31%) were completed and returned.
Close to half, 15 of the 33 (45.5%) faculty who responded to the survey had worked in the School of Education between 4-6 years; 7 (21.2%) had worked 1-3 years, the second highest group. In question number two, 30 (90.9%) of faculty participants reported it is "very important" to incorporate diversity in their teaching. Only one faculty member believes the incorporation of diversity in their teaching is "very unimportant."

The majority of the faculty 27 (81.8%) indicated it is very important to prepare WSE students to teach diverse learners. (See Appendix I2).

Slightly over half 17 (51.5%) of the faculty believes that diversity resources are readily accessible while 12 (36.4%) of the faculty do not think they have adequate resources to teach diversity.

The results for the amount of class time spent teaching diversity topics were across the board. Eleven faculty report spending less than 50% of class time per semester devoted to teach diversity topics. Six (18%) of faculty devotes 75-100% of class time per semester teaching diversity.

Twenty seven (81.8%) faculty members reported they incorporated diversity into their curriculum through the use of printed materials. Printed materials include items such as text, handouts, and class syllabi. Websites 25 (75.8%) and video 20 (59.6%) are also the more frequently used media for incorporating diversity into the curriculum.

Twenty four (72.7%) of faculty reported they have encouraged students to participate in diversity learning experiences outside the classroom.

Twenty four (72%) faculty participants indicated they are very or somewhat interested in learning more about how to implement diversity in the curriculum. Only five (15.2%) faculty members showed no interest.

When asked if the faculty would be interested in attending a presentation, seminar or workshop regarding diversity, 25 (75.8%) of the respondents indicated they would not be interested; Seven (21.2%) are interested in attending.

Cross Tabulation of Faculty Survey

Thirty of 33 (90.9%) respondents felt it is very important to incorporate diversity into teaching. The years of services seem not to have an effect on the level of importance although one senior faculty member feels the incorporation of diversity into teaching is very unimportant.

When comparing years of service with the importance of preparing WSE students to teach diverse learners, the results mirror that of the previous cross tabulation. The majority 29 (88%)

of all responding faculty members, regardless of years teaching, felt it was either somewhat important or very important.

Fifteen out of seventeen (88%) four to six year teachers encourage students to participate in diversity experiences outside the classroom. Seven of nine (78%) members who have taught between one to three years also encourage outside diversity participation. Three of five (60%) members who have taught less than a year did encourage students to participate in diversity experiences outside the classroom. Two 4-6 year faculty members (6.1%) did not respond to this question.

One hundred percent of those who taught 10+ years encourage outside diversity participation, whereas 50% of those who taught 7-10 years did not. The results for the rest of the categories are similar; therefore, one can conclude that years of service seem to have little effect on the encouragement of outside diversity participation.

Years	N/A	Yes	No	Percent
N/A	0	1	1	6.1
Less than 1 year	0	3/5=60%	2	9.1
1-3 Years	0	7/9=77.8%	2	21.2
4-6 Years	2	15/19=78.95%	2/19=10.5%	45.5
7-10 Years	0	2/4=50%	2	6.1
10 + Years	0	4/4=100%	0	12.1
Total	**2**	**24**	**7**	**100%**

Two out of three (66.7%) respondents who have taught less than a year report an interest in learning how to implement diversity in the curriculum. Seven out of seven (100%) one to three year service faculties also report an interest in learning how to implement diversity. Nine out of fifteen (60%) four to six year faculty report an interest as well. Four out of four (100%) veteran teachers (over ten years) report they are very interested in learning how to implement diversity into their curriculum. The pattern is 24 out of 33 faculty members would like to learn more about the implementation of diversity into the curriculum.

Years	Very Interested	Somewhat Interested	Undecided	Slightly Interested	Not Interested	Percent
N/A	2	0	0	0	0	6.1
Less than 1 year	1	1	0	0	1	9.1
1-3 Years	3	4	0	0	0	21.2
4-6 Years	8	1	2	0	4	45.5
7-10 Years	0	0	0	2	0	6.1
10 + Years	4	0	0	0	0	412.1
Total	**18**	**6**	**2**	**2**	**5**	**100%**

When cross tabbing the availability of resources with the percentage of time spent on teaching diversity per semester, 17 (51.5 %) of the faculty reported they did not find adequate resources. The amount of time spent teaching diversity varied for those who believed there were adequate resources provided. Eleven of the twelve (92%) respondents who reported they did not have adequate resources spent less time (0-50%) teaching diversity.

Resources	N/A	0-25%	26-50%	51-75%	76-100%	Percent
N/A	2	1	0	0	1	12.1
Yes	3	4	4	1	5	36.4
No	0	5	6	1	0	51.5
Total	**5**	**10**	**10**	**2**	**6**	**100%**

Eighteen out of thirty faculty members responded it was very important to incorporate diversity, yet spent less than 50% of class time teaching diversity. The one member (3% of total) who felt that it was very unimportant to incorporate diversity indicated that he/she spent 76-100% of their classroom time per semester teaching diversity.

Importance	N/A	0-25%	26-50%	51-75%	76-100%	Percent
Very Important	5	9	9	2	5	90.9
Somewhat Important	0	1	1	0	0	6.1
Neutral	0	0	0	0	0	0
Unimportant	0	0	0	0	0	0
Very Unimportant	0	0	0	0	1	3
Total	**5**	**10**	**10**	**2**	**6**	**100%**

Result of Qualitative Data Analysis for Faculty Survey

Question 10 asked faculty to *describe their definition of diversity*. The result of the content analysis showed that "diversity means difference or variety" based on their definitions. However, in terms of areas of difference, some variations were observed. The majority 29(89%) of faculty respondents indicated diversity is defined as at least one or more of the following terms: culture, disabilities, race, gender, sexuality, color, socio-economic and ethnic backgrounds, age, language and voice, and learning styles. However, several suggested minimizing the emphasis of disability and sexuality and considering all diverse issues equally. (See Appendix I2 response numbers 6, 25, 26, 29, and 31).

27(83%) of the faculty who returned the survey, felt having an awareness of differences in other students, and applying awareness through teaching is recognition and respect of diversity among the students. Diversity outside the classroom is recommended by 6 (18%) of the faculty. The faculty suggests outside classroom activities enhance learning and sharing of experiences through unique characteristics about others and self.

Question 11 states: *please list three topics or issues regarding diversity that you include in your curriculum.* Twenty nine (88%) of the responding faculty integrated diversity topics within their curriculum.

The content analysis revealed the following topics prioritized based on the frequency (or percentage or both) of response: (See Appendix I2 Question 11).

- The faculty survey reports technology is serving through the use of power points depicting issues of race, class, gender, and special needs within the curriculum. The responding faculty presents diversity education of other countries to depict beliefs, values, judgments, philosophy and cultural activities as well as American Disability Act (ADA) compliance.

- One faculty member spoke of how the "No Child Left Behind (NCLB) sub-groups are designed to identify the emphasis on importance of equal focus on each sub-group as well as the assessment and performance of each sub-group". Eight (24%) of the recording faculty members shared experiences of inviting speakers from diverse races and cultures, sexual orientation, and disabilities as a comprehensive approach for studying diversity and designing lesson plans as well as infusing diversity teaching methods.

- The 29 (88%) responding faculty agree that because of individual differences between groups, including but not limited to personality, motivation, achievement, learning theory, and human development, classroom modifications have become necessary for behavioral management strategies.

- Two faculty members reported that the English as a Second Language (ESL) differentiated instruction for ability levels and multi-cultural lessons are activities engaging the diverse learner through language and backgrounds, special needs, instruction and assessment.

- One faculty response suggested infusing the Socio Economic Status (SES) regarding Ruby Payne's work on image; values, religion, gender, and age are should be issues as represented in children texts and literature.

- Three8.25% of faculty response suggests a preponderance of diversity among students compounded by a lack of diversity among teacher educators requires special assessment when working with families and communities. Teaching styles and language barriers are each Gay Lesbian Bi-Sexual Trans-Gender (GLBT) issues, and additional school funding is suggested by one faculty member to explore alternate educational opportunities.

Question 11 is significant when evaluating the cohesiveness of interpretation of curriculum diversity from responding faculty. Question 11 addresses statements of how each faculty member present topics or issues regarding diversity in their educational curriculum. Twenty

eight (85%) of the faculty responding to the diversity survey shared statements of how diversity is infused within their individual lessons.

Faculty responses to question 12 which reads: *What support do you need from the WSE to successfully incorporate diversity into your curriculum?,* are recorded as follows:

- Twenty nine (88%) of responding faculty submitted suggestions for additional assistance regarding diversity needs to supplement the curriculum studies. Tangible items for researching related diversity classroom/out of classroom issues include: books, music videos, more references in the library, English as a second language (ESL) assistive technology, travel support for professional development, and text decisions included in the syllabi to be voiced from all faculty.

- One responding faculty requested support from the WSE through "concerns of clarity and consistency of reorientation away from the categorical interpretations that constrains learning and teaching by focusing on differences rather than continuity". One faculty view is "to support and accommodate diverse issues through 'mainstream' classes to stop treating diversity as a separate issue".

- Of the 29 (88%) responding faculty to question 12 there is a 32 (99%) request for more knowledge of teaching the ESL programs; a request for more opportunities for students to have an in-depth field experience for diverse learners; a request for the opportunity to learn from diverse students and faculty; a request for workshops or seminars to support professional development. Only one faculty member of the 29 (88%) responders suggested "negative responses to incorporating diversity into education curriculum as an example of, 'We've had enough of that. We don't need anymore'".

The conclusion to question 12 is significant and positive from 29 (88%)of responding faculty; the remaining 4 (12%) did not value answering the question for additional WSE support.

Faculty survey responses to question 13, *Do you have any suggestions as to how the Diversity Committee can help the WSE faculty better implement diversity education within the curriculum?* dropped to 26 (79%). Seven (21%) of the faculty did not respond to the previous question.

The result of content analysis based on 22 respondents showed the following suggestions:

- The WSE faculty needs to continue to be culturally aware and culturally sensitive to individual differences. An International day activity in the WSE atrium to enhance diversity awareness is recorded as one suggestion.
- A Summer or Fall retreat to focus on second language learners.
- There should be an academic expectation that all faculty address diversity (as determined by the WSE) and clearly have the academic expectation as part of the course objectives.
- Identify professional development for the entire faculty, full-time and part-time.
- Erase the single pedagogical approaches and include all learners.

- Stress the value and benefits of implementing diversity education.
- Create diversity mini-grants for faculty access.
- Identify a group of people who are willing to come to the WSE and speak to learners during classes.
- Workshops on issues and topics of diversity; meeting the individual needs of diverse students in the WSE; working with the diverse issues of our community to encourage our students to work with more diverse students.
- More opportunities for student to have an in-depth field experience and contact with diverse learners; recommendations to the WSE Dean for allocation of resources to support program change.

The low responding rate 10 (31%) of the faculty survey presents a limitation for the generalization of the results. However, the Diversity Committee can still use the results as reference information.

Possible Solutions:

Faculty, in general, has a common understanding that the term diversity means differences. The specific coverage of diversity and the operational definition regarding how and to what extent diversity should be integrated into the curriculum (teaching and learning) need to be articulated (clearly defined). While some faculty members felt diversity should be the focus of a separate, required course in multicultural education, it was also mention that the WSE should "support and accommodate for diverse issues in mainstream classes-stop treating diversity as a separate issue".

After thorough review of student surveys, many interesting findings were interpreted. Overall, the majority of students agreed or somewhat agreed that the WSE had prepared them well to teach diverse populations. Feeling of preparedness to teach diverse population decreased slightly however in the senior year. Very few African-American students perceive that diversity is being addressed sufficiently within the classroom setting. The majority of students indicated that they did not wish to attend a seminar on diversity.

Recommendations:

Based on the results of faculty and students surveys and the interview with Kathleen Benzaquin, the following are possible solutions the MIT530 team recommends for effective implementation of diversity in WSE curriculum. The faculty and students are motivated to increase the amount of diverse students within the school as well as prepare future teachers more thoroughly to deal with diverse learners. The solutions are prioritized taking into account the needs, resources (including budget), and time.

1. Define the optimals for implementing diversity within curriculum.
2. Disseminate the UNCW definition of diversity.

3. Given promoting diversity is part of the university missions, create a one-credit cultural awareness required basic study course offered by UNCW so students have satisfied the diversity requirement before entering WSE.
4. Offer a list of topics and resources for professors who are unsure of what diversity issues to address in their particular course.
5. Provide mini awareness activities throughout the year. Attach professional development units to each activity.
6. Provide more diverse resources.
7. Invite faculty to attend Diversity Committee meetings
8. Invite teachers in the field to share their personal teaching experiences in regards to diversity.
9. Include a student representative to be a member of the Diversity Committee
10. Create focus groups made up of African Americans to discover their needs and opinions. (Refer to student survey: cross tabulation of ethnicity and question 4)
11. Design a newsletter to send to faculty addressing topics of diversity.
12. Create a job aide with helpful websites, tips for dealing with various cultures, contact information of the Diversity Committee

Appendix A: Diversity Committee Members/Mission Statement

The members of the Diversity Committee include: Dr. Anderson, Dean Barlow Ms. Benzaquin, Ms. Brown, Ms. Chandler, Dr. Fox, Dr. Fischetti, Ms. Joyner, Dr. McNulty, Dr. Nottingham, Dr. Pappamihiel, Dr. Schlichting, Ms. Sherrill, Dr. Smith, Dr. Thomas

Mission statement:

The primary mission of the Donald R. Watson School of Education at the University of NC Wilmington is to develop highly competent professionals to serve in teaching and other educational leadership roles in southeastern NC, the state, and nation. The Watson School is committed to achieving excellence in teacher and administrator preparation in all of its programs. To realize the mission of the Watson School, thorough grounding in theoretical and empirical bodies of knowledge is provided, the educator's capacity to utilize knowledge to improve schools and enhance learning by children and youth is developed, and commitment to personal, professional and institutional development is fostered.

The Watson School of Education fulfills its obligation to serve the field of public education through support of individual faculty, public school leaders, educational systems, and state and national organizations engaged in efforts to develop policy, implement improved practice, and set new directions at local, state, and national levels. This obligation is addressed through commitment to general research, evaluation, policy analysis and development, collaboration to provide relevant public school experiences and programs, and other forms of technical and professional assistance.

The faculty of the Watson School of Education strives to demonstrate: excellence in teaching; engagement in the generation and dissemination of knowledge; infusion of technology as an instructional tool; development of new roles and relationships in the institution of education; and inquiry, continuous learning, creativity, and the valuing of diversity. As part of the commitment to excellence, the Watson School of Education engages in continuous assessment of individual, program, and institutional outcomes .

Appendix B: UNCW Climate Survey

http://www.uncwil.edu/aa/documents/SURVYERESULTSREADYFORFINAL91306.pdf

Appendix C: TNA Planner

Description	Status	Sources
Optimals	Have information	Diversity Standards, UNCW Strategic Goals, NCATE report
Actuals	Need more information	Syllabi, Implementation in classroom, Professors, Students
Feelings	Have some, need more information	Diversity Committee, Professors, Students
Causes	Need more information	Diversity Committee, Professors, Students
Possible Solutions	Need more information	Collected data, surveys, observations, interviews, small groups

Appendix C1: Stage Planner

Stage	Technique	Tools & Sources
1	Extant Data	Review NCATE report to determine standards Review WSE Diversity standards
		Review WSE syllabi to determine diverse commitment in the course curriculum
		Review UNCW Diversity Statement for Mission and Goals to determine standards
		Analyze material collected
2	Needs Assessment	One on one interview – Kathleen Benzaquin to determine level of commitment and to determine feelings and knowledge of professors regarding the infusion of diversity within the curriculum
		Paper survey – all WSE professors/instructors/staff to determine level and nature of diversity infusion within the curriculum
		Paper survey – randomly select undergraduate students within the WSE to determine their perception of the transference of regarding diversity as presented within the classroom setting

Appendix C2: Sep-by-Step Approach to Planning TNA

Stage: 1a

1. **Subject of TNA**: Review NCATE reports to determine diversity standards

2. **Summary of what you already know about the subject:**
   NCATE Standard 4: The unit designs, implements and evaluates curriculum and experiences for candidates to acquire and apply the knowledge, skills and dispositions necessary to help all students learn... Goal 1: To assist faculty in expanding their knowledge and use of curricular approaches to successfully meet the needs of all P-12 learners.

3. **Summary of information being sought during this stage:**
   Optimal performance

4. **Who or what are the sources of information for this stage?**
   NCATE Diversity Reports

5. **What TNA tool(s) will be used to carry out this stage?**
   Extant Data

6. **If you will be interviewing or surveying, what questions will you ask? If you will be observing, what will you be watching? If you will be using a group meeting, what is your agenda?**
   N/A

Stage: 1b

1. **Subject of TNA:** Review WSE Diversity Standards

2. **Summary of what you already know about the subject:**
   WSE Diversity Standards: NCATE Standard 4: The unit designs, implements, and evaluates curriculum and experiences for candidates to acquire and apply the knowledge, skills and dispositions necessary to help all students learn. These experiences include working with diverse higher education and school faculty, diverse candidates, and diverse students in P-12 schools.

3. **Summary of information being sought during this stage:**
   Optimal performance

4. **Who or what are the sources of information for this stage?**
   WSE Annual Diversity Report

5. **What TNA tool(s) will be used to carry out this stage?**
   Extant Data

6. **If you will be interviewing or surveying, what questions will you ask? If you will be observing, what will you be watching? If you will be using a group meeting, what is your agenda?**

N/A

Stage: 1c

1. **Subject of TNA:**
   Review WSE syllabi to determine diverse commitment in the course curriculum
2. **Summary of what you already know about the subject:**
   Little information is known; syllabi need to be analyzed for diversity related co ntent

3. **Summary of information being sought during this stage:**
   Current performance

4. **Who or what are the sources of information for this stage?**
   Departments, professors, courses, contact information, syllabi

5. **What TNA tool(s) will be used to carry out this stage?**
   Extant Data

6. **If you will be interviewing or surveying, what questions will you ask? If you will be observing, what will you be watching? If you will be using a group meeting, what is your agenda?**
   N/A

Stage: 1d

1. **Subject of TNA:**
   Review UNCW Diversity Statement for Mission and Goals to determine standards

2. **Summary of what you already know about the subject:**
   Some information available; need to confirm information with Diversity Committee

3. **Summary of information being sought during this stage**:
   Optimal performance

4. **Who or what are the sources of information for this stage?**
   UNCW Board to Trustees
   UNCW Strategic Plan for 2005-2010 as presented in the Strategic Vision
5. **What TNA tool(s) will be used to carry out this s tage?**
   Extant data

6. **If you will be interviewing or surveying, what questions will you ask? If you will be observing, what will you be watching? If you will be using a group meeting, what is your agenda?**
   N/A

Stage: 1e

1. **Subject of TNA**: Analyze material collected

2. **Summary of what you already know about the subject:**
    Little known at this point

3. **Summary of information being sought during this stage:**
    Current and optimal performance

4. **Who or what are the sources of information for this stage?**
    Data collected in stages 1a – 1d

5. **What TNA tool(s) will be used to carry out this stage?**
    Extant data

6. **If you will be interviewing or surveying, what questions will you ask? If you will be observing, what will you be watching? If you will be using a group meeting, what is your agenda?**

    - What are the NCATE expectations for teachers regarding the implementation of diversity within the curriculum?
    - What are the WSE expectations for teachers regarding the implementation of diversity within the curriculum?
    - Has a mandate with implementation guidelines been presented to faculty?
    - What are various ways that diversity can be successfully addressed within the curriculum?
    - Is diversity addressed within the syllabi?
    - What percentage of professors has addressed diversity within their syllabi?
    - How does the WSE plan to meet the diversity goals as listed in the UNCW Strategic Plan and Mission Statement?
    - What are the steps to achieve this?

Stage: 2a

1. **Subject of TNA:**
    One on one interview – Kathleen Benzaquin to determine level of commitment and to determine feelings and knowledge of professors regarding the infusion of diversity within the curriculum

2. **Summary of what you already know about the subject:**
    Little known at this point

3. **Summary of information being sought during this stage:**
   Current and optimal performance

4. **Who or what are the sources of information for this stage?**
   Kathleen Benzaquin as a spokeswoman for the Diversity Committee

5. **What TNA tool(s) will be used to carry out this stage?**
   Interview

6. **If you will be interviewing or surveying, what questions will you ask? If you will be observing, what will you be watching? If you will be using a group meeting, what is your agenda?**

   - **May the group members attend a Diversity Committee meeting?**
   - **Has the Diversity Committee found any constraints in getting the current diversity plan implemented?**
   - **Are records of complaints involving diversity issues reviewed by the committee?**
   - **If so, what types of complaints have you received?**
   - **How often the issue of diversity is reviewed with the WSE professors/staff?**
   - **Is a there currently a diversity mandate? If so, may we have a copy?**
   - **Where can we find the most updated standards?**

Stage: 2b

1. **Subject of TNA:**
   Small group - Diversity Committee professors to determine level of commitment and to determine feelings and knowledge of professors regarding the infusion of diversity within the curriculum

2. **Summary of what you already know about the subject:**
   Little known at this point

3. **Summary of information being sought during this stage:**
   Current and optimal performance

4. **Who or what are the sources of information for this stage?**
   Diversity Committee Members

5. **What TNA tool(s) will be used to carry out this stage?**
   Interview

6. **If you will be interviewing or surveying, what questions will you ask? If you will be observing, what will you be watching? If you will be using a group meeting, what is your agenda?**

- How would you rank syllabi statements on diversity in WSE's effort to achieve the goals and mission statements as listed in the Strategic Plan?
- What is your commitment to diversity within WSE
- What is your commitment level to this MIT project?
- What is your perception of the profession/instructors and staff commitment to the diversity issue?
- What would your ideal classroom include in the way of diversity curriculum?
- How is the diversity curriculum requirements passed on to professors?
- What assistance is currently available to professors who feel uncomfortable about dealing with diversity issues in the classroom?
- Are there any areas of diversity that you feel should be included in the curriculum that are currently not mandated?

Stage: 2c

1. **Subject of TNA:**
   Paper survey – all WSE professors/instructors/staff to determine level of diversity infusion within the curriculum

2. **Summary of what you already know about the subject:**
   Little known at this point

3. **Summary of information being sought during this stage**:
   Current performance

4. **Who or what are the sources of information for this stage?**
   Professors/instructors/staff

5. **What TNA tool(s) will be used to carry out this stage?**
   Survey

6. **If you will be interviewing or surveying, what questions will you ask? If you will be observing, what will you be watching? If you will be using a group meeting, what is your agenda?**

   - Have you altered the ways you present diversity within your syllabi or classroom as a result of information from the Diversity Committee?
   - How do you address diversity within your classroom?
   - How comfortable are you with implementing diverse resources within your curriculum?
   - Do you feel you have all the resources you need to create a diverse curriculum?
   - Are you willing to allow us to survey your students?
   - May we contact your again if further information is needed?

Stage: 2d

1. **Subject of TNA:**
   Paper survey – randomly select undergraduate students within the WSE to determine the transference of knowledge regarding diversity as presented within the classroom setting

2. **Summary of what you already know about the subject:**
   No knowledge is known

3. **Summary of information being sought during this stage:**
   Current performance

4. **Who or what are the sources of information for this stage?**
   Undergraduate WSE students

5. **What TNA tool(s) will be used to carry out this stage?**
   Survey

6. **If you will be interviewing or surveying, what questions will you ask? If you will be observing, what will you be watching? If you will be using a group meeting, what is your agenda?**

Rate these items: Agree strongly   Somewhat Agree   Disagree

- I have learned much about diversity in the Watson School of Education
- Most of my professors in WSE have addressed diversity in class
- I feel the Watson School of Ed has prepared me well to deal with diverse populations within the educational systems.
- My professors have shown that my understanding of diversity issues related to teaching is important to them.
- Understanding the cultural differences of my students is important to being the best teacher I can be.

Short Answer

Can you give examples as to how diversity has been presented within this classroom setting?

Which diverse populations do you feel that you have a better understanding of since starting at the WSE?

Are there any diverse populations that you feel have not been covered in your classes here at WSE?

May we contact you again if further information is needed? (The students will probably want to be anonymous. We may not get honest answers with this)

<u>**Stage: 2e**</u>

1. **Subject of TNA**:
   Observation of Classes - to assess level of diversity presentations

2. **Summary of what you already know about the subject:**
   No knowledge is known

3. **Summary of information being sought during this stage:**
   Current performance

4. **Who or what are the sources of information for this stage?**
   Undergraduate WSE classes

5. **What TNA tool(s) will be used to carry out this stage?**
   Observation

6. **If you will be interviewing or surveying, what questions will you ask? If you will be observing, what will you be watching? If you will be using a group meeting, what is your agenda?**

   - How has diversity been presented within this class?
   - Diverse presentations and materials within the classroom.

<u>**Stage: 3a**</u>

1. **Subject of TNA**:
   Interview – professors who are presently infusing diversity into their syllabi and curriculum
2. **Summary of what you already know about the subject:**
   - Diversity committee has expressed a desire to have written confirmation statements regarding diversity within the syllabi
   - Desire 100% performance
   - Some known, need more information

3. **Summary of information being sought during this stage:**
   Optimal performance

4. **Who or what are the sources of information for this stage?**
   Professors

5. **What TNA tool(s) will be used to carry out this stage?**
   Interview

6. **If you will be interviewing or surveying, what questions will you ask? If you will be observing, what will you be watching? If you will be using a group meeting, what is your agenda?**

- How did you decide what issues to address about diversity within your syllabi/classroom?
- How did you find your diversity resources?
- What do you feel will be the social impact of what your students have learned about diversity once they go into the teaching field?
- How much did the Diversity Committee influence your diversity inclusion?

Appendix D: Gantt Chart Timeline

ID	Task Name	Duration	Start	Finish	Predec	Resource Names
1	WSE Diversity Curriculum	0 days	Thu 1/25/07	Thu 1/25/07		WSE Dean,Diversity Committee,Full time Professo
2	**Brainstorm the problem**	**16 days**	**Tue 1/30/07**	**Tue 2/20/07**		**Dr Chen,KB,530 team FJTM**
3	Confirm problem with Dr Chen	0.5 days	Tue 1/30/07	Tue 1/30/07	1	Dr Chen,530 team FJTM
4	Confirm problem with KB	0.5 days	Thu 2/1/07	Thu 2/1/07	3	Dr Chen,KB,530 team FJTM
5	Review materials individually	2 days	Mon 2/12/07	Tue 2/13/07		530 team FJTM
6	Review the Context as a team	0.5 days	Wed 2/14/07	Wed 2/14/07	5	530 team FJTM
7	Analyze the context as a team	0.5 days	Wed 2/14/07	Wed 2/14/07	6	530 team FJTM
8	Determine the purpose	0.5 days	Thu 2/15/07	Thu 2/15/07	7	Dr Chen,KB,Diversity Committee,530 team FJTM
9	Submit Needs Assessment Plan	0.5 days	Thu 2/15/07	Thu 2/15/07	8	530 team FJTM,Dr Chen,KB
10	Develop a Planner	3 days	Fri 2/16/07	Tue 2/20/07	9	530 team FJTM
11	Stage 1 Extant Data	0 days	Sat 2/10/07	Sat 2/10/07		Diversity Committee,UNCW mission statement,WS
12	**Develop questions for review statements**	**1 day**	**Wed 2/21/07**	**Wed 2/21/07**	**10**	**530 team FJTM,Dr Chen,KB**
13	1a Review NCATE report/standards	1 day	Wed 2/21/07	Wed 2/21/07	11	530 team FJTM,Dr Chen,KB
14	1b Review WSE Diversity Standards	1 day	Wed 2/21/07	Wed 2/21/07	11	530 team FJTM,Dr Chen,KB
15	1c Review WSE syllabi / determine action	1 day	Wed 2/21/07	Wed 2/21/07	11	530 team FJTM,Dr Chen,KB
16	1d Review UNCW Mission and goals	1 day	Wed 2/21/07	Wed 2/21/07	11	530 team FJTM,Dr Chen,KB
17	**Collect and record extant data**	**1 day**	**Thu 2/22/07**	**Thu 2/22/07**		**530 team FJTM**
18	1e Analyze extant data collected	1 day	Thu 2/22/07	Thu 2/22/07	12	KB,530 team FJTM
19	Stage 2 Needs Assessment	0 days	Fri 2/16/07	Fri 2/16/07		
20	**Develop question for KB**	**1 day**	**Fri 2/23/07**	**Fri 2/23/07**	**17**	**530 team FJTM**
21	2a One on one interview KB	1 day	Fri 2/23/07	Fri 2/23/07	18	530 team FJTM,KB
22	**Develop questions for small group**	**1 day**	**Mon 2/26/07**	**Mon 2/26/07**	**18**	**530 team FJTM**
23	2b Small group Diversity Committee	1 day	Mon 2/26/07	Mon 2/26/07	21	530 team FJTM,Diversity Committee,KB
24	**Design paper survey for professors**	**1 day**	**Tue 2/27/07**	**Tue 2/27/07**		**530 team FJTM**
25	2c Paper survey WSE Professors	1 day	Tue 2/27/07	Tue 2/27/07	23	530 team FJTM,Full time Professors,Part time Prof
26	**Develop paper survey for students**	**3 days**	**Wed 2/28/07**	**Fri 3/2/07**	**25**	**530 team FJTM**
27	2d Paper survey - Undergraduate students	3 days	Wed 2/28/07	Fri 3/2/07	25	530 team FJTM,Students,KB
28	**Develop purpose for observation data collect**	**2 days**	**Mon 3/5/07**	**Tue 3/6/07**	**26**	**KB,530 team FJTM,WSE Dean**
29	2e Observation to assess diversity	2 days	Mon 3/5/07	Tue 3/6/07	27	530 team FJTM
30	Stage 3 - Subject Matter Analysis	0 days	Sat 2/10/07	Sat 2/10/07		
31	**Develop questions to ask Professors**	**25 days**	**Mon 2/12/07**	**Fri 3/16/07**		**530 team FJTM,KB,Diversity Committee,Full**
32	3a Interview infusion of statements	1 day	Mon 2/12/07	Mon 2/12/07	30	530 team FJTM,KB,Diversity Committee,Full time F
33	Distribute all TNA materials	4 days	Mon 2/19/07	Thu 2/22/07	32	530 team FJTM,Dr Chen,KB,Diversity Committee
34	Collect and record all TNA information	1 day	Fri 2/23/07	Fri 2/23/07	33	530 team FJTM
35	Write a report concerning findings	1 day	Mon 2/26/07	Mon 2/26/07	34	530 team FJTM,KB,Dr Chen
36	Submit report of findings for approval	1 day	Tue 2/27/07	Tue 2/27/07	35	530 team FJTM,KB,Dr Chen
37	Make recommendations as per findings	2 days	Thu 3/8/07	Fri 3/9/07	36	530 team FJTM,KB,Dr Chen
38	Write final paper	2 days	Thu 3/15/07	Fri 3/16/07	37	530 team FJTM
39	**Communicate data analysis to all participants**	**2 days**	**Mon 3/19/07**	**Tue 3/20/07**		**530 team FJTM,KB,Diversity Committee,Full**
40	Schedule meeting to communicate results	1 day	Mon 3/19/07	Mon 3/19/07	38	530 team FJTM
41	Hold meeting	1 day	Tue 3/20/07	Tue 3/20/07	40	KB,Diversity Committee,Dr Chen

Appendix E: Faculty Survey Introductory Letter

Date: March 12, 2007

Dear

To assist faculty in incorporating issues of diversity in curriculum in a meaningful and applicable way, the WSE Diversity Committee would like to conduct a survey to elicit your views on how diversity is currently addressed in your classes. The survey should take no more than 10 minutes. Your candid input is appreciated and valuable to us. Your opinions do make a difference!

Please complete the attached survey, place it in the enclosed, pre-addressed envelope and **return the survey to me by interoffice mail box by (5986) by Friday, March 16, 2007. My mailbox is located in the Dean's suite, or drop it in campus mail or by my office in EB 238.** The survey is anonymous, as your privacy is greatly valued.

A group of four MIT graduate students is helping the Diversity Committee to collect and analyze the data. If you need or wish to provide further information about the survey or its use, please contact the Diversity Research Team at diversity_survey@hotmail.com.

Thank you very much for your time and support.

Sincerely,

Kathleen Benzaquin
Co-Chair
WSE Diversity Committee
Director
Teaching Fellows Program

Appendix F: Faculty Survey

Part A: Please respond to the following questions as accurately and honestly as possible.

1. **How many years have you taught in the School of Education?**
    ❑ Less than 1 year
    ❑ 1-3 years
    ❑ 4-6
    ❑ 7-10
    ❑ 10+ years

2. **How important do you feel it is for faculty to incorporate diversity in their teaching?**
    ❑ Very Important
    ❑ Somewhat Important
    ❑ Neutral
    ❑ Unimportant
    ❑ Very Unimportant

3. **How would you rate the importance of preparing WSE students to teach diverse learners?**
    ❑ Very Important
    ❑ Somewhat Important
    ❑ Neutral
    ❑ Unimportant
    ❑ Very Unimportant

4. **Do you find resources for teaching diversity readily accessible?**
    ❑ Yes   ❑ No

5. **Approximately what percentage of your classroom time is spent on teaching diversity per semester?**
    ❑ 0-25%   ❑ 26-50%   ❑ 51-75%   ❑ 76-100%

6. **How do you incorporate diversity into your curriculum? Check all the boxes that apply.**
    ❑ Guest Speakers
    ❑ Videos
    ❑ Websites
    ❑ Print Materials
    ❑ Music
    ❑ Other (Please describe)_____

7. **Do you encourage your students to participate in diversity experiences outside the classroom?**

❑   Yes   ❑   No

8. **Would you be interested in learning more about how to implement diversity in the curriculum?**

❑   Very interested

❑   Somewhat Interested

❑   Undecided

❑   Slightly Interested

❑   Not Interested

9. **Would you be interested in attending a presentation, seminar or workshop regarding diversity?**

❑   Yes   ❑   No

10. **Briefly describe your definition of diversity.**

_____

_____

11. **Please list three topics or issues regarding diversity that you include in your curriculum?**

1. _____

2. _____

3. _____

12. **What support do you need from the WSE to successfully incorporate diversity into your curriculum?**

_____

_____

13. **Do you have any suggestions as to how the Diversity Committee can help the WSE faculty better implement diversity education within the curriculum?**

_____

_____

Thank you very much for your input!

Appendix G: Student Survey

Examining Diversity at WSE
Student Survey

The Diversity committee at the Watson School of Education (WSE) would like to elicit your views on how diversity has been incorporated in teaching and learning materials and activities in the courses you have taken. **By completing the survey, you will help make curriculum improvements to better prepare future teachers for educating diverse populations.** The survey is anonymous, as we value your privacy. If you have any questions or concerns regarding this survey, please contact the Diversity Research Team at diversity_survey@hotmail.com.

Please complete this entire survey during the course period. It should take no longer than ten minutes to complete. Thank you very much for taking the time to complete the survey. Your opinions do make a difference!

Part A: Respond to the following questions as accurately and honestly as possible.

1. **What is your current class ranking?**
   ❑ Freshmen ❑ Sophomore ❑ Junior ❑ Senior

2. **How would you describe yourself?**
   ❑ African American ❑ Asian ❑ Caucasian ❑ Hispanic
   ❑ Native American ❑ Bi-Racial ❑ Other

3. **Do you feel it is important that all professors address diversity in their classrooms?**
   ❑ Yes ❑ No

4. **What percentage of faculty address diversity in the classes you have taken at the WSE?**
   ❑ 0-25% ❑ 26-50% ❑ 51-75% ❑ 76-100%

5. **How has diversity been presented in the classes you have taken within the Watson School of Education (WSE)?**
   ❑ Syllabus ❑ Lecture ❑ Guest Speakers
   ❑ Reading Materials ❑ Instructional Materials ❑ Projects
   ❑ Other: Please specify_____

6. **Which diversity issues have been discussed in your classes at the WSE?**
   ❑ Ethnic Groups ❑ Sexual Orientation ❑ Gender
   ❑ Special Needs ❑ Religion ❑ Socioeconomic Status
   ❑ Other: Please specify_____

7. **Would you be interested in attending a presentation, seminar or workshop regarding diversity?**

❑   Yes   ❑   No

Part B: Please respond to the following items as accurately and honestly as possible**. <u>CIRCLE</u>** the number after each item that best describes your level of agreement with the statement.

No	Item Description	Agree	Somewhat Agree	Neutral	Somewhat Disagree	Disagree
8.	I feel the WSE has prepared me to work with diverse populations within the educational system.	5	4	3	2	1
9.	My professors have indicated that my understanding of diversity issues is important to being an effective instructor.	5	4	3	2	1
10.	Understanding the cultural differences of my students is important to being a good teacher.	5	4	3	2	1

Part C: Respond to the following questions as accurately and honestly as possible.

11. **Please briefly describe your definition of diversity.**

_____

_____

12. **Please list three topics or issues regarding diversity you are most interested in learning.**

   1. _____

   2. _____

   3. _____

Thank you very much for your participation!

Appendix H: Student Survey Analysis

Question #1: What is your current class rank?

Class Rank	Number of Respondents	Percent
Freshman	41	19.8
Sophomore	69	33.3
Junior	65	31.4
Senior	19	9.2
Graduate	13	6.3
Total	207	100%

Question #2: How would you describe yourself?

Ethnicity	Number of Respondents	Percent
African American	6	2.9
Asian	7	3.4
Caucasian	184	88.9
Hispanic	5	2.4
Native American	3	1.4
Bi-Racial	2	1.0
Total	207	100

Question #3: Do you feel it is important for all professors to address diversity in their classroom?

Response	Number of Respondents	Percent
No answer	3	1.4
No	54	26.1
Yes	150	72.5
Total	207	100

Question #4: What percentage of the faculty address diversity in the classes you have taken at the WSE?

Response	Number of Respondents	Percent
0-25%	43	20.8
26-50%	50	24.2
51-75%	60	29
76-100%	54	26.1
Total	207	100

Question #5: How has diversity been presented in the classes you have taken within the WSE?

Response	Number *Yes* responses	Percent of Total Respondents
Syllabus	67	32.4
Lecture	163	78.7
Guest Speaker	110	53.1
Reading Materials	118	57
Instructional Materials	81	39.1
Projects	77	37.2

Question #6: Which diversity issues have been discussed in your classes at the WSE?

Response	Number *Yes* responses	Percent of Total Respondents
Ethnic Groups	180	87
Sexual Orientation	77	37.2
Gender	145	70
Special Needs	173	83.6
Religion	102	49.3
Socio-economic Status	159	76.8

Question #7: Would you be interested in attending a presentation, seminar or workshop regarding diversity**?**

Response	Number of Respondents	Percent
No answer	3	1.4
No	117	56.5
Yes	87	42.0
Total	207	100

Question #8: I feel the WSE has prepared me to work with diverse populations within the educational system.

Response	Number of Respondents	Percent
No answer	2	1.0
Disagree	3	1.4
Somewhat disagree	12	5.8
Neutral	46	22.2
Somewhat agree	69	33.3
Agree	75	36.2
Total	207	100

Question #9: My professors have indicated that my understanding of diversity issues is important to being an effective instructor.

Response	Number of Respondents	Percent
No answer	2	1.0
Disagree	0	0
Somewhat disagree	9	4.3
Neutral	12	5.8
Somewhat agree	60	29.0
Agree	124	59.9
Total	207	100

Question #10: Understanding the cultural differences of my students is important to being a good teacher.

Response	Number of Respondents	Percent
No answer	2	1
Disagree	0	0
Somewhat disagree	2	1
Neutral	5	2.4
Somewhat agree	29	14.0
Agree	169	81.6
Total	207	100

Question #11: Please briefly describe your definition of diversity.

Response	Number of Respondents	Percent of Total Respondents
Differences	192	92.8
Values	54	26.1
Gender	44	21.3
Ethnicity	159	76.8
Non-specific	13	6.3
Disabilities	69	33.3

Question #12: Please list three topics or issues regarding diversity you are most interested in learning.

Response	Number of Respondents	Percent
Gender	58	28
Sexual Orientation	22	10.6
Religion	80	38.6
Race	86	41.5
Socio-Economic Status	72	34.8
Special Needs	51	24.6
English as a Second Language	8	3.9
Health Related	7	3.4
Creating Diversity Lessons	13	6.3
Non-American Cultures	29	14.0
Dealing with Racist Students	5	2.4
Learning Deficiencies	10	4.8

Appendix H1: Cross-Tabulation Results of Student Survey

Question #1: What is your current class rank?   Cross Tabulated with:

Question #7: Would you be interested in attending a presentation, seminar or workshop regarding diversity?

Rank	No Response	No	Yes	Total
Freshmen	0	18	23	41
Sophomore	2	40	27	69
Junior	0	41	24	65
Senior	0	10	9	19
Graduate	1	8	4	13
Total	3	117	87	207

Question #1: What is your current class rank?   Cross Tabulated with:

Question #8: I feel the WSE has prepared me to work with diverse populations within the educational system

Rank	Feelings of Preparedness					
	No Response	Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Agree
Freshman	2.4%	0%	4.9%	24.4%	29.3%	39.0%
Sophomore	1.4%	1.4%	5.8%	20.3%	34.8%	36.2%
Junior	0%	3.1%	3.1%	23.1%	35.4%	35.4%
Senior	0%	0%	10.5%	26.3%	31.6%	31.6%
Graduate	0%	0%	15.4%	15.4%	30.8%	38.5%

Question #2: How would you describe yourself? Cross Tabulated with:
Question #8: I feel the WSE has prepared me to work with diverse populations within the educational system

Ethnicity	Feelings of Preparedness					
	No Response	Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Agree
African American	16.7%	16.7%	16.7%	16.7%	0%	33.3%
Asian	0%	0%	0%	28.6%	42.9%	28.6%
Caucasian	.5%	1.1%	5.4%	21.7%	33.7%	37.5%
Hispanic	0%	0%	20.0%	0%	40.0%	40.0%
Native American	0%	0%	0%	66.7%	33.3%	0%
Bi-Racial	0%	0%	0%	50.0%	50.0%	0%

Question #2: How would you describe yourself? Cross Tabulated with:
Question #9: My professors have indicated that my understanding of diversity issues is important to being an effective instructor.

Ethnicity	Feelings of Preparedness					
	No Response	Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Agree
African American	16.7%	0%	16.7%	16.7%	33.3%	16.7%
Asian	0%	0%	0%	0%	0%	100%
Caucasian	.5%	0%	4.3%	5.4%	29.3%	60.3%
Hispanic	0%	0%	0%	0%	0%	100%
Native American	0%	0%	0%	0%	100%	0%
Bi-Racial	0%	0%	0%	50.0%	50%	0%

Question #2: How would you describe yourself? Cross Tabulated with:
Question #4: What percentage of the faculty address diversity in the classes you have taken at the WSE?

Ethnicity	% of Faculty Addressing Diversity			
	0-25%	26-50%	51-75%	76-100%
African American	66.7%	33.3%	0%	0%
Asian	28.6%	28.6%	42.9%	0%
Caucasian	18.5%	23.9%	29.9%	27.7%
Hispanic	40.0%	0%	0%	60.0%
Native American	33.3%	33.3%	33.3%	0%
Bi-Racial	0%	50%	50%	0%

Question #2: How would you describe yourself? Cross Tabulated with:
Question #7: Would you be interested in attending a presentation, seminar or workshop regarding diversity?

	Interest in Attending a Seminar		
Ethnicity	**No Response**	**No**	**Yes**
African American	0%	66.7%	33.3%
Asian	0%	57.1%	42.9%
Caucasian	1.6%	55.4%	42.9%
Hispanic	0%	60%	40%
Native American	0%	100%	0%
Bi-Racial	0%	50%	50%

Question #8: I feel the WSE has prepared me to work with diverse populations within the educational system. Cross Tabulated with:
Question #9: My professors have indicated that my understanding of diversity issues is important to being an effective instructor.

	Communication					
Prepared	**No Response**	**Disagree**	**Somewhat Disagree**	**Neutral**	**Somewhat Agree**	**Agree**
No Response	100%	0%	0%	0%	0%	0%
Disagree	0%	0%	33.3%	0%	33.3%	33.3%
Somewhat Disagree	0%	0%	41.7%	8.3%	41.7%	8.3%
Neutral	0%	0%	6.5%	15.2%	54.3%	23.9%
Somewhat Agree	0%	0%	0%	4.3%	34.80%	60.9%
Agree	0%	0%	0%	1.3%	6.7%	92%

Appendix I: Faculty Survey Analysis Questions 1-9

Question 1: How many years have you taught in the School of Education?

Years	Frequency	Percent
No Answer	2	6.1
Less than 1 year	3	9.1
1-3 years	7	21.2
4-6 years	15	45.5
7-10 years	2	6.1
10+ years	4	12.1
Total	**33**	**100**

Question 2: How important do you feel it is for faculty to incorporate diversity in their teaching?

Level of Importance	Frequency	Percent
Very Important	30	90.9
Somewhat Important	2	6.1
Neutral	0	0
Unimportant	0	0
Very Unimportant	1	3
Total	**33**	**100**

Question 3: How would you rate the importance of preparing WSE students to teach diverse learners?

Level of Importance	Frequency	Percent
No answer	2	6.1
Very Important	27	81.8
Somewhat Important	2	6.1
Neutral	1	3
Unimportant	0	0
Very Unimportant	1	3
Total	**33**	**100**

Question 4: Do you find resources for teaching diversity readily accessible?

Response	Frequency	Percent
No answer	4	12.1
Yes	17	51.5
No	12	36.4
Total	**33**	**100**

Question 5: Approximately what percentage of your classroom time is spent on teaching diversity per semester?

Time	Frequency	Percent
No answer	5	15.2
0-25%	10	30.3
26-50%	10	30.3
51-75%	2	6.1
76-100%	6	18.2
Total	**33**	**100**

Question 6: How do you incorporate diversity into your curriculum?

Examples	Frequency	Percent
Guest Speakers	12	36.4
Videos	19	59.6
Websites	25	75.8
Print Materials	27	81.8
Music	8	24.2

Question 7: Do you encourage your students to participate in diversity experiences outside the classroom?

Response	Frequency	Percent
No answer	2	6.1
Yes	24	72.7
No	7	21.2
Total	**33**	**100**

Question 8: Would you be interested in learning more about how to implement diversity in the curriculum?

Level of Interest	Frequency	Percent
Very Interested	18	54.5
Somewhat Interested	6	18.2
Undecided	2	6.1
Slightly Interested	2	6.1
Not Interested	5	15.2
Total	**33**	**100**

Question 9: Would you be interested in attending a presentation, seminar or workshop regarding diversity?

Response	Frequency	Percent
No answer	1	3
Yes	7	21.2
No	25	75.8
Total	**33**	**100**

Appendix I1: Cross Tabulation of Faculty Questions 1-9

Question 1: How many **years** have you taught in the School of Education? Cross tabulation of Question 2: How **important** do you feel it is for faculty to incorporate diversity in their teaching?

Years	Very Important	Somewhat Important	Neutral	Unimportant	Very Unimportant	Percent
N /A	2	0	0	0	0	6.1
Less than 1 year	2	1	0	0	0	9.1
1-3 Years	7	0	0	0	0	21.2
4-6 Years	14	1	0	0	0	45.5
7-10 Years	2	0	0	0	0	6.1
10 + Years	3	0	0	0	1	12.1
Total	**30**	**2**	**0**	**0**	**1**	**100.1**

Question 1: How many **years** have you taught in the School of Education? Cross tabulation of Question 3: How would you rate the importance of **preparing** WSE students to teach diverse learners?

Years	N/A	Very Important	Somewhat Important	Neutral	Unimportant	Very Unimportant	Percent
N/A	0	2	0	0	0	0	6.1
Less than 1 year	0	2	1	0	0	0	9.1
1-3 Years	0	7	0	0	0	0	21.2
4-6 Years	2	11	1	1	0	0	45.5
7-10 Years	0	2	0	0	0	0	6.1
10 + Years	0	3	0	0	0	1	12.1
Total	**2**	**27**	**2**	**1**	**0**	**1**	**100.1**

Question 1: How many **years** have you taught in the School of Education? Cross tabulation of Question 7: Do you encourage your students to participate in diversity experiences **outside** the classroom?

Years	N/A	Yes	No	Percent
N/A	0	1	1	6.1
Less than 1 year	0	3	2	9.1
1-3 Years	0	7	2	21.2
4-6 Years	2	15	2	45.5
7-10 Years	0	2	2	6.1
10 + Years	0	4	0	12.1
Total	**2**	**24**	**7**	**100%**

Question 1: How many **years** have you taught in the School of Education? Cross tabulation of Question 8: Would you be interested in **learning more** about how to implement diversity in the curriculum?

Years	Very Interested	Somewhat Interested	Undecided	Slightly Interested	Not Interested	Percent
N/A	2	0	0	0	0	6.1
Less than 1 year	1	1	0	0	1	9.1
1-3 Years	3	4	0	0	0	21.2
4-6 Years	8	1	2	0	4	45.5
7-10 Years	0	0	0	2	0	6.1
10 + Years	4	0	0	0	0	412.1
Total	**18**	**6**	**2**	**2**	**5**	**100%**

Question 4: Do you **find resources** for teaching diversity readily accessible? Cross tabulation of Question 5: Approximately what percentage of your **classroom time** is spent on teaching diversity per semester?

Resources	N/A	0-25%	26-50%	51-75%	76-100%	Percent
N/A	2	1	0	0	1	12.1
Yes	3	4	4	1	5	36.4
No	0	5	6	1	0	51.5
Total	5	10	10	2	6	100%

Question 2: How **important** do you feel it is for faculty to incorporate diversity in their teaching? Cross tabulation of Question 5: Approximately what **percentage of your classroom time** is spent on teaching diversity per semester?

Importance	N/A	0-25%	26-50%	51-75%	76-100%	Percent
Very Important	5	9	9	2	5	90.9
Somewhat Important	0	1	1	0	0	6.1
Neutral	0	0	0	0	0	0
Unimportant	0	0	0	0	0	0
Very Unimportant	0	0	0	0	1	3
Total	5	10	10	2	6	100%

Question 4: Do you find resources for teaching diversity readily **accessible**? Cross tabulation of Question 6: How do you incorporate diversity in your **curriculum**?

Availability	Guest Speakers		Percent
	No	Yes	
Yes	6	6	36.4
No	12	5	51.5
N/A	3	1	12.1
Total	21	12	100%

Question 4: Do you find resources for teaching diversity readily **accessible**? Cross tabulation of Question 6: How do you incorporate diversity in your **curriculum**?

Availability	Videos		Percent
	No	Yes	
Yes	6	6	36.4
No	7	10	51.5
N/A	1	3	12.1
Total	**14**	**19**	**100%**

Question 4: Do you find resources for teaching diversity readily **accessible**? Cross tabulation of Question 6: How do you incorporate diversity in your **curriculum**?

Availability	Websites		Percent
	No	Yes	
Yes	2	10	36.4
No	6	11	51.5
N/A	0	4	12.1
Total	**8**	**25**	**100%**

Question 4: Do you find resources for teaching diversity readily a**ccessible**? Cross tabulation of Question 6: How do you incorporate diversity in your **curriculum**?

Availability	Print Materials		Percent
	No	Yes	
Yes	3	9	36.4
No	3	14	51.5
N/A	0	4	12.1
Total	**6**	**27**	**100%**

Question 4: Do you find resources for teaching diversity readily **accessible**? Cross tabulation of Question 6: How do you incorporate diversity in your **curriculum**?

Availability	Music		Percent
	No	Yes	
Yes	8	4	36.4
No	14	3	51.5
N/A	3	1	12.1
Total	**25**	**8**	**100%**

Appendix I2: Faculty Curriculum Diversity Survey Answers to Questions 10-13

Question 10: Briefly describe your definition of diversity.
Answers:
1. Variation in terms of culture, race, gender, sex, color.
2. For us in teacher education, serving the learning needs of all students.
3. people of different social, economic, and ethnic backgrounds
4. Having the awareness of differences in other students that you teach and applying that awareness through teaching another.
5. A mix of cultures –it can be a diverse range of people as well as the presentation of diverse ways of teaching and learning.
6. Explain!? I consider diversity interns of individual differences; individual differences are the essential feature of groups. Without considering this not much else is worthwhile.
7. Diversity incorporates differences among people including gender, ethnicity, race, disabilities, SES.
8. Diverse means difference in race, nationality, ability levels, sex, income.
9. wide range of backgrounds
10. Diversity includes ability, economics, gender, sex preferences language, religion and voice. Students have rich life, example. Outside of class that should be included in their learning/sharing about others & self.
11. N/A
12. The unique characteristics of any child which places him/her outside of the established local or national norms.
13. different from the mainstream culture
14. Diversity involves people of different backgrounds, knowledge levels, beliefs, and experiences.
15. Diversity = the cultural components that comprise a person's identification – includes SES, race, ethnicity, religion, background, ability, sexuality, etc.
16. Qualities and conditions that may be different from our own
17. Groups outside the dominant culture
18. Working successfully with children and adults from all backgrounds
19. Variety
20. N/A
21. Difference
22. Diversity is a variety and includes socio-economic status, race, religion, ethnicity, nationality, gender, sexual orientation and sometimes age.
23. The things that make each of us different and unique combined with those that make us similar and relate
24. Knowing, understanding and appreciating the unique and individual differences that exist in our world and beyond including race, ethnicity, culture, class, age, religion, beliefs, gender
25. Race, ethnicity, social class, gender – less emphasis to your disability and sexuality
26. Different people valuing each other as equals, regardless of race, age, sexual orientation.
27. The wide range of backgrounds, cultures and learning styles of students in a classroom
28. N/A
29. Representation is all areas, academic, ie. Reflective of the population being served.

30. Students of different abilities with different needs.
31. Diversity is all inclusive of life experiences, be it based upon social economic, religion, race, gender, culture, and area or region within the country.
32. Physical differences in a person's appearance, learning style and cultural back ground and speech (language).
33. The differences in age, culture, gender, ethnicity, sexual orientation, language and socio-economic status among people that in the end may be similarities.

Question 11: Please list three topics or issues regarding diversity that you include in your curriculum.
Answers:
1. Education in other country; belief, value, judgment. Philosophy, cultural activity in other country; ADA complaint.
2. Curricular power point; race, class, gender, special needs; uses of technology to serve diverse learner.
3. N/A
4. Student development and diverse learners; NCLB subgroups – identification of emphasis on importance of equal focus on each subgroup; assessment and performance of each subgroup.
5. Speakers are from diverse races and cultures, gender; Diverse learners; A comprehensive approach to the study of diversity, sex, race, culture, sexual orientation, disability.
6. Individual differences; group differences; personality, motivation, achievement, learning theory, human development.
7. Classroom modification; Behavior management strategies; working with parents.
8. ESL; differentiated instruction for ability levels; multi-cultural lessons.
9. Activities that engage diverse learners; authors from diverse backgrounds
10. Language diversity – validation and working with differences; SES – re: Ruby Payne's work on image, values, etc.; religion, gender, age issues as represented in children texts and literature.
11. N/A
12. Differential assessment; differential instruction; differential needs
13. Meeting the needs of diverse learners; cultural and linguistic differences; dialect
14. Lesson planning; assessment; teaching methods
15. Race; socioeconomic class; lack of diversity among teacher educators and preponderance of diversity among 10-12 students
16. Students with special needs; socioeconomic status; multiculturalism and language differences; gender; religious beliefs.
17. Language majority; cultural minority; social minority
18. Differentiated instruction; multiple intelligences; cultural diversity
19. Instructional design; assessment; working with families and communities
20. N/A
21. Teaching styles; race; second language learners
22. Socio-economic class; language; race
23. Ethical/cultural issues; GLBT issues; Gender issue

24. Culture; specific learning needs and behaviors of children from diverse backgrounds; creating and inviting and welcoming environment for all students
25. School funding; learning styles; educational opportunities for different groups
26. Read books with diverse characters; Assignments that require working with diverse populations; there is a chapter on diversity in the course textbook. I think this question should go beyond teaching diverse learners. It should also include accepting diverse faculty members as figures of authority who deserve their respect. I think this is harder for our WSE students.
27. Multiple intelligences; cultural differences; differentiation for gifted and special education.
28. N/A
29. Do children not in the majority learn different than these in the majority; privilege, what is it; ACTION equals practical pedagogical skills.
30. Technology for diverse students; modify instruction for different students; incorporating different tools to reach more learners.
31. Diversity is all inclusive of life experiences, be it based upon social economic, religion, race, gender, culture, and area or region within the country
32. Learner differences – lesson design; Ethnic /gender difference – lesson design; Language difference – lesson design.
33. GLBT awareness; ethnic awareness; regional and language awareness.

Question 12: What support do you need from the WSE to successfully incorporate diversity into your curriculum?
Answers:
1. Books, music, videos, for research relating diversity
2. ESL, assistive technology
3. N/A
4. N/A
5. Speakers bureau/list; knowledge of what's being addressed in other courses – to build on complement and to avoid to much needless repetition.
6. Clarity and consistency of interpretation/ reorientation away from the categorical interpretations that constrain learning and teaching by main training a focus on difference rather than continuity.
7. Resources, travel support for professional development
8. I would like the faculty to be more diverse (race culturally)
9. There is much resistance and negative response to incorporating diversity into educational curriculum, eg. "We've had enough of that. We don't need anymore"
10. All faculties to have discussion – not just few – and include in syllabi text decisions
11. N/A
12. Get others to TRULY DO IT!
13. N/A
14. Unsure. I have several of my own resources.
15. Grant monies to support learning
16. Perhaps staff development

17. Support and accommodate for diverse issues in "mainstream" classes – stop treating diversity as a separate issue
18. Workshops/seminars
19. Ways/ideas on implementing diversity in instruction
20. N/A
21. More references in the library
22. Autonomy
23. A more diverse student body would be nice
24. More literature – representing different races, cultures, ethnicities, opportunities to team about and learn for our diverse faculty and students.
25. for me personally, more knowledge of teaching ESL students for programs; more opportunities for students to have in-depth field experiences and diverse learning.
26. Administration should be more articulate about the fact that they value diversity, and should find a forum to make this known to students in an ongoing manner. Actually after having taught a multicultural education course in a previous university, I feel that I am capable of implementing this in my curriculum. My real issue is how to implement it without being wrongly perceived by the students as "having and agenda."
27. N/A
28. N/A
29. Learning modules (on-line and hard copy)
30. Department personnel and administrators more involved with the students.
31. School-wide acceptance, talk and practice in regards to the importance of teaching and learning about diversity.
32. Frequent guest speakers in WSE open for all students concerning diversity issues in schools, community and state.
33. Library of videotapes/DVDS/CD's in a central location in the education building.

Question 13: Do you have any suggestions as to how the Diversity Committee can help the WSE faculty better implement diversity education within the curriculum?
Answers:
1. Culture awareness and culture sensitivity, workshop; artifacts display from different cultures and countries; International day activity in WSE atrium.
2. Summer, fall retreat and focus on second language learners as a broad need
3. N/A
4. N/A
5. There should be an academic expectation that all faculty address diversity (as determined by the WSE) and clearly have it as part of their course objectives (just like what we required for technology); We need to say that this is an important issue.
6. Don't really know much about this group, to know how it could help.
7. Identify professional development for whole faculty – including part timers.
8. Diverse faculty and diverse students
9. N/A
10. Open up committee to others
11. N/A

12. Erase the mental blocks some have as to single pedagogical approaches. When someone can publish a book on teaching, reading to "Diverse"?? learners and not even mention special needs kids or Research-based, empirically demonstrated approaches that work with ESL, C.D., Special education.. Because "they don't like them!!" Something is wrong!

13. Use the diversity within the faculty to help us better understand diversity issues.

14. Perhaps stress the value and benefit of implementing diversity education.

15. N/A

16. No

17. N/A

18. N/A

19. N/A

20. N/A

21. Create diversity mini-grants for faculty access

22. I truly believe that a diversity course needs to be offered / required for all teachers / students

23. Use what we have; students, community members, etc. Have a group of people identified who are willing to come in and speak to students, classes.

24. Workshop on issues and topics of diversity, meeting the individual needs and diverse student in the school, working with the diverse issues of our community, to get our students working with more diverse students

25. See what need identified in 12 above and recommendations to Dean for allocation of resources or support for program change.

26. Faculty should not just "talk the talk, they should walk the walk." Students are generally resistant to issues/topics concerning diversity, and faculty may sometimes "back-down" in order not to offend students. We need to be more resolute in our diversity initiatives. Administration needs to take a stand and support this initiative openly, especially to students. I used to encourage students but the more I sense their resistance and general discomfort, the less I want to continue.

27. N/A

28. N/A

29. Please provide pragmatic and practical examples for inclusion into classroom methods and delivery.

30. Over hear often professors/administration are not concerned with students and what happens to them. Maybe changing students' perception will help.

31. Diversity has to be more than touching upon the surface. It has to be more than words – there needs to be a clear EVIDENCE –ACTIONS – PROJECTS that demonstrate what is committed to ALL challenges, issues and schools of thought about diversity.

32. Highlight a diversity event each month in WSE for all students, faculty and staff. Develop diversity toolkit for faculty to use with students. Consider a separate, required course in multi-cultural education.

33. Consider a separate, required course in multicultural education.