

Appendices

Appendix A – Institutional Effectiveness Letter (Example)



Request to Conduct Research at J. Sargeant Reynolds Community College

Name of Requestor: **Mia Webb Fittz**

Organization: **Virginia Tech**

Title of Research Project: **Community College Faculty Members' Perceived Multicultural Teaching Competence and Attitudes Regarding Cultural Diversity**

Brief Purpose of the Study:

This will be a quantitative study exploring community college faculty members' perceived multicultural teaching competence and their attitudes toward cultural diversity. This study's purpose is to inform higher education, especially community college practitioners, about faculty diversity perceptions and perceived teaching competence that could impact current problems of minority student retention and persistence. The theoretical frameworks of cognitive constructivism, culturally-relevant pedagogy, and cultural pluralism ideologies imply that information about faculty attitudes and increased self-awareness are indeed warranted. The current amplification of culturally diverse students in American community college classrooms, the escalating gap in enrollment, and retention among students from different ethnic groups and economic backgrounds. Also, the scarcity of diverse faculty, the possible lack of faculty cultural competence, and overall instructor quality are critical and significant components that affect both the well-being of higher education and culturally diverse student success not only in American society but our global society. Community colleges are regarded as a global center for education, a borderless world linked by new technologies (Wiener, 2006, Levin, 2002). Holmes (1989, p.29) stated, "The strength and diversity of the teaching force in the nation's schools may hold the solution to this country's domestic tranquility and economic survival." In order to help community college personnel make better self-informed decisions, improve multicultural teaching and learning processes, and continuously improve culturally diverse student retention and graduation rates, more information is needed. This study will add to the knowledge regarding faculty members' attitudes on cultural diversity and perceptions of multicultural teaching competence.

Submit with this form a written proposal detailing the methodology to be used, manner of obtaining consent from participants, resources needed, and expected outcomes/benefits of the study.

The target population for this study consists of community college faculty members in various programs throughout the Virginia Community College System (VCCS). A stratified random sampling (called proportional or quota) technique will be utilized with the identified faculty members from the eight (out of 23) selected community colleges to obtain sample participants. For clarity, the selected eight community colleges will be assigned to respective options: Selection 1 will include community colleges identified for the survey, and Selection 2 will be identified community colleges that will receive the survey if participation is denied by a Selection

1 community college. The total number of instructors for the eight community colleges N=4334 and F table sample size requirement is n=1526. Initial contact with the eight identified colleges' will go through that colleges' Institutional Evaluation & Assessment/Human Resources division (via email or telephone) to request faculty email addresses for study participation. Then steps followed to complete that college's outside research requirement. After steps are completed and faculty emails obtained, community college faculty members identified via random sampling technique will be sent an online survey via Survey Monkey. The steps in administering the online survey are as follows: (1) Send a pre-notification email to identified participants, briefly explaining the research study, the participants' random selection, importance of their contribution to the study, and their right of refusal. (2) Send an email message one week later with the link to complete the online survey. (3) Send a follow-up friendly reminder (post-notification) email two weeks after the 2nd email (with survey link) was sent, to prompt respondents who have not yet completed the survey.

Also include documentation of approval from the Institutional Research Board (IRB) of your sponsoring institution/organization.

VT- IRB APPROVAL LETTER ATTACHED.

I agree to the following terms and conditions:

- Class time will not be used for any research activities, unless participation in the research is both educationally valuable and a natural part of the course content. If use of class time is requested, the researcher in consultation with the AVP of PIE, will secure the approval of the appropriate faculty member(s) before proceeding.
- All research will be conducted to the highest ethical standards. JSRCC students, faculty, and staff participating in research must be fully informed as to the purpose of the research, risks and benefits, and what participation will entail; give their consent to participate; and be free to withdraw from the research at any time.
- JSRCC, its students, faculty, and staff involved in research will not be identified when findings are presented or published.
- The researcher agrees to provide documentation of participants' consent to the Office of the AVP of PIE in a mutually agreeable format.
- The researcher agrees to inform the college when the research is complete and to provide a copy of the results of the study. A summary of the results may be made public by the college.

Signature of Requestor: _____ Date: _____

Approved by: _____ Date: _____

Denied by: _____ Date: _____

Reason for Denial:

Appendix B – Pre-Notification Email

Dear VCCS Faculty Member:

As educators, we care about what happens in our classrooms, and one aspect of our classrooms is the diversity of our students. As a former colleague who worked at Virginia Western Community College (VWCC) and currently a Ph.D. candidate at Virginia Tech, I am writing to request your help to gather data that are important to community college faculty members instructing students from diverse cultures. You can assist in my research to continuously develop improvements in the teaching and learning process of community college faculty. *Cultural diversity* refers to variations among people when they are grouped by characteristics including race/ethnicity, gender, language, socioeconomic level, religion, age, and sexual orientation. I plan to conduct a survey on (Insert Date) related to VCCS faculty members' who work with culturally diverse students. You have been identified as a participant to receive the web-based survey.

Your opinions and timely feedback will provide vital information about community college faculty members teaching culturally diverse students. This web-based survey will take approximately 15-minutes to complete. No known risks are associated with completing the survey, and your participation is voluntary and confidential.

Please look for the email with the link to the survey on (Insert Date). I know as faculty members your schedule is busy so your cooperation in the upcoming survey is appreciated. I look forward to your important responses to make this research project a success. Thank you.

The screenshot shows a Gmail draft email in a browser window. The browser address bar shows 'x Google' and the user is logged in as 'Mia Fitz'. The Gmail interface includes a search bar, navigation tabs for 'You', 'Search', 'Images', 'Mail', 'Drive', 'Calendar', 'Sites', 'Groups', 'Contacts', and 'More'. The email is in the 'Compose' stage, with a 'SEND' button and options to 'Save Now', 'Discard', and 'Labels'. The draft is saved at 2:02 PM (0 minutes ago). The email content is as follows:

To: VCCSFacultyList@vccs.edu
Subject: VCCS Upcoming Survey - PRE

Dear VCCS Faculty Member:

As educators, we care about what happens in our classrooms, and one aspect of our classrooms is the diversity of our students. As a former colleague who worked at Virginia Western Community College (VWCC) and currently a Ph.D. candidate at Virginia Tech, I am writing to request your help to gather data that are important to community college faculty members instructing students from diverse cultures. You can assist in my research to continuously develop improvements in the teaching and learning process of community college faculty. *Cultural diversity* refers to variations among people when they are grouped by characteristics including race/ethnicity, gender, language, socioeconomic level, religion, age, and sexual orientation. I plan to conduct a survey on (Insert Date) related to VCCS faculty members' who work with culturally diverse students. You have been identified as a participant to receive the web-based survey.

Your opinions and timely feedback will provide vital information about community college faculty members teaching culturally diverse students. This web-based survey will take approximately 15-minutes to complete. No known risks are associated with completing the survey, and your participation is voluntary and confidential.

Please look for the email with the link to the survey on (Insert Date). I know as faculty members your schedule is busy so your cooperation in the upcoming survey is appreciated. I look forward to your important response to make this research project a success. Thank you.

Mia Webb Fitz
Ph.D. Candidate
CIDER Graduate Assistant
Virginia Tech

Appendix C – Active Web Link Email

From: Mia Fittz [mailto:mfittz@vt.edu]

Sent: Monday, March 11, 2013

To:

Subject: VT Survey – Active Link

Dear VCCS Faculty Member:

I emailed you on March 4, 2013 about your participation in a survey of VCCS faculty members instructing students from diverse cultures. The data collected from your survey responses will assist in developing improvements in the teaching and learning process. As a research participant, you have received this email that includes the active link to complete the web-based survey. Your timely response to this survey is crucial in providing necessary information about community college faculty members teaching culturally diverse students.

By logging in to the survey, you voluntarily agree to the above purposes of this study and understand that the inclusion of your responses will be part of the final results. Your name and email will not be linked to the summary and conclusions in the final report. Your participation is strictly confidential.

Please click the following link to complete the 15-minute survey by March 22, 2013.

http://www.surveymonkey.com/s/ZSR97MN_JSRCC

Your responses and participation are greatly appreciated. Thank you!

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Mia Webb Fittz
Ph.D. Candidate
CIDER Faculty Development Fellow
Virginia Tech
College of Liberal Arts and Human Sciences
School of Education
Department of Teaching and Learning
[540-231-2173](tel:540-231-2173)

"Happiness or Misery depends on our disposition not our circumstance"...Martha Washington

Appendix D – Reminder Email

From: Mia Fittz [mailto:mfittz@vt.edu]
Sent: Monday, March 19, 2013
To:
Subject: VT Survey – Active Link

Dear VCCS Faculty Member:

This is a friendly reminder concerning the web-based survey link I emailed you on March 11, 2013. The survey sought your participation and opinions on VCCS faculty members instructing students from diverse cultures. The research data collected from completed surveys ensure that this study represents the authentic opinions of VCCS faculty. Therefore, it is very important that each identified participant complete the survey.

If you have recently completed the survey, please accept my sincere thanks. If not, please take time to complete the survey by March 22, 2013. Your opinions to be included in the study are vital in providing information about community college faculty members instructing students from diverse cultural backgrounds.

Please click the following link to complete the 15-minute survey by March 22, 2013:
http://www.surveymonkey.com/s/ZSR97MN_JSRCC

Thank you!

--

Mia Webb Fittz
Ph.D. Candidate
CIDER Faculty Development Fellow
Virginia Tech
College of Liberal Arts and Human Sciences
School of Education
Department of Teaching and Learning
[540-231-2173](tel:540-231-2173)

"Happiness or Misery depends on our disposition not our circumstance"...Martha Washington

Appendix E: Institutional Review Board Approval Letter

MEMORANDUM

DATE: January 28, 2013

TO: Daisy Stewart, Mia Fittz, Susan Asselin

FROM: Virginia Tech Institutional Review Board (FWA00000572, expires May 31, 2014)

PROTOCOL TITLE: Community College Faculty Members Perceived Multicultural Teaching Competence and Attitudes of Cultural Diversity

IRB NUMBER: 13-063

Effective January 25, 2013, the Virginia Tech Institution Review Board (IRB) Chair, David M Moore, approved the New Application request for the above-mentioned research protocol.

This approval provides permission to begin the human subject activities outlined in the IRB-approved protocol and supporting documents.

Plans to deviate from the approved protocol and/or supporting documents must be submitted to the IRB as an amendment request and approved by the IRB prior to the implementation of any changes, regardless of how minor, except where necessary to eliminate apparent immediate hazards to the subjects. Report within 5 business days to the IRB any injuries or other unanticipated or adverse events involving risks or harms to human research subjects or others.

All investigators (listed above) are required to comply with the researcher requirements outlined at: <http://www.irb.vt.edu/pages/responsibilities.htm>

(Please review responsibilities before the commencement of your research.)

PROTOCOL INFORMATION:

Approved As: **Exempt, under 45 CFR 46.110 category(ies) 2**

Protocol Approval Date: **January 25, 2013**

Protocol Expiration Date: **N/A**

Continuing Review Due Date*: **N/A**

*Date a Continuing Review application is due to the IRB office if human subject activities covered under this protocol, including data analysis, are to continue beyond the Protocol Expiration Date.

FEDERALLY FUNDED RESEARCH REQUIREMENTS:

Per federal regulations, 45 CFR 46.103(f), the IRB is required to compare all federally funded grant proposals/work statements to the IRB protocol(s) which cover the human research activities included in the proposal / work statement before funds are released. Note that this requirement does not apply to Exempt and Interim IRB protocols, or grants for which VT is not the primary awardee.

The table on the following page indicates whether grant proposals are related to this IRB protocol, and which of the listed proposals, if any, have been compared to this IRB protocol, if required.

Appendix F – Survey of Community College Faculty (SCCF)

As educators, we care about what happens in our classrooms, and one aspect of our classrooms is the diversity of our students. Cultural diversity refers to variations among people when they are grouped by characteristics including race, gender, language, socioeconomic level, religion, age, sexual orientation, and ethnicity.

The purpose of this survey of scientifically selected VCCS faculty members is to examine instructors' perceptions of their ability to work with culturally diverse students. Your answers and those of your colleagues are important because they will enable administrators and other educators to help improve teaching and learning programs and find effective ways to ensure student achievement.

Please take time to complete this 20minute survey. No compensation will be provided and completing this survey is voluntary. Your privacy is protected and your answers confidential. You may withdraw from survey participation at any time. By completing this survey, you give your voluntary consent and acknowledge the importance of your answers for this research.

Part I. Directions: Statements below reflect content and activities that educators relate to instructing students from diverse cultural backgrounds. Please select the number ("1" = Low to "5 = High) corresponding to How Competent You Feel regarding each statement.

***1. Demonstrate a basic knowledge of the contributions made by minority groups in our society.**

- 1 = Low
- 2
- 3
- 4
- 5 = High

***2. Identify cultural biases in commercial materials used in instruction.**

- 1 = Low
- 2
- 3
- 4
- 5 = High

***3. Develop materials appropriate for the multicultural classroom.**

- 1 = Low
- 2
- 3
- 4

- 5 = High

***4. Identify the social forces that influence opportunities for minority groups.**

- 1 = Low
- 2
- 3
- 4
- 5 = High

***5. Help students see groups different from their own as real people.**

- 1 = Low
- 2
- 3
- 4
- 5 = High

***6. Show how mainstream Americans have adopted food, clothing, language, etc. from other cultures.**

- 1 = Low
- 2
- 3
- 4
- 5 = High

***7. Present different cultural groups in our society in a manner that will build mutual respect.**

- 1 = Low
- 2
- 3
- 4
- 5 = High

***8. Identify how language affects performance on certain test items.**

- 1 = Low
- 2
- 3
- 4
- 5 = High

9. Present diversity of cultures as a strong positive feature of American heritage.

- 1 = Low
- 2
- 3
- 4
- 5 = High

***10. Effectively use ethnic resources in the community.**

- 1 = Low
- 2
- 3
- 4
- 5 = High

***11. Identify the similarities between majority and minority cultures.**

- 1 = Low
- 2
- 3
- 4
- 5 = High

***12. Adapt instructional methods to meet the needs of learners from diverse cultures.**

- 1 = Low
- 2
- 3
- 4
- 5 = High

***13. Analyze instructional materials for potential stereotypical attitudes.**

- 1 = Low
- 2
- 3
- 4
- 5 = High

***14. Know ways in which various cultures contribute to our society.**

- 1 = Low
- 2
- 3
- 4
- 5 = High

***15. Identify the historical accomplishments of minority groups in the United States.**

- 1 = Low
- 2
- 3
- 4
- 5 = High

***16. Provide instruction showing how prejudice affects individuals.**

- 1 = Low
- 2
- 3
- 4
- 5 = High

***17. Plan instructional activities that reduce prejudice toward other cultural groups.**

- 1 = Low
- 2
- 3
- 4
- 5 = High

***18. Create a learning environment that allows for alternative styles of learning.**

- 1 = Low
- 2
- 3
- 4
- 5 = High

***19. Provide instructional activities that help students develop strategies for dealing with social confrontations.**

- 1 = Low
- 2
- 3
- 4
- 5 = High

***20. Help students examine their prejudices.**

- 1 = Low
- 2
- 3
- 4
- 5 = High

***21. Help students recognize that competence is more important than ethnic background.**

- 1 = Low
- 2
- 3
- 4
- 5 = High

***22. Develop activities that increase the self-confidence of minority students.**

- 1 = Low
- 2
- 3
- 4
- 5 = High

***23. Deal with prejudices shown by students.**

- 1 = Low
- 2
- 3
- 4
- 5 = High

***24. Assist all students to understand the feelings of people from other ethnic groups.**

- 1 = Low
- 2
- 3
- 4
- 5 = High

***25. Help students work through problem situations caused by stereotypical attitudes.**

- 1 = Low
- 2
- 3
- 4
- 5 = High

***26. Be direct in expressing feelings to someone from another culture.**

- 1 = Low
- 2
- 3
- 4
- 5 = High

***27. Identify solutions to problems that may arise as the result of cultural diversity.**

- 1 = Low
- 2
- 3
- 4
- 5 = High

***28. Identify student behaviors that are indicative of negative racial attitudes.**

- 1 = Low
- 2
- 3
- 4
- 5 = High

***29. Develop instructional methods that promote intercultural cohesiveness.**

- 1 = Low
- 2
- 3
- 4
- 5 = High

***30. Develop instructional methods that dispel myths about ethnic groups.**

- 1 = Low
- 2
- 3
- 4
- 5 = High

***31. Instruct students from low income families.**

- 1 = Low
- 2
- 3
- 4
- 5 = High

***32. Get students from differing cultures to work together.**

- 1 = Low
- 2
- 3
- 4
- 5 = High

***33. Get students from differing cultures to socialize outside of class.**

- 1 = Low
- 2
- 3
- 4
- 5 = High

***34. Have the feeling that all students can learn.**

- 1 = Low
- 2
- 3
- 4
- 5 = High

***35. Identify school practices that harm minority students.**

- 1 = Low
- 2
- 3
- 4
- 5 = High

***36. Deal with prejudices shown by colleagues.**

- 1 = Low
- 2
- 3
- 4
- 5 = High

Part II. Directions: Please choose the corresponding button as to Your Agreement or Your Disagreement for each statement.

***37. Each student should have an equal opportunity to learn and succeed in higher education.**

- Strongly Disagree
- Disagree
- Slightly Disagree
- Slightly Agree
- Agree
- Strongly Agree

***38. Each minority culture has something positive to contribute to American society.**

- Strongly Disagree
- Disagree
- Slightly Disagree
- Slightly Agree
- Agree
- Strongly Agree

***39. There is really nothing that educational systems can do for students who come from lower socioeconomic groups.**

- Strongly Disagree
- Disagree
- Slightly Disagree
- Slightly Agree
- Agree
- Strongly Agree

***40. Community college faculty should plan activities that meet the diverse needs and develop the unique abilities of students from different ethnic backgrounds.**

- Strongly Disagree
- Disagree
- Slightly Disagree
- Slightly Agree
- Agree
- Strongly Agree

***41. Students should be taught to respect those who are different from themselves.**

- Strongly Disagree
- Disagree
- Slightly Disagree
- Slightly Agree
- Agree
- Strongly Agree

***42. Students should feel pride in their heritage.**

- Strongly Disagree
- Disagree
- Slightly Disagree
- Slightly Agree
- Agree
- Strongly Agree

***43. Community college faculty should help students develop respect for themselves and others.**

- Strongly Disagree
- Disagree
- Slightly Disagree
- Slightly Agree
- Agree
- Strongly Agree

***44. Minority individuals should adopt the values and lifestyles of the dominant culture.**

- Strongly Disagree
- Disagree
- Slightly Disagree
- Slightly Agree
- Agree
- Strongly Agree

***45. Minority students/colleagues are hard to work with in higher education.**

- Strongly Disagree
- Disagree
- Slightly Disagree
- Slightly Agree
- Agree
- Strongly Agree

***46. The perspectives of a wide range of ethnic groups should be included in the curriculum.**

- Strongly Disagree
- Disagree
- Slightly Disagree
- Slightly Agree
- Agree
- Strongly Agree

***47. In higher education, it does not matter if a student is rich or poor, everyone should have the same chance to succeed.**

- Strongly Disagree
- Disagree
- Slightly Disagree
- Slightly Agree
- Agree
- Strongly Agree

***48. I enjoy being around people who are different from me.**

- Strongly Disagree
- Disagree
- Slightly Disagree
- Slightly Agree
- Agree
- Strongly Agree

***49. Community college faculty are responsible for teaching students about the ways in which various cultures have influenced the various professions in this country.**

- Strongly Disagree
- Disagree
- Slightly Disagree
- Slightly Agree
- Agree
- Strongly Agree

***50. I am uncomfortable around the students whose ethnic heritage is different from my own.**

- Strongly Disagree
- Disagree
- Slightly Disagree
- Slightly Agree
- Agree
- Strongly Agree

***51. Students should give up their cultural beliefs and practices to fit in with other students.**

- Strongly Disagree
- Disagree
- Slightly Disagree
- Slightly Agree
- Agree
- Strongly Agree

***52. Cultural diversity is a valuable resource and should be preserved.**

- Strongly Disagree
- Disagree
- Slightly Disagree
- Slightly Agree
- Agree
- Strongly Agree

***53. Higher education activities should be representative of a wide variety of cultures.**

- Strongly Disagree
- Disagree
- Slightly Disagree
- Slightly Agree
- Agree
- Strongly Agree

***54. Cultural diversity is a negative force in the development of American society.**

- Strongly Disagree
- Disagree
- Slightly Disagree
- Slightly Agree
- Agree
- Strongly Agree

***55. All students should learn about cultural differences.**

- Strongly Disagree
- Disagree
- Slightly Disagree
- Slightly Agree
- Agree
- Strongly Agree

Part III. Directions: Please provide the following information about yourself. Click the appropriate circle that indicates most accurately how you identify yourself.

***56. What is your race/ethnicity?**

- Asian
- African American
- Caucasian, Non-Hispanic
- Hispanic
- Native American
- Other (please specify)

***57. What is your gender?**

- Female
- Male

***58. What is your age range?**

- 20 to 29
- 30 to 39
- 30 to 49
- 50 to 59
- 60 or older

***59. How would you describe your teaching locality?**

- Rural Area
- Suburban Area
- Urban Area

***60. Have you had previous instruction/training about diversity issues related to teaching?**

- Yes
- No

***61. You answered YES. Was your instruction/training about diversity issues related to teaching? (choose all that apply)**

- Required
- Voluntary
- Course
- Lecture
- Workshop
- Other (please specify)

***62. How many hours of instruction/training addressed these diversity issues related to teaching?**

- 1 to 5 Hours
- 6 to 10 Hours
- 11 to 15 Hours
- 16 to 20 Hours
- 21 Hours or more

***63. What is the range of years you have been instructing at the post-secondary level?**

- 1 to 5 Years
- 6 to 10 Years
- 11 to 15 Years
- 16 to 20 Years
- 21 Years or more

***64. What is your teaching area or division?**

- Business, Engineering, & Technology
- Health & Medical Sciences
- Liberal Arts & Social Sciences
- Math & Science
- Other (please specify)

65. What is your faculty teaching status?

- Full-time
- Part-time

Thank You for taking the time to complete the survey!

To learn more about VA Tech's School of Education please go to:

<http://www.soe.vt.edu/index.php>