Community College Faculty Members' Perceived Multicultural Teaching Competence and Attitudes Regarding Cultural Diversity

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Dissertation submitted to the faculty of the Virginia Polytechnic Institute and State University in partial fulfillment of the requirements for the degree of

Doctor of Philosophy
In
Career and Technical Education

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June 11, 2015
Blacksburg, VA

Keywords: community college faculty, cultural diversity, multicultural pedagogy, multicultural teaching competence

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ABSTRACT

Community college instructors confront many challenges, teaching increasingly diverse students in their classrooms. This study's purpose was to enhance educational literature on diversity, and assist community college faculty in personal self-reflection and professional skill review to meet multicultural student body needs. In addition, the relationship between these perceptions and faculty characteristics, such as faculty status, gender, race/ethnicity, age, years of teaching experience, program area, teaching locale, instructing locality, diversity training, years of teaching, teaching division, and previous diversity instruction, were examined.

The participants were 194 randomly selected, full and part-time faculty members who taught at four community colleges within the Virginia Community College System (VCCS). The most common profile of respondents included Caucasian females who were 50+ years of age, employed 10 or fewer years as part-time faculty in the Liberal Arts and Social Sciences program area of a community college in a suburban location, and had participated in previous diversity training.

This study utilized the Survey of Community College Faculty (SCCF), a combined survey of the Multicultural Teaching Scale (MTS) and Pluralism and Diversity Attitude Assessment (PADAA) that framed the research. The MTS assessed self-reported cultural competencies categorized into five dimensions: (a) Content Integration, (b) Knowledge Construction, (c) Prejudice Reduction, (d) Equity Pedagogy, and (e) Empowering School Culture (Banks, 1993). The PADAA assessed cultural diversity attitudes on four subscales:

(a) Appreciate Cultural Pluralism, (b) Value Cultural Pluralism, (c) Implement Cultural Pluralism, and (d) Uncomfortable with Cultural Diversity (Stanley, 1992).

The investigation results revealed that faculty members perceived themselves as having high multicultural competence in the Equity Pedagogy dimension and moderate multicultural competence in the other four dimensions. Additionally, faculty indicated a strong appreciation and value for cultural diversity and pluralism but demonstrated an unwillingness to implement cultural pluralism ideologies into their instructional practices.

Outcomes of regression analysis of selected respondent characteristics revealed previous diversity instruction and instructional program area (Business, Engineering, and Technology) were significant in predicting perceived increased multicultural competence of community college faculty in all five dimensions. Study findings indicated gender (female) and race (African American) also contributed positively in the prediction of multicultural competence.

ACKNOWLEDGEMENTS

First and foremost…GLORY TO GOD! Without the awesome and powerful blessings of the Lord I would not have made it through this Ph.D. process. To my Virginia Tech – Hokie Nation family, I want to extend a heartfelt thank you. To my advisor, Dr. Daisy L. Cartwright, who has supported, guided, and coaxed me with such caring sincerity that I could not give up, even when I wanted to, through this challenging educational accomplishment. My debt of gratitude and respect for your leadership is everlasting.

To my co-chair Dr. Susan Asselin and doctoral committee members, Dr. Bill Price and Dr. Noreen Klein, I thank each of you for your considerable patience, consistent feedback, and unwavering guidance. To my two sister-friends, Dr. Jewel Evans Hairston and Dr. Crystal Berry Taylor, thanks for always encouraging me and providing me with fine examples of being a Renaissance Ph.D.

I cannot leave out my spiritual (Loudon Avenue Christian Church) family who consistently prayed for me and inquired about my progress, especially my beloved pastor and first lady, Reverend Dr. William L. Lee and Mrs. Dana Barnes Lee, along with members Dr. E. Wayne Harris and Dr. Michelle Jones. Also, a big "skee-wee" and thanks to my Beta Chi Omega sorors of Alpha Kappa Alpha Sorority, Inc.

Finally, my deepest love and gratefulness to my wonderful mommy, Janice Ann St.Clair Webb, who never wavered in her support of me and who always asked, "could she write something for me, so I could get finished." Although she is no longer here with me physically, her spirit and abiding love reigns supreme in my heart, soul, and mind. To my baby brother Aaron "Ermie" Webb and his "crew" (Vickie, EJ, Jabari, Kanaya, and Aaryana) for their love, and of course my Joseph…many thanks.

Writing this small acknowledgement can never express my true appreciation for all the love and support given me along this Ph.D. journey. All my family serves as the foundation and the reason I strive for a better future.

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Chapter 1

Introduction

Paul Gorski (2005), on his multicultural pavilion website, included a quote by Indira Gandhi: "All mankind will endure when the world appreciates the logic of diversity" ("Social Justice Quotations", Letter G). The information in this chapter serves as background for 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. 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.

Faculty members serve in classroom frontlines and perform student triage, so this study will focus on their perceptions of their competence to work with racial/ethnic students in culturally diverse classroom environments. The Virginia Community College System (VCCS), and other community colleges across the U.S., is confronting student retention issues and graduation disparities. There may be an abundance of reasons causing these issues and affecting community college students' persistence to complete individual courses or degree programs, and these may differ for racial/ethnic students. Students who report positive interactions with other students and with faculty are much more likely to continue in college, particularly in the first few months when most attrition occurs (Cooper, 1995). The most powerful predictor of student retention is the nature of student involvement with the institution.

This study's goals were to enhance educational literature on diversity, and assist community college faculty in personal self-reflection and professional skill review to meet the

needs of a more multicultural student body. This chapter includes background information, the rationale for the study, an overview of the theoretical framework, a problem statement, the research purpose and significance of the study, research questions, delimitations and limitations, and definitions of key terms.

Background

Community colleges are attracting students who are racially, ethnically, and culturally diverse. Many factors contribute to the lack of preparation in cultural diversity and pluralism practices among community college educators. These factors may result in lack of awareness of personal thoughts and limited pedagogical practices, both of which can affect culturally-diverse learning climates.

Community colleges first developed in Joliet, Illinois from high school-based community college coordination at both Central High School and Joliet Township High School (later known as Joliet Junior College) in 1901 (AACC, 2014). Career and technical education (CTE) was a part of the mission of community colleges since their inception. CTE (formerly known as vocational and technical education) in community colleges was designed to teach more complicated skills than high school CTE classes, with the intention of serving students by preparing them for employment and serving businesses by supplying them with trained workers. This served as an effective model of higher education that met local needs and national demands. Early community colleges were small (enrolling no more than 150 students), offered both academic and extracurricular activities, and more importantly provided accessibility to women – preparing the majority of them to become elementary school teachers (Cohen & Brawer, 2003).

Founded in 1920, the American Association of Community Colleges (AACC) remains the leading proponent and the national "voice for community colleges." During the early 20th

century, national and local leaders realized a need for a more skilled and educated workforce to continue the country's economic strength. Yet, during that time, many high school graduates were not furthering their education and were reluctant to leave home. From these combined issues, the earliest community colleges emerged.

AACC described timeline illustrates the evolution of community colleges. Concerning the historical significance of community colleges, the AACC (2014) timeline showed the following key dates:

- 1862 and 1890: passage of the two Morrill Acts, which expanded access to public higher education for students previously excluded;
- 1920: founding of the American Association of Junior Colleges;
- 1944: passage of the GI Bill of Rights, which provided financial assistance to World War II veterans, and was considered a milestone that broke down economic and social barriers that allowed Blacks and women to attend college;
- 1965: passage of the Higher Education Act, which gave every American the possibility to attend college, including legislation and reauthorizations for the Pell Grant program;
- 2001: the celebration of the centennial of community colleges' services throughout the nation.

This timeline depicts that 20th century community colleges were surviving and helping meet local and national demands in these cyclical times.

Presently, 21st century community colleges are still facing challenges and meeting demands of the past while addressing changing demographics in the student population, culturally, racially, and ethnically. This climate sets the stage for a view of multicultural

competence in community college settings. Multicultural competence refers to an assessment of awareness, knowledge, and skills, with the expressed intention of promoting the principles of social justice in education (St.Clair, 2008).

Statement of the Problem

All individuals possess certain biases and prejudices that they carry into classrooms, work, and society. No matter how open-minded, educators have biases, prejudices, and misconceptions that can hinder the learning process and obstruct a learner-centered environment for students. Utilizing aspects of culturally-relevant pedagogy may facilitate educators discovering and incorporating strategies that create welcoming environments for student achievement. Berlak and Moyenda (2001), explained that, to some extent, each person carries within, consciously and unconsciously, the attitudes and perspectives of the dominant society. This perspective may involve a view that some groups of people contributions to society are not valued or have less worth than others, views that are deeply embedded in and passed on by institutions of society, including academia. As with most problems, the first step in solving them is to admit they exist and identify what they are. Therefore, the problem investigated in this study was identifying community college faculty members' perceived multicultural teaching competence and cultural diversity attitudes that could impact current problems of minority student retention and persistence.

Rationale for the Study

Community colleges are becoming an increasingly popular and economically-sound choice for students of all ages, backgrounds, and abilities who are seeking a postsecondary education. As a former community college administrator, the researcher witnessed firsthand how community colleges in Virginia face increasing challenges because of the current economic

climate. The mounting budget reductions, lay-offs, and soaring unemployment rates during this recession caused many Americans to recalculate the value of higher education (Austin, 2011; Moore, 2011). Universities remain the hospitals of higher education, admitting predominately healthy patients (students), while most community colleges have become the emergency rooms of higher education, accepting more and more diverse, critical need patients (students) to keep higher education relatively strong.

Within our nation's 1,100 community, technical, and junior colleges, the overall enrollment consists of more than 7 million students, almost half the nation's college population. Today, community colleges educate more than half the nation's undergraduates (AACC, 2014). Community colleges' open-door policies and low tuition fees or affordability draw many low-income, first generation, multigenerational, immigrant, and Hispanic students (Gorski, 2010). Because of these factors, students frequently encounter difficulty succeeding in community college classrooms due to a myriad of barriers, including cultural differences between the faculty and students. Fuller (1994) stated that these contrasts and discrepancies of a more racially and culturally diverse student body are exacerbated by the fact that many middle-class, White instructors' have a monocultural perspective and are the dominant culture in terms of instructors and administrators. The research focus, views multicultural students (racially and ethnically diverse) at community colleges and how monocultural faculty's (predominantly Caucasian) diversity perceptions relate to these students.

Compared to most four-year institutions of higher education, community colleges serve a more diverse student population (AACC, 2014). The burden of meeting the critical needs of these diverse students ultimately falls on the shoulders of individual instructors (Roberson, Kulik, & Pepper, 2002). This factor alone poses serious problems, instructors find that their

technical training or work background did not prepare them to deal with the needs of diverse students (Deering, 1997). A deficiency in skills of this type creates both personal and professional risks for faculty members when addressing student diversity issues in classrooms and on campus (Andre, 1993).

Because of larger minority percentages, community college faculty throughout our nation's campuses and instructional programs are facing a multitude of cultural changes that may challenge their beliefs, values, skills, and perceptions about culturally-diverse student learners. It is projected that between the years 2005 and 2020, the number of minority youth will surpass the number of White youth between ages 14 and 17. There will be a 61% increase in the number of Hispanics and Asian/Pacific Islanders. Alaskan and American Indian youth will increase by 73%. Conversely, the number of White youth will decrease by 10% (National Center for Education Statistics, 2007).

Considering the study's focus, it was critical to collect information about instructors' diversity perceptions and multicultural competence levels. Do faculty perceptions of their multicultural teaching competence, behavioral acumen, and pedagogical skill help them modify classroom environments, including communication patterns, teaching practices, participation structures, and reading materials, that lead to minority student success? Can faculty self-reflection contribute to increased student retention, persistence levels, and graduation rates within an educational institution? Would incorporating faculty professional development instruction in the areas of diversity help reduce cultural conflict and cultivate group empowerment in classes and on campus? While these questions proved applicable within community college settings, this study did not try to determine, prove, or measure if student characteristics (e.g., low-income, first generation, age, race, disability and gender) and faculty

attitudes cause certain outcomes. The researcher's investigation attempted to explain or predict any relationships between faculty self-perceptions of multicultural competence and diversity attitudes and faculty characteristics from gathered data analyses.

Purpose and Significance of the Study

The purpose of this study was to examine community college faculty members' perceived multicultural teaching competence and attitudes regarding cultural diversity. This is critical, because of the current increase of diverse students in American community college classrooms, the escalating gap in enrollments, and retention difficulties among students from different racial/ethnic groups and economic backgrounds. Also, the scarcity of diverse faculty, a possible lack of faculty cultural competence, and overall instructor pedagogical quality are 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 global centers for education, a borderless world linked by new technologies (Levin, 2002; Wiener, 2006). 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 diverse student retention and graduation rates, more information was needed. This study's objective was to add to the knowledge regarding faculty members' attitudes on cultural diversity and perceptions of multicultural teaching competence.

Theoretical Framework

While many other theoretical frameworks exist, this investigation focused on constructivism, culturally-relevant pedagogy theory, and cultural pluralism. The guiding foundation for this research is consistent with the constructivist philosophy. Jean Piaget (father of constructivism) theorized that a personal, formal thinking as the highest order of human thought and that a person's intelligence or knowledge is separate from their social context (Piaget, 1970). Constructivism, described by Von Glasersfeld (1989), is the belief that knowledge exists in individuals' minds and is developed and altered by experiences and interactions with different phenomena. Bruner (1966) believed that constructivism is a philosophy of learning founded on the premise that, by reflecting on our experiences, we construct our own understanding of the world in which we live. Each of us generates our own "rules" and "mental models," which we use to make sense of our experiences. Learning, therefore, is simply the process of adjusting our mental models to accommodate new experiences. From these viewpoints, when teachers utilize constructivist philosophy in their teaching, they become facilitators of knowledge, helping students garner meaning and understanding from the learning environment. Within the constructivist theory, a key challenge for community college educators is to explore not only students' cultural heritage but to also investigate knowledge traditions.

The underlying constructivist theory utilized in this study was the pedagogical and cognitive learning approach to look at thought processes of community college faculty in the educational environment. This inquiry attempted to propose a new theoretical outlook and inner self-reflection of community college practitioners on their teaching competencies and diversity perceptions. Factors from this inquiry suggest a need to incorporate a multiple-theory approach

to understand teaching and learning development in the knowledge of constructivism and cultural pedagogy. These theories serve to help community college faculty create various solutions and ideas when working with diverse students. Doolittle and Camp (1999) affirmed that cognitive constructivism was the most compatible philosophy within education and that constructivist instructional principle should be a fundamental requirement for educators moving forth into the new century.

In opposition to constructivism, the traditional characterization of knowledge and a major portion of educational programs and pedagogical strategies are grounded in objectivist philosophy (Carson, 2005). The objectivist philosophy proposes that for learning to occur, knowledge exists outside an individual's mind and is transmitted to the learner, usually by a teacher (Lakoff, 1987). Hannafin and Freeman (1995) found that experienced instructors, teaching three or more years, held more objectivist views toward knowledge acquisition than those with fewer years of teaching experience.

By embracing a constructive learning theory, community college faculty members develop a student-centered, learning-centered approach for classroom instruction and activities. Gagnon and Collay's (2001) constructivist/cognitive design model incorporated six important instructional elements:

- Situation – A preparation stage for facilitators to explain instruction/activity goals and allow students to develop their own opinions.
- Groupings – Facilitators group students and necessary materials for learning activities. Availability of materials determines the number of groups of students.
- Bridge – Uses students' prior knowledge when presented with an introductory problem to think about or solve. Takes place before or after student groups are formed.
- Questions – Supports critical thinking or metacognitive skills. Students ponder the implications involved to the specific situation the facilitator develops.

- Exhibit – Since learning is an active process, learners make decisions and work collaboratively to demonstrate the process of accomplishing goals or developing a product/outcome.

- Reflections – Students reflect on the learning process by thinking about the important aspect(s) of the instruction/activity in which they participated. After instruction/activity, students internally process the context on what they learned and also learned from others.

A second framework that guided this study was culturally-relevant pedagogy theory, which evolves from a need for majority teachers to become educated about examples of culturally-relevant theoretical teaching practices. Within this theory, culturally-relevant pedagogy provides a way for students to maintain their cultural integrity while succeeding academically. This premise (culturally-relevant pedagogy framework) offers prominent role modeling examples for faculty in areas of diversity awareness, social justice, and equity education (Ladson-Billings, 1995).

The final theoretical perspective in shaping the multidimensional principles for the study was cultural pluralism. Cultural pluralism includes beliefs and values associated with promotion of equality for all people and advocates preservation and development of diversity within society (Stanley, 1992). An in-depth explanation of these last two theories will be provided in Chapter 2.

By exploring constructivism, culturally-relevant pedagogy and cultural pluralism, this multi-layered theory approach presents a useful prototype for investigating community college faculty members' perceived multicultural teaching competence and cultural diversity attitudes. Lail's (2009) research found pedagogical challenges and unpreparedness with community college faculty arriving on campuses to teach widely diverse (e.g., ethnic, generational, disabilities) students. Examining the interaction of cognitive, behavioral, and environmental development relating to diversity and pluralism views of community college educators' may help identify their beliefs of the classroom learning environment. This unified-theory framework

contains characteristics that could greatly influence community college instructors' perceptions when instructing diverse students.

Research Questions

Based on the purpose to identify community college faculty members' perceptions of multicultural teaching competency and their attitudes regarding cultural diversity, three questions influenced this inquiry:

1. For which of Banks' dimensions of multicultural education do community college faculty members' perceive themselves as being culturally competent in teaching racially and ethnically diverse students?
2. What are community college faculty members' appreciation, value, and comfort levels relating to cultural pluralism and diversity and their willingness to implement cultural pluralism into their instructional processes?
3. To what extent are faculty status, gender, race/ethnicity, age, years of teaching experience, program area, teaching locale, and previous diversity instruction of community college faculty members related to their multicultural competence and cultural diversity attitudes?

Delimitations and Limitations of Study

It has long been recognized that every method of scientific inquiry is subject to delimitations and limitations and that choosing among research methods inherently involves trade-offs (Visser, Krosnick, & Lavrakas, 2000). This investigation is delimited to full and part-time instructors in selected Virginia Community College System (VCCS) institutions. These parameters are common delimitations. Any generalizations will be delimited to faculty members within the VCCS who participated in this study. The examination of community college faculty

members' perceived multicultural teaching competency and cultural diversity attitudes were delimited to self-perceived skills, attitudes, behaviors, and knowledge. This research delimited the populations being investigated via selection to participate in an online survey. The web survey/instrument consisted of three parts (Part 1 – Multicultural Teaching Survey [MTS] – 36 statements; Part 2 – Pluralism and Diversity Attitude Assessment [PADAA] – 19 statements; and Part 3 – Participant Information – 10 questions). Dusick (2011) described self-efficacy instrumentation as an inclusionary delimitation since the instrument would be designed specifically for the proposed study.

The data had standard limitations associated with being self-reported by faculty members and not based on official records or observations of objective researchers. Because this is not an experimental study, there are limits within the research design. This study was limited by constraints of time and resources. Additionally, intervening variables including community college faculty members' gender, race, and years of teaching experience could confound results and impact the validity of this study. Limitations also included respondents' attitudes and personal preferences to the way survey questions were asked that could hinder respondents' ability to answer honestly and influence outcomes and generalizability.

Other identified limitations included instrumentation, selected statistical procedure, or differential subject loss since respondents were asked to answer questions based on their attitudes toward cultural diversity and personal teaching competency. While answering the questions, respondents may have viewed participation as difficult, or too long, and stopped participating. Though some may find this format difficult, this research is important because of increasingly diverse student enrollments and may offer insight for establishing policies, procedures, and best practices.

Definition of Terms

To better understand and clarify the goals of this study and research questions, the following terminology was utilized in the context of this inquiry.

Attitude is defined, for this study, as a pre-dispositional concept referring to personal tendencies, behavior, practices, or reactions in a certain way in a given experience, condition, and/or circumstance (Dawes & Smith, 1985). Attitudes refer to an individual's preference, inclination, views or feelings toward some phenomenon (Churchill & Iacobucci, 2005). Terms such as attitude, opinions, feelings, thoughts, and sentiments were used interchangeably.

Career and Technical Education (CTE) consists of organized educational curricula and programs directly related to the preparation of individuals for careers and/or postsecondary education. Under the umbrella of CTE there are seven specialized program areas: agriculture, business and information technology, family and consumer sciences, health and medical sciences, marketing, technology, and trade and industrial education, through the 16 career clusters. CTE prepares both youth and adults for a wide range of careers and further educational opportunities. These careers may require varying levels of education—including industry-recognized credentials, postsecondary certificates, and two- and four-year degrees (Association for Career and Technical Education, 2012).

Constructivism was influenced by the father of this theory – Jean Piaget. His philosophical belief was that learning constructs and new knowledge are gained from personal experiences rather than acquired from outside knowledge dispensers. This theory is founded on the notion that important reality is in the learners mind and students' construct new meaning from what was previously learned (Miller, 1996).

Cultural bias within the teaching profession, for purposes of this study, described teachers and administrators of holding the beliefs that the dominant or mainstream (presumably European and North American) cultural ways of learning and knowing are superior to ways of learning and knowing of other cultures. Strickland (2000) termed cultural bias in teaching as classroom instruction, learning activities, materials, and lessons that largely reflect the contributions and/or cultural values and perspectives of the majority race or culture.

Cultural competence, defined by the National Education Association (2010), is the ability to successfully teach students who come from a culture or cultures other than our own. It entails developing certain personal and interpersonal awareness and sensitivities, understanding certain bodies of cultural knowledge, and mastering a set of skills that connect cross-cultural and culturally responsive teaching.

*C**ultural diversity*** used in this study specifically describes race and ethnicity as a conditional state focusing on a given group but including gender, language, socioeconomic level, religion, age, and sexual orientation. The components of "cultural diversity" cited most frequently in the literature were ethnicity, race, gender, socioeconomic level, religious affiliation, and language (Banks & Banks, 2003).

Cultural norms are an accepted standard or model of behavior by a large group. Passed from one generation to the next, cultural norms are the shared, sanctioned, and integrated systems of beliefs and practices that characterize a cultural group (Encyclopedia of Public Health, 2011).

Cultural pluralism is an ideology that promotes equality for all people. Messner (1994) pointed out that the term cultural pluralism is closely aligned with the origins of multicultural education.

Cultural values are beliefs or standards that have intrinsic worth that influence the interactional styles and behaviors of various cultural groups (Carter & Parks, 1992).

Culturally responsive educators possess the following characteristics (Villegas & Lucas, 2002): an understanding that students may see the world differently from themselves and accept that worldviews are not universal but shaped by a person's individual, social, and cultural experiences; the capacity to recognize that all students bring resources to learning and to display affirming attitudes toward students of diverse backgrounds; an awareness that teaching requires the analysis and questioning of political and ethical status quo; skilled change agents who identify inequitable school practices and challenge them; information about their students and use this knowledge to support student learning by engaging, stretching, examining, and building on student strengths and interests, all the while making classroom culture inclusive for all students.

Culture is defined by Merriam-Webster (2012) as the customary beliefs, social forms, and material traits of a racial, religious, or social group.

Diversity, when applied to people, refers to the various identities, experiences, and social positioning of individuals. There are numerous implied groups in the term diversity including sex, age, skin color, race, beliefs, heritage, physical disabilities, sexual orientation, language, and religion (Messner, 1994).

Dominant (majority) culture refers to the prevailing or powerful group, indicating privilege rather than superiority with sometimes little demarcation between dominant and dominated cultures (Houser, 1996).

Ethnicity relates to cultural factors such as nationality, culture, ancestry, language and beliefs and is frequently assumed to be the cultural identity of a group within a nation state (Grosfoguel, 2004).

Faculty development are programs comprised of a single, isolated effort or a collective attempt at activities designed to improve instruction and fully address the multiple roles of faculty. The emphasis of training often focuses on three areas: (a) the faculty member as a teacher, (b) the faculty member as a scholar and professional, and (c) the faculty member as a person (Murray, 1999).

Minority is defined as a racial, religious, or political group that differs from a larger controlling group. Another aspect is that the part of a population differing from others in some characteristic is often subjected to differential treatment (Merriam-Webster, 2012).

Multicultural education was defined by James Banks (1994) as a field of study designed to increase educational equity for all students.

Perceptions are the initial stage of cognition and considered as subjective beliefs that may or may not be reflective of reality but may influence individual thought processes toward people, situations, and/or practices, which govern a certain view (Guild, 2001).

Race refers to a person's physical appearance, such as skin color, eye color, etc. and assumed to be the biological and/or cultural naturalization of a group based on a hierarchy of superiority and inferiority related to the biological constitution of their bodies (Grosfoguel, 2004).

Summary

The ability of community college instructors to teach increasingly diverse students is vital to student success in higher education institutions. Community college instructors confront a challenging undertaking, teaching an increasingly varied range of students entering their classrooms. These faculty members provide valuable instruction and serve most often as the main point of contact to students matriculating through their courses and ultimately higher education. Therefore, this examination to understand community college faculty members' cultural diversity perceptions and multicultural teaching competencies provides multiple benefits.

This chapter provided background information, statement of the problem, a rationale, and the significance of the study explaining the proposed research. The chapter concluded with a theoretical framework, research questions, delimitations and limitations, and definitions of key terms.

Chapter 2

Literature Review

Associated literature reviewed in conjunction to this research included studies that contribute to the examination of community college faculty members' multicultural teaching competence perceptions and attitudes towards cultural pluralism and diversity to help build a foundation for further research (Adams & Hall, 2002; Adams, Sewell, & Hall, 2004; Roberson, Kulik, & Pepper, 2002; Smolen, Coleville-Hall, Liang, & MacDonald, 2006; Stanley, 1992, 1996). The goal of this review is to expand and interpret the earlier research by examining community college faculty members' cultural competence and the impacts these attitudes may have on racially and ethnically diverse student learning environments.

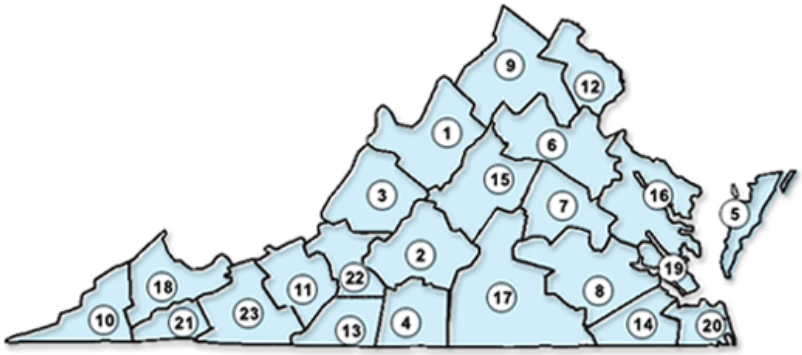
This literature review included an exploration of integrative summaries of prior research and an explanation of why these earlier studies and theories were important to the work undertaken in this study. Topic areas include the role of community colleges, specifically the Virginia Community Colleges System (VCCS), community college student and faculty demographics, the concept of multicultural education, cultural diversity perceptions and misconceptions, cultural competency identification, community college faculty members' multicultural professional development, culturally responsive teaching attributes and best practices, culturally diverse student learning theory, and the implementation of cultural pluralism and diversity. The chapter summary indicates how these topics relate to community college faculty members' cultural competence in the classroom and their attitudes about cultural diversity.

21st Century Role of Community Colleges and VCCS History

The role of community colleges for the 21st century has broadened tremendously. More attention is being focused on community colleges to help retrain workers and increase higher education graduation rates. A July 2009 White House press release, outlined President Obama's plan to reform the nation's community colleges, calling for an additional 5 million community college graduates over the next ten years and introducing initiatives that teach Americans new and improved skills to compete with workers from other nations. The same 2009 press release talked about the Obama administration establishing this goal, via *The American Graduation Initiative: Stronger Skills through Community Colleges*. Stating that by 2020 the U.S. will once again be the global leader in college graduates. Especially since President Obama believes that one of the best-kept secrets of higher education is the sizable and valuable contribution of community colleges (Biden, 2010). These expectations place added attention on community college systems throughout America to help attain these goals.

Community college enrollment is soaring (Baum, Little, & Payea, 2011). Meanwhile reductions in community college operating budgets, during a wavering economy (Kim, 2011), may make achieving any expected goals more difficult. If these conflicting trends continue, President Obama's 2020 goal may be difficult to meet because of faculty and staff voluntary retirements and involuntary lay-offs that mean doing more with less. Other challenges that community colleges and their faculty face in achieving the Obama administration goals are heavier course loads, larger class sizes (due to increased enrollments), greater educational expectations pertaining to higher graduation rates, less remediation for students, limited or nonexistent pay raises for faculty, and teaching a more diverse student body. All these challenges could make faculty members' rethink working in community colleges.

The Virginia Community College System (VCCS) was founded in 1966 by the General Assembly. The VCCS was established to develop comprehensive, open-door access for all students, to cultivate a skilled workforce, and provide college-level academic programs to Commonwealth of Virginia citizens with limited access to higher education or postsecondary workforce preparation schools in their areas. Twenty-three colleges and 40 campuses located throughout Virginia (Figure 1) make-up the VCCS and are guided by a Chancellor and governed by a 15-member governor-appointed State Board for Community Colleges.



1 – Blue Ridge (BRCC)	9 – Lord Fairfax (LFCC)	17 – Southside Virginia (SVCC)
2 – Central Virginia (CVCC)	10 – Mountain Empire (MECC)	18 – Southwest Virginia (SWCC)
3 – Dabney S. Lancaster (DSLCC)	11 – New River (NRCC)	19 – Thomas Nelson (TNCC)
4 – Danville (DCC)	12 – Northern Virginia (NVCC)	20 – Tidewater (TCC)
5 – Eastern Shore (ESCC)	13 – Patrick Henry (PHCC)	21 – Virginia Highlands (VHCC)
6 – Germanna (GCC)	14 – Paul D. Camp (PDCCC)	22 – Virginia Western (VWCC)
7 – J. Sargeant Reynolds (JSRCC)	15 – Piedmont Virginia (PVCC)	23 – Wytheville (WCC)
8 – John Tyler (JTCC)	16 – Rappahannock (RCC)	

Figure 1. Map and listing of Virginia Community Colleges. Retrieved from VCCS website http://www.vccs.edu/CollegeLocator/tabid/201/Default.aspx.

Virginia community colleges range in size throughout the Commonwealth. The largest community college, Northern Virginia Community College, in 2012-13, had a student head count (unduplicated enrollment) of over 78,000, and the smallest was the Eastern Shore

Community College, with a little over 1,300 student head count. The total VCCS student head count during 2012-2013 was almost 279,970, and this had steadily increased by over 46,000 students since 2005-2006 (student head count of 233,465). If this surge in student enrollment continues, the VCCS will be faced with a serious duality. In spite of a wonderful opportunity with increasing student numbers, the prospect of keeping an open enrollment philosophy may become less possible due to decreasing state funds that are forcing cuts to programs and staff (VCCS, 2014).

Community College Student and Faculty Demographics

As the student population becomes more and more diversified, it is important to know whether the current or new generations of faculty possess the essential skills to address the needs of this growing set of diverse learners (Lail, 2009). Educators play a pivotal role in tackling this serious problem of being monocultural teachers in multicultural classrooms (Smolen, Coleville-Hall, Liang, & MacDonald, 2006) who may lack the necessary diversity-related teaching competencies that help students succeed. However, this is not to say that overall, faculty do not put forth a concerted effort or make natural attempts to work with racially and ethnically diverse students. Rather it is important to examine whether faculty believe they possess the necessary skills and abilities that help racially and ethnically diverse students succeed, because good effort is just a small subset of great skill.

A report on the quality of community college education indicated that new faculty members do not enter classrooms any readier to teach their students than many of the students come prepared to learn. Furthermore, the researchers found that if asked, most community college faculty members would confess they learned classroom teaching via a "sink-or-swim" method and not pedagogical proficiency (Grubb, 1999). This is because community college

faculty tend to fall into three categories: (a) former K-12 teachers with little to no instruction about adult learners, (b) former graduate assistants with master's degrees, but minimal pedagogy training, and (c) non-academic experience career switchers (e.g., lawyers, engineers, artists) who possess mastery of their discipline but have pedagogical deficiencies (Evelyn, 2001). Corporate downsizing has played a big role in professionals seeking community college faculty positions. These corporate professionals bring real-world backgrounds into the classroom, but once on campus are only vaguely aware of some of the pedagogical preparedness issues they may face (Lail, 2009).

Community college students are adult learners who differ from the traditional stereotype of a college student. They usually are economically disadvantaged and underprepared; likely to be from ethnic backgrounds traditionally underrepresented on college and university campuses; tend to be older than traditional students; and are more likely to be female, first-generation, and attending part-time (Haggan, 2000). It is interesting to note, especially for the purposes of this study, that from fall 2005 to fall 2013, comparison data revealed that racial and ethnically diverse students grew across VCCS campuses by 65%:

- Fall 2005 – Minority student enrollments – 50,496
- Fall 2006 – Minority student enrollments – 54,405
- Fall 2007 – Minority student enrollments – 59,209
- Fall 2008 – Minority student enrollments – 63,691
- Fall 2009 – Minority student enrollments – 69,514
- Fall 2010 – Minority student enrollments – 74,611
- Fall 2011 – Minority student enrollments – 78,436
- Fall 2012 – Minority student enrollments – 77,961

- Fall 2013 – Minority student enrollments – 78,117

This gives us a broader view of the changing nature of the student body in higher education, and may warrant an examination of faculty members' abilities to relate to these changing student demographics.

With each year, the student body becomes larger and more diverse across several variables: educational background, gender, race and ethnicity, class, age, and preparation (Keller, 2001). Not only does the professoriate encounter these variables, but according to Roger McHaney (2011), because the classroom is going through a time of extreme change and transformation, faculty must observe the habits and learning styles of returning or older students, taking lecture notes with pencil and paper, to tech-savvy millennials using laptops and smartphones for classroom lecture, video sharing, blogging, and podcasts. In terms of entering college right out of high school, attending full-time, and living on campus only 16% of the student population is "traditional". The majority of learners in community college settings are not 18 to 22 year olds. The minority (older and race/ethnic students) is steadily increasing, and research predominantly focuses on what used to be the traditional (age 18, full-time) student. What was traditional is now the nontraditional (Donnelly-Smith, 2011). Likewise, more than 70% of community college students' work, almost half are over the age of 25, and more than half are women. Many of these new students are the first generation in their family to attend college (Smith, MacGregor, Matthews, & Gabelnick, 2004).

The American Association of Community Colleges (AACC) 2014 Fact Sheet states that the average age of a community college student is 28 years old, with 57% of the population between the ages of 22 and 39. Approximately 60% of community college attendees are women, with a 49% student minority enrollment and 36% who are the first-generation of their family to

attend college. These student demographics are in stark contrast to community college faculty. By comparison, over 60% of community college faculty members are between the ages of 55 and 64, approximately 51% are women, and over 80% are White (AACC, 2014).

The American college faculty is changing, but not racially/ethnically. Tenure-track, full-time appointments were once the primary employment type, but are no longer the established norm of higher education. Approximately 65% of all new faculty appointments are now in non-tenure, part-time and adjunct tracks, and these types of positions currently account for a large percentage of the faculty in community colleges. Non-tenured faculty comprised of a heterogeneous mixture of people who differ greatly in terms of employment, experiences, job descriptions, and motivations (Kezar & Sam, 2010). The VCCS Office of Institutional Research and Effectiveness indicated that during fall 2009, the VCCS employed over 9,600 teaching faculty members (2,600 full-time and 7,000 part-time) and two years later during fall 2011, the VCCS employed over 10,000 teaching faculty members (2,400 full-time and 7,900 part-time). Table 1 displays faculty type by college. Likewise, the data source showed that the majority of instructors were female (55%) and that 81% (7,832) of the total VCCS faculty were White, 11% (1,038) were Black, 3% (256) were Asian, 1.2% (112) were Hispanic, 0.3% (31) were American Indian/Pacific Islander, and 4% (365) were not specified. The process for recruiting and selecting effective community college faculty members remains a relatively neglected area of scholarly inquiry. A gap in the research exists about how and where community colleges recruit faculty, how community colleges search and select faculty members, and what values and practices influence the hiring process (Twombly & Townsend, 2008).

Table 1

Number of VCCS Faculty by Type and Gender

Faculty	Gender		Total
	Male	Female	
Full-Time	1195	1403	2601
Adjunct	3126	3892	7033
Total	4321	5295	9616

Note: Faculty numbers are based on Fall 2011 NCES data. Actual numbers at time of survey may vary. http://nces.ed.gov/collegenavigator/?s=VA&l=3&ct=1&ic=2

The National Center for Education Statistics (NCES, 2003), showed the growing diversity of America's school children in comparison to the teaching force. This diversity composition consisted of racial, ethnic, and gender disparities. Cultural diversity of students is growing across the VCCS and other higher education institutions nationwide, but only 30% to 35% of higher education faculty in the U.S. are from minority racial or ethnic groups (U.S. Department of Education, 2010). Overarching information on cultural disparities between faculty and students helped direct the research.

Concept of Multicultural Education

Multicultural education is a field of study and discipline traced far back to the late 1800s, but emphasis increased in the 1960s. During that decade, multicultural education was known as the Early Ethnic Studies Movement, a movement that focused on freedom and equality for African Americans (Banks, 1994). Further, the movement toward women's rights joined this push for educational reform. The 1980s saw the emergence of a body of scholarship on multicultural education by progressive education activists and researchers who refused to allow schools to address multicultural education by simply adding token programs and special units on famous women or people of color. Various educational policies were enacted during this period

to address educational inequities, including tracking, culturally unjust teaching approaches, standardized tests, school funding discrepancies, classroom climate, discriminatory hiring practices, and other symptoms of an ailing and oppressive education system were exposed, discussed, and criticized (Gorski, 1999). Presently, the field of multiculturalism has attempted to promote tolerance and acceptance across racial, ethnic, and gender lines through the celebration of differences. It is still difficult to identify authentic multiculturalism and multicultural education practices because of the varied meanings of the term multiculturalism (Wallace, 2005).

The background on the necessity of multicultural education helped focus this investigation that centered on perceived multicultural teaching competencies and cultural diversity attitudes of community college faculty members. This study examined some of the tenets and effects of the approach to multicultural education in higher education, specifically community college institutions. Cultural disparities such as the limited written presentations of the contributions of racial and ethnic minorities to American history and the social system inequities relating to economics and education in the United States can have adverse consequences in classroom learning environments. Multicultural curriculum reform dealing with these issues may determine if minority students experience some measure of success or a cultural clash in typical classroom cultures, called "cultural incongruity" (Byrnes, 2003). But it is important to note that genuine multicultural education does not necessarily happen when demographic changes add increasing numbers of students, staff, and faculty of color, nor when a new curriculum adds or integrates more multicultural material. Curriculum revisions should be drawn from history, literature, science, and the arts, along with popular culture (Applebee, 1996) and must prepare current and future diverse student groups for a workplace that demands a broader range of work skills and social adeptness (Bruening, Scanlon, Hodes, Dhital, Shao, &

Liu, 2001). To a certain extent, it is the responsibility of faculty to adopt pedagogical approaches to help students learn how to have open intercultural discussions about the multicultural nation and world in which we live (Frederick, 1995).

It is more important than ever for higher education to incorporate the broad global (salad bowl/mosaic) perspectives of multicultural education and move away from the assimilation (melting pot) viewpoint. Multicultural education is an approach to teaching and learning that is based on democratic values that affirm cultural pluralism within culturally diverse societies and could serve as an example for community college faculty members (Ameny-Dixon, 2004). Distinctively, community colleges are known as "teaching colleges" (Grubb, 1999), but as stated earlier a majority of community college faculty have limited or no professional educational background or pre-service training, much less multicultural educational training. Learning more about this context should help build a foundation for understanding and infusing meaningful multicultural education in community college settings to examine faculty members' perceived multicultural teaching competence.

Cultural Diversity Perceptions and Misconceptions

Cultural diversity has substantially increased in American classrooms and is projected to continue in years to come. An imperative to discover ways to curtail disparities between community college faculty members' diversity perceptions and instructional practices may influence retention, achievement, and persistence of culturally diverse students. Looming stereotypes can make it difficult for students to focus and perform well in school (Liou, 2011). Black, Latinos, and women students in math and science are known to perform poorly when a mistake seems to confirm a negative stereotype about their group. When students of color walk into a classroom, there is sometimes a keen awareness of stereotypes that their group lacks

intelligence. Negative stereotypes can prevent minority students from learning new academic material, but alleviating concerns about stereotypes dramatically improves students' learning (Gabriele, 2010; McGraw, Lubienski, & Strutchens, 2006). When faculty members and counselors are faced with a culturally varied student body, it is important for them to come to terms with racial prejudice and biases often hidden from conscious scrutiny. Faculty members may have an inherent set of difficulties in acknowledging biases and prejudice at a personal level Abreu's (2001).

Although the discussion of racial and ethnic identify is a major topic in higher education, scrutinizing socio-economic class is also a relevant topic of discussion when investigating community college instructors' multicultural competencies and cultural perceptions. Examining disparities of student and faculty composition in higher education based on economics, not race or ethnicity. Diversifying faculty would be difficult (based on socio-economic class) since most minority students are not underrepresented because they are Black, Hispanic, or Native American, but rather underrepresentation of minorities in higher education occurs because they are economically disadvantaged. Michaels (2011) further indicated that the lower admission and retention rates for minority students relates to economics instead of ethnicity. Over the last 40 years, the increase of ethnic diversity in higher education has been matched by an increase in the wealth of student families. As a result, on the majority of college campuses, there is a better chance of meeting a minority student than meeting a poor student.

Faculty members in a college of education (COE) were investigated about perceptions, beliefs, and commitment to diversity to determine ways faculty instruct and mentor future teachers of ever-growing diverse student populations (Smolen, 2006). The full-time COE faculty members in four urban universities were given a 44-item Likert survey with questions about

characteristics, experiences, perspectives, and personal commitment toward diversity. Also included in the survey were demographic questions. Prior to this study, Smolen (1996) conducted a pilot study at one of the universities and correlation analysis was performed on the variables of interest (their opinions on a range of diversity issues). Via this study, it was determined that a majority of faculty believed it was important to train and work with students who had diverse backgrounds, but little was being done to support and carry out their belief. Additionally, items on the preliminary questionnaire were too broad and no significant relationship could be found between faculty members' self-reported extensive experience with culturally diverse students and those who believed that diversity was an important issue.

The survey centered on faculty beliefs, perceptions, and attitudes toward the importance of diversity in schools, in respondents' commitment, and in their own instruction using Banks' (1993) multicultural framework for teacher education. A revised, fine-tuned instrument that focused on race and ethnicity was developed and validated by eight COE faculty members. Smolen et al. (2006) investigated 116 COE faculty members, teaching at four urban universities, perceptions on five aspects of diversity (subscales): (a) importance of diversity training (Importance), (b) colleges' support for training in diversity issues (Support), (c) teaching diversity courses (Implementation), (d) comfort with discussing diversity issues (Comfort), and (e) issues of racial sensitivity (Racial Sensitivity).

Diversity experiences of the respondents consisted of 69% growing up in predominantly European-American communities, with 41% having frequent contact with ethnically and racially different individuals during their secondary education. A majority of participants were White, female teaching faculty, a general characteristic of COE faculty in the U.S. at that time (Sleeter, 2001); ages 40-59, who were mono-lingual (spoke only English). The faculty members who

responded to the survey had no teaching experience in urban school settings and no K-12 classroom teaching experience. Significant perception differences were determined among COE faculty members at the four different colleges. This included their perceived importance of diversity training, college support, and racial sensitivity. A picture emerged in this study that faculty voiced strong support for diversity training but had a weak commitment to actual implementation.

Cultural Competence Identification

The point of competency identification is to focus on understanding and learning to negotiate cultural diversity by becoming aware of one's own perspectives and consciousness of other cultural perspectives as a foundation for informed cross-cultural interaction (Ameny-Dixon, 2004). Multicultural competence is identified as a person's ability to develop interpersonal skills in multiple ways of perceiving, evaluating, believing, and solving problems. It is anticipated that community college faculty members' perceived multicultural teaching competencies could be correlated to culturally diverse student retention, persistence, and graduation rates.

McAllister and Irvine (2000) reviewed racial identity and cross-cultural competence by examining three process-oriented models, which described how people grow in terms of their cultural identities or worldviews. The three models examined were:

- Janet Helms' Racial Identity Development (1984, 1990) – used in counseling disciplines that provides a racial (White, Black, Asian) identity development model focusing on how people develop racial and ethnic identity;
- James Banks' Typology of Ethnicity (1984) – used in the education professions, involves a six-stage multiple ethnicity model that comprises certain points acquired

by individuals along a multidimensional “ideal-type” construct in the developmental of cultural learning processes and competency; and

- Milton Bennett's (1993) Developmental Model of Intercultural Sensitivity (DMIS) – used in a variety of settings from classroom to military, has two aspects, each with three stages, and describes changes in a person's behavior, cognition, and affect dealing with the learner's subjective experience in understanding how different cultures create and maintain world views.

The DMIS model, including those of Helms, and Banks centers on giving individuals the capacity to educate in multicultural settings. Utilizing these three process-oriented models, McAllister and Irvine (2000) analyzed 12 research studies using the models and offered insight into the need to develop teacher education and professional development techniques in cross-cultural competency.

Through the evaluation of these process-oriented models, these researchers found that though the three models were from different fields (counseling, education, and the military) the commonality was that all three resulted in an increased understanding of how people change their behavior and attitudes about themselves and others as cultural beings. For example, process-oriented models helped situate teachers' behaviors, attitudes, and interactions with students of color; gave them structure for designing and sequencing effective course and program curriculum; and provided instructional and pedagogical strategies to create conducive learning environments for students.

To further identify multicultural competence and as a foundation for this study the Multicultural Teaching Scale (MTS) was used to assess community college faculty members’ perceived competence levels. The Multicultural Teaching Scale (MTS) was developed by

William W. Wayson in 1993 at the Ohio State University. The instrument examined pre-service teachers' self-reported competence levels in working with students from diverse backgrounds. Initially, the MTS contained 37 statements utilizing a five-point scale (little competence to extreme competence) that indicated teacher competencies in working with culturally diverse students. The MTS was pilot tested with over 700 pre-service teachers during the College of Education's student teaching seminars and had a 90% response rate with an inter-item reliability of .90. To validate the MTS, a panel of three judges with multicultural backgrounds classified the survey into Banks' (1993) dimensions. Utilizing a regression formula, results from Wayson's study demonstrated that 80% of the respondents perceived themselves competent in the provision of multicultural instruction in two of Banks' dimensions, equity pedagogy and empowering school culture. Thirty-eight percent of respondents perceived themselves as incompetent on their knowledge of different child rearing patterns and practices among various cultures.

Jairrels (1993) used the MTS to survey 361 special education teachers with a 63% response rate; 94 African Americans and 133 Caucasians responded. The Cronbach's coefficient alpha was .97 for the 37-item instrument. Results from this study indicated no difference between special education teachers' multicultural competence perceptions for the variables of gender, teaching level, and years of teaching. There was a significant difference in perception of multicultural competence in terms of ethnicity, with African American special education teachers perceiving themselves to have higher levels of competence.

Later, Jacobeth Thabede (1996) field tested a 55-item MTS, using Waysons' original 37 statements and adding 5 participant information and 13 multicultural background questions. The field test was conducted with 15 business education pre-service teachers to determine participant difficulties in comprehension of the survey directions and items. She personally interviewed

seven participants regarding their understanding of the instrument. Thabede incorporated the MTS into James Banks' (1993) Dimensions of Multicultural Education for further validation. The five dimensions include: (a) Content Integration, (b) Knowledge Construction Process, (c) Prejudice Reduction, (d) Equity Pedagogy, and (e) Empowering School Culture.

Ephraim Gorham (2001) also used the MTS to explore and assess relationships of 136 elementary school teachers' perceptions of strengths and deficiencies in working with students from diverse cultural backgrounds. He compared their multicultural backgrounds and demographics such as age, gender, and ethnicity to further evaluate these perceptions. The modified survey instrument consisted of 55 items that were field tested with 16 elementary school teachers. The reliability analysis from the pilot group on the original 37 items had an overall alpha of .97, indicating these items were highly correlated with the overall scale score. Items 38-42 consisted of participant information and items 43-55 examined participants multicultural background, and had a resulting alpha of .79, by using a scale of 1 to 5 (1= one culture to 5= multicultural). Gorham's survey resulted in a 98% response rate and was supplemented with focus group interviews with 12 teachers.

Via a training program, Arizona State University (ASU) College of Business professors Roberson, Kulick, and Pepper (2002) wanted to learn if the population attained effective cultural competence strategies and behavior skills that addressed diversity issues in the classroom. The researchers designed and evaluated this training program initiated at their institution. The population consisted of teaching assistants who took the training to learn effective strategies and behaviors for addressing diversity issues in a variety of subject matter classrooms (e.g., accounting, organizational behavior, finance).

Because attitude surveys are transparent and subject to socially desirable bias Roberson et al. (2002) thought that three different attitudinal measures for their study were necessary: (a) the Instructor Cultural Competence Questionnaire (ICCQ) measures skill-based diversity linkage and generalizing behaviors to unique settings; (b) the Pluralism and Diversity Attitude Assessment (PADAA) assesses the affective domain; and (c) the Diversity Knowledge Test (DKT) evaluates cognitive knowledge. These three measures covered affective, cognitive, and skill-based learning outcomes. Each survey taps into different learning constructs, so any high relationships would be unexpected, but cognitive knowledge is a necessary condition for the development of higher level skills (Kraiger, Ford, & Salas, 1993).

The ICCQ is an instrument based on critical incidents, composed of an open-ended situational questionnaire presenting a series of diversity incidents in the classroom. ICCQ can be adapted for instructor self-assessment, small-group discussions, and student evaluations of instructor cultural sensitivity. In developing the ICCQ, 350 undergraduate students taking management classes were surveyed using open-ended question, critical incident forms. A total of 116 forms were completed (47%); the respondents answered 166 broadly-categorized questions about incidents related to diversity management situations instructors may face. Respondents were asked to write what they would most likely do in that situation. This type of situational instrument reflects behavioral intentions as opposed to attitudes.

Scoring of the ICCQ utilized a developed key based on Bennett's (1993) cultural competence model. This cultural competence model addressed two developmental stages of cultural competence, ethnocentric (denial, defense, minimization) and ethnorelative (acceptance, adaptation, integration). There were six themes that emerged from the ICCQ results: (a) diversity issues resulting from professor behavior, (b) diversity issues resulting from in-class

student behavior, (c) diversity issues resulting from class composition, (d) diversity issues raised by an individual student, (e) diversity issues resulting from small group dynamics, and (f) diversity issues surfacing during in-class discussion. Each theme was categorized with situational questions. Respondent answers were scored via Bennett's (1993) model, falling into one of the two developmental stages (ethnocentric or ethnorelative) of cultural competence.

The ICCQ reliability correlation was .75 (pre-test) and .71 (post-test) by independently rating respondents' answers on the 6-point cultural competence scale after two diversity training programs were compared. These scores meet the measurement characteristics of reliability, referring to the ability to produce consistent results (Rudestam & Newton, 2001). Because the ICCQ was developed based on critical incidents generated by students, the instrument has a great deal of content validity and represents realistic situations that instructors could face. Additional validity of the ICCQ was established in two ways: (a) through the correlation of scores with other measures, and (b) through the sensitivity of scores to training. Roberson et al. (2002) studied the two other measures (PADAA and DKT) by collecting post-training data to assess attitudes toward diversity and knowledge of diversity issues. Resulting correlations among the three measures showed post-training ICCQ scores had significant positive correlation only with the DKT. An ANCOVA was conducted using the pretest measure as a covariate and using training program assignment (awareness training or skills training) as the independent variable. A significant difference was revealed with those who attended skills training receiving higher posttest scores.

These studies give us an overview of cultural competence and provide insight that could lead to candid discussions on techniques to help eliminate any cultural barriers for community

college faculty members when instructing diverse populations. Ultimately, the impetus for this research was to expand the knowledge of cultural competence in higher education settings.

Community College Faculty Members' Multicultural Professional Development

In Chapter 1, reference was made to the fact that a majority of community college faculty members do not have prior teaching experiences (Grubb, 1999). Numerous faculty members come from professional settings, possessing career specific skill sets (e.g., engineering, nursing, law enforcement) but no adaptive techniques to convey that information effectively, manage students who learn differently, and keep up with changes in their fields of expertise (Evelyn, 2001).

Therefore, it is highly likely that many community college faculty members have little background in classroom issues related to student diversity. This lack of prior teaching experience can further leave culturally diverse students within higher education classes without the benefit of faculty trained in multicultural issues. Garcia and Pugh (1992), agree that teacher preparation programs need improved methods and alternative models for both pre-service and in-service professional development to better prepare teachers in educating the diverse populations within our nation's education systems.

Grubb et al. (1999) utilized an institutional analysis of interviews and observations to interpret community college teaching in approximately 260 classrooms and examined both administrators' and instructors' perspectives on community college teaching and learning. The analysis surmised the effectiveness of teaching and learning and what is being done to improve the quality of instruction. Emphasized throughout the study, from observational data, were themes centered on approaches to pedagogy in community college settings including: lecture/discussion formats, literacy practices (note-taking and study skills), the effects of student

remediation, and instructional changes in the community college as shaped by institutional power.

The authors' conclusive summary stated that "good teaching" in community colleges is rarely obvious and hard to identify, but does occur. Also, there is a greater need for public examination of this process to make "good teaching" more visible, a less solitary instructor endeavor, and removed from behind closed-door classrooms. The importance of recognizing good instructional practices and identifying positive teaching attributes could help faculty in their personal competency reflections on educating diverse students.

A major study on faculty development in higher education indicated that key challenges facing faculty members and their institutions related to teaching and student learning (Sorcinelli, Austin, Eddy, & Beach, 2006). They surveyed members of the Professional and Organizational Development (POD) Network in Higher Education with a 50% response rate of nearly 500 participants (faculty developers) from 331 institutions identifying the key challenges and pressures facing faculty members as: the changing nature of the professoriate; the changing nature of the student body; and the changing nature of teaching, learning, and scholarship. The researchers' book examines core issues concerning structural variations among faculty development programs; the goals, purposes, and models that guide and influence faculty program developments and offered five specific action steps that can guide, support, and initiate activities for professional development of higher education faculty. Their analysis included the need to increase the recruitment, retention, and graduation rates of underrepresented students and how to support faculty through professional development with students who learn most effectively in different ways.

Within the study, faculty developer respondents identified multiculturalism as it relates to teaching and learning as one of the most important issues that should be addressed; however, there was great disparity between perceptions of the need to address this issue and the extent of devoted faculty development services (professional development training) to address the need (Sorcinelli et al., 2006). Researchers concluded that diversity concerns are not a student development but rather a faculty development issue and that faculty can be reticent about addressing issues of diversity inside and outside of the classroom because of a lack of training. However, faculty development training was a necessity to cope with demands, embrace change, and prepare students for life and work in culturally diverse environments.

In the area of professional development training, especially for new faculty, it is important to find provocative approaches to reorganizing instruction in a technology driven environment. Bates and Sangra (2011) identified and provided examples of a vision for teaching and learning in the future. This vision included courses being designed to accommodate a range of students. The courses included various assessment methods in which students' "proof of learning" was authenticated by either electronic portfolios of work or by oral defense. Assessments of master's level graduates and workforce career switchers incorporated up to three months of training in the teaching field in addition to required course work. Ph.D. students had up to six months' of training in teaching and learning and research techniques. These futuristic assessment visions have broad interpretations for potential and current faculty members "proof of teaching".

Carl Pletsch (2011) described teaching as an art, in which faculty can either improve or stagnate. Lively teaching involves staying interested in the process. The key—as in any art—is to reflect regularly on what is done and consciously make adjustments. He indicated the two best

strategies to reflect and improve: (a) attend good, interactive teaching workshops, and (b) trade classroom visits with colleagues. Both provide opportunities to reflect, but are not done regularly and tend to be one-time experiences, rarely involving follow-up.

Faculty members must stay abreast of new developments in their fields, understand various characteristics of their students, embrace technology, and learn strategies for instructing multiple learning styles of diverse student groups. All these challenges make faculty professional development in multiculturalism a must and directed this study in examining community college faculty members' cultural diversity teaching competence and diversity perceptions.

Culturally Responsive and Relevant Teaching Attributes and Practices

"Are you a culturally responsive teacher?" Gloria Ladson-Billings (1995) addressed this question in her text, *Toward a Theory of Culturally-Relevant Pedagogy*. She posited that education must examine ways for teachers to better match home and community cultures of minority students to educational settings. By matching these cultures instead of emphasizing how to fit students designated as "other" by virtue of their race, ethnicity, language, or social class into a hierarchical structure, these approaches help teachers become more culturally responsive to diverse students. Landson-Billings (1995) stated the importance of starting discourse and interactional procedures to make diverse students feel accepted, not separate or less-than, within the education process. The question about cultural responsiveness and the Ladson-Billings' (1995) argument can help educators visualize a new theoretical outlook to garner an innovative educational perspective of the growing demographic changes in our society, workplace, and community college settings.

Termed "culturally appropriate," "culturally congruent," and "culturally compatible," this culturally-relevant pedagogy relates to the inclusion of students' cultural environments into the

structure and instruction of classroom environments. Within the culturally-relevant pedagogy theory, majority (White) faculty members who teach diverse students can utilize some successful pedagogical strategies of minority educators who teach culturally diverse populations. A method called “cultural synchronization” is described as teachers and students having similar backgrounds and experiences that tend to generate feelings of connectivity, affiliation, and solidarity that lead to positive influences, shaped practices, and student success in the education process (Nuby & Doebler, 2000).

Irvine (2010) described culturally relevant teaching as a way to boost students' self-esteem, but most importantly a way to maximize student learning. A culturally-relevant pedagogy builds on the premise that learning differs across cultures, and teachers enhance success of students by acquiring knowledge of their cultural backgrounds and putting that into instructional practice. Irvine’s (2010) discussion about culturally-relevant pedagogy included: (a) only teachers of color can be culturally relevant; (b) culturally-relevant pedagogy is not appropriate for White students; and (c) culturally relevant teachers attend to learning styles by addressing African American male students' need for kinesthetic activities or by allowing Asian American students to work alone.

Good culturally-relevant pedagogy involve creating learning opportunities in which students' voices emerge based on constructed meaning from the students' perspectives. Good teaching attributes and classroom practices of culturally relevant instructors consist of educators who possess a thorough knowledge of content with multiple representations that use students' lived experiences to connect new knowledge to home, community, and global settings. Also, culturally relevant instructors’ have an ability to bridge the gap between the known (students' personal cultural knowledge) and the unknown (materials and concepts to be mastered), and

prepare culturally responsive lessons using transformative subject area units that align with course standards. Other culturally responsive teaching attributes include reflection on classroom experiences that enables examination of actions, instructional goals, and reference to methods and materials relating to students' cultural experiences and preferred learning environments. As systemic reformers, culturally relevant teachers must lead the call for educational reform (Irvine, 2010).

Culturally Diverse Student Learning Theory

The concept of learning styles is based on the theory that an individual responds to educational experiences with consistent behavior and performance patterns. Research does not support the supposition that members of a particular ethnic group have the same learning style. Some research implications for enhancing academic achievement of culturally diverse students suggest that teachers be alert to individual students' learning styles as well as their own actions and methods in reference to their students' cultural experiences and preferred learning environments (Irvine & York, 1995).

In responding to a more diverse student body, Montgomery and Groat (1998) pointed out that students are more diverse not only ethnically and by gender but in terms of age, nationality, and cultural backgrounds that can affect classroom settings through diversity in learning styles. For example, older students may draw on their life experiences and are likely to be independent, self-directed learners, and women tend to approach learning empathetically, through collaboration and careful listening, while Hispanic and African American students usually prefer working with others to achieve common goals. The researchers stated that it is important for faculty not to stereotype students based on expected learning styles because there is a range of individual differences within any demographic group.

In their research paper, Montgomery and Groat (1998) summarized four prevalent learning style models:

- Myers-Briggs Type Indicator – an instrument that identify personality types;
- Kolb/McCarthy Learning Cycle – a preference analysis model based on student learning styles;
- Felder-Silverman Learning Styles Model – an instrument that identifies five learning style dimensions; and
- Grasha-Riechmann Learning Styles – a typology based on student responses to actual classroom activities.

The researchers concluded that matching teaching style to learning styles will not solve all classroom conflicts because classroom climate, previous background, motivation, gender, and multicultural issues can influence the quality of learning. Also, faculty should be self-reflective in their pedagogical goals and teaching strengths, which can enhance student learning and make teaching more rewarding.

To improve teaching it is important to ascertain how culturally diverse students learn. By identifying what factors influence culturally diverse student learning, faculty can use these principles to make choices in their teaching (Berg, 2011). There exists an abundance of literature (Esters & Bowen, 2003; Gaal, 2007; Pearson & Champlin, 2003; Reese, 2005) discussing the serious need for educators in American secondary and post-secondary instructional systems to teach increasing numbers of diverse students. According to a U.S. Census Bureau (2008) report, by 2050 minorities are projected to be 54% of the population. Currently, 30% of community college student enrollments in the U.S. are ethnic minorities (Laanan, 2000).

Identifying minority student learning styles should be an area of importance since the general trends in higher education show that minorities remain underrepresented in degree awards. Problems with retention and degree attainment for this student population persist. Given that community colleges ideologies emphasis an open-door, low-cost policy, serving both an educationally and ethnically diverse student body is more probable than in other higher education institutions. Therefore, if community colleges recognize cultural learning theories this could generate strategies that might improve student persistence to graduation.

Implementation of Cultural Diversity and Pluralism

Accessing more cultural resources and acquiring cultural diversity and pluralism skills that enhance teaching practices are increasingly valid considerations for community college educators. Xu (2000) stated that increasing multicultural growth will require educators to understand the dynamics of inter-group relations and adjust pedagogical theories and practices to make them congruent with student backgrounds. All campus and instructional programs may need to adopt concepts and curriculum of cultural literacy. This cultural literacy introduces students across academic programs to essential cultural reference points.

There appears to be a misunderstanding of cultural diversity and pluralism terminology since the terms are so broadly defined. Most multicultural references (Goodwin, 1997; Lankard, 1994; Sleeter & McClaren, 2000) consist of race or gender with little attention given to other areas of diversity, such as age, disability, nation of origin, religion, sexual orientation, socioeconomic level, and language. However, due to the multitude of these multicultural references, the focus of this study encompassed only race and ethnic diversity. In addition, implementation of cultural diversity and pluralism is a serious problem because community college educators receive limited exposure to multicultural education coursework, diversity

practices, and professional development activities that could affect their attitudes and behaviors (Gay & Howard, 2000). In fact, studies found that faculty preferred career-related or discipline-specific activities rather than participating in pedagogical theory topics and showed a lack of interest in acquiring diverse-learner strategies, stating those activities were too nonspecific (Lail, 2005; Murray, 2002).

Cultural pluralism philosophy concentrates on educators possessing abilities in content integration, discussing the effects of societal stereotypes and prejudice reduction, incorporating equity pedagogy, and empowering students with experiences of educational equity (Stanley, 1996). Linda Stanley's (1996) research findings concluded that culturally diverse and lower socioeconomic status groups have lower educational achievement levels versus those of the dominant culture. She focused on multicultural education in teacher preparation programs to better understand teachers' attitudes and perceptions of diversity. This directed Stanley's development and validation of an instrument to assess attitudes toward cultural diversity and cultural pluralism among pre-service physical education teachers.

Stanley (1996) developed the Pluralism and Diversity Attitude Assessment (PADAA) and described the procedure examining content and construct validity of this instrument. The sample utilized to evaluate the instrument's scale consisted of 215 pre-service elementary and secondary physical educators from 11 universities in geographically different locations, who were from diverse backgrounds and in the final two years of their teacher preparation programs, and completed the instrument at their respective institution. Originally 66 statements were developed for the PADAA that represented attitudes toward cultural diversity and pluralism. One statement was eliminated from the pool by a panel of multicultural education experts due to a lack of association with other categorized statements. A total of six statements were eliminated

because the readability assessment found them to be vague or difficult to interpret. Therefore, these screening procedures resulted in an instrument that contained 60 items and was constructed using a six-point Likert scale.

Data results for the use of the PADAA with 215 pre-service physical educators showed that the complete instrument's alpha reliability coefficient was .91. Stanley determined the total number of components to retain if there were high item-total correlation with factors loading greater than .40, and presented three significant items per factor with eigenvalue above 1. Seven factors were retained and further analyzed. Internal consistency reliability for these seven factors computed and loaded between .72 and .92. Upon revision, three additional factors (religion, language, and social economic status) were removed because of related components originally described during the PADDA content validation. The remaining four factors or scales conceptually described the broadly defined area of attitudes toward pluralism and diversity.

Factor analysis helped determine domains to be studied, in this case cultural pluralism and cultural diversity. The final instrument had a test-retest reliability of .84 and consisted of 19 statements which were included in four scales (See Appendix F, Part 2): (a) Appreciate Cultural Pluralism (Items 1, 5, 7, 11, and 15; reverse statement 15), (b) Value Cultural Pluralism (Items 2, 6, 12, 16, and 19), (c) Implement Cultural Pluralism (Items 4, 8, 10, 13, and 17; reverse statement 8), and (d) Uncomfortable with Cultural Diversity (Items 3, 9, 14, and 18). The first three scales describe cultural pluralism and the fourth scale focuses on an individual's diversity comfort level. Stanley concluded that cultural diversity is a complex concept and that an instrument should be further developed to measure individual attitudinal components of diversity.

In another study, Adams and Hall (2002) used the PADAA assessment to assert that teacher preparation programs usually include rudimentary and limited training in the areas of cultural diversity, which centered on age, race, ethnicity, or gender. The core of their research built upon Stanley's (1996) study utilizing the PADAA but centered on secondary business and marketing teachers' cultural pluralism and diversity attitudes. The PADAA was modified to reflect career and technical education (CTE) teacher statements, as opposed to those related to Stanley's (1996) original study participants, physical education teachers, and to add two demographic questions, gender and teaching level, which were determined applicable by a panel of CTE teachers.

600 surveys were mailed and the researchers reported a 52.5% response rate. There were more female (74%) than male (25%) respondents (1% did not identify their gender). Their study reported these results for the business and marketing respondents for the four scales:

- Appreciate Cultural Pluralism – issues related to equality of all students and respect for self as well as different cultures (93% of respondents strongly agreed or agreed with statements related to this ideal).
- Value Cultural Pluralism – issues related to integration and interaction of cultures (76% of respondents strongly agreed or agreed with statements related to this ideal).
- Implement Cultural Pluralism – focused on the infusion of differing cultures into the curriculum and educational process (32% of respondents indicated strongly agreed or agreed with statements related to this ideal).
- Uncomfortable with Diversity – issues that emerged relating to prejudices and resistances that may impede a democratic and equitable school environment (59% of respondents strongly agreed or agreed with statements that illustrated this ideal).

Evidence from Adams and Hall (2002) indicated that secondary teachers (business and marketing specifically) expressed resistance toward classroom implementation of cultural pluralism practices, as well as having uncomfortable feelings about diversity issues. If teachers are experiencing personal difficulties with pluralism implementation and personal anxiety toward

diversity issues, this necessitated and examination of community college faculty members' perceptions of their own multicultural teaching competencies and how they respond to an increasingly diverse student body.

From the study outcomes, Adams and Hall (2002) noted that business and marketing teachers needed to develop skills and instructional strategies in cultural pluralism, an ideology that advocates the preservation and development of diversity within a society. Additionally, business and marketing teachers should undertake professional development that was designed to enable effective teaching of culturally diverse students and decrease feelings of discomfort when associating with diverse students. Although business and marketing teachers in the study valued cultural pluralism, they showed resistance to implementing pluralism and changing their teaching methods. One limitation to the study was that the participants consisted of only business and marketing teachers.

Similar results were found for family and consumer sciences teachers (Adams, Sewell, & Hall, 2004) that examined their cultural pluralism and diversity attitudes. They found that these teachers lacked instructional and professional development strategies to implement ideals associated with cultural pluralism and diversity that effectively teach and prepare students from diverse cultures. The sample population consisted of 811 family and consumer sciences teachers, 500 of whom were randomly selected and mailed the PADAA (modified for CTE). A 51% response rate to the mailed surveys included two males and 252 females.

Reported results of family and consumer sciences teacher attitudes were similar to those of Adams and Hall's (2002) prior study of business and marketing teachers. The self-reports of the two groups were most different on the scale Implement Cultural Pluralism, with 48% of family and consumer sciences teachers but only 32% of business and marketing teachers

indicating agreement with implementing the ideals of cultural pluralism. Implementation conveys the teacher's desire to adapt and use a variety of teaching methods applicable to the needs of individual learners (Stanley, 1992). Table 2 presents a comparison of the results of the two studies utilizing the PADAA.

Table 2

PADAA Research Study Results

Cultural Diversity Subscales	Adams & Hall (2002) Business and Marketing Teachers	Adams, Sewell, & Hall (2004) Family and Consumer Sciences Teachers
Appreciate Cultural Pluralism	93%	95%
Value Cultural Pluralism	76%	77%
Implement Cultural Pluralism	32%	48%
Uncomfortable with Diversity	59%	64%

Note: Numbers indicate the % who strongly agreed or agreed with statements about the ideals of cultural pluralism.

All the aforementioned studies contributed to the understanding of community college faculty attitudes towards multicultural competence, and cultural pluralism and diversity that lay the foundation for further research. Therefore, the researcher's goal was to expand and interpret some of the limitations in the earlier research by examining community college faculty members' cultural competence and the impacts these attitudes may have on diverse learning environments.

Summary

This literature review focused on some prominent ideas about instructing diverse populations and provided a description of some essential literature reviewed in conjunction for the study, including journal articles, websites, and books that closely related the research content. Several of these studies offered an overview of cultural pluralism and diversity and community

college professional development. Also, this literature review presented related information to the investigation of community college faculty members' perceptions of cultural competency and their attitudes about cultural diversity to examine any benefits of an inclusionary education process of all social groups. Other pertinent studies examined included those by researchers regarding perceptions, beliefs, and cultural classroom competence. Studies by McAllister and Irvine (2000); Roberson, Kulik, and Pepper (2002); and Smolen, Colville-Hall, Liang, and MacDonald (2006) supported the outlook that higher education faculty members' perceptions, beliefs, expectations and cultural competence levels can affect how they respond toward various diverse groups and may enhance multicultural professional development.

Chapter 3

Methodology

This chapter includes a description of the procedures and methods utilized to answer the research questions of this study. Many factors may contribute to the perceived strengths and deficiencies of community college educators' cultural competence in the teaching and learning processes of culturally diverse students. These factors could easily affect culturally-diverse learning climates. The purpose of this survey research is to (a) inform higher education, especially community college practitioners, about faculty members' multicultural teaching competencies and cultural pluralism and diversity perceptions; and (b) assess the relationship between these competencies and perceptions and faculty demographic factors, such as age, instructing locality, diversity training, years of instructing, teaching division, and faculty status, that could impact current problems of racial and ethnic minority student retention and persistence.

This chapter contains information on the study's research questions, research design, target population and sample, survey instrument, data collection, and data analysis. Examining some of the attitudes of community college faculty toward cultural pluralism and diversity may help to identify related factors, so inferences can be made about the characteristics, attitudes, and behaviors of this population (Babbie, 1990).

Research Questions

This research involved analyses of relationships among community college faculty multicultural competence and cultural diversity perceptions, their instructional practices, and their cultural pluralism implementation processes using quantitative methodologies.

A research question poses a relationship between two or more variables but phrases the relationship as a question (Kerlinger, 1979). The following three questions influenced this research.

1. For which of Banks' dimensions of multicultural education do community college faculty members' perceive themselves as being culturally competent in teaching racially and ethnically diverse students?
2. What are community college faculty members' appreciation, value, and comfort levels relating to cultural pluralism and diversity and their willingness to implement cultural pluralism into their instructional processes?
3. To what extent are faculty status, gender, race/ethnicity, age, years of teaching experience, program area, teaching locale, and previous diversity instruction of community college faculty members related to their multicultural competence and cultural diversity attitudes?

Research Design

Research design works as a systematic plan or blueprint for the study, the methods of data collection, details on how the study will arrive at its conclusions and the limitations of the research. Research design is not limited to a particular methodology and may incorporate both quantitative and qualitative analysis (Wills, 2012). This researcher examined the perceived multicultural competence and cultural pluralism and diversity attitudes of community college faculty members teaching in the VCCS.

A survey design can provide a quantitative or numeric description of some fraction of the population, the sample, through the data collection process of asking questions of people (Fowler, 2009). Surveys have a wide appeal, particularly in democratic cultures, because they are

perceived as a reflection of attitudes, preferences, and opinions of society to allow for generalizations (Rea & Parker, 1997). Inferential statistics were utilized through correlational design survey methodology. Inferential statistics use probabilistic arguments to generalize findings from samples to populations of interest (Rudestam & Newton, 2001).

Target Population and Sample

The ultimate goal of survey research is to allow the generalization about a large population by studying only a small portion of that population. Sample survey research is soliciting self-reported information from people about themselves (Rea & Parker, 1997). The target population for this study consists of community college faculty members instructing in various program areas throughout the VCCS. Rea and Parker (1997) stated that any selected (target) populations should possess the necessary knowledge and information to fulfill the requirements of the research project.

The target population came from fall 2011 data as identified by the National Center for Education Statistics (NCES) – College Navigator section (Institute of Education Sciences, 2011), which categorizes community colleges by variables such as state, program areas or academic divisions, campus setting, student enrollment, faculty totals (full and part-time), and tuition. This included faculty who instruct in a school or division of business, engineering, and technology; health and medical sciences; liberal arts and social sciences; or math and science. The NCES fall 2011 data and VCCS statistical information included instructors by faculty type (full or part-time), race and ethnicity, and gender at each community college within the VCCS.

The NCES fall 2011 population had 9,927 instructors who were identified as teaching in various VCCS program areas, on a full-time (22%) or part-time (78%) basis. A power analysis was conducted and an *F* table consulted to determine sample size. These are the best methods to

approximate the number of subjects necessary to detect any effects that result from the variables (Rudestam & Newton, 2001). For research purposes the sample proportion was established within ± 5% and 95% confidence to ensure that this study's projected sample met the sampling size criteria established by Krejcie and Morgan (1970) needed to generalize research results to the larger population.

A stratified random sampling (called proportional or quota) technique was utilized with the identified faculty members from eight of 23 selected community colleges to obtain sample participants. Undoubtedly this random procedure is the most rigorous, enabling findings of the study to generalize to the entire population (Creswell, 1994) and ensures the ability to represent not only the overall population, but also key subgroups of the population (Trochim, 2006). Rudestam and Newton (2001) observed that determining the appropriate number of participants for intended research is a difficult sampling problem and that the majority of researchers tend to underestimate the number of necessary participants to draw meaningful conclusions from the data. Research texts suggest the first column of a sample size (*F*) table should suffice (Confidence Level = 95%, Margin of Error = 5%) in determining the size of the population.

Initial contact with the eight identified colleges was made via email to each community college's Institutional Effectiveness and Assessment Director to request approval to conduct external research and obtain faculty email addresses for study participation to take the online survey. The eight college selection procedure was based on: (a) the campus size and total number of faculty; (b) the campus setting (urban, suburban, or rural) as listed by NCES; and (c) the Virginia Department of Education's (VDOE) eight superintendents' regions (Figure 2).

Region 1 – Central Virginia	Region 2 – Tidewater
Region 3 – Northern Neck	Region 4 – Northern Virginia
Region 5 – Valley	Region 6 – Western Virginia
Region 7 – Southwest	Region 8 – Southside

Figure 2. Map of Virginia Department of Education (VDOE) Superintendents Regions. Retrieved from http://www.doe.virginia.gov/directories/school_divisions/division_info_by_regions.shtml

For clarity, the selected eight community colleges were assigned to respective options based on the following: Selection 1 – community colleges identified for the survey, and Selection 2 – community colleges identified if participation is denied by a Selection 1 community college. Therefore, 16 out of the 23 community colleges (two from each VDOE Superintendents region) were identified. Based on the eight VDOE regions, the VCCS community colleges listed in Table 3 were randomly selected to Selection 1 or Selection 2 as the sampling frame. Although there are eight regions, only seven had two or more community colleges, with Region 8 having only Southside Virginia Community College. To obtain the specified power level, the study's sample population from Selection 1 is listed (See Table 4).

Table 3

VCCS Colleges by VDOE Regions

Region	Selections	Community Colleges	Total Faculty	NCES Location
1 – Central Virginia	1	J. Sargeant Reynolds	624	Suburban
	2	John Tyler	548	Suburban
2 – Tidewater	1	Eastern Shore	85	Rural
	2	Paul D Camp	123	Rural
		Thomas Nelson	605	Urban
		Tidewater	1507	Urban
3 – Northern Neck	2	Germanna	404	Rural
	1	Rappahannock	204	Rural
4 – Northern Virginia	2	Lord Fairfax	466	Rural
	1	Northern Virginia	2213	Suburban
5 – Valley		Blue Ridge	368	Rural
	1	Central Virginia	331	Urban
	2	Piedmont	300	Suburban
6 – Western Virginia		Dabney S Lancaster	97	Rural
	1	Danville	293	Urban
		Patrick Henry	191	Rural
	2	Virginia Western	466	Urban
7 – Southwest		Mountain Empire	201	Rural
	1	New River	239	Rural
		Southwest Virginia	246	Rural
	2	Virginia Highlands	194	Rural
		Wytheville	216	Rural
8 – Southside	1	Southside Virginia	345	Rural

Note: Faculty numbers were based on NCES fall 2011 data.
http://nces.ed.gov/collegenavigator/?s=VA&l=3&ct=1&ic=2

Table 4

Sampling Frame

Selection 1 – Community Colleges	Number of Instructors	Sample Size Requirement with 95% Confidence and 5.0% Margin of Error
Central Virginia (CVCC)	331	196
Danville (DCC)	293	169
Eastern Shore (ESCC)	85	80
J. Sargeant Reynolds (JSRCC)	624	248
New River (NRCC)	239	152
Northern Virginia (NVCC)	2213	333
Rappahannock (RCC)	204	152
Southside Virginia (SVCC)	345	196
Total	*N*=4334	*n*=1526

Note: Faculty numbers were based on NCES fall 2011 data.
http://nces.ed.gov/collegenavigator/?s=VA&l=3&ct=1&ic=2

Within the Selection 1 sampling frame, two of the eight community colleges agreed to participate in the study – J. Sargeant Reynolds (JSRCC) and Southside Virginia (SVCC). From the Selection 2 sampling frame three community colleges agreed to participate in the study – Germanna (GCC), Piedmont Virginia (PVCC), and Virginia Western (VWCC). Of these five community colleges that granted the researcher permission to conduct external research, only four (GCC, JSRCC, PVCC, and SVCC) were surveyed. VWCC had time constraints and date conflicts for the survey distribution timeframe. Therefore, only four of the eight VDOE Superintendent Regions were represented – Central Virginia, Northern Neck, Valley, and Southside. Table 5 displays the actual sampling frame used for this research to examine

community college faculty members' multicultural perceptions and cultural pluralism and diversity attitudes.

Table 5

Actual Sampling Frame

VDOE Regions	Surveyed Community Colleges	Number of Instructors	Sample Size Requirement with 95% Confidence and 5.0% Margin of Error
Central Virginia	J. Sargeant Reynolds (JSRCC)	788	260
Northern Neck	Germanna (GCC)	358	196
Valley	Piedmont VA (PVCC)	329	196
Southside	Southside VA (SVCC)	323	196
Total		*N*=1798	*n*=322

Note: Faculty numbers based on fall 2012 data. Actual numbers at time of survey provided by each participating college.

The actual research participants (sample) consisted of faculty members randomly selected from four of the 23 colleges within the Virginia Community College System (VCCS). Faculty (full and part-time) email addresses were obtained from GCC, PVCC, and SVCC to receive the email invitation to complete the online survey. Only JSRCC did not provide emails directly due to the college's privacy policy. Instead, the Web Link for the survey was sent to the JSRCC Director of Institutional Effectiveness who forwarded the link to faculty to complete the online survey. A total of 1,452 randomly selected faculty received emails to participate in the Survey of Community College Faculty (SCCF). There were 206 VCCS faculty (14%) that responded to the survey, but a total of 12 respondents did not answer certain survey items (missing responses). The researchers' statistical consultants in the Virginia Tech Department of Statistics –

Laboratory for Interdisciplinary Statistical Analysis determined the number of survey responses to be statistically adequate for the statistical procedures to be used.

Instrumentation

The Survey of Community College Faculty (SCCF) consisted of (a) the Multicultural Teaching Scale (MTS) which examined community college faculty members' perceived multicultural teaching competency (See Appendix F , Part 1, Questions 1-36). Developed by William Wayson (1993), the instrument examined pre-service teachers' self-reported competence levels in working with students from diverse backgrounds. The instrument utilizes a five-point scale (low competence to high competence) that indicates teacher's self-perceived competencies in working with culturally diverse students. A rating scale works particularly well in the context of a series of questions that seek to elicit attitudinal information about one specific subject matter (Rea & Parker, 1997).

The original MTS contained 37 questions, and one item was omitted from the SCCF to leave 36 items. The original MTS was pilot tested with over 700 pre-service teachers during Ohio State's College of Education's student teaching seminars. The study had a 90% response rate with an inter-item reliability of .90. The MTS was also used by Jairrels (1993), Thabede (1996), and Goram (2001). The Goram study reported a Cronbach's coefficient alpha of .97 for the 37-item instrument. A reliability coefficient closer to 1.00 gives a greater chance that the participants' observed score and true score can be considered similar or homogeneous (Hittleman & Simon, 2002).

A panel of three judges with multicultural backgrounds validated the original MTS. Construct validity occurs when an instrument demonstrates a supportable theory and the items measure hypothetical concepts (Hittleman & Simon, 2002). The panel of judges classified the

survey into Banks' (1993) Dimensions of Multicultural Education. The five dimensions consist of:

1. Content Integration – (CI): the extent to which teachers use examples and information from a variety of cultures to illustrate key concepts in subject areas;
2. Knowledge Construction – (KC): procedures by which social, behavioral, and natural scientists create subject area or discipline specific knowledge;
3. Prejudice Reduction – (PR): strategies that can be used to help students develop better racial and ethnic attitudes;
4. Equity Pedagogy – (EP): teachers' use of instructional methods and techniques that facilitate academic achievement of students from diverse racial, ethnic, and social-class groups; and
5. Empowering School Culture (ESC): enabling the process of school restructuring so diverse students experience education equity and gain a sense of empowerment.

Also, the Survey of Community College Faculty (SCCF) – consisted of (b) the Pluralism and Diversity Attitude Assessment (PADAA) survey that assessed the affective domain on cultural diversity attitudes of research participants (See Appendix F, Part 2, Questions 37-55). Linda Stanley (1996) developed the PADAA, an instrument that examined 215 pre-service physical education teachers' cultural pluralism and diversity attitudes. The PADAA was also used by Adams and Hall (2002), Roberson, Kulik, and Pepper (2002), and Adams, Sewell, and Hall (2004).

Stanley's (1996) original PADAA contained 60 items and was constructed using a six-point Likert scale (strongly agree to strongly disagree). A principal components analysis was performed on the PADAA data from the 215 subjects to determine which components to retain

by using a combination (eigenvalue and scree test) of methods. These methods provided evidence and support for the number of factors to retain. From the 60 items, analysis yielded 18 factors. Seven of the 18 factors were retained for further analysis. Instrument revision determined that the first four factors were closely related (eigenvalues greater than 1) to cultural diversity and pluralism attitudes and would remain for the final instrument. The other three factors represented language, religion, and socioeconomic status (subsets of diversity), therefore omitted from the final instrument. The PADAA (original 60 item instrument) had an alpha reliability coefficient of .91 and a test-retest reliability of .84.

The final instrument (PADAA) consists of 19 statements and these were included in four scales: (a) Appreciate Cultural Pluralism, (b) Value Cultural Pluralism, (c) Implement Cultural Pluralism, and (d) Uncomfortable with Cultural Diversity. The first three scales describe cultural pluralism and the fourth scale focuses on an individual's diversity comfort level.

The Multicultural Teaching Scale (MTS) and the Pluralism and Diversity Attitude Assessment (PADAA), combined for this research into the Survey of Community College Faculty (SCCF), were used to assess community college faculty members' perceived competence levels and their attitudes regarding cultural diversity and pluralism for working with students from diverse multicultural backgrounds. Minor editorial changes were made to some of the MTS and PADAA statements to reflect appropriate language and content for community college faculty in this study. For example, on the MTS, the statement "Know different patterns of child rearing practices among cultures (#12 on the original survey instrument) was removed since it related to elementary teachers as opposed to community college faculty. Also, statements that originally read "children" were changed to "students;" "Visit children's homes in poor part of town" (#32 on original survey instrument) was transformed to "Instruct students from low-

income families" (now #31 on SCCF); and the word "play" was altered to "socialize outside of class" (#34 on original survey, now 33 on SCCF). Likewise, on the PADAA, statements that originally read "career and technical education" or "career and technical educators" were changed to "higher education" or community college faculty," respectively. Additionally, where the PADAA read "minority individuals" (statements #8 and #9 on original survey instrument), that was changed to "culturally diverse students" (statements #44 and #45 on the SCCF). The MTS and PADAA are considered reliable instruments for this study that involved a broader population. The revised survey instrument (SCCF) was utilized so statements reflected attitudes of community college faculty members. Table 6 shows the minor editorial changes of the MTS statements for the SCCF classified into the five dimensions. Also, Table 7 displays the four scales of the PADAA statements for the SCCF with minor editorial changes that made them appropriate in language and content for this study.

Table 6

Classification of SCCF Statements into Dimensions of Multicultural Education Typology.

Statement	Dimension I – Content Integration (CI)
1	Demonstrate a basic knowledge of the contributions made by culturally diverse groups in our society.
3	Develop materials appropriate for the multicultural classroom.
5	Help students see groups different from their own as real people.
6	Show how mainstream Americans have adopted food, clothing, language, etc. from other cultures.
7	Present culturally diverse groups in our society in a manner that will build mutual respect.
9	Present diversity of cultures as a strong positive feature of American heritage.
11	Identify the similarities between majority and culturally diverse groups.
15	Identify the historical accomplishments of culturally diverse groups in the United States.
Statement	Dimension II – Knowledge Construction (KC)
2	Identify cultural biases in commercial materials used in instruction.
4	Identify the social forces that influence opportunities for culturally diverse groups.
8	Identify how language affects performance on certain test items.
13	Analyze instructional materials for potential stereotypical attitudes.
14	Identify ways in which various cultures contribute to our society.

Note: SCCF – Part 1, Questions 1-36. Five dimensions of Multicultural Education Typology.

(*Table 6 continues*)

Table 6 (continued)

Classification of SCCF Statements into Dimensions of Multicultural Education Typology.

Statement	Dimension III – Prejudice Reduction (PR)
16	Provide instruction showing how prejudice affects individuals.
17	Plan instructional activities that reduce prejudice toward culturally diverse groups.
19	Provide instructional activities that help students develop strategies for dealing with social confrontations.
20	Help students examine their prejudices.
23	Deal with prejudices shown by students.
24	Assist all students to understand the feelings of people from other race/ethnic groups.
25	Help students work through problem situations caused by stereotypical attitudes.
26	Be direct in expressing feelings to someone from another culture.
28	Identify student behaviors that are indicative of negative racial/ethnic attitudes.
30	Develop instructional methods that dispel myths about race/ethnic groups.
36	Deal with prejudices shown by colleagues.
Statement	Dimension IV – Equity Pedagogy (EP)
12	Adapt instructional methods to meet the needs of learners from diverse cultures.
18	Create a learning environment that allows for alternative styles of learning.

Note: SCCF – Part 1, Questions 1-36. Five dimensions of Multicultural Education Typology.

(*Table 6 continues*)

Table 6 (continued)

Classification of SCCF Statements into Dimensions of Multicultural Education Typology.

Statement	Dimension IV – Equity Pedagogy (EP)
21	Help students recognize that competence is more important that race/ethnic background.
22	Develop activities that increase the self-confidence of culturally diverse students.
34	Have the feeling that all students can learn.
Statement	Dimension V – Empowering School Culture (ESC)
10	Effectively use ethnic resources in the community.
27	Identify solutions to problems that may arise as the result of cultural diversity.
29	Develop instructional methods that promote intercultural cohesiveness.
31	Instruct students from low-income families.
32	Get students from differing cultures to work together.
33	Get students from differing cultures to socialize outside of class.
35	Identify school practices that harm culturally diverse student.

Note: SCCF – Part 1, Questions 1-36. Five dimensions of Multicultural Education Typology.

Table 7

Classification of SCCF Statements into Scales of Cultural Pluralism and Diversity.

Statement	Scale I – Appreciate Cultural Pluralism (ACP)
37	Each student should have an equal opportunity to learn and succeed in higher education.
41	Students should be taught to respect those who are different from themselves.
43	Community college faculty should help students develop respect for themselves and others.
47	In higher education, it does not matter if a student is rich or poor, everyone should have the same chance to succeed.
51	Students should give up their cultural beliefs and practices to fit in with other students.
Statement	Scale II – Value Cultural Pluralism (VCP)
38	Each culturally diverse group has something positive to contribute to American society.
42	Students should feel pride in their heritage.
48	I enjoy being around people who are different from me.
52	Cultural diversity is a valuable resource and should be preserved.
55	All students should learn about cultural differences.

Note: SCCF – Part 2, Questions 37-55. Four scales of Cultural Pluralism and Diversity.

(*Table 7 continues*)

Table 7 (continued)

Classification of SCCF Statements into Scales of Cultural Pluralism and Diversity.

Statement	Scale III – Uncomfortable with Cultural Diversity (UCD)
39	There is really nothing that educational systems can do for students who come from lower socioeconomic groups.
45	Culturally diverse students are hard to work with in higher education.
50	I am uncomfortable around the students whose race/ethnic heritage is different from my own.
54	Cultural diversity is a negative force in the development of American society.
Statement	Scale IV – Implement Cultural Pluralism (ICP)
40	Community college faculty should plan activities that meet the different needs and develop the unique abilities of students from different race/ethnic backgrounds.
44	Culturally diverse individuals should adopt the values and lifestyles of the dominant culture.
46	The perspectives of a wide range of culturally diverse groups should be included in the curriculum.
49	Community college faculty are responsible for teaching students about the ways in which various cultures have influenced the various professions in this country.
53	Higher education activities should be representative of a wide variety of cultures.

Note: SCCF – Part 2, Questions 37-55. Four scales of Cultural Pluralism and Diversity.

Additionally, the SCCF consisted of a Participant Information (demographics) section (Appendix F, Part 3, Questions 56-65) with 10 questions to ascertain background information of community college faculty. The SCCF included items that provided important data to make comparisons of cultural diversity and pluralism opinions among groups based on gender, race, age, years teaching, program area, and community college location. Table 8 was constructed to show a matrix of the research questions, variables, data sources, questionnaire items, and related statistical analysis.

Table 8

Research Questions Matrix

Research Question	Variables	Data Source	Questionnaire Items	Statistics
1	Perceptions of cultural competency	MTS	Part 1 – 1-36	Descriptive (mean and standard deviation for each item), Regression
2	Appreciate cultural pluralism and diversity	PADAA	Part 2 – 37, 41, 43, 47, and 51*	Descriptive (mean and standard deviation for each item), Regression
	Value cultural pluralism and diversity	PADAA	Part 2 – 38, 42, 48, 52, and 55	
	Uncomfortable with diversity	PADAA	Part 2 – 39, 45, 50, and 54	
	Willingness to implement cultural pluralism	PADAA	Part 2 – 40, 44*, 46, 49, and 53	
3	Faculty Characteristics	MTS and PADAA	Part 3 – 56-65	Regression, Pearson correlation and MANOVA

Note: *Statements were reversed for calculations.

Data Collection

The data collection process is another form of empirical observation (Rudestam & Newton, 2001). Prior to collecting any data, the researcher obtained Virginia Tech's Institutional Review Board (IRB) approval (See Appendix E). The SCCF was administered online and the link emailed to randomly selected community college faculty during spring 2013. Collection of data via web-based surveys is the least expensive and most consistent compared to the human interviewer, but have no human element to identify potential problems involving the survey. Web surveys have major speed, cost, and flexibility advantages, but also major sampling limitations. Respondents tend to give longer answers on web-based questionnaires than they do on other kinds of self-administered surveys. A substantial number of people will give more honest answers to questions about sensitive topics, when submitting their answers via computer, instead of to a person or on paper (Porter, 2004).

Research by Dillman (2007) identified a problem with email surveys, finding difficulty in obtaining a sample frame in which every subject in the population has a known chance of being selected for participation. However, he argued that an online survey is a more useful methodology, since this type of survey can offer anyone with web access the opportunity to respond to the survey. Because an email survey often stimulates higher response levels than ordinary mail surveys (Sheehan & McMillian, 1999), the web-based SCCF was utilized for this research. Community college faculty members who were randomly identified, were sent an online survey via SurveyMonkey, the world's most popular online survey software (2012). The steps in administering the online survey were as follows:

1. The researcher contacted each identified Selection 1 community college Institutional Effectiveness Director to explain research project, obtain external research approval

and faculty email addresses (Appendix A). If approval was denied, Selection 2 colleges were contacted.

2. Once approval was granted by four community colleges (GCC, JSRCC, PVCC, SVCC) and faculty email addresses obtained, an upcoming survey (pre-notification) email (Appendix B) was sent to randomly selected participants. Due to the privacy policy at JSRCC, email addresses were not obtained directly, and the email messages were distributed via the Institutional Effectiveness Director. The upcoming survey email sent to faculty, briefly explained the research study, the timeframe to complete survey, importance of their contribution to the study, and their right of refusal. Pre-notification has been reported to increase response speed but also considered unsolicited email (Sheehan, 2001; Sheehan & McMillan, 1999). Pre-notification was suggested by Mehta and Sivadas (1995) for email surveys as being imperative, in that the practice of sending unsolicited email surveys is unacceptable.
3. One week after the pre-notification email, the researcher sent another email message. The active web link email (Appendix C) requested the randomly selected sample population complete the 15-minute online Survey of Community College Faculty (SCCF).
4. A follow-up friendly reminder (post-notification) email (Appendix D) was sent a week later with the active survey link, to prompt members of the sample population who had not completed the survey and to remind them of the survey close date. Sheehan and Hoy (1997) found that a reminder message to an email survey increased response by 25%. Fowler (2009) pointed out that the nature of respondent bias for most surveys is that people who have an interest in the research are more likely to

submit questionnaires than those less interested. Non-response bias affects survey validity and can substantially change the overall results of the survey (Creswell, 1994). Participants often fail to respond to a particular question, called “item non-response,” but what is detrimental to the sample are when participants fail to respond at all, called "unit non-response" (Berg, 2002, p. 1). Fowler (2009) stated the effects of non-response on surveys depend on the percentage of non-respondents who are systematically different from the whole population.

Data Analysis

Hittleman and Simon (2002) stated that comparative research examines relationships, including similarities or differences among several variables, and that the same statistic (*t* test, analysis of variance, and chi-square) can be used to analyze the data in descriptive, comparative, or experimental research. The mean, mode, and standard deviation scores were applied to the data collected on the Survey of Community College Faculty (SCCF) – as calculated on the MTS (five dimensions: CI, KC, PR, EP, ESC) and PADAA (four scales: ACP, VCP, UCD, ICP). The described statistical techniques and proposed testing were appropriate for this study to answer the research questions that reflected survey respondents’ self-perceptions of multicultural competencies and cultural diversity attitudes.

Descriptive statistics were used to tabulate frequency counts, means, modes, and standard deviations along with multiple regression to analyze Research Questions 1 and 2 in this study. The 36 multicultural skills statements (1-36) were classified into the five dimensions (CI, KC, PR, EP, and ESC) of multicultural education (Banks, 1993). Based on Thabede’s (1996) prior research the mean scores for the five dimensions were interpreted using the following scale:

Low Competence = 0 – 2.99

Moderate Competence = 3.0 – 3.99

High Competence = 4.0 – 5.0

Additionally, 19 cultural diversity attitude assessment statements (37-55) were classified into four scales (ACP, VCP, UCD, and ICP) according to Stanley (1992), score values. The means and standard deviations for each subscale were calculated. Generated scores from community college faculty were interpreted using Stanley's following guidelines:

Appreciate Cultural Pluralism (ACP)

Strongly appreciates the ideals of cultural pluralism = 25-30

Moderately appreciates the ideals of cultural pluralism = 20-24

Not very appreciative of the ideals of cultural pluralism = 10-19

Does not appreciate the ideals of cultural pluralism = 5-9

Value Cultural Pluralism (VCP)

Strongly values the ideals of cultural pluralism = 25-30

Moderately values the ideals of cultural pluralism = 20-24

Does not value the ideals of cultural pluralism very much = 10-19

Does not value the ideals of cultural pluralism = 5-9

Uncomfortable with Cultural Diversity (UCD)

Very uncomfortable with diversity = 20-24

Moderately uncomfortable with diversity = 14-19

Not very uncomfortable with diversity = 9-13

Comfortable with diversity = 4-8

Implement Cultural Pluralism (ICP)

Would implement the ideals of cultural pluralism = 25-30

Might implement the ideals of cultural pluralism = 20-24

Would not likely implement the ideals of cultural pluralism = 10-19

Would not implement the ideals of cultural pluralism = 5-9

To assess Research Question 3, the analysis undertaken was multiple regression. Multiple regression was used to decide if any relationship existed between participant demographic predictors (faculty status, gender, race/ethnicity, age, years teaching, program area, teaching locale) and their multicultural competence and cultural diversity attitudes. Also, multiple regression was used to determine whether predictor variables had any influence. A one-way ANOVA was conducted to test for differences between the two groups (full-time and part-time) of survey participants. In order to conduct a multiple regression the researcher applied a correlation coefficient to determine if a certain degree of linearity existed among the dependent variables (multicultural competence and cultural diversity attitudes) using the five dimensions of the Multicultural Teaching Scale (MTS) and four subscales of the Pluralism and Diversity Attitude Assessment (PADAA).

Summary

This chapter outlined the procedures used to conduct this study. Included in this chapter is a discussion of the research design, questions, population and sample, collection and analysis procedures, and justification and modification of the use of the Survey of Community College Faculty (SCCF) to ascertain VCCS faculty members' perceived competence levels and attitudes in educating students from diverse multicultural backgrounds.

Chapter 4

Results

The purpose of this chapter is to describe the outcomes of the research that examined community college faculty members' perceived multicultural teaching competence and attitudes regarding cultural diversity. This chapter presents the research questions, survey participant selection, characteristics of participants, the data analysis, and survey outcomes for the three research questions of this study, along with a chapter summary.

Research Questions

Based on the purpose of this study, to identify community college faculty members' attitudes regarding cultural diversity and perceptions of multicultural teaching competency, three questions guided this inquiry:

1. For which of Banks' dimensions of multicultural education do community college faculty members' perceive themselves as being culturally competent in teaching racially and ethnically diverse students?
2. What are community college faculty members' appreciation, value, and comfort levels relating to cultural pluralism and diversity and their willingness to implement cultural pluralism into their instructional processes?
3. To what extent are faculty status, gender, race/ethnicity, age, years of teaching experience, program area, teaching locale, and previous diversity instruction of community college faculty members related to their multicultural competence and cultural diversity attitudes?

Survey Participant Selection

During fall 2011, the overall reported population of Virginia Community College System (VCCS) instructors identified as teaching in various program areas totaled 9,927 and were composed of full-time (22%) and part-time (78%) positions in 23 community colleges across the Commonwealth of Virginia (NCES, 2011). For this study a stratified random sampling technique was utilized to identify faculty from selected community colleges to obtain sample participants. The criteria for selection were based on (a) the campus size and total number of faculty; (b) the campus setting (urban, suburban, or rural); and (c) the Virginia Department of Education's (VDOE) eight superintendent regions. Invitations to participate were extended to the following 11 community colleges:

- Central Virginia (CVCC)
- Danville (DCC)
- Eastern Shore (ESCC)
- Germanna (GCC)
- J. Sargeant Reynolds (JSRCC)
- New River (NRCC)
- Northern Virginia (NVCC)
- Piedmont Virginia (PVCC)
- Rappahannock (RCC)
- Southside Virginia (SVCC)
- Virginia Western (VWCC)

Of the 11 listed above, the four community colleges that agreed to participate in the study were Germanna (GCC), J. Sargeant Reynolds (JSRCC), Piedmont Virginia (PVCC), and Southside

Virginia (SVCC). Participating community colleges were informed that faculty members would be randomly selected from the acquired email list to respond to the online survey. JSRCC was the exception, in that due to the institution's policy on privacy of email addresses, all faculty members were sent the survey. As a result, this portion of the population included the entire faculty while for the other colleges faculty members were randomly selected to represent the entire faculty.

Survey respondents for this study were instructors who chose to participate from these four colleges within the VCCS. The survey of Community College Faculty (SCCF) online questionnaires were distributed via SurveyMonkey to 1,452 full-time and part-time faculty members. Respondents completed the survey during the spring semester of 2013.

A total of 206 online (SCCF) questionnaires (14%) were completed by respondents instructing in the four participating community colleges. Of the 206 completed surveys, 194 were usable for statistical analysis. Some parts of the SCCF questionnaires were not completed by respondents. In Part 1 Multicultural Teaching Survey (MTS), seven respondents skipped questions; in Part 2 Pluralism and Diversity Attitude Assessment (PADAA), nine skipped questions; and in Part 3 (demographics) twelve skipped questions on the returned SCCF questionnaires. A summary of all 206 collected responses are shown in Table 9. The data were analyzed using the IBM Statistical Package for the Social Sciences (SPSS 21) statistical discovery software.

Dillman (2007) described four error sources that concern researchers when gathering data from surveys. These sources of error are related to sampling, coverage (these errors occur when researcher does not adequately provide sample population members a chance to participate), measurement (this error occurs when survey questions do not accurately measure the intended

concepts), and non-response (this error occurs because members sample population members decide not to participate. Non-response error results from individuals who do not complete or return the survey to the researcher. Non-response could affect the outcomes of the study (Creswell, 1994).

An assumption of non-response error happens when sample members who do not complete and return the survey have different characteristics than the survey respondents. For instance, the researcher thought faculty status (full-time and part-time) characteristics of respondents would be that full-time faculty are more likely to respond to the survey than part-time faculty since the assumption was that full-time faculty were more involved with students and campus activities. A look at sample and respondent data revealed that 23% of full-time responded and 10% of part-time responded to the SCCF survey. Because only 14% of the sample population responded to the SCCF, it is probable that study results could have different outcomes if non-respondents had completed the online SCCF. A low response rate can be seen as non-response error and considered a threat to external validity (Linder, Murphy, & Briers, 2001).

To address the problem of non-response, the researcher sent a reminder email (Appendix D) to members of the sample population who had not responded, to remind them of the survey close date and prompt them to complete the SCCF. After the reminder email was sent, 98 additional respondents completed the survey before the close date. Appropriate sampling protocols and procedures were used to maximize survey participation. Once the online survey closed, no additional follow-ups were conducted. Obtained survey responses were found to be statistically adequate via collaboration with Virginia Tech's Department of Statistics – Laboratory for Interdisciplinary Statistical Analysis (LISA).

Table 9

Response Rates for Participating Community Colleges

Community Colleges	Number of Faculty	Number of Selected Faculty	Number of Responses	Survey Response %
GCC – Rural	358	225	40	18%
JSRCC – Suburban	788	788*	98	12%
PVCC – Suburban	329	215	26	12%
SVCC – Rural	323	224	42	19%
Total	1,798	1,452	206	14%

Note: *JSRCC faculty members were not randomly selected by the researcher due to the institution's email privacy policy. The survey information was distributed to all faculty by the Director of Institutional Effectiveness.

To control for non-response error, the researcher compared colleges by the total enrollments and student enrollments by gender and race/ethnicity of students to determine if any major differences emerged between the participating and non-participating colleges. A comparison of the four community colleges (GCC, JSRCC, PVCC, and SVCC) that participated in the study was made to the other 19 VCCS institutions that did not participate. The initial college selection procedure was based on: (a) the campus size and total number of faculty; (b) the campus setting (urban, suburban, or rural); and (c) the eight VDOE superintendents' regions as identified previously in Tables 3 and 5. This comparison used factors that could influence the results: total student enrollments and enrollments by gender and race/ethnicity. Table 10 displays student enrollments and characteristics in terms of numbers, percentages, ranges, and means for the participating and non-participating community colleges. As would be expected, the institutions had a range of total student enrollments and gender and race/ethnicity characteristics. However, the results indicated that the averages of the student characteristics of the non-participating colleges were similar to the averages of the colleges that participated. Thus it was

concluded that student composition, of the four participating colleges was representative of the 19 non-participating colleges.

Table 10

Comparison of Participating and Non-Participating Community Colleges by Student Enrollments, Gender, and Race/Ethnicity

		Gender		Race/Ethnicity	
Community Colleges	Total Enrollments	Female	Male	Caucasian	Minority
Participants:					
GCC	7,779	4,836 62%	2,943 38%	5,306 68%	2,473 32%
JSRCC	13,367	8,096 61%	5,271 39%	6,848 51%	6,519 49%
PVCC	5,684	3,424 60%	2,260 40%	4,228 74%	1,456 26%
SVCC	6,461	4,013 62%	2,448 38%	3,631 56%	2,830 44%
Total	33,291	20,369 61%	12,922 39%	20,013 60%	13,278 40%
Mean	8,323				
Non-Participants:					
Total	163,935	93,572 57%	70,363 43%	97,107 59%	66,828 41%
Range	1,022 to 50,004	52% to 70%	30% to 48%	43% to 96%	4% to 57%
Mean	8,628				

Note: Student data were based on the most recent (Fall 2011) VCCS enrollment reports at time of study. (http://old.vccs.edu/Research/FallSemesterReports.html)
Note: Minority is described as non-Caucasian (African American, Asian, Hispanic, and Native American).

Characteristics of Respondents

In this section, the data denotes characteristics of faculty member respondents. Four community colleges granted permission, via their Institutional Effectiveness and Research

offices, to conduct the survey research. Two of the institutions were in rural settings (Germanna [GCC] and Southside Virginia [SVCC]) and the other two were in suburban settings (J. Sargeant Reynolds [JSRCC] and Piedmont Virginia [PVCC]). These rural and urban designations were assigned according to National Center for Education Statistics (NCES) College Navigator categories. A total of 1,452 faculty members were sent email messages asking them to participate in the Survey of Community College Faculty (SCCF). Study respondents consisted of 206 full-time and part-time faculty members in the selected four community colleges. Of the total 206 completed questionnaires, 194 were usable for statistical analysis.

The most common characteristics of the 194 respondents (see Table 11) included that more than half were part-time, and over 60% were female faculty members. A majority of respondents (74%) identified themselves as Caucasian and specified their age range as 50 or older (60%). Only one respondent indicated an age range of 20 to 29. The profile for community college faculty in this study represented Caucasian females, 50 years or older in age, employed as part-time instructors, which is similar to the national data that reveal that over 80% of community college faculty members are Caucasian, 52% are female, and 60% are between the ages of 55 and 64 (AACC, 2011).

There was a fairly even spread among the 194 faculty for the numbers of years teaching, between 1 and 21+ years, with the two largest percentages reported teaching 1 to 5 years (22%) and 6 to 10 years (24%). Nearly half of faculty (47%) revealed that they taught in the Liberal Arts and Social Sciences program area and the largest percentage (44%) reported they taught in colleges located in suburban areas. None of the four participating community colleges were designated by NCES as being in an urban area, but 30% of the VCCS faculty respondents considered their teaching locale to be urban.

Of the total 194 respondents, 119 faculty members (61%) revealed that they participated in diversity instruction, while 75 (39%) had not participated in diversity instruction. Table 12 provides a comparison of gender and faculty status characteristics for all respondents based on whether they had participated in diversity instruction. A chi-square test of independence was performed to examine the relationship between gender and diversity instruction, and the .05 level of significance was used. There was not a significant relationship between gender and diversity instruction, X^2 (1, N = 194) = 3.46, p =.06. In addition, a chi-square test of independence was performed to examine the relationship between faculty status and diversity instruction, and a .05 level of significance was established. There was not a significant relationship between faculty status and diversity instruction, X^2 (1, N = 194) = 3.56, p =.06.

Table 11

Demographic Characteristics of Respondents (n=194)

Characteristics	N	%
Faculty status		
Full-time	87	45%
Part-time	107	55%
Gender		
Female	124	64%
Male	70	36%
Race/ethnicity		
African American	36	19%
Asian	5	3%
Caucasian	143	74%
Hispanic	5	2%
Native American	5	2%
Age		
20-29	1	0.5%
30-39	24	12%
40-49	52	27%
50-59	51	26%
60 or older	66	34%
Years teaching		
1-5	43	22%
6-10	47	24%
11-15	32	17%
16-20	31	16%
21 or more	41	21%
Program area		
Business, Engineering and Technology	32	17%
Health and Medical Sciences	32	16%
Liberal Arts & Social Sciences	91	47%
Math and Science	39	20%
Teaching locale		
Rural area	50	26%
Suburban area	86	44%
Urban area	58	30%

Table 12

Diversity Instruction by Gender and Faculty Status (N=194)

	N	Gender		Faculty Status	
		Female	Male	Full-Time	Part-Time
All Faculty Respondents	194	124	70	87	107
		64%	36%	45%	55%
Faculty with Instruction	119	70	49	47	72
		59%	41%	39%	61%
Faculty without Instruction	75	54	21	40	35
		72%	28%	53%	47%

More detailed data in Table 13 display information regarding the number of instructional hours, by gender and faculty status, for the respondents who had participated in diversity instruction. A chi-square test of independence was performed to examine the relationship between gender and hours of diversity instruction. There was not a significant relationship between gender and hours of diversity instruction, X^2 (4, N = 119) = 3.69, p =.45. A chi-square test of independence was performed to examine the relationship between faculty status and hours of diversity instruction. There was not a significant relationship between faculty status and diversity instruction, X^2 (4, N = 119) = 2.28, p =.68.

Table 13

Hours of Diversity Instruction by Faculty Status and Gender (N=119)

Hours of Instructior		1-5 hours	6-10 hours	11-15 hours	16-20 hours	21 or more hours
Respondents	119	38	21	10	15	35
Gender						
Female	70	20	13	4	11	22
	59%	53%	62%	40%	73%	63%
Male	49	18	8	6	4	13
	41%	47%	38%	60%	27%	37%
Faculty Status						
Full-time	47	16	8	4	8	11
	39%	42%	38%	40%	53%	31%
Part-time	72	22	13	6	7	24
	61%	58%	52%	60%	47%	69%

Data Analysis for Research Questions

The survey analyses focused on examining the relationships that existed between the dependent variables (multicultural competence and cultural diversity attitudes) and the defined independent variables (faculty status, gender, race/ethnicity, age, years teaching, program area, teaching locale, and previous diversity instruction). The researcher used a comparative research design approach and noted outcomes from the Survey of Community College Faculty (SCCF) on perceived (a) multicultural competence and (b) cultural pluralism and diversity attitudes of community college faculty members.

Three major analyses were utilized on the Survey of Community College Faculty (SCCF) to identify community college faculty members' perceived multicultural competency and cultural diversity attitudes: (a) descriptive statistics and multiple regression were used to analyze Research Questions 1 and 2; and (b) correlations were used to examine Research Question 3 on

participant information (demographic factors) to explore if relationships existed between the defined variables (faculty status, gender, race/ethnicity, age, years teaching, program area, teaching locale, and previous diversity instruction) and their multicultural competence.

Multicultural Competence

Part 1 of the SCCF consisted of 36 statements taken from the Multicultural Teaching Scale (MTS). The MTS assessed community college faculty members' multicultural competence levels and was a foundation for this study. Each statement was answered by respondents based on how competent they felt using a rating scale with "1" indicating low and "5" indicating high competence. The 36 statements were classified into James Banks' (1993) Dimensions of Multicultural Education. The five dimensions were: (a) Content Integration (CI), (b) Knowledge Construction (KC) Process, (c) Prejudice Reduction (PR), (d) Equity Pedagogy (EP), and (e) Empowering School Culture (ESC). Descriptive statistics, frequencies, means, and standard deviations were applied to the data collected on the SCCF from the 194 community college faculty respondents. Additionally, SCCF responses were examined by the researcher using regression analysis.

Research Question 1: *For which of Banks' dimensions of multicultural education do community college faculty members' perceive themselves as being culturally competent in teaching racially and ethnically diverse students?*

To determine the level of competency of the respondents, mean scores were computed for each dimension and for the individual statements (items) that comprised each dimension. Also, each dimension was comprised of 2 or more MTS statements; each statement's mean score was calculated. Finally, MTS statements were reported by level of competency for all respondents. Mean scores for the scales were interpreted by Banks (1993) as follows:

Low Competence = 0 – 2.99

Moderate Competence = 3.0 – 3.99

High Competence = 4.0 – 5.0

VCCS faculty respondents as a group perceived themselves as most or highly competent in the Equity Pedagogy (EP) dimension. Content Integration (CI) had the second highest dimension mean, within .08 points of high competence. Faculty rated their skill levels in the remaining dimensions, KC, PR, and ESC, as moderately competent. The overall means for each dimension from highest to lowest are presented in Table 14.

Table 14

Overall Mean Scores for Each Multicultural Dimension

	Multicultural Dimensions	Dimension Mean Scores	SD	Scale Interpretation
EP	Equity Pedagogy	4.00	.79	High
CI	Content Integration	3.91	.82	Moderate
KC	Knowledge Construction	3.78	.84	Moderate
PR	Prejudice Reduction	3.68	.85	Moderate
ESC	Empowering School Culture	3.58	.83	Moderate

Note: Overall dimension mean results for the scales were interpreted as follows: High Competence = 4.0 – 5.0; Moderate Competence = 3.0 – 3.99; and Low Competence = 0 – 2.99

Equity Pedagogy. Teachers who report competencies in the EP dimension believe they utilize instructional methods and materials that facilitate academic achievement of students from diverse racial, ethnic, and social-class groups. EP dimension statement results are displayed in Table 15, listed from the highest to the lowest mean scores for this dimension. The scale interpretation indicates that the respondents rated themselves as having high competence for three of the items in this dimension and moderate competence for the other two. EP had a total of

five statements and community college faculty respondents as a group perceived themselves as highly competent with a mean score for all statements of 4.00.

Table 15

Equity Pedagogy (EP) Dimension Results

Item #	Multicultural Statements	Statement Means	SD
	Overall EP Dimension Mean	4.00	.79
34	Have the feeling that all students can learn.	4.73	.61
21	Help students recognize that competence is more important than race/ethnic background.	4.32	.82
18	Create a learning environment that allows for alternative styles of learning.	4.16	.93
22	Develop activities that increase the self-confidence of culturally diverse students.	3.86	1.0
12	Adapt instructional methods to meet the needs of learners from diverse cultures.	3.78	1.0

Note: Overall dimension mean results for the scales were interpreted as follows: High Competence = 4.0 – 5.0; Moderate Competence = 3.0 – 3.99; and Low Competence = 0 – 2.99

Content Integration. Community college faculty respondents as a group perceived themselves as having moderate multicultural competency skills in the Content Integration (CI) dimension, with a mean score for the statements of 3.91. Again, this mean score was extremely high within the moderate competence range and within .08 of the mean score for high competence. CI had a total of eight statements that describe educators as possessing abilities to use examples and information from a variety of cultures to illustrate key concepts in subject areas in order to facilitate academic achievement of racially diverse and ethnic students. CI dimension results are displayed in Table 16, representing highest to the lowest mean scores for skills in this dimension. The scale interpretation indicates that the respondents rated themselves

as having high competence on four of the items and moderate competence for the remaining four. The highest mean statements (4.21 and 4.18) in this dimension were related to valuing and respecting contributions of diverse cultures to our society.

Table 16

Content Integration (CI) Dimension Results

Item #	Multicultural Statements	Statement Means	SD
	Overall CI Dimension Mean	3.91	.82
5	Helps students see groups different from their own as real people.	4.21	.98
7	Present culturally diverse groups in our society in a manner that will build mutual respect.	4.18	.91
9	Present diversity of cultures as a strong positive feature of American heritage.	4.06	1.0
1	Demonstrate a basic knowledge of the contributions made by culturally diverse groups in our society.	4.04	.87
11	Identify the similarities between majority and culturally diverse groups.	3.73	1.0
3	Develop materials appropriate for the multicultural classroom.	3.71	1.0
15	Identify the historical accomplishments of culturally diverse groups in the United States.	3.70	1.1
6	Show how mainstream Americans have adopted, clothing, language, etc. from other cultures.	3.69	1.1

Note: Overall dimension mean results for the scales were interpreted as follows: High Competence = 4.0 – 5.0; Moderate Competence = 3.0 – 3.99; and Low Competence = 0 – 2.99

Knowledge Construction. Community college respondents indicated that they perceived themselves as moderately competent in the multicultural skills dimension of Knowledge Construction (KC), with a mean score of 3.78 for the five statements. Educators with skills in the

KC dimension demonstrate the ability to adopt procedures to create subject area or discipline specific knowledge in a way that facilitates academic achievement of racially diverse and ethnic students. KC dimension results for respondents are displayed in Table 17, listing the highest mean statements to the lowest. The scale interpretation indicates that the respondents rated themselves as having moderate competence on all items in this dimension. The highest mean score (3.90) related to identifying contributions of cultures in our society and the lowest mean (3.67) described identifying cultural bias in commercial materials.

Table 17

Knowledge Construction (KC) Dimension Results

Item #	Multicultural Statements	Statement Means	SD
	Overall KC Dimension Mean	3.78	.84
14	Identify ways in which various cultures contribute to our society.	3.90	1.0
8	Identify how language affects performance on certain test items.	3.79	1.1
4	Identify the social forces that influence opportunities for culturally diverse groups.	3.77	.99
13	Analyze instructional materials for potential stereotypical attitudes.	3.76	1.0
2	Identify cultural biases in commercial materials used in instruction.	3.67	1.1

Note: Overall dimension mean results for the scales were interpreted as follows: High Competence = 4.0 – 5.0; Moderate Competence = 3.0 – 3.99; and Low Competence = 0 – 2.99

Prejudice Reduction. Community college faculty respondents also perceived themselves as moderately competent in the Prejudice Reduction (PR) dimension, with an overall mean score for the statements of 3.68. In the PR dimension, a total of 11 multicultural skill statements were rated by respondents. Faculty members who possess abilities in the PR dimension incorporate

strategies to help students develop better racial and ethnic attitudes. PR dimension results from highest to lowest mean scores are displayed in Table 18. The scale interpretation indicates that the respondents rated themselves as having moderate competence on all the items in this dimension. The highest mean score in this dimension (3.99) revealed faculty perceived they were skilled in dealing with student prejudices while the lowest mean score (3.29) was designing instructional activities to help students deal with social confrontations.

Empowering School Culture. In the last dimension, Empowering School Culture (ESC), respondents perceived themselves as having moderate multicultural competence. The ESC dimension has seven multicultural skill statements and the ESC calculated mean score for the statements was 3.58. Instructors possessing abilities in the ESC dimension, assist in school restructuring processes so racial/ethnic students experience education equity and gain a sense of empowerment. ESC dimension results are displayed in Table 19 from highest to lowest mean scores. The scale interpretation indicates that the respondents rated themselves as having high competence on two of the items, moderate competence on three items, and low competence on one item in this dimension. Respondents reported high levels of competence (4.24 and 4.18) in instruction of low income students and helping students from different cultures work together. They felt they needed to improve their skills in helping students socialize in out-of-school activities (2.71).

Table 18

Prejudice Reduction (PR) Dimension Results

Item #	Multicultural Statements	Statement Means	SD
	Overall PR Dimension Mean	3.68	.85
23	Deal with prejudices shown by students.	3.99	.95
28	Identify student behaviors that are indicative of negative racial/ethnic attitudes.	3.86	1.0
24	Assist all students to understand the feelings of people from other race/ethnic groups.	3.85	1.0
26	Be direct in expressing feelings to someone from another culture.	3.82	.94
16	Provide instruction showing how prejudice affects individuals.	3.75	1.1
17	Plan instructional activities that reduce prejudice toward culturally diverse groups.	3.72	1.1
25	Help students work through problem situations caused by stereotypical attitudes.	3.68	1.0
30	Develop instructional methods that dispel myths about race/ethnic groups.	3.61	1.1
36	Deal with prejudices shown by colleagues.	3.52	1.2
20	Help students examine their prejudices.	3.43	1.2
19	Provide instructional activities that help students develop strategies for dealing with social confrontations.	3.29	1.1

Note: Overall dimension mean results for the scales were interpreted as follows: High Competence = 4.0 – 5.0; Moderate Competence = 3.0 – 3.99; and Low Competence = 0 – 2.99

Table 19

Empowering School Culture (ESC) Dimension Results

Item #	Multicultural Statements	Statement Means	SD
	Overall ESC Dimension Mean	3.58	.83
31	Instruct students from low-income families.	4.24	.94
32	Get students from differing cultures to work together.	4.18	1.0
27	Identify solutions to problems that may arise as the result of cultural diversity.	3.78	.99
29	Develop instructional methods that promote intercultural cohesiveness.	3.72	1.1
35	Identify school practices that harm culturally diverse students.	3.30	1.1
10	Effectively use ethnic resources in the community.	3.12	1.2
33	Get students from differing cultures to socialize outside of class.	2.71	1.2

Note: Overall dimension mean results for the scales were interpreted as follows: High Competence = 4.0 – 5.0; Moderate Competence = 3.0 – 3.99; and Low Competence = 0 – 2.99

Overall dimensions. Analysis of data for Research Question 1 indicated that Equity Pedagogy (EP) was the dimension of Banks' multicultural education typology on which community college faculty members' perceived themselves as being most culturally competent (mean 4.00) in teaching racially and ethnically diverse students. The Content Integration dimension had the next highest mean (3.91), which was extremely close to a high level of competence. The remaining dimensions were rated in the moderate level: Knowledge Construction (3.78), Prejudice Reduction (3.68) and Empowering School Culture (3.58).

Highest to lowest rated items. The MTS statement score means and standard deviations for community college faculty respondents for the 36 multicultural statements across all

dimensions are displayed in descending order in Table 20. The MTS statements are rated according to the following scale: high competence (4.0 or above), moderate competence (3.0-3.99), and low competence (2.99 or below). Only nine of the 36 items were rated by respondents as having high competence, and one item was rated in the low competence level. The majority of items (26) fell into the moderate competence rating. Two of the moderately rated items were within .10 of being rated as highly competent, however most moderately rated items' mean scores ranged from 3.12 to 3.86.

The highest mean scores reported were for Item 34 (Have the feeling that all students can learn, 4.73), followed by Item 21 (Help students recognize that competence is more important than race/ethnic background, 4.32), both from the EP dimension. The means of the next highest items were Item 31 (Instruct students from low-income families, 4.24) and Item 5 (Helps students see groups different from their own as real people, 4.21). The items with the mean scores that were extremely close to the high competence scale were Item 23 (Deal with prejudices shown by students, 3.99) and Item 14 (Identify ways in which various cultures contribute to our society, 3.90). The lowest rated multicultural skill statement was, Item 33 (Get students from differing cultures to socialize outside of class, 2.71).

Table 20

Community College Faculty Perceived Levels of Multicultural Competency Statement Mean Scores in Descending Order (N=194)

Item #	Multicultural Skill Statements	Mean	SD
	High Competence		
34	Have the feeling all students can learn. (EP)	4.73	.61
21	Help students recognize that competence is more important that race/ethnic background. (EP)	4.32	.82
31	Instruct students from low-income families. (ESC)	4.24	.94
5	Help students see groups different from their own as real people. (CI)	4.21	.98
32	Get students from differing cultures to work together. (ESC)	4.18	1.0
7	Present culturally diverse groups in our society in a manner that will build mutual respect. (CI)	4.18	.91
8	Create a learning environment that allows for alternative styles of learning. (EP)	4.16	.93
9	Present diversity of cultures as a strong positive feature of American heritage. (CI)	4.06	1.0
1	Demonstrate a basic knowledge of the contributions made by culturally diverse groups in our society. (CI)	4.04	.87

Note: Overall dimension mean results for the scales were interpreted as follows: High Competence = 4.0 – 5.0; Moderate Competence = 3.0 – 3.99; and Low Competence = 0 – 2.99

(Table 20 continues)

Table 20 (continued)

Community College Faculty Perceived Levels of Multicultural Competency Statement Mean Scores in Descending Order (N=194)

Item #	Multicultural Skill Statements	Mean	SD
	Moderate Competence		
23	Deal with prejudices shown by students. (PR)	3.99	.95
14	Identify ways in which various cultures contribute to our society. (KC)	3.90	1.0
28	Identify student behaviors that are indicative of negative racial/ethnic attitudes. (PR)	3.86	1.0
22	Develop activities that increase the self-confidence of culturally diverse students. (EP)	3.86	1.0
24	Assist all students to understand the feelings of people from other race/ethnic groups. (PR)	3.85	1.0
26	Be direct in expressing feelings to someone from another culture. (PR)	3.82	.94
8	Identify how language affects performance on certain test items.(KC)	3.79	1.1
27	Identify solutions to problems that may arise as the result of cultural diversity. (ESC)	3.78	.99
12	Adapt instructional methods to meet the needs of learners from diverse cultures. (EP)	3.78	1.0
4	Identify the social forces that influence opportunities for culturally diverse groups. (KC)	3.77	.99
13	Analyze instructional materials for potential stereotypical attitudes. (KC)	3.76	1.0

Note: Overall dimension mean results for the scales were interpreted as follows: High Competence = 4.0 – 5.0; Moderate Competence = 3.0 – 3.99; and Low Competence = 0 – 2.99

(Table 20 continues)

Table 20 (continued)

Community College Faculty Respondents Levels of Multicultural Competency Mean Scores in Descending Order (n=194)

Item #	Multicultural Skill Statements	Mean	SD
	Moderate Competence (cont.)		
16	Provide instruction showing how prejudice affects individuals. (PR)	3.75	1.1
11	Identify the similarities between majority and culturally diverse groups. (CI)	3.73	1.0
17	Plan instructional activities that reduce prejudice toward culturally diverse groups. (PR)	3.72	1.1
29	Develop instructional methods that promote intercultural cohesiveness. (ESC)	3.72	1.1
3	Develop materials appropriate for the multicultural classroom. (CI)	3.71	1.0
15	Identify the historical accomplishments of culturally diverse groups in the United States. (CI)	3.70	1.1
6	Show how mainstream Americans have adopted food, clothing, language, etc. from other cultures. (CI)	3.69	1.1
25	Help students work through problem situations caused by stereotypical attitudes. (PR)	3.68	1.0
2	Identify cultural biases in commercial materials used in instruction. (KC)	3.67	1.1
30	Develop instructional methods that dispel myths about race/ethnic groups. (PR)	3.61	1.1
36	Deal with prejudices shown by colleagues. (PR)	3.52	1.2
20	Help students examine their prejudices. (PR)	3.43	1.2

Note: Overall dimension mean results for the scales were interpreted as follows: High Competence = 4.0 – 5.0; Moderate Competence = 3.0 – 3.99; and Low Competence = 0 – 2.99

(Table 20 continues)

Table 20 (continued)

Community College Faculty Perceived Levels of Multicultural Competency Statement Mean Scores in Descending Order (N=194)

Item #	Multicultural Skill Statements	Mean	SD
	Moderate Competence (cont.)		
35	Identify school practices that harm culturally diverse student. (ESC)	3.30	1.1
19	Provide instructional activities that help students develop strategies for dealing with social confrontations. (PR)	3.29	1.1
10	Effectively use ethnic resources in the community. (ESC)	3.12	1.2
33	***Low Competence***		
	Get students from differing cultures to socialize outside of class. (ESC)	2.71	1.2

Note: Overall dimension mean results for the scales were interpreted as follows: High Competence = 4.0 – 5.0; Moderate Competence = 3.0 – 3.99; and Low Competence = 0 – 2.99

Cultural Pluralism and Diversity Attitudes

Part 2 of the Survey of Community College Faculty (SCCF) consisted of 19 statements taken from the Pluralism and Diversity Attitude Assessment (PADAA). Community college faculty respondents' cultural diversity attitudes were assessed by the PADAA based on Linda Stanley's (1992) four subscales: (a) Appreciate Cultural Pluralism (ACP), (b) Value Cultural Pluralism (VCP), (c) Uncomfortable with Cultural Diversity (UCD), and (d) Implement Cultural Pluralism (ICP). Cultural pluralism philosophy concentrates on educators possessing abilities in content integration, discussing the effects of societal stereotypes and prejudice reduction, incorporating equity pedagogy, and empowering students with experiences of educational equity (Stanley, 1996). Each statement was answered by respondents based on a rating scale indicated by "1 – strongly disagree" to "6 – strongly agree". Reported attitudes of the 194 community

college faculty respondents to the 19 statements on the PADAA were analyzed using descriptive statistics. Means and standard deviations were calculated for each statement. The four subscale (ACP, VCP, UCD, and ICP) scores were computed, adding point values as established by Stanley (1992, 1996) on the statements to interpret the data.

Research Question 2: *What are community college faculty members' appreciation, value, and comfort levels relating to cultural pluralism and diversity and their willingness to implement cultural pluralism into their instructional processes?*

Statement items were compiled to form the scores for each subscale and obtain an overall cultural pluralism and diversity attitude score: (a) ACP: items 7, 41, 43, 47 and 51 (reversed); (b) VCP: items 38, 42, 48, 52, and 55; (c) UCD: items 39, 45, 50, and 54; and (d) ICP: items 40, 44 (reversed), 46, 49, and 53. This provided a comprehensive picture of community college faculty attitudes toward cultural diversity. The score values were interpreted as described in Table 21 on the four subscales of the PADAA.

Table 21

Scale Score Interpretation for Cultural Pluralism and Diversity Subscales

Subscales	Score Values
Appreciate Cultural Pluralism (ACP)	
Strongly appreciates the ideals of cultural pluralism	25-30
Moderately appreciates the ideals of cultural pluralism	20-24
Not very appreciative of the ideals of cultural pluralism	10-19
Does not appreciate the ideals of cultural pluralism	5-9
Value Cultural Pluralism (VCP)	
Strongly values the ideals of cultural pluralism	25-30
Moderately values the ideals of cultural pluralism	20-24
Does not value the ideals of cultural pluralism very much	10-19
Does not value the ideals of cultural pluralism	5-9
Uncomfortable with Cultural Diversity (UCD)	
Very uncomfortable with diversity	20-24
Moderately uncomfortable with diversity	14-19
Not very uncomfortable with diversity	9-13
Comfortable with diversity	4-8
Implement Cultural Pluralism (ICP)	
Would implement the ideals of cultural pluralism	25-30
Might implement the ideals of cultural pluralism	20-24
Would not likely implement the ideals of cultural pluralism	10-19
Would not implement the ideals of cultural pluralism	5-9

A detailed breakdown of cultural pluralism and diversity subscale and item statement means and standard deviations is presented in Table 22. The two highest mean scores of the 19 cultural diversity statements were for Item 37 (Each student should have an equal opportunity to learn and succeed in higher education), with a mean of 5.81, and Item 47 (In higher education, it does not matter if a student is rich or poor, everyone should have the same chance to succeed), with a mean of 5.76. These items were both within the ACP subscale. Survey respondents rated Item 38 (Each culturally diverse group has something positive to contribute to American society) as the third highest, with a mean of 5.68, in the VCP subscale. Item 39 (There is really nothing

that educational systems can do for students who come from lower socioeconomic groups) in the UCD subscale, was rated as the lowest cultural diversity and pluralism skill statement, with a mean of 1.45. In the UCD subscale, all statements are phrased negatively.

Analysis of results for Research Question 2 indicated that Appreciate Cultural Pluralism (ACP) and Value Cultural Pluralism (VCP) were the subscales with the highest group means of Stanley's cultural diversity attitudes scale. Based on the scale interpretations, community college faculty members felt they strongly appreciated (28.04) and valued (27.24) the ideals of cultural pluralism and diversity in teaching racially and ethnically diverse students. In explaining these subscales, on the ACP, faculty believed they understood issues related to equality of all students and respect for self as well as different cultures. On the VCP, faculty appeared to recognize issues related to integration and interaction of cultures while instructing students from diverse racial, ethnic, and social-class groups. The results for the other subscales, Uncomfortable with Cultural Diversity (UCD) and Implement Cultural Pluralism (ICP), indicated that community college faculty were comfortable with diversity (7.14), and thought they might implement the ideals of cultural pluralism and diversity (23.75). In explaining these subscales, on the UCD, faculty connected issues of prejudices and resistances that may impede a democratic and equitable school environment. On the ICP, faculty focused on the infusion and implementation of differing cultures into the curriculum and educational process.

Table 22

Community College Faculty Respondents to the Cultural Pluralism and Diversity Subscales and Corresponding Statement Means (n=194)

Item #	Cultural Pluralism and Diversity Subscales and Statements	Subscale Means	Statement Means	SD
	Appreciate Cultural Pluralism (ACP)	28.04		2.7
37	Each student should have an equal opportunity to learn and succeed in higher education.		5.81	.53
47	In higher education, it does not matter if a student is rich or poor, everyone should have the same chance to succeed.		5.76	.59
41	Students should be taught to respect those who are different from themselves.		5.66	.71
43	Community college faculty should help students develop respect for themselves and others.		5.53	.78
51	Students should give up their cultural beliefs and practices to fit in with other students.		5.28	1.0
	Value Cultural Pluralism (VCP)	27.24		2.9
38	Each culturally diverse group has something positive to contribute to American society.		5.68	.75
42	Students should feel pride in their heritage.		5.61	.66
55	All students should learn about cultural differences.		5.35	.72
48	I enjoy being around people who are different from me.		5.32	.80
52	Cultural diversity is a valuable resource and should be preserved.		5.29	.95

Note: Statement attitude scales were interpreted as follows: 6 = strongly agree, 5 = agree, 4 = slightly agree, 3 = slightly disagree, 2 = disagree, and 1 = strongly disagree

(Table 22 continues)

Table 22 (continued)

Community College Faculty Respondents to the Cultural Pluralism and Diversity Subscales and Corresponding Statement Means (n=194)

Item #	Cultural Pluralism and Diversity Subscales and Statements	Subscale Means	Statement Means	SD
	Uncomfortable with Cultural Diversity (UCD)*	7.14		3.1
45	Culturally diverse students are hard to work with in higher education.		2.15	1.2
50	I am uncomfortable around the students whose race/ethnic heritage is different from my own.		1.92	1.5
54	Cultural diversity is a negative force in the development of American society.		1.62	1.0
39	There is really nothing that educational systems can do for students who come from lower socioeconomic groups.		1.45	.84
	Implement Cultural Pluralism (ICP)	23.75		4.1
53	Higher education activities should be representative of a wide variety of cultures.		5.15	.94
40	Community college faculty should plan activities that meet the different needs and develop the unique abilities of students from different race/ethnic backgrounds.		4.96	1.0
46	The perspectives of a wide range of culturally diverse groups should be included in the curriculum.		4.78	1.1
49	Community college faculty are responsible for teaching students about the ways in which various cultures have influenced the various professions in this country.		4.62	1.2
44	Culturally diverse individuals should adopt the values and lifestyles of the dominant culture.		4.24	1.3

Note: Statement attitude scales were interpreted as follows: 6 = strongly agree, 5 = agree, 4 = slightly agree, 3 = slightly disagree, 2 = disagree, and 1 = strongly disagree
*UCD subscale statements are negatively phrased.

Multicultural Competence and Community College Faculty Characteristics

Part 3 of the SCCF, the Participant Information section, consisted of 10 demographic questions that ascertained background information of community college faculty. The questions gathered important information on faculty status, gender, race/ethnicity, age, years teaching, program area, teaching locale (as indicated previously in Table 11) and previous diversity instruction (as indicated previously in Tables 12 and 13).

Research Question 3: *To what extent are faculty status, gender, race/ethnicity, age, years of teaching experience, program area, teaching locale, and previous diversity instruction of community college faculty members related to their multicultural competence and cultural diversity attitudes?*

A multiple regression analysis was conducted to evaluate how well community college respondents' demographic characteristics predicted multicultural diversity. In order to conduct a multiple regression the researcher applied a correlation coefficient to determine if a certain degree of linearity existed among the dependent variables (multicultural competence and cultural diversity attitudes) using the five dimensions of the Multicultural Teaching Scale (MTS) and four subscales of the Pluralism and Diversity Attitude Assessment (PADAA) to measure a common conceptual meaning – multicultural diversity. Dependent variables should have some degree of linearity and share a common concept (Stevens, 1992) based on an assumption, in this study multicultural diversity. The resulting correlation coefficients presented in Table 23 showed that 35 out of the 36 correlations were statistically significant. An alpha level of .05 was used for all statistical tests.

Table 23

Bivariate Correlations among the SCCF Five MTS Dimensions and Four PADAA Subscales (n=194)

	CI	KC	ESC	EP	PR	ICP	UCD	ACP	VCP
MTS dimensions									
Content Integration (CI)									
Knowledge (KC)	.87*								
Empower (ESC)	.77*	.75*							
Equity (EP)	.80*	.76*	.84*						
Prejudice (PR)	.82*	.78*	.83*	.86*					
PADAA subscales									
Implement (ICP)	.40*	.38*	.49*	.45*	.42*				
Uncomfortable (UCD)	-.19*	-.13	-.18*	-.20*	-.15*	-.33*			
Appreciate (ACP)	.20*	.19*	.27*	.30*	.19*	.60*	-.48*		
Value (VCP)	.37*	.36*	.45*	.42*	.33*	.68*	-.34*	.79*	

Note: *$p<.05$ – Correlation is significant.

Significant positive relationships were found among all of the MTS dimensions. All the PADAA subscales had significant correlations even though some were negative, with the exception of one (-.13). The positive relationship between all MTS dimensions highlight that these variables are strongly related in explaining multicultural competency. The four PADAA subscales were less closely related, with only two subscales (ACP and VCP) having a significant relationship in explaining the ideals of cultural pluralism and diversity. As a result of the lack of close relationships among the PADAA subscales, only the MTS dimensions were used as dependent variables in the regression analyses.

The predictors (independent variables) were the eight respondent characteristics (faculty status, gender, race/ethnicity, age, years teaching, program area, teaching locale, and previous diversity instruction) while the dependent variables (Content Integration (CI), Knowledge Construction (KC), Prejudice Reduction (PR), Equity Pedagogy (EP), and Empowering School Culture (ESC) were used to represent the overall multicultural competence. Table 24 indicates the variable coding system and value labels are displayed to clarify the directions of influence of

the variables in describing the study findings. The scale scores for each dimension were the variables entered in the regression. The most common (traditional) statistical significance level utilized was .05 to simplify decision-making, based on sample size and data results.

Results of the regression analysis between each dimension of multicultural competence and the independent variables are shown in Table 25. The first dimension analyzed as a dependent variable was Equity Pedagogy (EP). Output results for the regression equation demonstrated that the independent variables were significant in predicting EP. The *R*-square value ($R = .231$), and adjusted $R^2 = .180$ indicated that 18% of the variance in EP is explained by the independent (predictor) variables. The linear combination of respondent characteristics was significantly related to EP, $F(12, 181) = 4.53$, $p < .05$. The β values indicated that previous diversity instruction ($\beta = .41$, $p < .000$) had the greatest effect on EP, followed by being in the Business, Engineering and Technology (BE&T) program area ($\beta = -.56$, $p < .001$), and gender ($\beta = -.32$, $p < .004$). The regression equation explained that the more community college faculty participated in diversity instruction, the higher their score on EP multicultural competence. Analysis further indicated that being in the BE&T program accounted for a significant amount of variance in EP, reflecting that community college faculty in this program area tended to have higher scores on EP than faculty in the other program areas. Gender was also a significant predictor of EP, in that females tended to score higher in the EP dimension than males.

Table 24

Coding System (N=194)

Variable	Value Label	Code	*N*
Faculty status	Full-time	1	87
	Part-time	2	107
Gender	Female	1	124
	Male	2	70
Race/ethnicity	Asian/Hispanic/Native American	1	15
	African American	2	36
	Caucasian	3	143
Age	20-29	1	1
	30-39	2	24
	40-49	3	52
	50-59	4	51
	60 or older	5	66
Years teaching	1-5	1	43
	6-10	2	47
	11-15	3	32
	16-20	4	31
	21 or more	5	41
Program area	Business, Engineering & Tech.	1	32
	Health & Medical Sciences	2	32
	Liberal Arts & Social Sciences	3	91
	Math & Science	4	39
Teaching locale	Rural	1	50
	Suburban	2	86
	Urban	3	58
Previous diversity instruction	No	0	75
	Yes	1	119

Table 25

Regression Coefficients for the Relationship Between Multicultural Competence Dimensions (EP, ESC, CI, KC, PR) and the Independent Variables.

Independent Variables		***Equity Pedagogy (EP)***		
Model 1	β	*SE*	*t*	*p*
(Constant)	5.10	.47	10.77	.000
Faculty status	.17	.12	1.46	.147
Gender	-.32	.11	-2.88	.004*
Race/ethnicity	-.13	.10	-1.32	.190
African American	-.26	.16	-1.68	.095
Age	.04	.06	.61	.541
Years teaching	-.02	.05	-.33	.746
Program area – (BE&T)	-.56	.17	-3.23	.001*
Program area – Liberal Arts	-.01	.14	-.05	.964
Program area – Health & Med	-.07	.18	-.39	.701
Teaching locale – Rural	.24	.13	1.89	.060
Teaching locale – Urban	-.06	.13	-.45	.650
Previous diversity instruction	.41	.11	-3.70	.000*
Adjusted R^2		.180		
F		4.53		

Independent Variables		***Empower School Cultural (ESC)***		
Model 1	β	*SE*	*t*	*p*
(Constant)	5.06	.50	10.04	.000
Faculty status	.17	.13	1.33	.186
Gender	-.36	.12	-3.02	.003*
Race/ethnicity	-.18	.10	-1.76	.081
African American	-.36	.17	-2.12	.035*
Age	-.02	.06	.29	.771
Years teaching	.01	.05	.21	.831
Program area – (BE&T)	-.52	.18	-2.81	.005*
Program area – Liberal Arts	-.05	.15	-.32	.753
Program area – Health & Med	-.05	.19	-.28	.782
Teaching locale – Rural	.31	.14	2.27	.024*
Teaching locale – Urban	-.01	.14	-.09	.928
Previous diversity instruction	.45	.12	-3.79	.000*
Adjusted R^2		.169		
F		4.26		

Note: $N = 194$, $*p<.05$ – significant

(Table 25 continues)

Table 25 (continued)

Regression Coefficients for the Relationship Between Multicultural Competence Dimensions (EP, ESC, CI, KC, PR) and the Independent Variables.

Independent Variables		***Content Integration (CI)***		
Model 1	β	*SE*	*t*	*p*
(Constant)	4.93	.47	10.53	.000
Faculty status	.20	.12	1.72	.087
Gender	-.26	.11	-2.30	.023*
Race/ethnicity	-.11	.10	-1.17	.245
African American	-.39	.16	-2.49	.014*
Age	.04	.06	.67	.504
Years teaching	.03	.04	.56	.578
Program area – (BE&T)	-.67	.17	-3.89	.000*
Program area – Liberal Arts	.11	.14	.75	.454
Program area – Health & Med	-.05	.18	-.27	.786
Teaching locale – Rural	.08	.13	.65	.518
Teaching locale – Urban	-.21	.13	-1.60	.112
Previous diversity instruction	.52	.11	-4.70	.000*
Adjusted R^2		.264		
F		6.76		

Independent Variables		***Knowledge Construction (KC)***		
Model 1	β	*SE*	*t*	*p*
(Constant)	5.00	.49	10.25	.000
Faculty status	.20	.12	1.62	.087
Gender	-.16	.12	-1.42	.023
Race/ethnicity	-.16	.10	-1.56	.245
African American	-.41	.16	-2.53	.014*
Age	.06	.06	-1.03	.504
Years teaching	.04	.05	.91	.578
Program area – (BE&T)	-.60	.18	-3.39	.000*
Program area – Liberal Arts	.20	.15	1.39	.454
Program area – Health & Med	.09	.19	.51	.786
Teaching locale – Rural	.13	.13	.94	.518
Teaching locale – Urban	-.14	.14	-1.01	.112
Previous diversity instruction	.51	.12	-4.40	.000*
Adjusted R^2		.237		
F		6.00		

Note: N = 194, **p*<.05 – significant

(Table 25 continues)

Table 25 (continued)

Regression Coefficients for the Relationship Between Multicultural Competence Dimensions (EP, ESC, CI, KC, PR) and the Independent Variables.

Independent Variables		***Prejudice Reduction (PR)***		
Model 1	β	*SE*	*t*	*p*
(Constant)	4.72	.50	9.48	.000
Faculty status	.21	.13	1.66	.099
Gender	-.28	.12	-2.41	.017*
Race/ethnicity	-.13	.10	-1.31	.192
African American	-.27	.17	-1.66	.099
Age	.01	.06	.21	.834
Years teaching	.02	.05	.35	.729
Program area – (BE&T)	-.52	.18	-2.86	.005*
Program area – Liberal Arts	.20	.15	1.31	.190
Program area – Health & Med	.07	.19	.38	.704
Teaching locale – Rural	.29	.14	2.10	.037*
Teaching locale – Urban	-.15	.14	-1.10	.276
Previous diversity instruction	.51	.12	-4.35	.000*
Adjusted R^2		.231		
F		5.85		

Note: $N = 194$, $*p<.05$ – significant

The second dimension analyzed as a dependent variable was Empowering School Culture (ESC). The *R*-square value ($R = .220$), and adjusted $R^2 = .169$ indicated that 17% of the variance in ESC is explained by the independent (predictor) variables. The linear combination of respondent characteristics was significantly related to ESC, $F(12, 181) = 4.26$, $p < .05$. The β values indicated that previous diversity instruction ($\beta = .45$, $p<.000$) had the greatest effect on ESC, followed by gender ($\beta = -.36$, $p<.003$), belonging to the Business, Engineering and Technology (BE&T) program area ($\beta = -.52$, $p<.005$), having a rural teaching locale ($\beta = .31$, $p<.024$), and being African American ($\beta = -.36$, $p<.035$). The results of the regression analysis further explained that having diversity instruction was associated with a higher level of perceived multicultural competence on the ESC dimension. Gender was also a significant predictor of ESC, in that females tended to score higher in the ESC dimension than males. Further analysis

indicated that being in the BE&T program accounted for a significant amount of variance in ESC, reflecting that community college faculty in this program area tended to have higher scores on ESC than faculty in the other program areas. Also, based on these results, community college faculty in rural areas tended to have higher scores in ESC than faculty in other locales. Finally, African Americans tended to score higher in the ESC dimension than the faculty in other racial/ethnic groups.

The third dimension analyzed as a dependent variable was Content Integration (CI). The *R*-square value ($R = .309$) and adjusted $R^2 = .264$ indicated that 26% of the variance in CI is explained by the independent (predictor) variables. The linear combination of respondent characteristics was significantly related to CI, $F(12, 181) = 6.75$, $p < .05$. The β values indicated that previous diversity instruction ($\beta = .52$, $p < .000$) had the greatest effect on CI, followed by being in the Business, Engineering and Technology (BE&T) program area ($\beta = -.67$, $p < .000$), being African American ($\beta = -.39$, $p < .014$), and gender ($\beta = -.26$, $p < .023$). The regression equation further explained that community college faculty who participated in diversity instruction had an increase of perceived multicultural competence in the CI dimension. Community college faculty in the BE&T program area tended to score higher in the CI dimension than faculty in the other program areas. Results indicated that African Americans scored higher in the CI dimension than the faculty in other racial/ethnic groups and females tended to score higher in the CI dimension than males.

The fourth dimension analyzed as a dependent variable was Knowledge Construction (KC). The *R*-square value ($R = .285$) and adjusted $R^2 = .237$ indicated that 24% of the variance in KC is explained by the independent (predictor) variables. The linear combination of respondent characteristics was significantly related to KC, $F(12, 181) = 6.00$, $p < .05$. The β values indicated

that previous diversity instruction (β = .51, p<.000) had the greatest effect on KC, followed by being in the Business, Engineering and Technology (BE&T) program area (β = -.60, p<.000), and being African American (β = -.41, p<.014). The regression equation further explained that community college faculty who participated in diversity instruction reported higher multicultural competence in the KC dimension. BE&T program area faculty tended to score higher in the KC dimension than the other program areas and African Americans scored higher in the KC dimension than the other racial/ethnic groups.

The final dimension analyzed as a dependent variable was Prejudice Reduction (PR). The R-square value (R = .279) and adjusted R^2 = .231 indicated that 23% of the variance in PR is explained by the independent (predictor) variables. The linear combination of respondent characteristics was significantly related to PR, F(12, 181) = 5.84, p <.05. The β values indicated the relative influence of previous diversity instruction had the greatest effect on PR (β = .51, p<.000), followed by BE&T program area (β = -.52, p<.005), rural teaching locale (β = .29, p<.037), and gender (β = -.28, p<.017). The regression equation further explained that community college faculty who participated in diversity instruction reported higher multicultural competence in the PR dimension. Results further indicated that BE&T program area faculty tended to score higher on PR than the faculty in other program areas and community college faculty in rural areas tended to have higher scores on the PR dimension than those in other locales. Gender was a significant predictor of PR, in that females tended to score higher in the PR dimension than males.

Analysis of results for Research Question 3 indicated that the most consistently significant independent variables overall were instructing in the Business, Engineering and Technology program area and previous diversity instruction (See Table 26). Both were

significant in predicting multicultural competence in all five dimensions. Female gender was significant in four dimensions (EP, ESC, CI, and PR). Additionally, African American race was significant in three dimensions (ESC, CI, and KC) and teaching in a rural locale was significant in both ESC and PR dimensions. From the multiple regressions, it was observed that the remaining three predictor variables (faculty status, age, and years of teaching experience) were not significant in the dimensions on multicultural competence.

Table 26

Summary of Significant Variables on Multicultural Competence Dimensions.

Independent Variables	**EP**	*p*	**ESC**	*p*	**CI**	*p*	**KC**	*p*	**PR**	*p*
Gender (Female)	-.32	.004*	-.36	.003*	-.26	.023*			-.28	.017*
Race (African American)			-.36	.035*	-.39	.014*	-.41	.014*		
Program area (BE&T)	-.56	.001*	-.52	.005*	-.67	.000*	-.60	.000*	-.52	.005*
Teaching locale (Rural)			.31	.024*					.29	.037*
Previous diversity instruction	.41	000*	.45	.000*	.52	.000*	.51	.000*	.51	.000*

Note: $N = 194$, $*p<.05$ – significant

Summary

The data analyses were conducted to determine community college faculty members' perceived multicultural teaching competence and their attitudes about cultural diversity. This chapter presented the research questions, survey participant selection, characteristics of respondents, data analysis, and survey outcomes for the three research questions of this study, along with a chapter summary. Data were collected regarding perceived multicultural competence and cultural pluralism and diversity attitudes, and demographic characteristics.

A total of 194 community college faculty respondents participated in this study. The majority of respondents identified themselves as Caucasian, age 60 or older, and with 6 to 10 years of teaching experience. More than half of the respondents were employed part-time, and over 60% were female faculty members. The largest percentage of respondents taught in Liberal Arts and Social Sciences programs and reported that they were employed at a community college in a suburban area.

The investigation results revealed that community college faculty members in this study perceived themselves as having the highest multicultural competence in Bank's dimension of (a) Equity Pedagogy (EP). Faculty respondents indicated they were able to utilize instructional methods and materials that facilitate academic achievement of racial/ethnic students. Furthermore, they reported moderate competence in the other four dimensions: (b) Content Integration (CI) – which is the extent faculty use examples and information from a variety of cultures to illustrate key concepts in subject areas, (c) Knowledge Construction (KC) – which are procedures to create subject area or discipline specific knowledge, (d) Prejudice Reduction (PR) – which are strategies used to help students develop better racial and ethnic attitudes, and (e) Empowering School Culture (ESC) – which is the process of school restructuring so racially/ethnically diverse students experience education equity and gain a sense of empowerment. Overall faculty perceptions of their multicultural competence were high to moderate, which could help them actively respond and interact with racial/ethnic students.

Further analyses found that community college faculty members indicated a strong level of appreciation and value for the ideals of cultural pluralism and diversity on two of Stanley's four subscales: (a) Appreciate Cultural Pluralism (ACP) – which are issues related to equality of all students and respect for self as well as different cultures and (b) Value Cultural Pluralism

(VCP) – which are issues related to integration and interaction of cultures. The last two subscales showed that community college faculty were not uncomfortable with diversity and might implement these ideals: (c) Uncomfortable with Diversity (UCD) – which are issues that emerged relating to prejudices and resistances impeding a democratic and equitable school environment and (d) Implement Cultural Pluralism (ICP) – which is focused on the infusion of differing cultures into the curriculum and educational process. Generally, community college faculty respondents expressed strong appreciation and values for cultural diversity and did not express having uncomfortable feelings about diversity issues, as well as showed little resistance toward classroom implementation of cultural pluralism practices.

In the final outcomes of the regression analysis between community college faculty's (independent variables) eight respondent characteristics (faculty status, gender, race/ethnicity, age, years teaching, program area, teaching locale, and previous diversity instruction) and the dependent variables Content Integration (CI), Knowledge Construction (KC), Prejudice Reduction (PR), (Equity Pedagogy (EP), and Empowering School Culture (ESC) used to represent the perceived multicultural competence, it was revealed that previous diversity instruction and program area were significant across all five dimensions of multicultural competence. The gender variable was significant in four (EP, ESC, CI, and PR) of five dimensions, while the race variable was significant in three (ESC, CI, and KC) of five, teaching locale was significant in two (ESC and PR) of five dimensions in predicting the perceived multicultural competence of community college faculty respondents. Faculty status, years of teaching, and age were not significant variables in the five multicultural competence dimensions. Faculty members for this sample, who had previous diversity instruction and taught in the BE&T program, were more likely to perceive themselves as being more multiculturally competent than other faculty with no or little diversity instruction and instructing in other program areas. Therefore,

we can summarize that the community college faculty respondents in this study perceived themselves as highly competent in the Equity Pedagogy (EP) dimension. Also, that previous diversity instruction and instructing in the Business, Engineering and Technology (BE&T) division were significant and consistent associations within all multicultural competence dimensions.

Further discussion of research findings is included in Chapter 5. Specifically, information about descriptive and regression models conclusions are presented. In addition, limitations and strengths of this study are described as well as recommendations for practice, directions for future research. Finally, the overall summary for this study is discussed.

Chapter 5

Discussion, Conclusions, and Recommendations

Virginia Community College System (VCCS) faculty members serve in multicultural classroom frontlines, perform racial/ethnic student triage, and play a critical role in the development of cultural diversity in higher education. This study's proposed outcomes were to enhance educational literature on cultural pluralism and diversity and assist community college faculty in personal and professional multicultural competency self-reflection. As an African-American, female researcher, it is important to note that my personal bias, both subjective and personal could hinder and/or enhance the study's implications and recommendations.

Past recommendations and literature reviews demonstrated that higher education institutions, especially community colleges, have become a proving ground for multicultural education. Because community colleges have lower tuition and fees and are commuter institutions, they are more likely to attract and have a high proportion of students from diverse backgrounds (gender, socioeconomic levels, and race/ethnicity). This chapter provides a summary of the purpose and research questions, methodology, and respondent characteristics and a discussion of research findings for this study. It also contains conclusions, recommendations for practice and future research, and a chapter summary.

Purpose and Research Questions

As stated in the preceding chapters, the purpose of the study was to examine community college faculty members' perceived multicultural teaching competence and attitudes regarding cultural diversity. The overall purpose of conducting research is to advance the understanding of a specified phenomenon. The study sought to answer the three research questions that guided this inquiry:

1. For which of Banks' dimensions of multicultural education do community college faculty members' perceive themselves as being culturally competent in teaching racially and ethnically diverse students?
2. What are community college faculty members' appreciation, value, and comfort levels relating to cultural pluralism and diversity and their willingness to implement cultural pluralism into their instructional processes?
3. To what extent are faculty status, gender, race/ethnicity, age, years of teaching experience, program area, teaching locale, and previous diversity instruction of community college faculty members related to their multicultural competence and cultural diversity attitudes?

Methodology

The Survey of Community College Faculty (SCCF) was administered in an online format, allowing for quick access to the survey instrument and easy data-entry by the participants. Following approval from Virginia Tech's Institutional Review Board (IRB), initial email contacts were made with 11 selected Virginia community colleges' institutional effectiveness and assessment directors requesting approval to conduct external research and obtain faculty email addresses for study participation. Permission to survey their full-time and part-time faculty was granted by four of the 11 community colleges: Germanna Community College (GCC), J. Sargeant Reynolds Community College (JSRCC), Piedmont Virginia Community College (PVCC), and Southside Virginia Community College (SVCC). For three of the institutions, faculty members were randomly selected from the acquired email lists. JSRCC was the exception due to the institution's privacy policy on email addresses; therefore all faculty members at this institution were sent the survey by an administrator.

An email invitation, which included the survey web link, was sent to a total of 1,452 select community college faculty. From that request, 206 SCCF questionnaires were completed online by faculty members from the four community colleges. The response rate of 14% was considered statistically significant insuring that nonresponse was not a threat to external validity (Dillman, 2007; Linder, Murphy & Briers, 2001). Non-response error was further addressed by the researcher through comparison of the student composition (enrollment, gender, and race/ethnicity) of the four participating community colleges in the study to the student composition of the remaining VCCS institutions that did not participate. The results of the comparison revealed that the characteristics of students in the non-participating colleges were similar to those of the students in colleges that participated. Therefore, the researcher proposes that related to this important factor, the four participating colleges were representative of the non-participating colleges.

Characteristics of Respondents

Study respondents consisted of 206 full-time and part-time faculty members from the four participating community colleges. Of the total 206 completed questionnaires, 194 were usable for statistical analysis. A majority of the 194 respondents were female (64%), part-time employed (55%), Caucasian (74%), and in the age range of 50 years or more (60%). The largest percentages of responding community college faculty members reported their number of years teaching was 1 to 5 years (22%) or 6 to 10 years (24%). Forty-seven percent taught in the Liberal Arts and Social Sciences program area and 44% indicated that they taught in community colleges located in suburban areas. Additionally, 61% of respondents participated in diversity instruction. The gender and ethnicity of the respondents were reflective of both national data (community college faculty members are approximately 51% women, and over 80% are White [AACC,

2014] and Virginia data (55% of instructors were female and 81% of the faculty were White [VCCS, 2011]).

Discussion of Research Findings

This section provides a discussion of the research findings from the current study. In Chapter 2, associated multicultural education research literature provided the foundation for the examination of community college faculty members' perceived multicultural competence and attitudes towards cultural pluralism and diversity. Through this study, the researcher aimed to interpret faculty perceptions of competencies and cultural diversity attitudes in relationship to teaching racially and ethnically diverse students. The researcher used a comparative research design approach and noted outcomes from the Survey of Community College Faculty (SCCF) on perceived multicultural competence and cultural pluralism and diversity attitudes of community college faculty members. The SCCF was composed of 3 parts, Banks' (1993) Multicultural Teaching Scale (MTS), Stanley's (1992) Pluralism and Diversity Attitude Assessment (PADAA) and demographic questions.

Part 1 of the SCCF implemented Banks' MTS (1993) to measure multicultural competence which was identified as a person's ability to develop cultural interpersonal skills in multiple ways of perceiving, evaluating, believing, and problem-solving that may connect to culturally diverse students. Responses to the multicultural competence survey were classified according to five dimensions of multicultural education and included: (a) Content Integration (CI), (b) Knowledge Construction (KC), (c) Prejudice Reduction (PR), (d) Equity Pedagogy (EP), and (e) Empowering School Culture (ESC).

Part 2 of the SCCF examined cultural pluralism and diversity or culturally-relevant pedagogy as related to the inclusion of students' cultural environments into the structure and

instruction of the classroom. Stanley's (1992) PADAA subscales included: (a) Appreciate Cultural Pluralism (ACP), (b) Value Cultural Pluralism (VCP), (c) Implement Cultural Pluralism (ICP), and (d) Uncomfortable with Cultural Diversity (UCD).

Part 3 of the SCCF consisted of demographic questions that gathered information pertaining to respondent characteristics (faculty status, gender, race/ethnicity, age, years teaching, program area, teaching locale, and previous diversity instruction) and specific items regarding diversity training. Number of hours of diversity training and diversity training options (mandatory or voluntary) were excluded from analysis.

This section is organized by the research questions addressed in the study:

Research Question 1: *For which of Banks' dimensions of multicultural education do community college faculty members' perceive themselves as being culturally competent in teaching racially and ethnically diverse students?*

Analyses from Banks' (1993) Multicultural Teaching Scale assessed community college faculty members' multicultural competence levels according to five dimensions. Using a rating scale from "1" indicating low and "5" indicating high competence, a total of 36 multicultural skill statements were used to determine how competent faculty felt about cultural diversity. The analysis of results revealed that Equity Pedagogy (EP) is the one dimension in which community college faculty respondents perceived themselves as having the highest competence related to teaching racially/ethnically diverse students. Within the EP dimension, respondents rated themselves as having significantly higher competence for the following three items (See Table 15) that reflected their most highly related ideas and perspectives: (a) all students can learn, (b) students recognize that competence is more important than race/ethnic background, and (c) creating a learning environment that allows for alternative styles of learning. Also, within the EP

dimension, these community college faculty respondents reported that they use instructional methods and techniques that facilitate academic achievement of students from diverse racial, ethnic, and social-class groups. The EP dimension challenges faculty to integrate different strategies in the learning environment to actively involve students in knowledge construction that builds an integral relationship in which students imagine new possibilities to use knowledge for societal change. Faculty perceived themselves as having moderate multicultural competence skills in the remaining four dimensions of Banks' multicultural education. Faculty felt highly moderate competence (mean score only .09 from high competence) in the Content Integration (CI) dimension (See Table 14). Within the CI dimension, respondents rated themselves as having high competence for the following four items (See Table 16) that reflected their most highly associated concepts and perceptions: (a) help students see groups different from their own as real people, (b) present culturally diverse groups in our society in a manner that will build mutual respect, (c) present diversity of cultures as a strong positive feature of American heritage, and (d) demonstrate a basic knowledge of the contributions made by culturally diverse groups in our society. Additionally, within the CI dimension community college faculty respondents reported that they utilize examples and information from various cultures to illustrate key concepts and facilitate academic achievement. The other dimensions with moderate multicultural competence skills are Knowledge Construction (KC) which explains faculty adopting procedures to create subject area and discipline specific knowledge that facilitate academic achievement; Prejudice Reduction (PR) which incorporates strategies that help students develop better racial and ethnic attitudes; and Empowering School Culture (ESC), which relates to taking part in school restructuring processes so racial/ethnic students experience education equity and gain a sense of empowerment.

The results of the current study were consistent with Thabede's (1996) pilot study, in which business education student teachers felt most competent in the Equity Pedagogy dimension. Differences were found between the current study and Thabede's results in the ESC dimension, which might be attributed to the differences of the two studies in age and experience of community college faculty surveyed and business education student teachers. The lower scores in ESC might also indicate that the community college faculty in this study may not have seen outside-of-class student socialization as part of their responsibility or within their control to affect. Secondary level educators are more likely to be involved in curriculum based youth activities so they may believe that getting students from differing cultures to work together inside the class falls into their realm of responsibility.

Research Question 2: *What are community college faculty members' appreciation, value, and comfort levels relating to cultural pluralism and diversity and their willingness to implement cultural pluralism into their instructional processes?*

Using the Pluralism and Diversity Attitude Assessment (Stanley, 1992), community college faculty respondents' cultural diversity attitudes were assessed based on responses to 19 statements categorized in four subscales: (a) Appreciate Cultural Pluralism (ACP), (b) Value Cultural Pluralism (VCP), (c) Uncomfortable with Cultural Diversity (UCD), and (d) Implement Cultural Pluralism (ICP). Respondents were asked to rate their level of agreement to the 19 statements on a 6-point scale ranging from "1" strongly disagree to "6" strongly agree. Results of community college faculty respondent attitudes revealed the strongest levels of agreement for Appreciate Cultural Pluralism subscale, which demonstrated their ability to respect diversity and understand individual student differences. Within the ACP subscale, this is verified by respondents' top two statement scores (See Table 22), which reflect faculty respondents' strong

agreement levels: (a) each student should have an equal opportunity to learn and succeed in higher education, and (b) in higher education, it does not matter if a student is rich or poor, everyone should have the same chance to succeed. Respondents indicated that they strongly valued the ideals of cultural pluralism (Value Cultural Pluralism subscale) and showed their willingness to interpret and express the importance of cultural influences and pluralism in the classroom. Within the VCP subscale, this is shown by respondents' top two statement scores which reflect faculty respondents' strong agreement levels: (a) each culturally diverse group has something positive to contribute to American society, and (b) students should feel pride in their heritage. Based on score interpretations, community college faculty members were not uncomfortable with students from culturally-different backgrounds and experiences (Uncomfortable with Cultural Diversity subscale). Within the UCP subscale, this is shown by respondents' top two statement scores, which reflect faculty respondents' strong disagreement levels: (a) culturally diverse students are hard to work with in higher education, and (b) uncomfortable around the students whose race/ethnic heritage is different from my own. Results (based on scale score interpretations – Table 21) also showed that community college faculty might implement, adapt, change, or utilize information various resources and pedagogy applicable to the cultural inclusion processes (Implement Cultural Pluralism subscale). Within the ICP subscale, this is displayed by respondents' top two statement scores, which reflect faculty respondents' agreement levels: (a) higher education activities should be representative of a wide variety of cultures, and (b) community college faculty should plan activities that meet the different needs and develop the unique abilities of students from different race/ethnic backgrounds.

This study's results were consistent with research outcomes for business and marketing teachers (Adams & Hall, 2002) and for family and consumer sciences teachers (Adams, Sewell, & Hall, 2004). Community college respondents in this study strongly appreciated (ACP subscale) and valued (VCP subscale) the ideals of cultural pluralism. Although appreciation and value scores express an acceptance of cultural differences by community college faculty, scores do not indicate that faculty would implement the ideals of cultural pluralism (ICP subscale). This current study was consistent with the Adams, et al. (2004) study, which found that family and consumer sciences teachers showed some resistance to implementing educational strategies that would include methods conducive to cultural pluralism.

Research Question 3: *To what extent are faculty status, gender, race/ethnicity, age, years of teaching experience, program area, teaching locale, and previous diversity instruction of community college faculty members related to their multicultural competence and cultural diversity attitudes?*

Analyses from 8 of the 10 questions in Part 3 of SCCF ascertained background information on community college faculty respondents that comprised the independent variables: faculty status, gender, race/ethnicity, age, years of teaching experience, program area, teaching locale, and previous diversity instruction. A correlation between multicultural competence dimensions and cultural diversity and pluralism subscales was used to measure a common concept – multicultural diversity. The analysis revealed that the best approach to regression analysis for this research was to use multicultural competence as the dependent variable. The results from the current study offer an important contribution to understanding which characteristics predict faculty's perceptions of their own multicultural competence, as measured by the five dependent variables of the Multicultural Teaching Scale (MTS) dimensions: Equity

Pedagogy (EP), Content Integration (CI), Knowledge Construction (KC), Prejudice Reduction (PR), and Empowering School Culture (ESC). Respondent characteristics of faculty who answered the SCCF were that 55% were part-time, 64% were female, 19% were African-American, 47% taught in the Liberal Arts and Social Sciences program area, 44% taught in suburban areas, and 61% stated yes to receiving previous diversity instruction (See Tables 11 and 12). According to the AACC (2014), 51% of community college faculty members are women and the VCCS data source showed that 55% of the approximate 10,000 faculty members were female.

Diversity Instruction. An important and consistent finding in all the analyses was that previous diversity instruction significantly predicted the perceived multicultural competence of community college faculty respondents across all five of Bank's dimensions. Overall, the data suggested that participation in diversity instruction by community college faculty led to increased feelings of competence and self-confidence to work with culturally diverse students. This was especially true for independent variables related to faculty program area, gender, ethnicity, and locale. Results of this study were consistent with Gorham's (2001) research on elementary education teachers, which indicated that the more hours of multicultural instruction teachers' received, the more competent and prepared they felt about working in multicultural classrooms. However, there was some discrepancy between this study's results and those of Thabede's (1996) pilot study of business education student teachers on the same variable (hours of instruction) and several dimensions. In Thabede's results, diversity instruction contributed significantly in the ESC dimension while teaching locale significantly influenced two dimensions: KC and EP.

Program Area. Another important finding was the significant influence of instructional program area (Business, Engineering, and Technology) in predicting the perceived multicultural competence of community college faculty respondents in all five dimensions. Positive ratings by Business, Engineering and Technology (BE&T) faculty revealed that their multicultural competence was higher than faculty in other instructional program areas. Such an effect could likely be influenced by the content of the curriculum and faculty who look at things on a more global perspective applied across a wide range of industries and continents.

Gender. Further examination of independent variables and dimensions of multicultural competence revealed that female respondents' multicultural competence levels were significantly higher than those of their male colleagues in four dimensions: EP, ESC, CI, and PR. These dimension effects could be influenced by the fact that women in female-dominated professions (such as classroom teaching) tend to have more mentoring, coaching, and transformational leadership styles (American Psychological Association [APA], 2006). In Thabede's study results, gender influenced three dimensions: PR, EP, and ESC.

Race/Ethnicity. African-American respondents' levels of multicultural competence were significantly higher than their peers in three dimensions: ESC, CI, and KC. This effect could be influenced by the fact that African Americans possess a historical knowledge base from a minority perspective and legacy of cultural life experience, which may provide a more empathetic insight into culturally diverse students. In comparison to this study, Thabede's results found that race influenced all five dimensions.

Teaching Locale. Teaching in a rural locale was significantly higher than other locales in both the ESC and PR dimensions. This effect could be influenced from rural instructors having to work with an influx of more culturally diverse students, since across the U.S., Hispanic

student enrollment is growing three times as fast in rural areas as in non-rural areas (Showalter, 2014). The percentage of English Language Learner (ELL) students in public schools increased between 2002–03 and 2011–12 in all but 10 states (NCES, May 2014). These instructors tend to have a community value perspective and serve as leaders who influence and ensure those culturally diverse students' academic needs and social traditions are addressed and honored (Schafft & Jackson, 2010), addressing ESC and PR dimensions.

Attributes of instructors' years of experience and the educational levels at which they teach may better explain some results, since the current study sample consisted of community college faculty. In comparison, Gorham's research sample was comprised of elementary school teachers, and Thabede's study sample was business education student teachers.

Respondent Characteristics and Multicultural Competence. Indicative of the findings for research question three, VCCS faculty respondents' scores revealed that previous diversity instruction, instructional program area (Business, Engineering, and Technology), gender (Female), and race (African-American) contributed positively in predicting their beliefs toward multicultural competence. Gorham (2001) concluded that elementary school faculty who reported more hours of multicultural instruction felt better equipped for multiculturalism in their classes, were more likely to alter their instructional strategies, and reflected behaviors for multicultural diversity. Additionally, Gorham's MTS data analysis indicated that major predictors of elementary school teachers who reported higher levels of multicultural competence were their previous multicultural experiences during teacher education program, participant hours of multicultural instruction, and suburban teaching environment. The current study's findings substantiate Jairrels' (1993) MTS results which suggested that elementary school teachers reported significantly higher competence when they taught students from multicultural

backgrounds, personally had multicultural background experiences, had been provided formal instruction in multiculturalism, were older, and taught in a suburban locale.

Conclusions

The findings of this study can only be generalized to community college faculty in the Commonwealth of Virginia. To meet the challenges of increasing student diversity, it is vital that teachers gain, possess, and maintain multicultural pedagogical skills (Sinagatullin, 2003; Diller, 2007). Conclusions were drawn from the data presented in Chapter 4 relating to multicultural competence from Banks' (1993) five multicultural competence dimensions and Stanley's (1992, 1996) four subscales on cultural pluralism and diversity.

Multicultural Competence. To synthesize the problem investigated in this study, the identification of community college faculty members' perceived multicultural teaching competence, Equity Pedagogy (EP) was the dimension in which respondents' perceived themselves as being most highly competent. When examining the word equity and its variations (fairness, impartiality, justice, etc.) the results of this analysis demonstrated that regardless of community college faculty members' own racial and ethnic backgrounds, implicit bias, and stereotypical beliefs; multicultural teaching competence does exist in higher education. Community college faculty members in this study were attuned to the importance of equitable instructional practices. They understood the influence that these practices and their own self-efficacy have on student learning. Serving as facilitators (constructivist theory) to learning, faculty recognized that their methodology, interactions, and behaviors with students can make a difference in creating a positive learning environment for culturally diverse students.

High levels of multicultural competence also reinforced the theoretical framework of culturally-relevant pedagogy that builds on the premise that learning differs across cultures and teachers enhance success of racial/ethnic students by acquiring knowledge of their cultural backgrounds, and puts this knowledge into instructional practice (Irvine, 2010; Ladson-Billings, 1995).

Cultural Pluralism and Diversity. The outcomes indicated that faculty appreciated cultural pluralism and valued cultural differences. Cultural pluralism involves teachers being able to discuss the effects of societal stereotypes and prejudice reduction, incorporate equity pedagogy and empower students with experiences of educational equity (Stanley, 1996). Faculty further illustrated the need to make the connection between their attitudes and ability to accept a variety of viewpoints. Also, faculty realized that they were able to discuss issues related to equality integration and culture interaction of all students.

Respondent Characteristics and Multicultural Competence. Population characteristics of respondents in this study had a significant influence relating to community college faculty members' perceived multicultural competence and cultural diversity attitudes. Faculty members who had previous diversity instruction demonstrated heightened perceptions of their self-confidence and acquired knowledge and skills pertaining to multicultural competency. Results of this study pointed out the importance and effectiveness of professional development programs, especially to provide community college faculty with skills to implement multicultural concepts into pedagogical practices and curriculum essential to cultural diversity that were not exposed to previous

diversity instruction. The largest percentage of this study's respondents were instructors in the Liberal Arts and Social Sciences program area, yet faculty in the Business, Engineering, and Technology (BE&T) instructional program area demonstrated greater perceived multicultural competence than faculty in other program areas. It could be concluded that faculty instructing in BE&T program area have more exposure to global viewpoints because of the curriculum, students in the courses, and the universal phenomenon of technology. Survey respondents for this study, were over 60% female and this gender characteristic was found to be significant in four of the five multicultural competence dimensions. Montgomery and Groat (1998) reported that females tend to approach teaching and learning empathetically, through collaboration and careful listening, more so than males which may support the results of the current study.

Race is another population characteristic that plays a role in multicultural competence perceptions. This study's African-American respondents' multicultural competence perceptions were significantly higher than those of other racial/ethnic groups. The data support the conclusion that African-Americans consider themselves as being more racially attuned and sensitive than others to the needs of racial/ethnic students in higher education. However, it could be argued that they have a false sense of superiority or competence in multiculturalism, because of their skin color. The last population characteristic of this study, rural teaching locale, was rated significantly higher in feelings of multicultural competence than faculty instructing at urban or suburban locales. Interestingly, 44% of this study's respondents teach in suburban areas, 30% teach

in urban areas, followed closely by 26% at rural areas. It would seem that suburban area instructors would have higher multicultural competence perceptions because their student populations are more diverse, surprisingly, this was not the case. Some factors that could lead to faculty in rural locales having higher multicultural competency perceptions could be in the rise of refugee and migrant workers in rural settings who may take classes and have children in educational settings.

Recommendations for Practice

The findings of this current study shed light on ways of approaching and understanding multicultural competence and cultural diversity attitudes of community college faculty. Recommendations presented below are addressed to higher education stakeholders, specifically Virginia community colleges. However, these recommendations could be relevant to other areas of higher education and professional development professionals. Some recommendations from the study results include the following:

1. Community college faculty's moderate-to-high perception ratings of the five dimensions in Banks' model (2003) suggested that faculty could stress the importance of acquiring multicultural knowledge through diversity instruction, encourage other faculty to participate in diversity instruction, and continually put into practice what they know about multicultural diversity in education. This would help support faculty in higher education settings with multicultural and pluralism resources and experiences (curriculum content implementation, open discussion formats, case studies, training, etc.) essential to cultural diversity context that help develop a multicultural society. These resources can contribute to community college faculty

becoming more effective in instructing students and other faculty members about the ideologies of cultural diversity and pluralism. This exposure will help students understand their ethnicity and also help them develop knowledge about various cultural backgrounds of others (Thabede, 1996.)

2. Consider practical incentives and provide award system that encourages community college faculty to participate in diversity training. Also, determine innovative ways to involve community college administrators in the process in order to make diversity training a priority throughout the institutions.
3. A majority of community college faculty are part-time employees. Therefore, a comparison study of part-time faculty who may have more real-world experiences versus full-time faculty that might be more insulated in the world of academia that might make a difference in diversity exposure/feelings of competence.

Future Research

This section will detail recommendations for future research to help guide other researchers interested in this study's topic and help develop new lines of inquiry. Recommendations for future research garnered from this study follow.

1. Future research could explore the exploration of higher education faculty's multicultural competence development needs is a subject for future research. Incorporate cross-cultural mentoring (not to increase racial diversity of faculty) to increase the cultural diversity awareness of a predominantly Caucasian faculty who teach a majority of racially and ethnically diverse students. This could prove valuable to higher education institutions and their students. Cross-cultural mentoring involves an ongoing, intentional, and mutually enriching relationship with someone of a

different race, gender, ethnicity, religion, cultural background, socioeconomic background, sexual orientation, or nationality.

2. Few instruments have been designed that specifically measure multicultural competence. Future research could involve a more customized instrument that captures multicultural competence perceptions of higher education faculty.
3. This study could be replicated using the same theoretical framework with community college faculty in other states. Future studies could utilize the same demographics or specifically address the variables found to be significant in this study. Replication of this study among faculty members within various community college systems and geographic locations would serve to substantially increase the external validity of this research by obtaining a broader perspective.
4. Future research could use qualitative research methodology to follow up on this study. For example, a focus group format could be used to discover more in-depth multicultural competence perceptions and cultural diversity attitudes.
5. Over 60% of faculty sampled for this study had received previous diversity instruction. Future research could delve into faculty responses to include whether this was before, during, or after being hired at their community college. Faculty could be questioned about the idea of a mandated certification for multicultural diversity instruction and the availability of college-wide support systems and incentives for completing diversity instruction. These types of questions in future research would be aimed at achieving feedback to determine the extent to which diversity instruction improve faculty feelings of multicultural competence and instructional practices.
6. This study did not allow for a full discussion concerning why minority and female faculty feel more multicultural competence. Future research could elaborate on these findings.

7. Research could evaluate and compare studies that focus on the positive aspects of multicultural diversity and cultural pluralism.

Chapter Summary

This study provided an analysis that examined community college faculty members' perceived multicultural teaching competence and cultural pluralism and diversity attitudes, two components that are important to the multicultural education process. It was determined from the analysis of the results that the Virginia Community College System (VCCS) faculty responding to the survey had positive self-perceptions on multicultural competence and attitudes about cultural pluralism and diversity. However, with any research study, caution is advised when interpreting findings and generalizing those findings to other populations.

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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 requirment. 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:

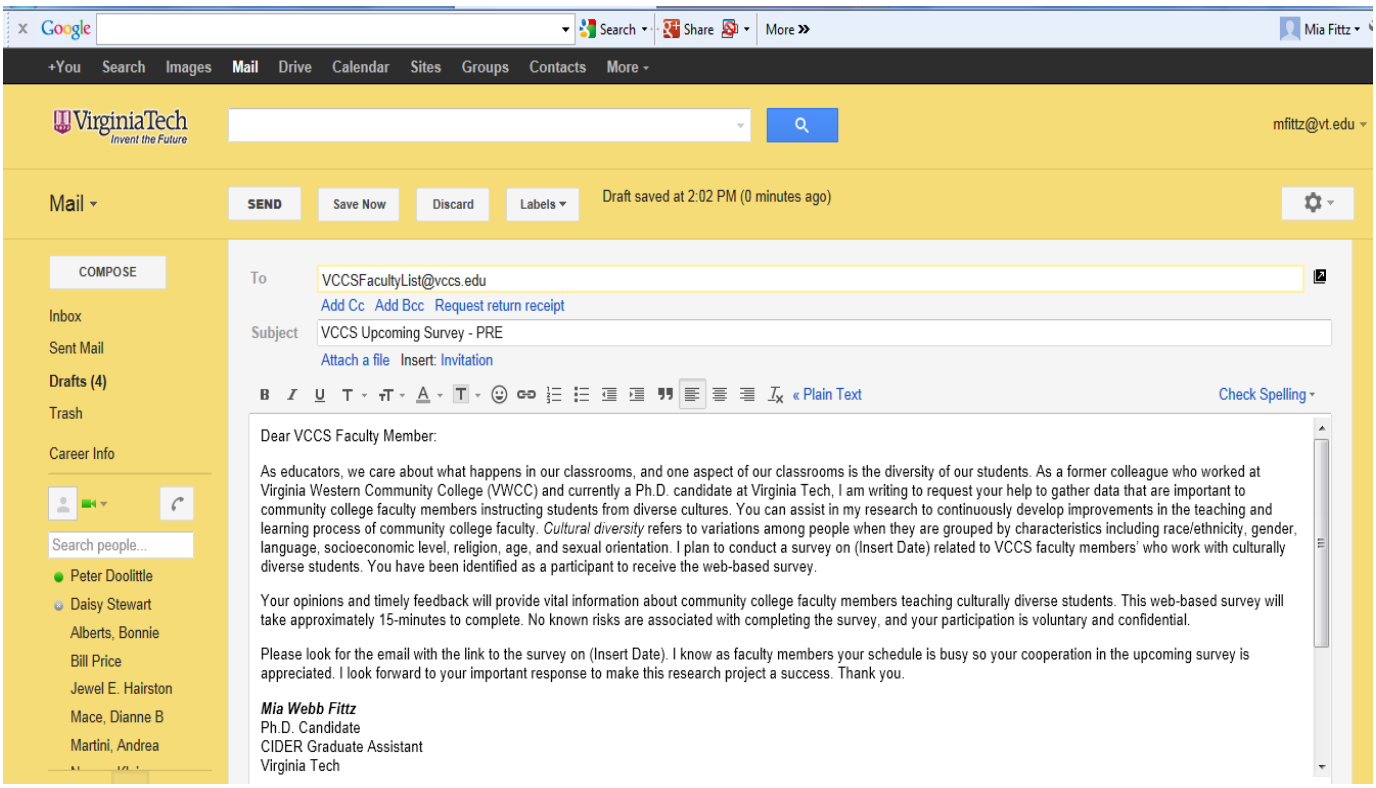
Appendix B – Pre-Notification Email

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.



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!

--

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

"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

"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