

Diversity in the Curriculum

Survey of Faculty Members

Spring 2003, 370 respondents
(62% response rate)

SSU student collaborators

- Sarah Nevins
- Libertie O'Meara
- Tracey Cronin
- Kristin Jacobs
- Petra Torri
- Brooke Bernal
- Alanna Seeman
- Purvinder Kaur
- Amanda Stephens
- Marie Roark
- Nancy Coddling
- Ed Diaz
- Sharon Muha
- Justin Myers

School affiliation

27.1% School of Social Sciences (n=90)

23.1% School of Science and Technology (n=77)

7.8% School of Business and Economics (n=26)

10.3% School of Education (n=38)

27.6% School of Arts and Humanities (n=102)

Academic Rank

23.2% Full Professors (n=85)

11.1% Associate Professors (n=42)

15.4% Assistant Professors (n=57)

44.9% Lecturers (n=166)

To me, the term “diversity” includes:

Definition	Percent Who Mentioned it
Cultural differences	96.5%
Ethnic differences	94.9%
Sexual orientations	88.1%
Ability differences	86.4%
Religious differences	85.4%
Age differences	84.6%
Gender differences	82.1%
SES differences	62.9%
Other	18.4%

Other ways to define diversity:

	Times Mentioned
Category label	19
Different political viewpoints (including ideology)	8
Language differences	5
Race as a category different from ethnicity and culture	4
Nationality (foreign students)	3
Any and every characteristic imaginable	3
Criticized term	3
Geographic (urban vs. rural)	3
Interest differences in topic	3
Learning styles	3
Personality differences	2
Body size, appearance	2
Different life experiences	2
Discipline differences (interdisciplinary thinking)	2
Educational differences (e.g., backgrounds, experiences)	2
Past training, occupational differences	2
Special needs/disabilities	1
Lifestlye (conventional vs. alternative)	1
Power differences	

To what extent do you agree that...

SSU provides training to faculty that promotes an understanding of students from diverse backgrounds

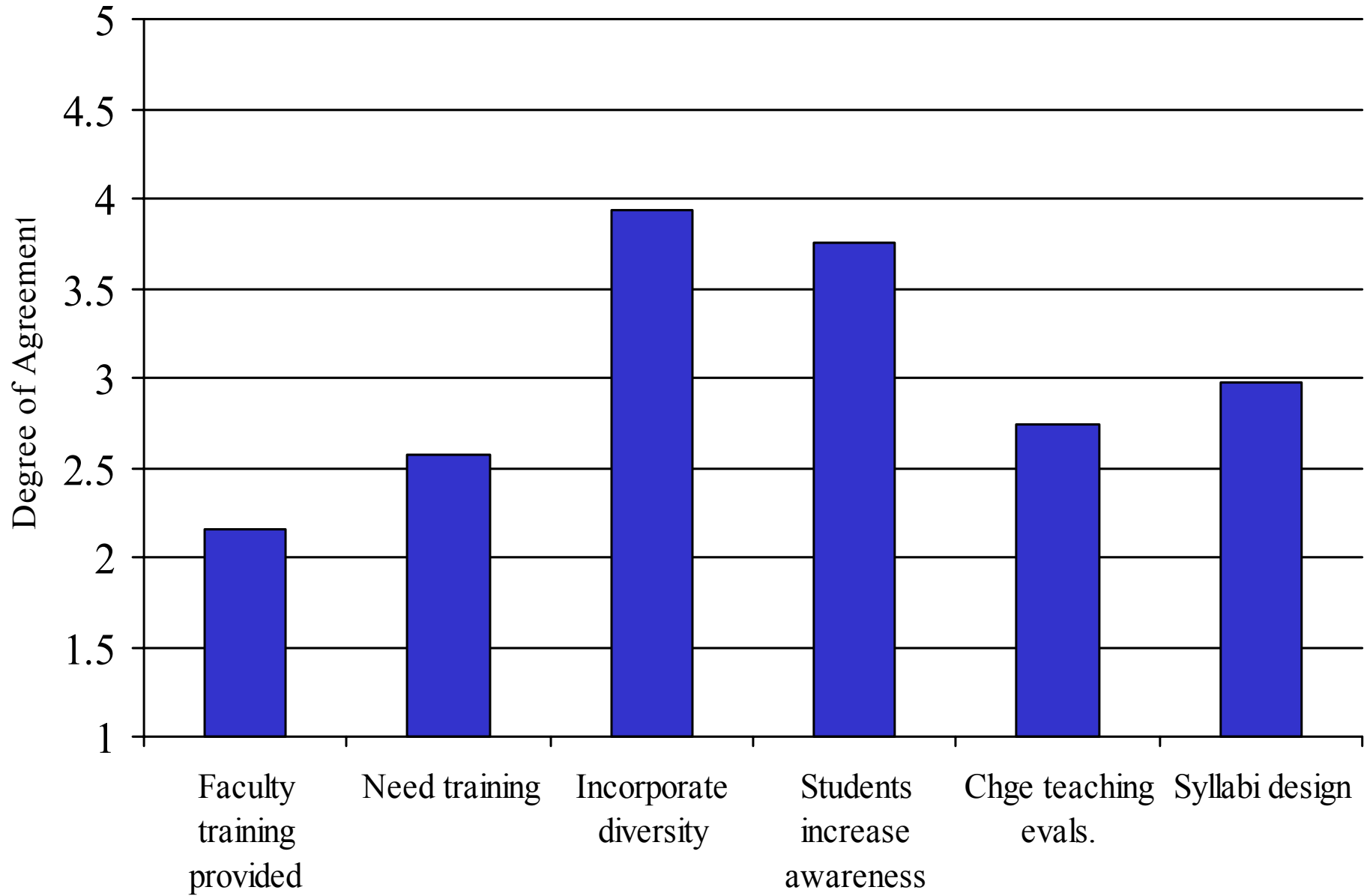
I need further training in topics related to diversity.

I incorporate materials/perspectives about diverse populations in the courses that I teach.

I feel confident my students increase their level of awareness about diverse populations after taking my courses.

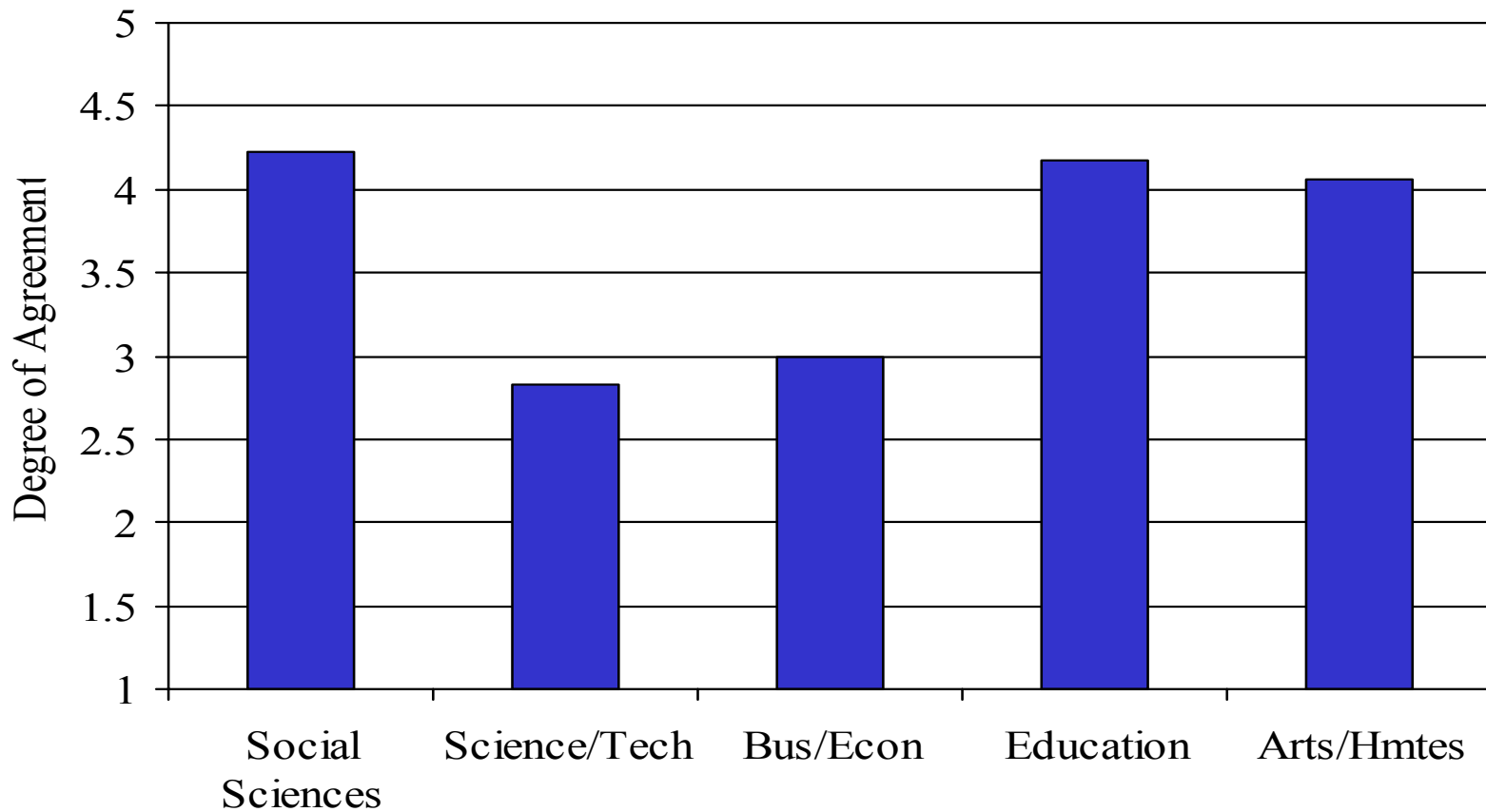
Instructor's evaluations of teaching should include a question about the extent to which diversity issues are addressed in the course.

I design my syllabi with diversity issues as a core component.



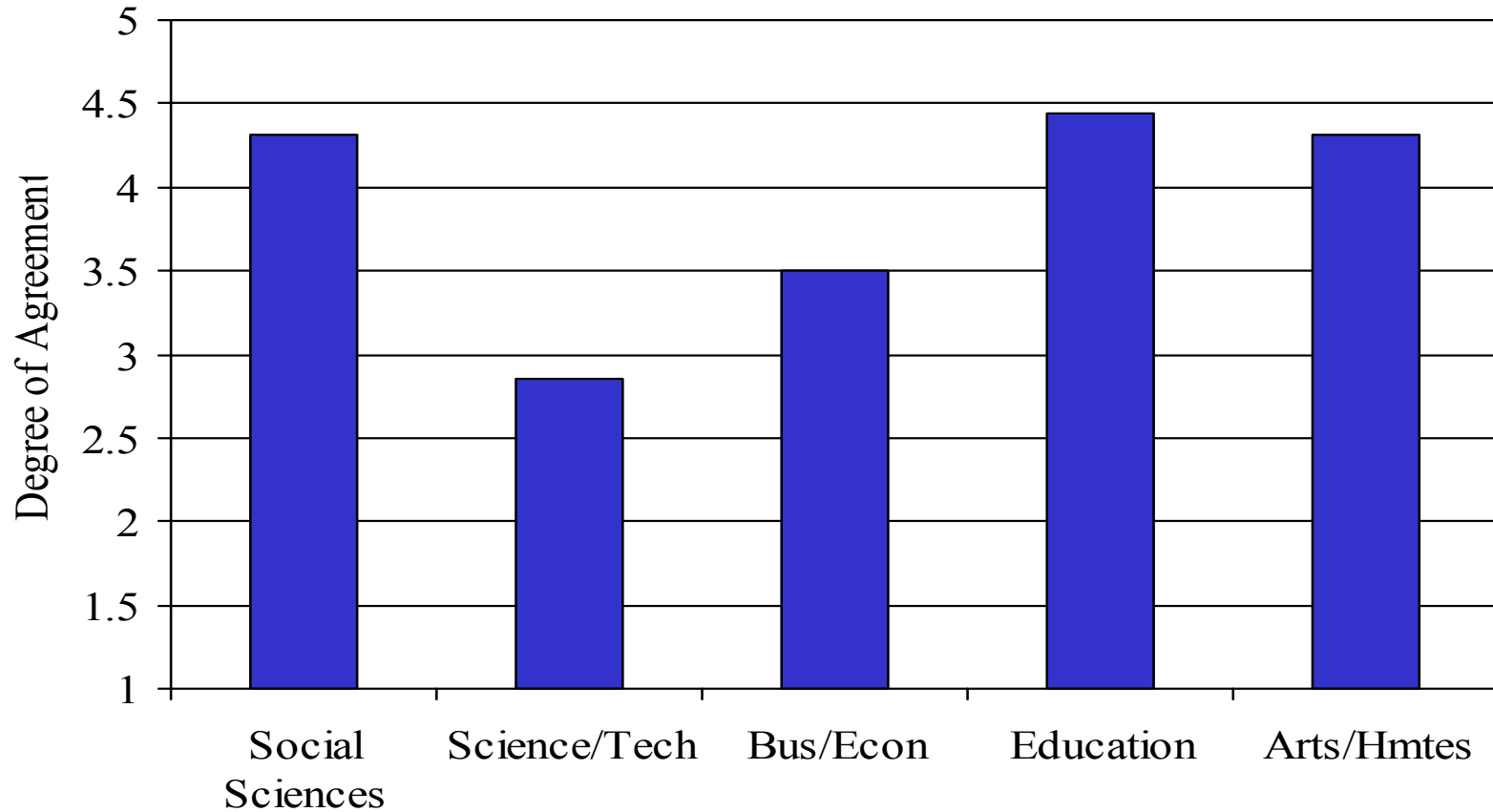
Statistically Significant Mean Differences Between Schools

I feel confident my students increase their level of awareness about diverse populations after taking my courses.



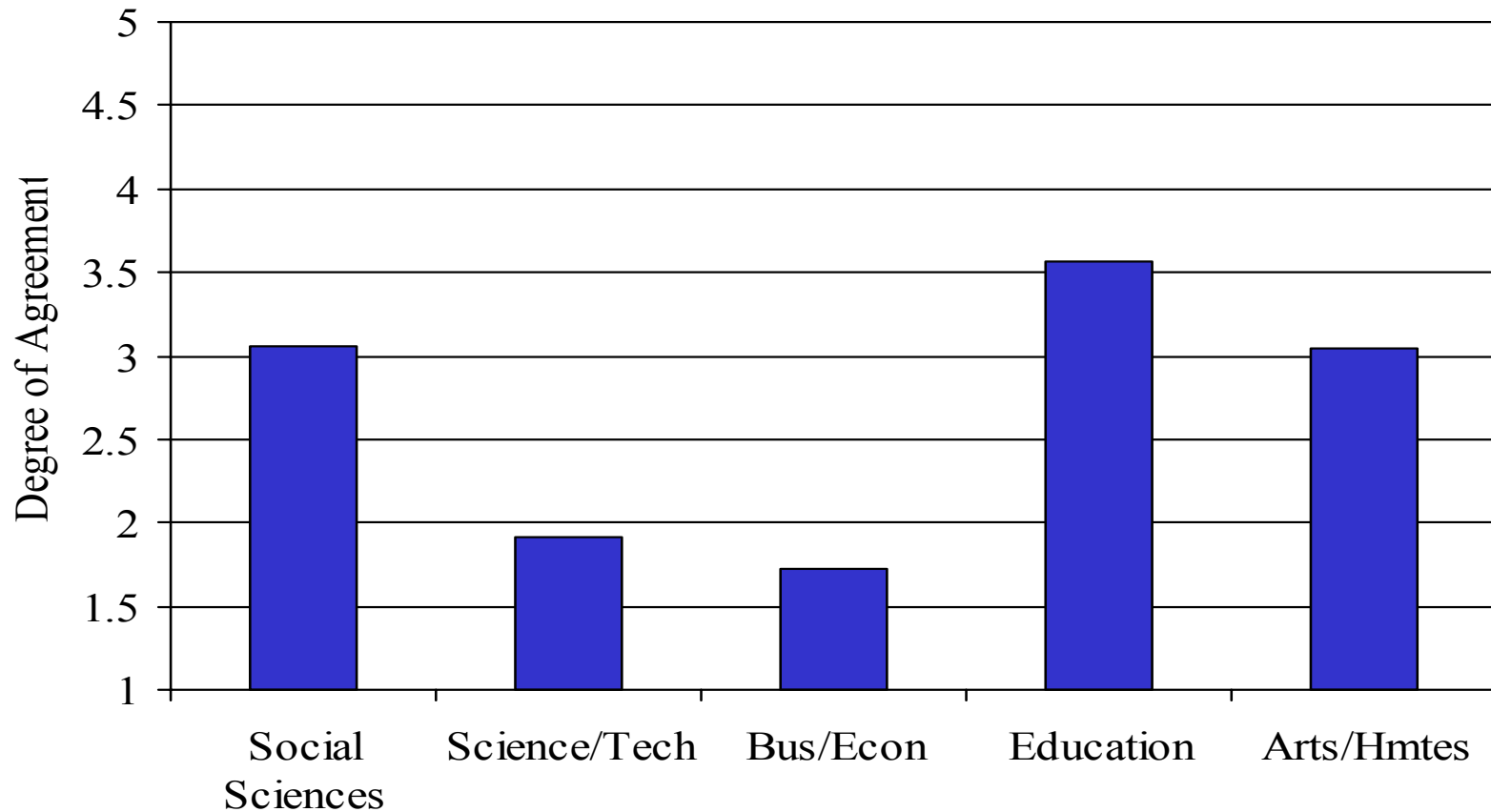
Note. Post hoc means comparisons indicate that the ratings by faculty in science/tech and bus/econ are lower than ratings assigned by faculty in the other three schools.

I incorporate materials/perspectives about diverse populations
in the courses that I teach.



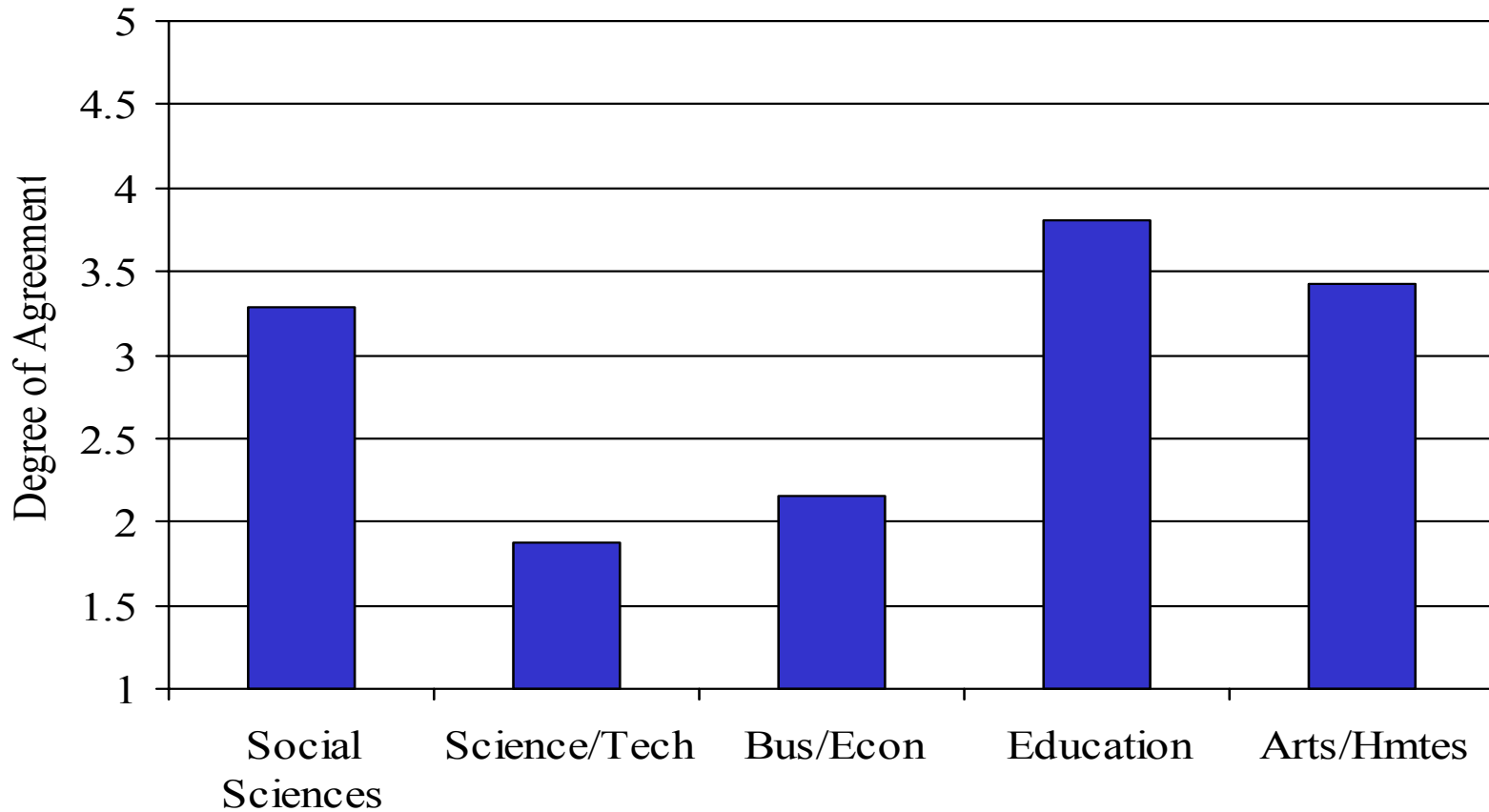
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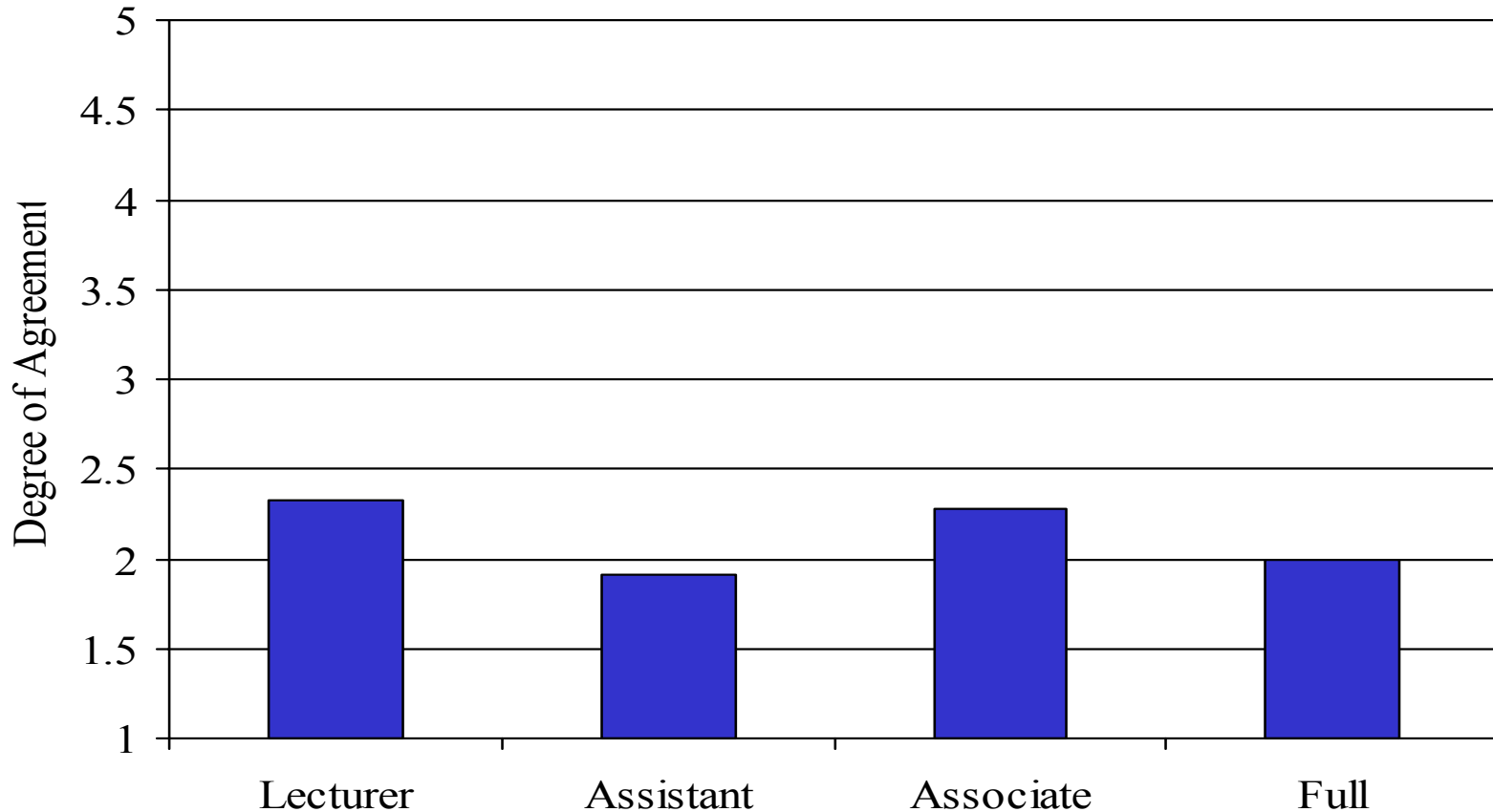
I design my syllabi with diversity issues as a core component.



Note. Post hoc means comparisons indicate that the mean endorsement assigned by faculty in science/tech and bus/econ is significantly lower than mean endorsement ratings assigned by faculty in the other three schools.

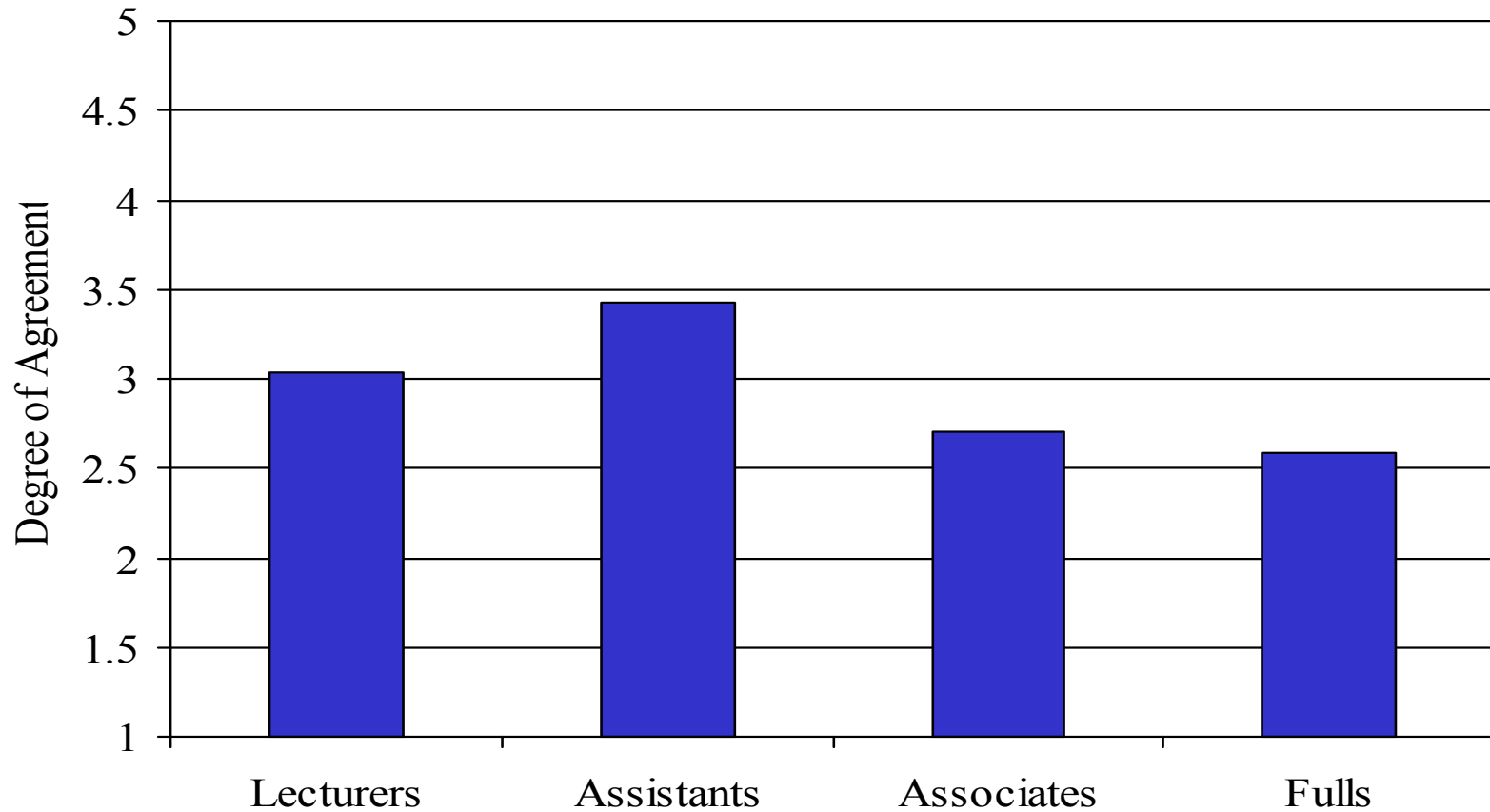
Statistically Significant
Differences Between Academic
Ranks

SSU provides training to faculty that promotes an understanding of students from diverse backgrounds.



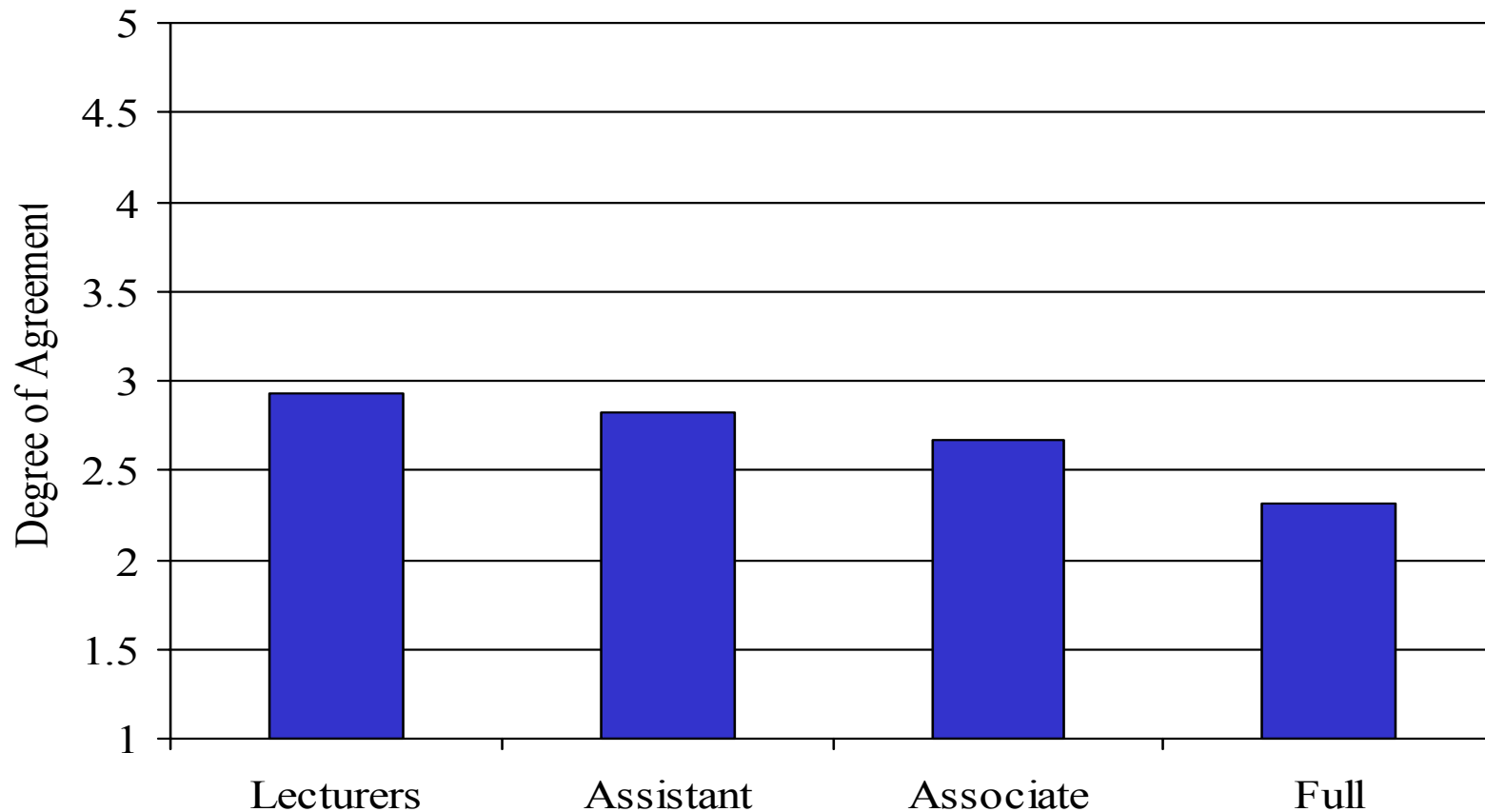
Note. Post hoc means comparisons indicate that the mean endorsement of lecturers differs from the level of endorsement of assistants and full professors.

I design my syllabi with diversity issues as a core component.



Note. Post hoc means comparisons indicate that the mean endorsement of assistant professors was higher than associate and full professors. Lecturers' ratings were higher than full professor ratings.

Instructor's evaluations of teaching should include a question about the extent to which diversity issues are addressed in the course.



Note. Post hoc means comparisons indicate that the mean endorsement of full professors was significantly lower than the mean endorsement of lecturers and assistant professors.

How do you educate your students about diverse populations?

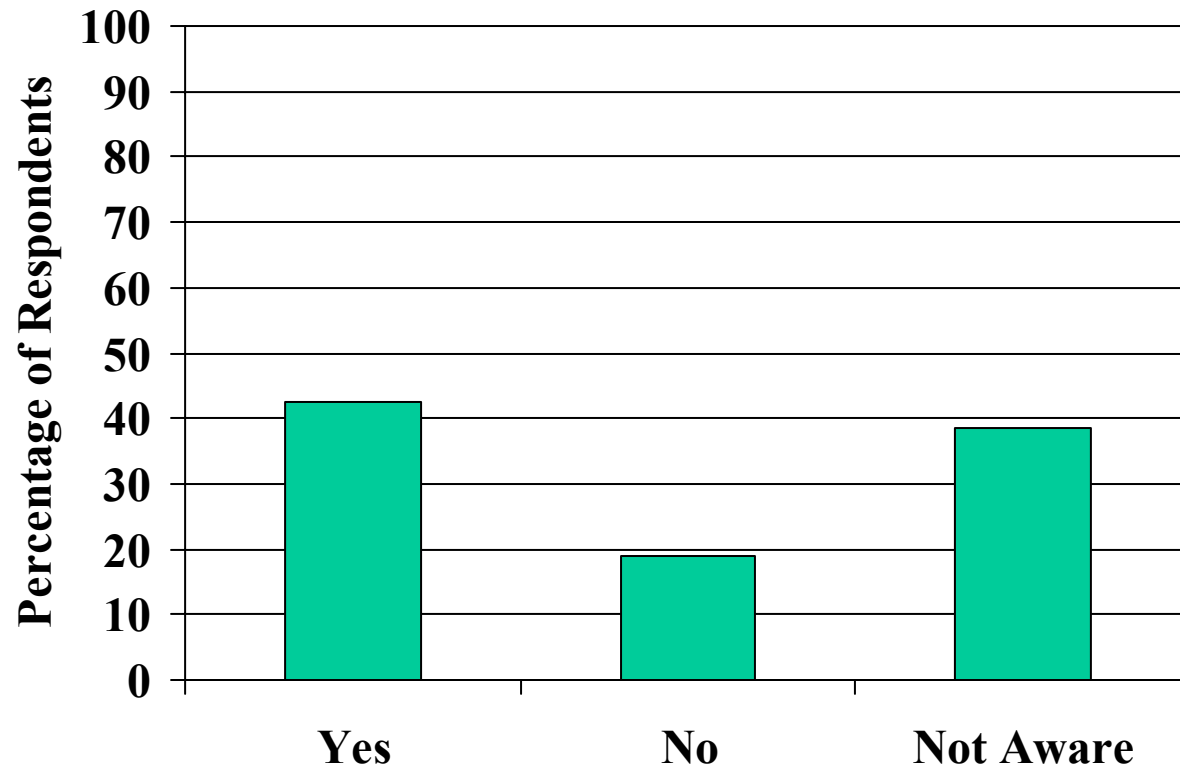
Method	Percent Who Use it
Class assignments	59.9%
Own lectures	59.9%
Videos	43.4%
Textbooks	42.5%
Personal stories	41.7%
Books/articles	40.1%
Group activities	39.8%
Handouts	36.8%
Papers	31.4%
Guest lecturers	29.8%
Other	9.8%

Note. 54 respondents checked “not applicable”.

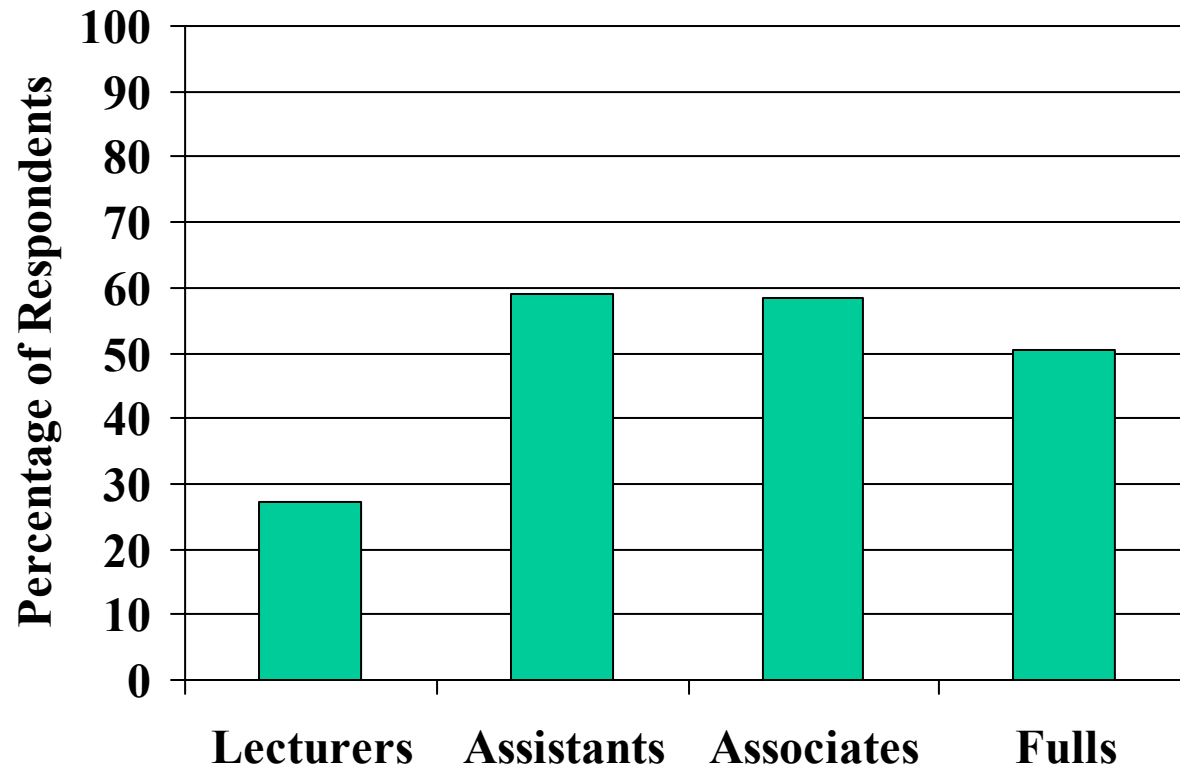
Other methods:

Category Label	Times mentioned
	5
Part of course content	2
Class simulations, role plays	2
Example	2
Field experience	2
Slides on diverse art, visuals other than videos	2
Student special projects/In class presentations	2
Websites on diversity	2
Journals	1
A second language	1
Advertisements, magazines	1
Cultural portfolios on webCT	3
Discussion, direct and indirect dialog	1
“I self consciously use gender inclusive language in class and written materials, and comment on it in student work”	1
Music performance	1
News items	1
Recordings	1
References to alternative sources	1
Required reader	1
Service learning	1
Teaching music to children	

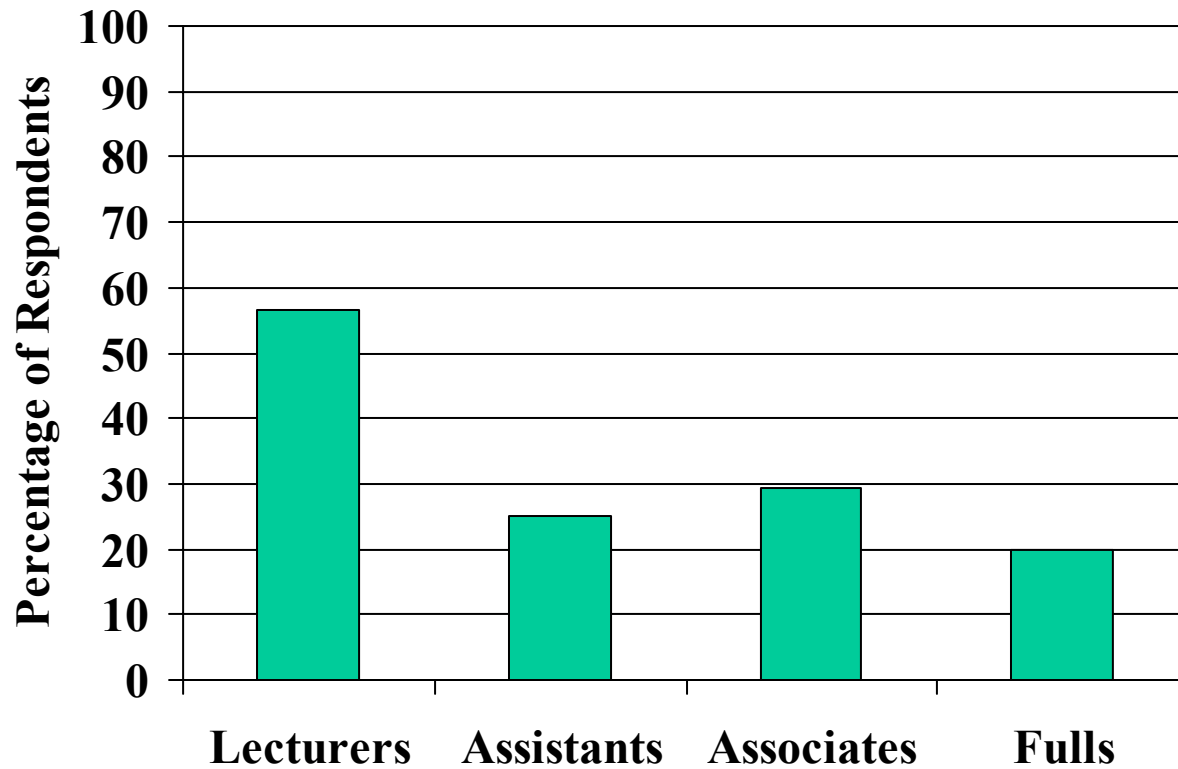
Read SSU Diversity Statement



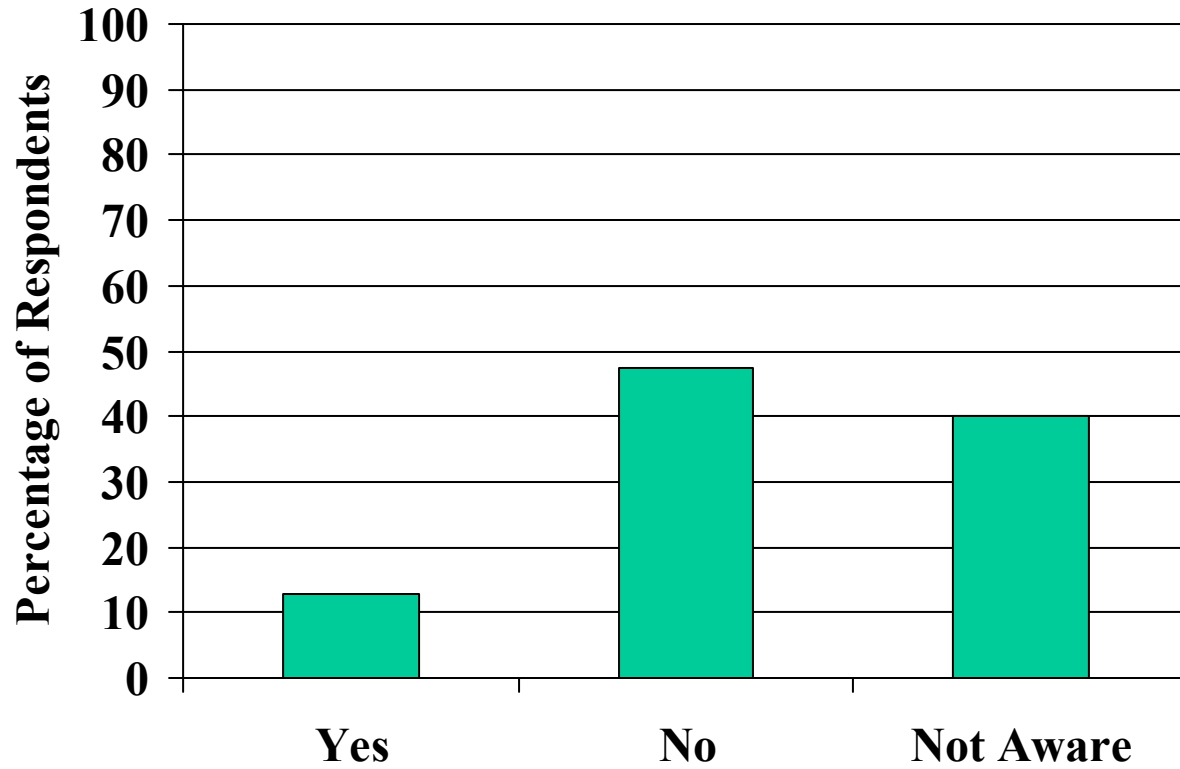
Read SSU Diversity Statement



Unaware of SSU Diversity Statement

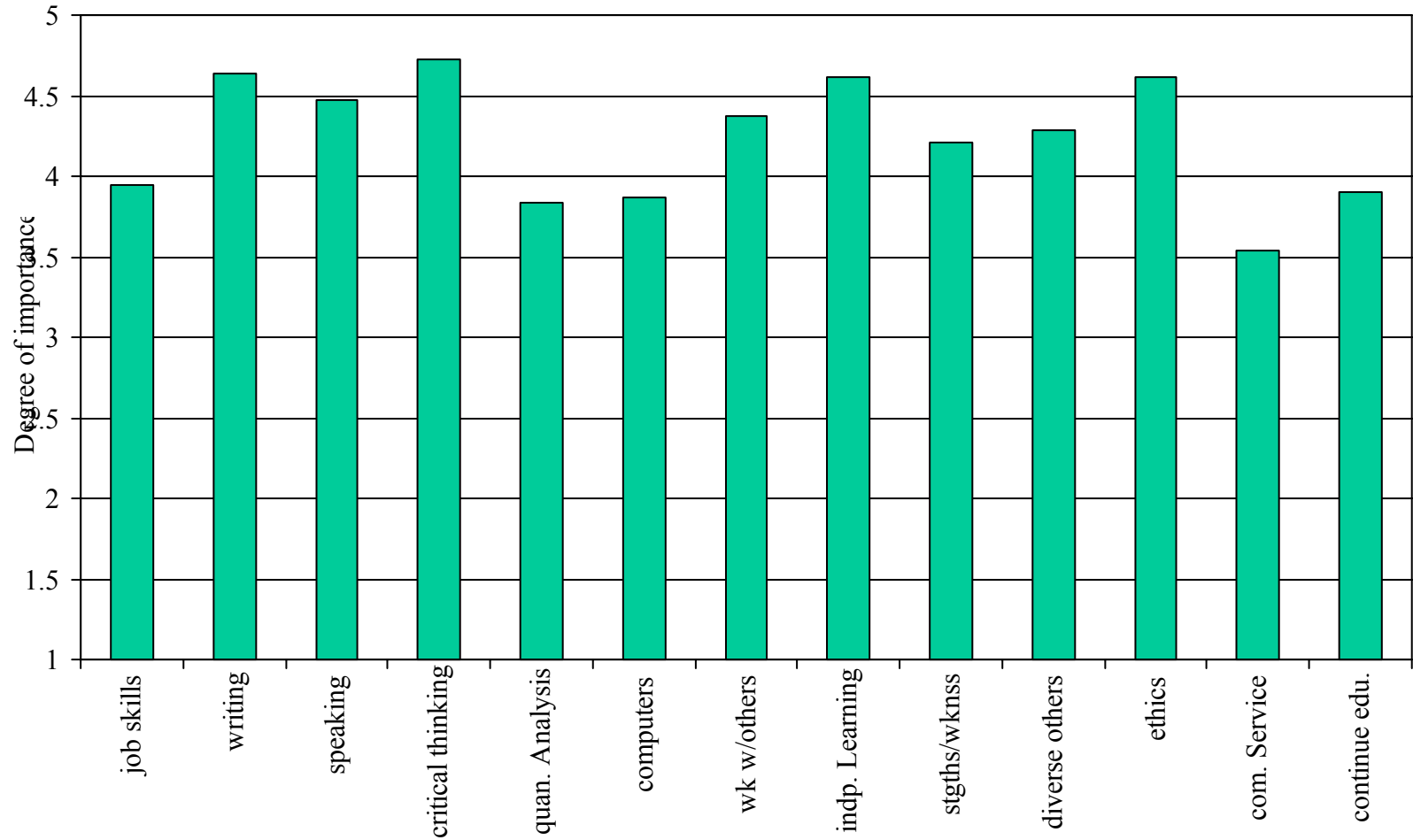


Participated in Diversity Retreat

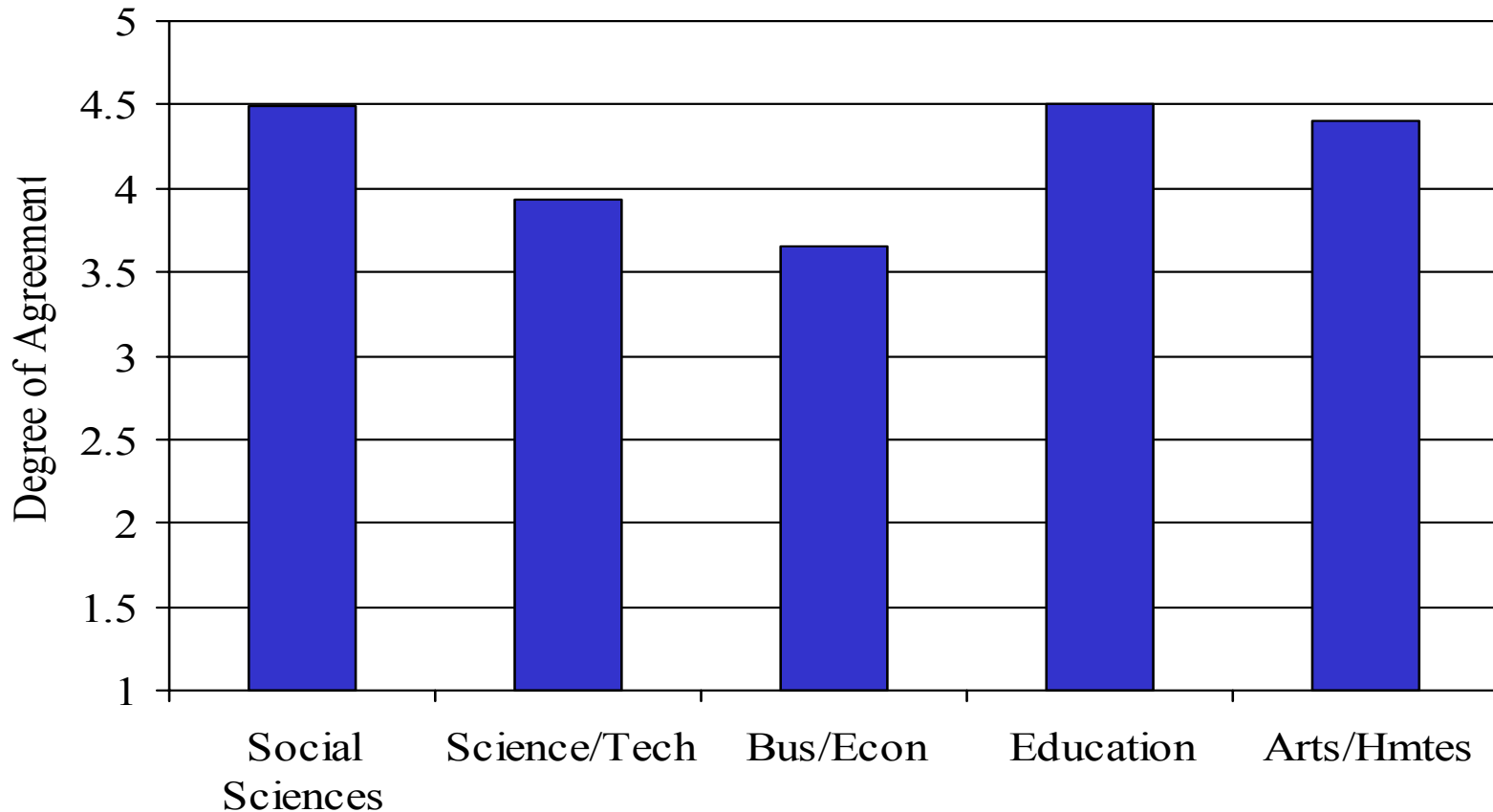


Are respondents' answers related
to other questions?

To what extent do you think it is important for students to learn...



It is important for students to understand people from diverse populations.

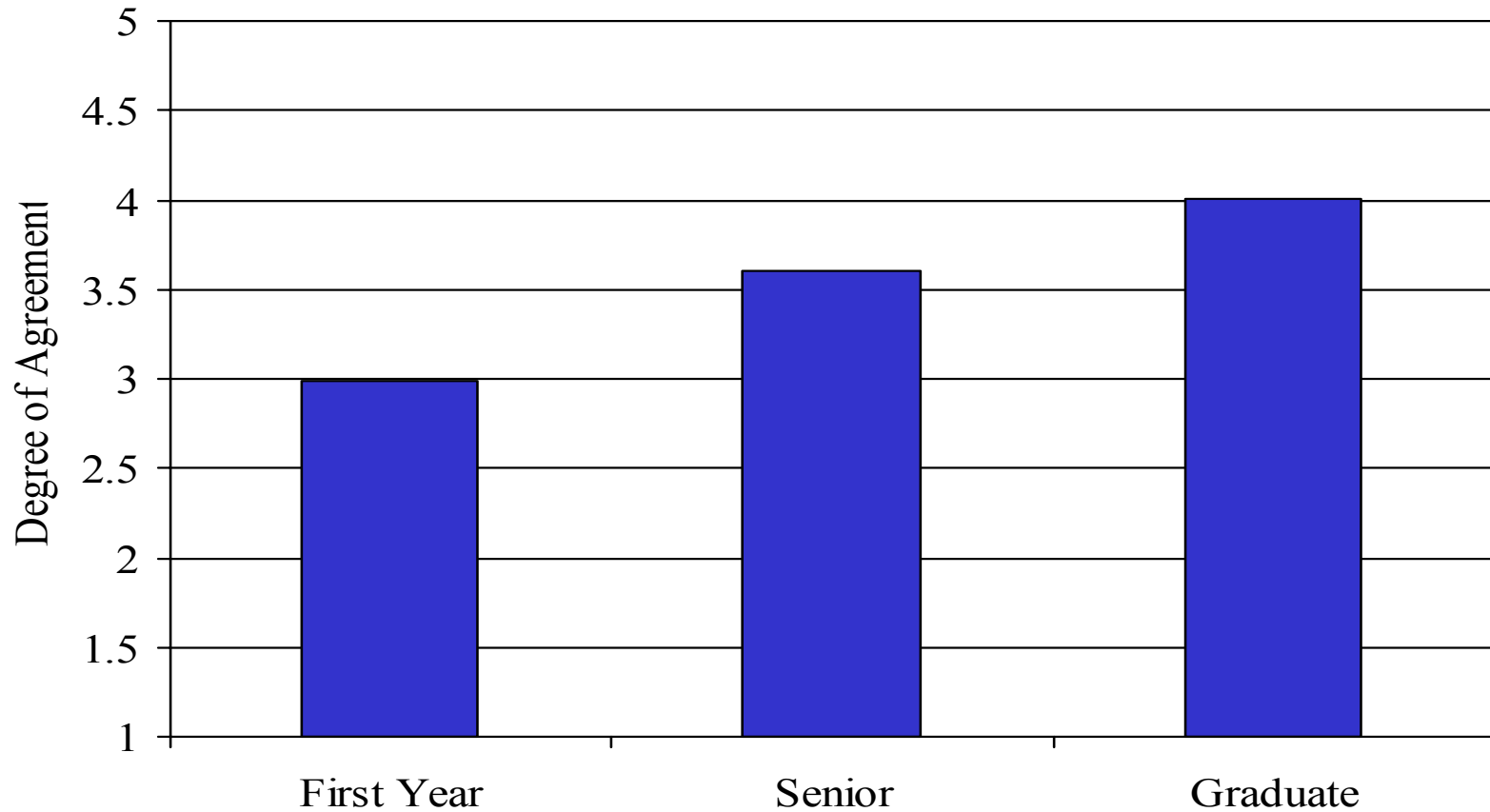


Note. Post hoc means comparisons indicate that the mean endorsement assigned by faculty in science/tech and bus/econ is significantly lower than mean endorsement ratings assigned by faculty in the other three schools.

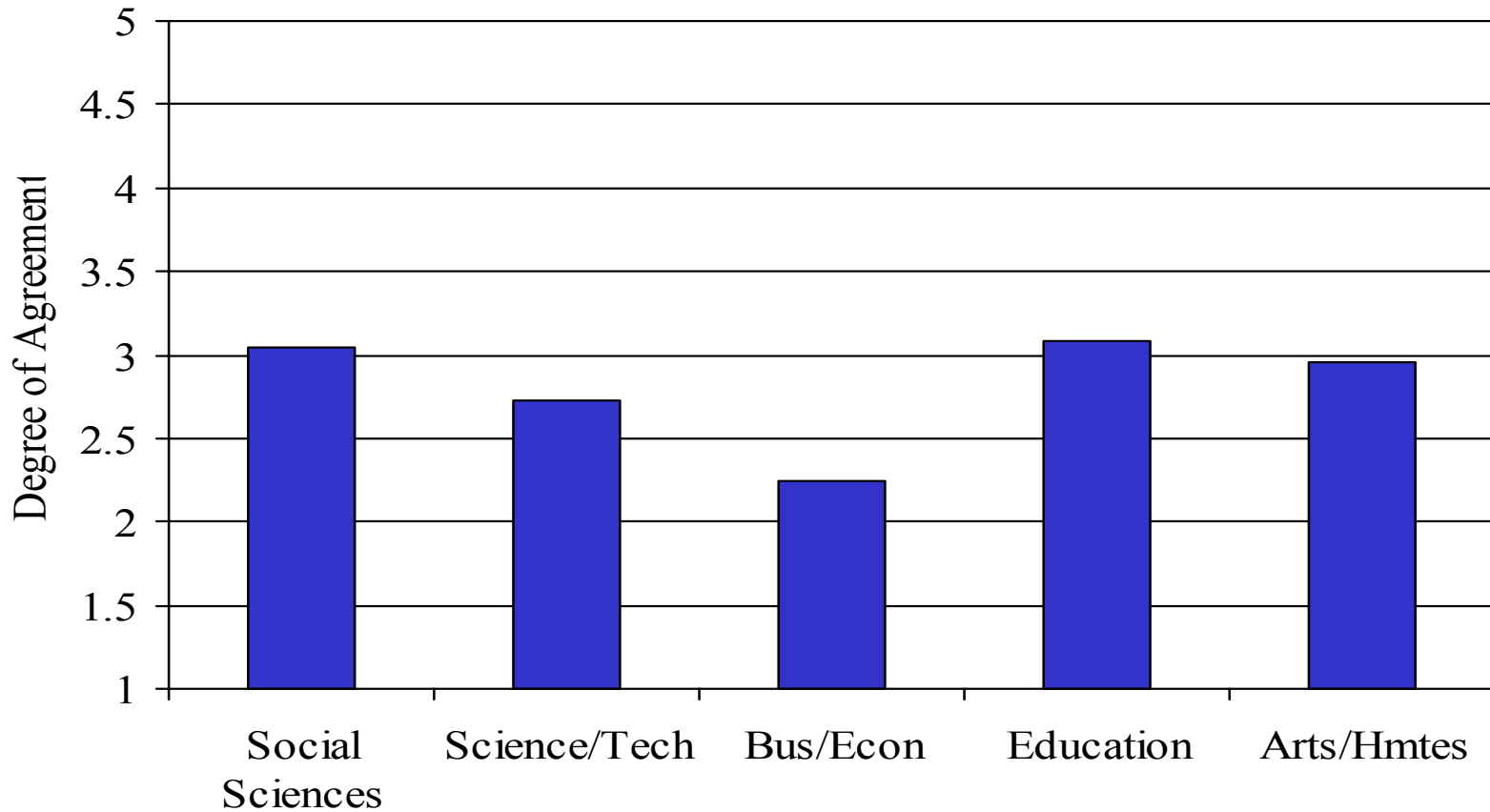
Other relationships

- Respondents who felt it was important for students to understand people from diverse populations also incorporated diversity into their courses (rs ranged from .30 to .49).
- The 43 respondents who indicated an ethnic minority background were more likely to teach ethnic studies classes (and they were less satisfied with their jobs).
- **HOWEVER**, majority respondents were no less likely to report incorporating diversity into their courses than were minority respondents.

Students I teach perform up to my standards.



The first year students I teach perform up to my standards.



Note. Post hoc means comparisons indicate that ratings from the bus/econ faculty are lower than ratings given by social sciences, education and arts/hmtes faculty.

Other relationships

- Respondents who viewed prepared and motivated students as important to class success were no less likely to include diversity in their courses.
- Respondents who viewed a diversity of ethnic, gender and political views as important to class success were more likely to include diversity in their courses (rs - .47 to .53)
- Respondents who reported accommodating students more frequently were somewhat more likely to include diversity in their courses (rs - .14 to .21)
- Respondents who viewed their students as prepared were no more likely to include diversity in their courses.
 - However, respondents were more likely to endorse including a question about diversity in course evaluations if they thought their students performed well.