

**PREPARATION OF FOX VALLEY TECHNICAL COLLEGE FACULTY
FOR MULTICULTURAL EDUCATION**

by

Gretchen K. Grimm

A Research Paper

**Submitted in Partial Fulfillment of the
Requirements for the
Master of Science Degree
With a Major in**

Vocational and Technical Education

Approved: 2 Semester Credits

Dr. Carol Mooney

**The Graduate College
University of Wisconsin-Stout
August, 2000**

**The Graduate College
University of Wisconsin-Stout
Menomonie, WI 54751**

ABSTRACT

Grimm	Gretchen	K.
(Writer)	(First)	(Initial)
(Last Name)		
Preparation of Fox Valley Technical College Faculty for Multicultural Education		
(Title)		
Vocational & Technical Education	Dr. Carol Mooney	August, 2000
(Graduate Major)	(Research Advisor)	(Month/Year)
		56
		(No. Pgs.)
American Psychological Association		
(Name of Style Manual Used in this Study)		

The purpose of this study was to determine the level of preparedness of Fox Valley Technical College faculty for multicultural education. The demographics of the district population were changing rapidly, and faculty must be prepared to meet the needs of multicultural students.

A survey was administered to full- and part-time faculty of Fox Valley Technical College. The survey was intended to collect data about levels of education and experience, perceived training needs, level of comfort with multicultural education and level of interest in further training.

The data gathered was analyzed to determine the need for future training, training subjects, and the training formats preferred by faculty.

The results of this research provide a basis on which to build future professional growth training at Fox Valley Technical College. The training for faculty will ensure higher success for both faculty and students.

Acknowledgements

To my parents, Karel and Virginia Grimm, I owe thanks for a lifetime of encouragement, support and assistance. Without their positive influence, none of my achievements would be possible.

Thank you to my sons, Justin, Erik and Nels Anderson for their many years of patience as I pursued my education. Their understanding of other temporary priorities has been appreciated.

I extend thanks to Mr. Ronald Toshner, Dean of General Studies at Fox Valley Technical College, for his confidence in my abilities. His encouragement continues to be a source of motivation for me.

My most sincere gratitude goes to Mr. Theodore Korolewski for his never ending personal support and wisdom, his professional advice and, most importantly, his sense of humor during stressful times.

Table of Contents

Abstract	ii
Acknowledgments	iv
Table of Contents	v
Chapter I: Introduction	1
Problem Statement	4
Purpose of the Study	5
Objectives	5
Justification for the Study	5
Limitations of the Study	6
Definition of Terms	6
Methodology	7
Chapter II: Review of Literature	9
Changing Educational Environment	9
Faculty and Student Reactions	10
Approaches to Multicultural Education	13
Chapter III: Methods and Procedures	17
Research Design	17
Sample Selection	18
Instrumentation	18
Procedures Followed	19
Data Analysis	19
Chapter IV: Results and Discussion	21
Chapter V: Summary, Conclusions and Recommendations	41
Summary	41
Conclusions	42
Recommendations	46
References	49
Appendix A: Survey Instrument	51

Chapter I

Introduction

The main campus of Fox Valley Technical College (FVTC) is located in the heart of the Fox River Valley in Appleton, Wisconsin. A second smaller campus is located in Oshkosh, Wisconsin. Instruction and other services are also offered at five regional centers located in Chilton, Clintonville, Neenah, Waupaca and Wautoma. The college offers 60 associate degree and technical diploma programs, 50 short-term certificates, and related instruction for 20 apprentice trades. Seven of the programs offered are unique to FVTC.

Fox Valley Technical College is one of 16 districts in the Wisconsin Technical College System (WTCS). The district population is approximately 410,000 people. The college draws most of its students from five surrounding counties (Winnebago, Outagamie, Waupaca, Waushara, Calumet), and serves approximately 50,000 people annually. In addition to students from within the district, a small number of international students attend through exchange programs. Until the influx of Hmong after the Vietnam War, the district was almost totally populated by Euro-Americans. The Hmong constituted the first minority population of any size in the district population, as well as the FVTC student population.

The demographics of the Fox River Valley are changing along with those of the nation as a whole. There will be profound changes during the 21st century, when the percentages of minorities grow at a rate much faster than the Euro-American population. Between 1990 and 2030, national minority populations are projected to grow as follows: African-American by 68 percent; Asian-American, Pacific Island-American and American-Indian by 79 percent; Latino or Hispanic by 187 percent (Durodoye, 1998).

A comparison of FVTC minority student enrollment to total district population for 1997-98 is made in the 1999 FVTC Special Populations Monitoring Report. Minority enrollment is described in the report as a percent of the 46,952 students the college served in 1997-98. The report shows that Native Americans are .81 percent of district population and 1.13 percent of enrollment, Asians are 1.03 percent of district population and 1.21 percent of enrollment, African Americans are .25 percent of district population and 1.21 percent of enrollment, and Hispanics are .79 percent of district population and 1.52 percent of enrollment. The percentages for African American students are skewed by the fact that 42 percent are individuals incarcerated in a medium security prison rather than on-campus students.

The number of minority student enrollments changed between the 1993-94 and 1997-98 school years with an increase of Native Americans from 405 to 532, a decrease of Asians from 626 to 569, an increase of African Americans from 264 to 566, and an increase of Hispanics from 335 to 713. The sharp increase in Hispanic students mirrors the growing Hispanic population base of the district (Fox Valley Technical College Planning Research and Development). The three largest minority student groups are Native American, Asian and Hispanic, considering the special circumstances surrounding African American enrollments noted above.

FVTC faculty reflects the past Euro-American heritage of the area. Of 346 full-time and part-time faculty, only three represent ethnic minority populations. This presents a problem for FVTC in that the educational environment continues to reflect the traditional Euro-American cultural values, while the student population is changing and is projected to change more significantly in the near future. The FVTC Board of Trustees is looking to the

future and recognizes the need to infuse multicultural education into the organizational climate of the college, as evidenced in the mission, purposes and values it has adopted.

The MISSION of FVTC is:

The mission of Fox Valley Technical College is to help individuals reach their potential by providing cost-effective education and training for employment. We seek to build and maintain an effective and diverse work force that supports the economic growth and stability of our communities.

One of FVTC's eight PURPOSES is:

Offer educational programming and supportive services for special populations to address barriers prohibiting participation in education and employment.

And FVTC holds as one of its VALUES:

We value an educational environment that attracts, nurtures, and supports a diverse student and staff community.

In order fulfill the mission of preparing graduates for the multicultural workforce of the new global economy, FVTC must prepare faculty to create classrooms that honor all cultures. Students must not feel as though they are “outsiders” in the classroom. Teachers must know how to bring cultural differences into learning activities so that students learn to work effectively in multicultural settings (Kemper, 1998). Many schools offer special events and recognize ethnic heroes, but this is insufficient. Instead, schools must utilize “ongoing pedagogical practices as advocated by experts in the field” (Nagel, 1998, pp. 253).

The underlying problem is that teacher education programs have not placed a great emphasis on multicultural education in the past. As a result, many faculty have sound preparation in ensuring academic success, but none in addressing social, health and other real-life needs of the students (Dilworth, 1999). Multicultural elements will come with

students into the classroom, and faculty must be prepared to meet the myriad of student needs. There is a need for greater expertise in multicultural education (Nagel, 1998).

Many instructors, depending on their educational background, will have had only a two-credit Educational Diversity course required for certification as preparation for multicultural education. That course speaks to diversity in general, however, rather than multicultural education specifically. Currently, it is the only course offered to FVTC faculty. The expectations of FVTC faculty will change as the student population becomes more culturally diverse. Faculty will need to learn to assess backgrounds, attitudes and skills in mixed culture classrooms in order to ensure that learning and acculturation take place. It seems appropriate that all faculty examine their teaching methods and curriculum, and then develop new professional skills. Acculturation is the responsibility of all faculty, and intersubjectivity needs to be developed in both faculty and students (Tomic, 1996). Student academic success centers around cultural and social characteristics being recognized, understood and valued (Kea and Utley, 1998). Administrators at Fox Valley Technical College share a concern in regard to meeting the educational challenges of a multicultural environment.

Problem Statement

A review of the literature has shown that multicultural education is a necessity to meet the changing needs of students. Fox Valley Technical College faculty will need training in multicultural education in order to meet the needs of future student populations. The research will determine the level of preparation needed to address multicultural education at

Fox Valley Technical College, as well as desired training formats as identified by faculty.

The benefits of this research include:

1. Faculty will be prepared to meet the challenges of multicultural education.
2. Minority students will feel comfortable and want to attend FVTC programs.
3. FVTC will attract more minority instructors.

Purpose of the Study

This study will identify multicultural education training needs of FVTC faculty with different levels of education and experience as measured by a self-designed survey.

Objectives

The objectives of this research include:

1. Assess the education and experience of FVTC faculty in multicultural education.
2. Identify the problems currently encountered by FVTC faculty in multicultural classrooms.
3. Identify the training FVTC faculty needs to teach to a multicultural student population.

Justification for the Study

This study was conducted for the following reasons:

1. This research is needed to identify training needs of FVTC faculty.
2. The data gathered will provide information about the interest level in further training and the training formats preferred by FVTC faculty.

3. The data gathered will be of value in planning future professional growth opportunities for faculty.
4. Faculty will be better prepared to meet student needs.

Limitations of the Study

There are several limitations to this study, which include:

1. Responses to survey questions may be limited by a lack of knowledge or understanding of the terminology used in the instrument (i.e. the distinction between diversity and multicultural education).
2. Data collected applies only to Fox Valley Technical College faculty and is not generalizable outside the FVTC district.
3. Data gathered will be limited because the survey instrument was developed by the researcher.
4. Data gathered will be limited because the survey was administered only to faculty in attendance at the inservice.
5. The presentation of the survey to faculty was dependent on the cooperating division deans.
6. Faculty had a limited time in which to complete the survey.

Definition of Terms

The following definition of terms will be useful in understanding this research.

Acculturation The process by which the culture of a particular society is instilled in an individual as a result of contact with that culture.

Cross-Cultural Perspective The process of looking at cultural phenomena from the perspective of both the culture in which they occur and another culture.

Diversity The condition of being different, as in the differences between individuals.

Intercultural Communication The communication process between people of different cultural backgrounds. It may take place among individuals or between social, political or economic entities in different cultures, such as government agencies, businesses educational institutions or the media. This includes non-verbal as well as verbal communication and the use of differing codes, linguistic or non-linguistic. Culture is viewed as having a major influence on the communication process.

Intersubjectivity The capacity to empathize with another person from a different culture.

Multicultural Education A structured process designed to foster understanding, acceptance, and constructive relations among people of many different cultures; an educational reform movement with the major goal to restructure curricula and educational institutions so that diverse students experience equal educational opportunities.

Methodology

This descriptive study was conducted on the Appleton Campus by administering a survey to full- and part-time faculty in attendance at inservice. Each semester begins with an inservice for all staff. The Spring 2000 inservice was held on March 6, 2000. The survey was administered to faculty by the division deans at their respective departmental meetings. The survey was a one page, two sided document with 14 questions about levels of education and experience in multicultural education, problems that faculty currently encounter in mixed culture classrooms, and the training that faculty believe they need in multicultural education.

Faculty was asked to identify the kinds of pre-service education they received and the kinds of professional development they have completed.

The remainder of this report will provide a review of the literature, a report of the findings of this research, and recommendations for future training for FVTC faculty.

Chapter II

Review of Literature

Discussion of multicultural education abounds in a variety of professional literature. The information in this literature review was gleaned from a variety of books, magazines, journal articles and reports, both internal and external to FVTC. Subsections of the review focus on the changing educational environment, faculty and student reactions, and approaches to multicultural education.

Changing Educational Environment

The new global economy prompts a need for multicultural education and for additional training for educators. Faculty must ensure that graduates understand the interconnectedness of all people and cultures. To be effective, the educational environment must reflect the changes in our world.

The Stanley Foundation is a nonprofit organization that sponsors problem solving programs to address the issues of an increasingly interdependent world. In November of 1996, the foundation met with twenty-three community college leaders and representatives of government agencies to discuss what community colleges should do to produce globally competent learners. The conference report detailed a wealth of strategies to counter the obstacles to globalizing the curriculum, but this excerpt discusses institutional policies and practices that the group determined should relate to faculty development:

To facilitate internal change, a commitment to globalization and diversity must be encouraged for current employees and made a criterion for hiring new staff. Job descriptions, evaluation, and promotion processes must consistently stress the importance of global competence...To counter the perception that there is a lack of support for faculty development, institutions must reexamine existing mechanisms to provide opportunities and rewards that give priority to the development of global competency. Existing programs can be retrofitted

to this priority: faculty seminars, sabbaticals, opportunities for exchange, tuition waivers, release time. Colleges can provide information resources and assist faculty in identifying professional development opportunities. Colleges can also find ways to expose faculty to leaders from the global community and create opportunities for intellectual and economic regeneration by enabling faculty to serve as resources to local business and industry (The Stanley Foundation, 1997).

Other professional literature supports the findings of the Stanley Foundation conference. Teacher educators must recognize that there is a great need to prepare the teaching force to work within a pluralistic society (Chance & Morris, 1996). The new cultural mix is exciting, but teaching to these students can become quite complex (Higginbotham, 1996). This complexity requires that educators acquire a new sensitivity to the variety of cultures represented in any given classroom (Irwin, 1997). Irwin states, “Multicultural education by design is supposed to teach students to recognize, accept, and appreciate cultural, ethnic, social class, religious, and gender differences...classroom teachers play a central role in this endeavor” (p. 217).

There is support for the changing educational environment and teacher diversity training on the national level from three organizations:

1. National Council for Accreditation of Teacher Education (NCATE)
2. American Association of Colleges for Teacher Education (AACTE)
3. Association for Supervision, Curriculum and Development (ASCD) (Miller, et al, 1997)

Faculty and Student Reactions

Unfortunately, not all teachers “buy in” to multicultural education. Teacher attitudes, approaches and beliefs affect student behavior and success (Wiest, 1998), however, teachers may cling to out-dated ideas, ignore the increasing diversity, and simply continue trying to

maintain the classroom environment of the past. Teachers must develop an intercultural communication style that communicates a vision for all students to engage them in the learning process (Higginbotham, 1996). Indicators of apprehension, uncertainty and intolerance can be eliminated through appropriate teacher education (Irwin, 1997).

It is the task of teacher educators to prepare pre-service faculty for multicultural education (Wiest, 1998), and the task of school officials to cultivate positive mindsets and provide professional growth activities to enhance teaching styles (Stanley Foundation Conference, 1996). Another avenue to the promotion of multicultural education is to select individuals whose “ideology and pre-dispositions reflect those of outstanding, practicing [multicultural] teachers” (Haberman, 1998).

To compound the problem, students may resist by being vocal, silent or absent from class (Higginbotham, 1996). Minority students may resist the implications of power and authority represented by the traditional “white” faculty. The concept of whiteness includes physical appearance, as well as the notions of power, privilege and control (Lawrence, 1997). Faculty must learn to understand and overcome the often-unstated resistance of students of other cultures.

Different cultures have different approaches to learning, as do different individuals. David Lazear interprets these intelligences in his book, Seven Ways of Knowing: Teaching for Multiple Intelligences. The seven intelligences are visual/spatial, body/kinesthetic, logical/mathematical, intrapersonal, interpersonal, musical/rhythmic, and verbal/linguistic. In his forward to the Second Edition, Howard Gardner links the theory of seven intelligences to cultural learning styles. The theory has been expanded to include contextualization, which “means that we must conceive of intelligence in terms of the particular social and cultural

context in which an individual lives...” (p. v). How individuals utilize certain learning styles depends on the cultural environment in which they grew up and the degree of acculturation they experienced. Educators must become comfortable with providing an expanded learning environment that meets the needs of varied cultures.

Fortunately, most teachers are concerned about the success of multicultural education in the following ways:

1. Concerns about self as a capable professional educator
2. Concerns about the tasks involved in teaching
3. Concerns about students and the impact of teaching efforts (Marshall, 1996).

These concerns may be the impetus to tailor proactive approaches to multicultural education.

Tina I. Taylor came to the following conclusion in 1999 while researching “Teachers Attitudes Toward Multicultural Education.”

Teachers who have more years of teaching experience do not feel their colleges prepared them to incorporate multicultural education as well as teachers who have fewer years of experience. This may imply that in more recent years, colleges are placing a stronger emphasis on preparing student teachers in multicultural education and are succeeding by making teachers feel more confident in multiculturalism. It was also found that teachers who have a bachelor’s degree are more likely to believe that too much emphasis is placed on multicultural awareness compared to teachers with master’s degrees. This indicates that the more years of formal education teachers have, the more open and accepting they are to multicultural education (p.57).

Approaches to Multicultural Education

Before considering an approach to infusing multicultural education into the classroom, educators must realize that change does not rest only on the shoulders of minorities, but that it is everyone's responsibility to cultivate cross-cultural perspectives in both faculty and students (Durodoye, 1998). It is imperative that cultural learning styles and achievement gaps be acknowledged (Lathan, 1997). The student-centered approach to education is important in all classrooms, but possibly more so in the multicultural classroom (Tomic, 1996). Tomic urges faculty to ask the following five questions to identify, and then deal with, the complexity:

1. What educational values and methods informed the student's education before coming here?
 2. How competent is the student in his or her own language?
 3. What is the student's experience in learning English? Was he or she taught by native English speakers? Was he or she expected to write essays or merely to learn by rote?
 4. What experience of academic success or failure has the student had?
 5. Are the student's problems purely linguistic or are they more general learning problems?
- (p. 72)

After considering these questions, educators can then choose their approach to multicultural education. An Introduction to Multicultural Education by J. A. Banks describes the four levels of approaches to multicultural education (p. 24-27). Level 1, or the Contributions Approach, focuses on heroes, holidays, and discrete cultural elements. Level 2, the Additive Approach, adds content, concepts, themes and perspectives to the curriculum without changing its structure. Level 3, the Transformation Approach, changes the structure

of the curriculum to enable students to view concepts, issues, events and themes from the perspective of diverse ethnic and cultural groups. Level 4, the Social Action Approach, allows students to make decisions on important social issues and then take actions to help solve them.

Other professional literature references all four levels, but tends to offer greatest support for levels three and four. These levels clearly call for specific teacher education to ensure preparedness for multicultural education.

The higher levels constitute cultural analysis, which integrates the regular classroom and multiculturalism, and also helps students gain the attitude that they need to foster a just society (Zahorik and Novak, 1996). Issues are presented and possible resolutions discussed, giving students a deeper overall understanding. Multicultural education empowers students to participate in the learning, and ultimately a free society, by reaching beyond their own cultural boundaries (Holland, 1997). Cultural immersion experiences are extremely valuable for both faculty and students. Wiest says, “Critical reflection on a firsthand experience is crucial for learning to mesh behavior and beliefs to achieve the important goal of acting with understanding” (p. 358).

If the ideas of multicultural educators were compiled into one document, there would be an extensive “laundry list” of daily activities faculty should employ in multicultural teaching. The basic question remains, however. “Is multicultural education taking place? Why or why not?” (Nagel, 1998) This question must be answered before remedies can be employed.

The notion of teaching all students consistently is discussed in Teaching From a Multicultural Perspective (p. 35). Treating all students equally and teaching all students with

rigid consistency are two different ideas. Equal treatment means meeting the needs of all students, being fair with all. In contrast, using a consistent style of teaching with all students may deliver an education that is biased against groups students. There are three prerequisites to effective multicultural teaching noted in this book. They are:

1. Instructors must have the attitudinal openness to improve classroom practices. Teachers must examine the traditional teaching model where students must mold to their norms and values, and then adjust to the needs of the students.
2. Instructors must have an understanding of their own cultural perspectives, because they are also a part of the campus diversity. Teachers have differing perspectives and biases, as do the students.
3. Instructors must be knowledgeable about students' different modes of learning. They must have a working knowledge of cultures and typical experiences within those cultures, and idea of how those experiences influence modes of learning and classroom interactions. (p. 33-35)

In Wisconsin, The Wisconsin Technical College System requires that new hires meet one of several options. They may be hired in an occupational area with only occupational experience of 14,000 hours, which equates to a bachelor's degree. They may be hired with a bachelor's degree and 2,000 hours of work experience for an academic instructor or 4,000 hours of work experience for an occupational instructor. They may be required to have a master's degree. Districts have the option to set requirements above the minimums required by the Wisconsin Technical College System. Certification requirements for faculty teaching in the Wisconsin Technical College System also require a series of two-credit certification

courses, including Course Construction, Principles of VTAE, Teaching Methods, Educational Psychology, Educational Evaluation, Guidance and Counseling and Educational Diversity.

The purpose of these requirements is to be certain that Wisconsin Technical College Faculty have the basis for meeting student academic needs. These courses are, however, just the beginning for faculty, particularly regarding multicultural education. These courses offer little, if any, information about multicultural teaching techniques. Fox Valley Technical College now has a district requirement that new hires be working toward a bachelor's degree once they are hired. In addition, following NCA recommendations, the college is requiring that current General Studies faculty be pursuing master's degrees, and that new hires in that division have a master's degree.

Chapter III will discuss the methods and procedures used to gather data from Fox Valley Technical College faculty to determine their current level of preparedness for multicultural education.

Chapter III

Methods and Procedures

The purpose of this study was to:

1. Assess the education and experience of FVTC faculty in multicultural education.
2. Identify the problems currently encountered by FVTC faculty in multicultural classrooms.
3. Identify the training FVTC faculty needs to teach to a multicultural student population.

The methods and procedures used in this study are explained in this chapter. The chapter is divided into sections under the headings of (1) Research Design, (2) Sample Selection, (3) Instrumentation, (4) Procedures Followed, and (5) Data Analysis.

Research Design

The participants for this study were full- and part-time faculty at Fox Valley Technical College. Following a review of the literature, a cross-sectional survey was used to gather descriptive data about the current levels of education and experience of FVTC faculty in multicultural education (see Appendix A).

The research objectives were:

1. Assess the education and experience of FVTC faculty in multicultural education.
2. Identify the problems currently encountered by FVTC faculty in multicultural classrooms.
3. Identify the training FVTC faculty needs to teach to a multicultural student population.

Sample Selection

The survey was administered to 346 full- and part-time faculty at FVTC, covering approximately 60 program areas in the following five divisions:

1. Business and Marketing
2. General Studies
3. Manufacturing Technologies
4. Service Occupations
5. Transportation and Agricultural Technologies

All full-time and part-time Fox Valley Technical College in attendance at the inservice received a survey. Because levels of education vary, it was hoped that the data from the survey would give an overview of the needs of the entire faculty.

Instrumentation

This survey was administered using a self-designed questionnaire (see Appendix A). It was a one page, two sided document with fourteen questions designed to gather data about levels of education and experience in multicultural education, problems that faculty currently encounter in mixed culture classrooms, and the training that faculty believe they need in multicultural education. The instrument was tested for face validity by a research expert at the University of Wisconsin-Stout and by a faculty member/graduate student at Fox Valley Technical College. The instrument was not tested for reliability because measurement of faculty at other technical college districts may not yield highly similar results due to demographic makeup of different districts.

Fox Valley Technical College faculty were asked to identify the kinds of pre-service and professional development they completed related to teaching in a multicultural environment. Survey questions were designed to gather data to answer the research objectives

by measuring current faculty education and experience, identifying current obstacles, and identifying perceived training needs.

Procedures Followed

The survey was administered on March 6, 2000 at the yearly Fox Valley Technical College spring inservice. The deans of the five Fox Valley Technical College divisions distributed the survey to faculty in attendance at their division meetings, asking them to complete the survey before leaving the meeting. A memo was provided by the researcher to the deans to be read to the faculty prior to distribution (see Appendix A). Faculty were given time to complete the questions and deposit the survey in collection boxes by the meeting room exits.

Data Analysis

Data analysis for this study consisted of determining the frequencies and percentages of responses, and by compiling responses to open-ended questions. Surveys were distributed to 346 faculty and 229 responded for a 66 percent overall return rate. Of the 229 responses, the breakdown by division was 40 completed surveys from Business and Marketing resulting in a 17.5 response rate, 83 completed surveys from General Studies resulting in a 36.2 response rate, 40 completed surveys from Manufacturing Technologies resulting in a 17.5 percent response rate, 40 completed surveys from Service Occupations resulting in a 17.5 percent response rate, and 26 completed surveys from Transportation and Agriculture Technologies resulting in an 11.4 percent response rate.

Chapter IV provides a complete review of the data gathered. All percentages were rounded to the nearest tenth. All data is reported on tables showing percents, with frequencies in parenthesis.

Chapter IV

Results and Discussion

This chapter presents a review of the survey responses by Fox Valley Technical College faculty, who were asked to provide information about levels of preparation for multicultural education. A total of 229 of a potential 346 faculty from five divisions responded to the survey, resulting in a 66 percent response rate. Data gathered from their responses was used to meet the objectives of this study, which were:

1. Assess the education and experience of FVTC faculty in multicultural education.
2. Identify the problems currently encountered by FVTC faculty in multicultural classrooms.
3. Identify the training FVTC faculty needs to teach to a multicultural student population.

Respondents provided demographic data about contracts (full- or part-time), division affiliation, level of education, multicultural education courses included in pre-service degree programs, and completion of additional training. The responses to questions one through five report this data.

Questions six through fourteen report information about faculty experiences with multicultural education, perceived training needs, and desired training formats. At several points in the survey, respondents were given the opportunity to offer additional comments regarding their experiences.

Question 1

Respondents were asked to indicate their contract status, either full-time or part-time. There were 229 responses, with 191 indicating full-time and 38 indicating part-time. Table 1 shows the breakdown of the responses. Percentages in Table 1 are based on the total number of responses to the survey.

Table 1.

Contract Status

	Full-Time	Part-Time	Total
Total	83.4 (191)	16.6 (38)	100 (229)

Question 2

Respondents were asked to indicate their division affiliation. Table 2 shows the number of survey responses by division. Percentages in Table 2 are based on the total number of responses to the survey.

Table 2.

Contract Status Responses by Division

Division	Full-Time	Part-Time
Business and Marketing	14.8 (34)	2.6 (6)
General Studies	26.6 (61)	9.6 (22)
Manufacturing Technologies	16.2 (37)	1.3 (3)
Service Occupations	14.8 (34)	2.6 (6)
Transportation and Agriculture Technologies	10.9 (25)	.4 (1)

Question 3

Respondents were asked to indicate their level of education. Table 3 shows the overall level of education of respondents, as well as a break down by division. Percentages in Table 3 are based on the total number of responses to the survey.

Table 3.

Level of Education

Division	AD or Diploma		BS/BA		MS/MA		Ph.D.	Other
Business and Marketing	1.3	(3)	7.0	(16)	8.3	(19)	.9 (2)	(0)
General Studies		(0)	19.7	(45)	15.3	(35)	.4 (1)	.9 (2)
Manufacturing Technologies	4.8	(11)	5.2	(12)	6.1	(14)	(0)	1.3 (3)
Service Occupations	2.6	(6)	3.9	(9)	10.0	(23)	.4 (1)	.9 (2)
Transportation and Agriculture Technologies	2.2	(5)	3.5	(8)	4.8	(11)	(0)	(0)
Overall Response	10.9	(25)	39.3	(90)	44.5	(102)	1.7 (4)	3.1 (7)

Note. Two respondents did not answer this question.

Question 4

Respondents were asked if the pre-service degree programs they completed had included courses about multicultural education. Table 4a shows the number of yes/no responses. Division itemizations are shown, as well as overall responses. Percentages in Table 4a are based on the total number of responses to the survey.

Table 4a.

Pre-service Degree Courses in Multicultural Education

Division	Yes		No	
Business and Marketing	7.0	(16)	10.5	(24)
General Studies	17.9	(41)	17.5	(40)
Manufacturing Technologies	7.0	(16)	10.5	(24)
Service Occupations	12.6	(29)	4.8	(11)
Transportation and Agriculture Technologies	5.7	(13)	5.2	(12)
Overall Response	50.2	(115)	48.5	(111)

Note. Three respondents did not answer this question.

Table 4b reports the frequency of responses for courses in multicultural education at various levels. The range of credits completed at each level is shown in parenthesis.

Table 4b.

Range of Credits in Multicultural Education

Division	AD/ Diploma	BS/BA	MS/MA	Ph.D	Other
Business and Marketing	2 (2-3)	6 (2-6)	9 (2-4)		2
General Studies	2 (3-6)	22 (2-9)	19 (1.5-15)		5
Manufacturing Technologies	3 (1-2)	4 (3-6)	7 (2-6)		
Service Occupations	1	12 (2-6)	17 (2-6)	2	2
Transportation and Agriculture Technologies		8 (2-3)	4 (3)		2

Note. Other comments included: 3 post masters, 2 recertification, 2 credits after master's, 12 Credits, 2 from FVTC, 1 from UW-SP, don't remember, 3-6 credits, certification requirement, 3 post master's.

Question 5

Respondents were asked if they had attended other training or seminars about multicultural education. Table 5a shows the number of yes/no responses. Percentages in Table 5a are based on the total number of responses to the survey.

Table 5a.

Other Training and Seminars in Multicultural Education

Division	Yes	No
Business and Marketing	8.3 (19)	8.7 (20)
General Studies	26.7 (61)	9.2 (21)
Manufacturing Technologies	8.3 (19)	9.2 (21)
Service Occupations	14.4 (33)	3.1 (7)
Transportation and Agriculture Technologies	5.2 (12)	5.2 (12)
Overall Response	62.9 (144)	35.4 (81)

Note. Four respondents did not answer this question.

Table 5b reports the frequency of responses for the number of hours of other training or seminars about multicultural education.

Table 5b.

Range of Other Training in Multicultural Education

Division	1-3	4-6	7-9	Other
Business and Marketing	4	4	4	5
General Studies	19	8	11	15
Manufacturing Technologies	7	6	2	4
Service Occupations	6	10	8	10
Transportation and Agriculture Technologies	7	2	1	3

Note. Other responses included: 12 hr weekend diversity workshop, Educational Diversity, 30 hrs, I can't remember, 2 credit, 18 hrs, 16, 3 credit certification course, +10, educational diversity-certification, more, courses and conferences, FVTC cert. Requirement offering, multiculturalism course, cultural diversity – 18 hours, 3 cr. course, 12-15 hrs, 12 credit hours, 2 courses for continuing education, 12 hrs of meeting time and work, 30, 15, 12 hrs – certification requirement #69, some college training courses/post grad, 2 cr., Diversity in the Workplace at FVTC, all day workshops, courses, 10+, 12, many, lot, 40 hrs. 2 credit FVTC, can't remember.

Question 6

Respondents were asked if they had taught in classrooms with clearly diverse cultures. Table 6a shows the frequency of yes/no responses. Percentages in Table 6a are based on the total number of responses to the survey.

Table 6a.

Experience Teaching to Diverse Student Populations

Division	Yes	No
Business and Marketing	15.3 (35)	2.2 (5)
General Studies	32.3 (74)	3.9 (9)
Manufacturing Technologies	13.5 (31)	3.9 (9)
Service Occupations	14.9 (34)	2.6 (6)
Transportation and Agriculture Technologies	6.1 (14)	5.3 (12)
Overall Response	82.1 (188)	17.9 (41)

Table 6b reports the number of semesters that faculty indicate they have taught in classrooms with clearly diverse student populations. Note that 77 respondents did not provide information about the number of semesters of experience.

Table 6b.

Number of Semesters Teaching in Diverse Classrooms

Division	1-3	4-6	7-9	Other
Business and Marketing	6	13	7	5
General Studies	12	9	17	30
Manufacturing Technologies	8	6	7	
Service Occupations	12	6	5	
Transportation and Agriculture Technologies	6	2	1	
Overall Responses	44	36	37	35

Note. Other responses included: over 9 years, 23 years worth, more than 9, more, lab environment varies, many, almost every semester, 10, 8-10 years, 10 years plus, long time, since I began, as long as I've been here (1983), 20+, most semesters here, 10+ - all, 14 years, 4-5 years, 7 yrs, 13 years, GOAL lab – ESL, 15 yrs, 21 yrs, 1-8 yrs on Indian reservation.

Question 7

Respondents were asked to identify all cultural obstacles they have encountered in the classroom from the list shown below. Table 7 shows the frequency of responses by division, as well as the total frequency of responses for each obstacle. Participants were also asked to identify others not on the list, as itemized following Table 7.

Table 7.

Cultural Obstacles Currently Encountered in Classrooms

Division	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Business and Marketing	30	9	13	12	20	11	12	2
General Studies	67	26	37	29	35	39	33	2
Manufacturing Technologies	32	7	11	10	13	8	9	2
Service Occupations	21	17	17	15	22	16	7	0
Transportation and Agriculture Technologies	14	9	5	7	7	8	7	2
Total Frequency of Response	164	68	83	73	97	82	68	8

Note. The options offered were: (1) language, (2) expectations, (3) family demands, (4) customs, (5) learning styles, (6) perceptions, (7) cultural “slang,” (8) other.

The obstacles identified in the “other” category were: reading skills, commitment level, body language, prejudice, size of people, sex, class structure, reading ability.

Question 8

Respondents were asked if they felt that they were successful in overcoming the obstacles they identified in their responses to question seven. Table 8 shows the frequency of yes/no responses. Respondents who answered yes were also asked to describe the techniques they used to overcome the obstacles. Their comments are listed after Table 8. The percentages in Table 8 are based on the total number of responses to the survey.

Table 8.

Perceived Success in Overcoming Obstacles in Multicultural Classrooms

Division	Yes	No	Other Comments
Business and Marketing	12.2 (28)	2.2 (5)	1.3 (3)
General Studies	22.7 (52)	3.1 (7)	7.8 (18)
Manufacturing Technologies	12.7 (29)	3.1 (7)	.9 (2)
Service Occupations	9.2 (21)	1.3 (3)	4.8 (11)
Transportation and Agriculture Technologies	5.7 (13)	.9 (2)	2.2 (5)
Overall Response	62.5 (143)	10.5 (24)	17.0 (39)

Note. Other responses included: sometimes, ?, in some cases, not always, N/A, yes and no, mostly, I hope so, not sure, some, somewhat, not sure, only somewhat, not experienced yet, partially, uncertain.

A total of 23 respondents chose not to respond to this question. Those who responded yes indicated that they used the following techniques to overcome obstacles.

Comments from the Business and Marketing faculty were: discussions of value systems, offer various approaches, listening, more time with student (more patience), more use of special needs staff for tests, etc., individual attention - one-on-one, patience, reiteration, team discussions, listening, asking questions, listen, explain more, individual help, taking time to identify – again – and articulate expectations to be sure we both understand each other, open discussion with the class, listening to understand where people are coming from to develop knowledge about each other, direct discussion, I ended up meeting one-on-one with the student, I've only had one international student, in language - repeating or rewording questions or comments helps to communicate, one-on-one with student, took time with students, talking to students/working with special needs, working

with the individual and getting to know them helped, it also took a little time to get used to their way of using the English language, learn by doing.

General Studies faculty offered the following comments: students did not finish because of family, talked with students and other staff, emphasizing the things we share in common, focus on individual goals, I have the benefit of a good education where I learned to think through issues and to be open to different people and points of view, used descriptions and examples, manipulatives, “visual” thinking helps w/language difficulties, listening and getting students to share cultural information and background with each other, patience, acceptance, realistic expectations, discuss w/each individual student (often), trying to set a uniform standard of expectations for my students yet working w/them as individuals to help them or me overcome obstacles, relax, remember that you are the minority, respect differences, listen to learn, laugh a lot, celebrate together – birthdays, classroom successes, etc., get to know not just the student but the students family members, I have studied Eastern culture through a martial arts program and most of the students I encountered were Eastern cultures so I had a better understanding of where they were coming from – attitudinal, customs, etc., ESL and paraphrasing, a friendly smile, constant encouragement, intolerance of prejudicial actions and statements by anyone, trying to learn as much as possible as fast as possible to understand other cultures, be a good listener – address the issues one-on-one w/students, set up tutoring and encourage study groups, pairing of diverse peoples in group work, sharing of cultures research assignments, outlined expectations, long term and short term assignments, communication with parents, get accustomed to communication style/accent, listen more carefully, talk slower, stop and ask questions, set up persons with tutor in class, one-on-one interaction, pair students, work with families, appreciate majority

when I was the minority, integrate as valuable information, use as comparisons, listening – “Seek first to understand,” open mind, education in particular culture, willingness to learn, patience and lots of repeating in different ways to get point across, clarification and explanation, some can’t be overcome – jobs come first, diversity enhances our classroom, the usual techniques I use with other students – listening, individual conferences, I continuously work with this, I’m not sure you can successfully overcome all obstacles of diversity, talk personally to students, and talk, talk, talk ~ communicate!

Manufacturing Technologies faculty offered these comments: work, spend extra time, speaking clearly, very precise definitions of terms, individualized training, patience, tutors, took extra “after hours” classroom time, patience, discussion, tutoring, taking extra time to communicate needs/expectations, tolerance and personal attention, the language barriers were not large so only minor clarifications were needed occasionally, listen carefully to the student, tolerance, time after class, tutors of the same cultural background, try to obtain what might help them in one-on-one sessions, be myself, don’t try to “cater” to each individual, try to teach in way that neutral and understandable to everyone, speaking with students who were not aware of being appreciative of another culture, not using cultural “slang” or defining slang terms, help others understand those singled out.

One Service Occupations faculty said, “I had a Phillipino female student who just nodded – no eye contact, said she understood everything yet continued to fail mid-term tests. It was difficult to work with her because she wanted to “honor me” as an instructor but didn’t feel comfortable enough to work with me or through a tutor.” Other comments included: involving the students within the learning process, advising – clarifying personal goals – being clear about expectations, interpreters/readers for tests, learn from the student with other

students in the class – asking about different perspectives, I’m open to the needs of the learner dependent on what the situation is, individual conferences, listening skills, learn more of the culture, advising, restructure language, use different teaching styles throughout a course, asked for the student to share, active discussion, fuller explanations, individual meeting with student, have student share feelings in class, pair up students with another student willing to help, try to understand before reacting, individual conferences, one-on-one teaching, listening – modifying assignments to meet learning styles, offered office time, attempt multiple choices for learning, open communication with student to assist me in addressing their individual needs, understanding, good communication with students, and using alternate learning styles.

Transportation and Agriculture Technologies faculty offered these comments: individual discussions, person to person communication and time, can’t remember, relating to audience, team learning and activities, patience, learning the cultural differences existed and identifying them I was successful, don’t know how successful at overcoming, don’t linger on the problem and keep going with other material, get to know the students, individual time with students, by use of a variety of teaching methods, use one-on-one situations, and interpreter.

Question 9

Respondents were asked if they felt that all students in their diverse classrooms experienced an equal educational opportunity. Table 9 shows the frequencies of yes, no and uncertain responses. Respondents were asked to also comment on why they felt as they did. Those comments are listed after Table 9. Percentages in Table 9 are based on the total number of responses to the survey.

Table 9.

Faculty Perception of Equal Educational Opportunity

Division	Yes	No	Uncertain	Other Comments
Business and Marketing	7.4 (17)	2.2 (5)	7.0 (16)	
General Studies	17.9 (41)	7.9 (18)	8.3 (19)	2.2 (5)
Manufacturing Technologies	7.9 (18)	3.9 (9)	4.8 (11)	
Service Occupations	10.0 (23)	.9 (2)	4.8 (11)	
Transportation and Agriculture Technologies	4.4 (10)	1.7 (4)	3.5 (8)	.9 (2)
Overall Response	47.6 (109)	16.6 (38)	28.4 (65)	3.1 (7)

Note. Ten respondents chose not to respond to this question Other comments included:

N/A, in some cases, not diverse.

Comments from Business and Marketing faculty included: try to deal with each student and understand his/her needs and skills, no student's classroom experience is impeded, the final grade/outcome indicated that all experienced an equal ed. Opportunity, time given to aid them by instructor, everyone is treated equally, individual attention provided each student, this was a self-paced course in a scheduled classroom with 20 students, opportunity available with additional support services needed, no opportunity for follow-up, lack of follow-up, not enough experience working with diverse students, given a

very different background not completely sure of all they got from the course, and “How can I be certain of something I don’t have a big understanding of myself?”

General Studies faculty offered the following comments: all of my students are from other countries and effort is usually given to make students feel comfortable, all were treated fairly and equally, I don’t know, because I make sure that they would, all valuable experiences and learning aren’t immediate – some build with time, because we openly discuss different perceptions, expectations, etc., we also discuss that all are equal – none is better – just different, I teach ESL, I felt there was no differences, no distinction was made or intended in materials presented, observed learning, because the class is directed to incorporate their diversity as a strength, good instruction, sense of reasons to be there, because I insist on a warm positive learning environment for all students, offer additional opportunities to learn the material, applied same expectations and flexibility as anyone w. obstacles would deserve, students also have a responsibility to take advantage of opportunities and meet deadlines, I teach ESL, treated one-on-one addressing individual needs, help from ESL support staff, they were treated fairly, learning outcomes in lab courses don’t easily compare with regard to level or speed of learning. some students may have been too shy or afraid to admit English difficulties, I’m not sure how other teachers and students handle this, I always try to make everyone feel equal but never actually ask if people do, sometimes if you have to pay more attention to one (or more) students the others may not be getting the attention they need, many stated satisfaction but question cultural differences i.e. not questioning authority, success often dependent upon consistent attendance and a belief that education was a priority, all students are exposed to same curricula - teaching individually differed, due to prior education, when language became a problem resources

were often not available, students don't know all that is available, language barrier, language barrier on GED/HSED tests in English, ASSET/Accuplacer in English, in GOAL English lab the language barrier can be a definite obstacle in learning grammar, language and cultural barriers – perceptions of others, language limitations but it's getting better, shared understanding is essential to mutual progress, I hope so, some of them need an ESL class which is not available in our area, language, curriculum, it is hard if the language is a problem – never sure if they really understand, and “In one case, a Hmong student did not have sufficient language skills to be in my Written Communication class. I gave him extra help, but he couldn't read or write well enough to learn the required work. He returned to GOAL.”

Manufacturing Technologies faculty offered the following comments: homes have a lot to do w/it, limited experience, they are allowed in programs before their English is adequate, students came in with backgrounds which were unforeseeable, hard to comprehend material with a language problem, they were placed in my program before overcoming language problem, could not understand presentation and material, language communication was a big problem, problems as identified in question 7 (respondent checked all obstacles), language large problem, keep expectations the same for everyone, because my teaching method is to provide clear expectations and equal opportunity to succeed, they met the course objectives, I made sure specifically that there were no problems, outcomes demonstrated by students, same objectives but it did take additional time for them, it is there – lab advantage, they were happy, and “Students who do not read, write and speak the English language with clarity and understanding do not get as much out of the class as possible.”

Service Occupations faculty noted the following comments: treated equally, the students themselves worked hard to achieve their education, I have the students late in their program so I feel they have worked through many obstacles prior to my class, student outcomes were achieved, class size was small and students were able to interact with faculty and other students as needed, tried to make it so, they have the opportunities (resources) for extra attention just as other students with “learning disabilities” do, students participated equally - followed same program/course criteria/expectations (presented up-front and in writing), competency based, not certain if my accent is difficult for some to understand, some (because of their respect for teachers) will not indicate if they are having a problem, some concerns about integration of new learning being incorporated as needed with different cultural upbringing, I reduced my requirements, with language barrier learning is compromised, actually I’m not sure, I think that language barriers can create a difficulty in learning, and “I think our curriculum, books, experiences center to a large extent on American, English, middle-class experiences. I have a student now who struggles because her background is from Croatia, medical – even the language is a challenge.”

Transportation and Agriculture Technologies faculty offered these comments: instructor paid attention, there is always time to ask questions and interact with the student, I tried to adjust the material and analogies to what they understood, language barrier, variation in base competencies/educational background, because of their national rank and structure philosophy, and “Do students in a non-diverse classroom experience an equal educational opportunity?”

Question 10

Respondents were asked to identify additional information that would help them be more comfortable in a multicultural classroom. They were asked to check all that apply from the following list. Table 10 shows the frequency of response for each item by division, as well as the total frequency of each choice.

Table 10.

Information Desired by Faculty

Division	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
Business and Marketing	3	5	17	3	18	9	2	21	9	3
General Studies	13	24	43	25	44	23	15	49	45	2
Manufacturing Technologies	6	6	12	6	14	9	2	22	6	3
Service Occupations	9	10	12	6	19	8	7	18	17	1
Transportation and Agriculture Technologies	5	4	1	8	10	9	1	13	7	1
Total Frequency of Response	36	49	85	48	105	58	30	123	84	10

Note. The choices offered were (1) conflict resolution, (2) religious influences, (3) global etiquette, (4) culture shock, (5) social customs, (6) educational systems, (7) approaches to negotiation, (8) language barriers, (9) learning a new culture, (10) other.

Information identified in the “other” category was: educational expectations, value systems, unsure, tolerance, this is a great list, these things aren’t needed by me but would be useful, the more info we can get the better, I don’t know, N/A, none, design differences, studying their educational system prior to class.

Other comments were: Not being asked to learn more about it - I’m saturated, students must use English as their first language (in relation to #8), more English courses (in relation to #8).

Question 11

Question 11 posed data interpretation challenges. There were a total of 45 unusable surveys. Respondents were asked to rank the following list of training formats in order of preference, with a one rank being the most desirable option. In addition, some respondents only gave their first choice, so the results are skewed. The number one ranking is the only truly reliable data for this question. Table 11 shows the results of the usable responses. The lower numbers or rankings are the most preferred training formats.

Table 11.

Preferred Training Formats

(1) inservices	(2) instructional television	(3) classroom	(4) independent study	(5) correspondence	(6) mentorships	(7) other
297	490	368	486	576	446	40

Note. The choices offered were: (1) inservices, (2) instructional television, (3) classroom, (4) independent study, (5) correspondence, (6) mentorships, (7) other.

The following comments were noted along with responses to the “other” category: Videos, sharing, experiences, workshops, none (6 respondents), job/task, dual assignments, Internet (3 respondents), exchange program, ? (3 respondents). Five respondents did not give any detail about their rankings in the “other” category.

Question 12

Respondents were asked to indicate their level of comfort in teaching to multicultural student populations on the following Likert Scale. Percentages shown in Table 12 are based on responses by division and then a total of all responses. The responses by division numbered: Business and Marketing 40, General Studies 83, Manufacturing Technologies 40, Service Occupations 40, Transportation and Agriculture Technologies 26.

Very Comfortable (5)	Somewhat Comfortable (4)	Neither Comfortable Nor Uncomfortable (3)	Somewhat Uncomfortable (2)	Very Uncomfortable (1)
-------------------------	-----------------------------	--	-------------------------------	---------------------------

Table 12.

Comfort Level in Multicultural Teaching

Division	(5)	(4)	(3)	(2)	(1)
Business and Marketing	12.5 (5)	45.0 (18)	20.0 (8)	15.0 (6)	2.5 (1)
General Studies	42.2 (35)	28.9 (24)	19.3 (16)	9.6 (8)	(0)
Manufacturing Technologies	30.0 (12)	30.0 (12)	27.5 (11)	2.5 (1)	7.5 (3)
Service Occupations	20.0 (8)	37.5 (15)	35.0 (14)	5.0 (2)	(0)
Transportation and Agriculture Technologies	23.1 (6)	34.6 (9)	19.2 (5)	11.5 (3)	3.8 (1)
Overall Response	28.8 (66)	34.1 (78)	23.6 (54)	8.7 (20)	2.1 (5)

Note. Six participants chose not to answer this question.

Of the total responses, 62.9 percent indicated a degree of comfort, 23.6 percent were neutral, and 10.8 percent indicated a degree of discomfort.

Question 13

Respondents were asked to indicate their level of interest in obtaining additional training in multicultural education on the following Likert Scale. Percentages shown in Table 13 are based on responses by division and then a total of all responses. The responses by division numbered: Business and Marketing 40, General Studies 83, Manufacturing Technologies 40, Service Occupations 40, Transportation and Agriculture Technologies 26.

Very Interested (5)	Somewhat Interested (4)	Neither Interested Nor Disinterested (3)	Somewhat Uninterested (2)	Not very Interested (1)
------------------------	----------------------------	---	------------------------------	----------------------------

Table 13.

Level of Interest in Further Training in Multicultural Education

Division	(5)	(4)	(3)	(2)	(1)
Business and Marketing	2.5 (1)	42.5 (17)	27.5 (11)	15.0 (6)	7.5 (3)
General Studies	32.5 (27)	36.1 (30)	13.3 (11)	8.4 (7)	8.4 (7)
Manufacturing Technologies	5.0 (2)	35.0 (14)	27.5 (11)	5.0 (2)	10.0 (10)
Service Occupations	30.0 (12)	25.0 (10)	25.0 (10)	17.5 (7)	(0)
Transportation and Agriculture Technologies	19.2 (5)	30.8 (8)	11.5 (3)	15.4 (4)	15.4 (4)
Overall Response	20.5 (47)	34.5 (79)	20.1 (46)	11.4 (26)	10.5 (24)

Note. Seven participants chose not to answer this question.

Of the total responses, 55 percent indicated a degree of interest in further training, 20.1 were neutral, and 21.9 indicated a degree of disinterest.

Question 14

Respondents were asked to offer other comments. Their comments were:

1. Since we live in the United States, I think we should be teaching according to standards of this country (melting pot concept) not other countries/cultures.
2. In 70's I also ran a 99% black Youth Program in Milwaukee in addition to teaching experience.
3. Don't go overboard!
4. I'd like specific information on how Hmong students (those with some difficulties with English) learn best.
5. I would like to explore fieldwork experiences abroad with students.
6. I'm always interested in improving my multicultural knowledge.
7. It would have helpful if this survey had asked about multicultural courses taught – those who have taught may have different perspective than those who hadn't.
8. Our diversity is with gender and not with different learning styles.
9. Our biggest diversity is on how students learn, but this is not related to culture. Also, our students are changing-more single young mothers.

10. Very important –should have a more diverse population on our campus – in program class.
11. I think that this subject has been beaten to death, I hope that I will never be required to attend another seminar in this topic.
12. I will be taking this course for certification.
13. I have only taught since July of 99 and have not yet had any experience in this yet.
14. Treat everyone the same good or bad, just try to be nice and fair.
15. Could render better definitions in person.
16. Not at all! (regarding level of interest in training)

Chapter V

Summary, Conclusions and Recommendations

This chapter provides an overview of the study, as well as conclusions and recommendations determined following a review of the survey responses.

Summary

Certification requirements many not adequately ensure that Fox Valley Technical College faculty are prepared for multicultural education. Multicultural education is a necessity to meet the changing needs of students. Fox Valley Technical College faculty will need training in multicultural education in order to meet the needs of future student populations.

The purpose of the study was to gather data to allow for an analysis of the preparedness of Fox Valley Technical College faculty for multicultural education. The goal was to meet the following objectives:

1. Assess the education and experience of FVTC faculty in multicultural education.
2. Identify the problems currently encountered by FVTC faculty in multicultural classrooms.
3. Identify the training FVTC faculty needs to teach to a multicultural student population.

Following a review of the literature, a cross-sectional survey was designed to gather descriptive data about the current levels of education and experience in multicultural education, obstacles currently faced in multicultural classrooms, perceived training needs and desired training formats. The data was gathered by administering a survey to full- and part-time FVTC faculty at the yearly spring inservice. A total of 229 faculty responded to the survey.

Conclusions

A definition of multicultural education was provided at the beginning of the survey instrument, however, it is uncertain as to whether respondents made the distinction between the concept of diversity and the theory of multicultural education. Valuing diversity is the basis for providing a sound multicultural education to students, but it is only the beginning. A large number of respondents cited their completion of Educational Diversity, which is a two-credit course that meets Wisconsin Technical College System requirement #69, and many other comments centered around the topic of diversity in general. While this is a valuable topic for all instructors to understand, it doesn't provide in-depth instruction in teaching to multicultural student populations. Future studies should include an orientation to the topic to clarify the distinction between diversity training and multicultural education.

Survey responses indicate that FVTC faculty feels better prepared for multicultural education than predicted after a review of the literature. This may or may not be affected by a misperception of what multicultural education involves. Question 12 asked respondents to indicate their level of comfort in teaching to multicultural student populations. Of those responses, 62.9 percent said they were either very comfortable or somewhat comfortable, while 34.4 percent said they were neither comfortable nor uncomfortable, somewhat uncomfortable, or very uncomfortable, and 2.6 percent chose not to answer. This relatively high degree of comfort may suggest a need for training in specific topics or for providing specific information rather than general training about multicultural education.

Noting the four approaches to multicultural education described by Banks (see page 13) and the comments offered by faculty, the observation may be made that a large number of FVTC faculty are functioning within levels one and two. The notion that all are equal and

should be treated the same, no matter what their needs, prohibits advancement to levels three and four. Level 3, the Transformation Approach, requires changes to the structure of the curriculum that would enable students to learn through cultural perspectives.

Many of the comments given at the open-ended portions of questions eight, nine, and fourteen related to the concepts of fairness and equal treatment for all students. It seems that many respondents equate diversity with equality and/or equal treatment, rather than valuing and addressing the differences between individuals. Academic success stems from an environment that meets the needs of different learning styles, rather than one that offers only one route to success.

Education and Experience

Table 3 (page 23) reports data regarding the level of education of the respondents and shows that the largest number of faculty are clustered in the bachelor's and master's degree categories, with 39.3 percent at the bachelor's level and 44.5 percent at the master's level. Of the remaining respondents, 10.9 percent are at the associate degree level, 1.7 percent have doctorate degrees, and 3.1 percent responded to the "other" option.

Respondents were asked if their pre-service degree programs had included courses in multicultural education, and Table 4a (page 24) shows an almost equal number of yes/no responses. The numbers of credits completed range from one to fifteen, as listed in Table 4b (page 24). The most frequently cited range, however, was between two and six credits.

Respondents were asked if they had completed other training or seminars about multicultural education. Even though 62.9 percent of the respondents said yes, many of their comments relate to diversity training, rather than training in multicultural education.

Faculty reported a wide range of experience teaching in classrooms with diverse cultures. Table 6a (page 26) indicates that 82.1 percent of the respondents said they have had this experience. Several comments shown in Table 6b (page 26) indicate an understanding of the concept of multiculturalism as being more than race. Note that 77 respondents chose not to provide detail regarding their experience, which allows for only uncertain conclusions from this data.

A large percentage of respondents, 47.6 percent, felt that all students in their classrooms experienced an equal educational opportunity. An even larger percentage, 52.4 percent, either said no, were uncertain or gave other comments. Table 9 (page 32) reflects these percentages and is followed by a list of their comments about why they felt as they did. Their approaches ranged from reducing requirements to working with students in a one-on-one atmosphere. The responses to this question indicate a need for training in specific teaching techniques to assist faculty in providing effective multicultural education.

Current Obstacles in the Classroom

Table 7 (page 27) shows that language is the most prevalent obstacle that Fox Valley Technical College faculty currently face in multicultural classrooms. The second most frequent obstacle is learning styles. Other notable problems are family demands and perceptions.

When asked if they felt they have been successful in overcoming the identified obstacles, 62.5 percent said yes, as reflected on Table 8 (page 28). Their comments regarding the techniques they used to do so show a wide range of approaches to the obstacles.

The remaining respondents, 37.5 percent, were less positive. Ten percent chose not to answer the question, 10.5 percent said no, and 17.0 percent offered a variety of uncertain answers. See Table 8 (page 28) for itemization of other comments.

The responses to this question suggest a need for some kind of training designed to help overcome the barriers presented by different languages. The data also indicates that a large number of faculty would benefit from additional information about cultural tendencies and learning styles.

Training Needs

In addition to the conclusions regarding training needs already mentioned, respondents indicated that they would find additional information about language barriers, social customs, global etiquette, learning a new culture, and educational systems valuable. Table 10 (page 36) shows the frequencies of response for the ten topics suggested, as well as additional ideas offered by the respondents. The five most frequent responses to this question are clearly linked to the five most frequent obstacles that respondents identified in Table 7 (page 27), which were language, learning styles, family demands, perceptions and customs.

Question 13 asked participants about their level of interest in further training in multicultural education. Table 13 (page 39) shows that 55 percent of the respondents were very interested or somewhat interested, while 42 percent were neither interested nor disinterested, somewhat uninterested or not very interested. These results indicate that approximately one-half of the respondents may take advantage of additional training offered about the identified topics.

Preferred Training Formats

Although Question 11 posed data interpretation challenges due to a large number of unusable responses, it is clear that respondents preferred that training be offered as a part of inservice activities. The next most preferred format was a classroom setting. Instructional television, independent study and mentorships received almost equal ratings, and correspondence was viewed as the least valuable.

Eighteen respondents offered other suggestions for training formats. These included several suggestions for other methods of independent study, and three respondents indicated that they weren't sure what "other" would be. Six respondents indicated "none" (or no training).

This data indicates a clear desire for training that does not interfere with the workday. Combining training with the scheduled inservices appears to be the solution.

The open-ended comments given in Question 14, as well as other questions, indicate that many respondents feel that they have had enough training. These comments, although they may sound negative, point toward training that is specific and information sources that are concise and easily obtained.

Recommendations

Following a review of faculty responses, several recommendations for Fox Valley Technical College and its faculty were identified.

Recommendations Related to This Study

1. Self-directed faculty work teams need to evaluate training needs for instructors in specific program areas based on student populations.

2. Faculty needs to gain an awareness level of the cultural differences and tendencies of FVTC students, then revise curricula accordingly.
3. Further research should be conducted to determine ways to overcome language barriers for both faculty and students.
4. Fox Valley Technical College should provide training or information for faculty about specific cultural backgrounds and learning styles of FVTC students.
5. Future multicultural education training should be provided as a part of inservice activities.

The following recommendations for future study were identified during the research.

Recommendations for Further Study

1. Conduct a study of FVTC students to see if cultural groups require information about North American cultural expectations.
2. Identify programs where minority students tend to cluster, and provide appropriate training and/or cultural information for faculty in those programs.
3. Investigate the feasibility of implementing a system for alerting faculty of multicultural student populations in their assigned classes so faculty can be prepared to meet cultural needs and expectations.
4. Research cultural learning styles and create specific applications of the Multiple Intelligences Theory.
5. Review curricula for Wisconsin Technical College System certification courses to ensure that the theory of multicultural education is a component.

References

- Banks, J.A. (1994). An introduction to multicultural education. Boston: Allyn and Bacon.
- Chance, L. & Morris, V.G. (1996, Nov/Dec). Fostering sensitivity to diverse cultures through an early field experience collaborative. Journal of Teacher Education, 47(5), 386-390.
- Dilworth, M.E. (Ed.). (1999, Jan). Professional preparation and certification: Teacher education. Educational Administration Abstracts, 34(1), 68.
- Durodoye, B.A. (1998, June). Fostering multicultural awareness among teachers: A tripartite model. Professional School Counseling, 1(5), 9-13.
- Fox Valley Technical College Planning Research & Development. (1998). Special populations monitoring report. Appleton, WI: Author.
- Fox Valley Technical College. (1998). 1998-1999 College Catalog. Appleton, WI: Author.
- Haberman, M. & Post, L. (1998, Spring). Teachers for multicultural schools: The power of selection. Theory into Practice, 37(2), 96-105.
- Higginbotham, E. (1996, Nov/Dec). Getting all students to listen. American Behavioral Scientist, 40(2), 203-212.
- Holland, J. (1997, May). Enhancing multicultural sensitivity through teaching multiculturally in recreation. Parks & Recreation, 32(5), 42-47.
- Irwin, L.H. (1997, Summer). Teachers' role in multicultural education: Setting the stage for preservice teachers. Contemporary Education, 68(4), 217-220.

Kea, C. D. & Utley, C. A. (1998). To teach me is to know me. Journal of Special Education, 32 (1), 44-47.

Kemper, C.L. (1998, Feb). Global training's critical success factors. Training & Development, 35-37.

Lathan, A.S. (1997, April). Responding to cultural learning styles. Educational Leadership, 54(7), 88-90.

Lawrence, S.M. (1997), Mar/Apr). Beyond race awareness: White racial identity and multicultural teaching. Journal of Teacher Education, 48(2), 108-118.

Lazear, David. (1991). Seven ways of knowing: teaching for multiple intelligences. (2nd ed.). Arlington Heights, IL: IRI/Skylight Training and Publishing, Inc.

Marshall, P.L. (1996, Jul/Aug). Multicultural teaching concerns: New dimensions in the area of teacher concerns research. Journal of Educational Research, 89(6), 371-380.

Miller, S.M. & Miller, K.L., et al. (1997, Dec). Teacher perceptions of multicultural training in preservice programs. Journal of Instructional Psychology, 24(4), 222-223.

Nagel, G.K. (1998, Winter). Looking for multicultural education: What could be done and why it isn't. Education, 199(2), 253-263.

Pusch, M.D. (Ed.). (1979). Multicultural Education: A cross cultural training approach. New York: Intercultural Press.

Roberts, Helen, et. al. (1994). Teaching from a multicultural perspective. Thousand Oaks, CA: SAGE Publications.

Taylor, Tina I. (1999). Teachers' attitudes toward multicultural education. Unpublished master's thesis, University of Wisconsin – Stout, Menomonie.

The Stanley Foundation. (1997). Educating for the global community: A framework for community colleges. Muscatine, IA: Author.

Tomic, A. D. (1996, Spring). Challenges and rewards in the mixed culture classroom. College Teaching, 44 (2), 69-73.

Wiest, Lynda R. (1998, Nov/Dec). Using immersion experiences to shake up preservice teacher's views about cultural differences. Journal of Teacher Education, 49(5), 358-365.

Zahorik, J.A. & Novak, R. (1996, Nov/Dec). Multiculturalism: The range of teacher approaches. Clearing House, 70(2), 85-90.

Appendix A

DATE: 03/06/00
TO: Fox Valley Technical College Faculty
FROM: Gretchen Grimm
SUBJECT: research survey

I am conducting a survey to gather data for my master's degree research project. This questionnaire has been designed to gather information about current levels of preparation for multicultural education, the obstacles you face in diverse classrooms, and your opinions and ideas about training needs. Please complete the questionnaire and return it to your division dean according to his or her instructions.

I value your input and appreciate your assistance with this project. Thank you!

Preparation of FVTC Faculty for Multicultural Education

Multicultural Education: An educational reform movement with the major goal to restructure curricula and educational institutions so that students from diverse social-class, racial, and ethnic groups – as well as both gender groups – will experience equal educational opportunities.

1. Check applicable category: _____ (1) full-time faculty
 _____ (2) part-time faculty
2. Division: _____
3. Check level of education: _____ (1) Associate Degree or Diploma
 _____ (2) BS/BA
 _____ (3) MS/MA
 _____ (4) Ph.D.
 _____ (5) other _____
4. The degree programs I completed included courses about multicultural education. ____ yes ____ no
- If yes, how many credits? _____ (1) Associate Degree or Diploma
 _____ (2) BS/BA
 _____ (3) MS/MA
 _____ (4) Ph.D.
 _____ (5) other _____
5. I have attended other training or seminars about multicultural education. ____ yes ____ no
- If yes, how many hours? _____ (1) 1 – 3
 _____ (2) 4 – 6
 _____ (3) 7 – 9
 _____ (4) other _____
6. I have taught in classrooms with clearly diverse cultures. ____ yes ____ no
- If yes, how many semesters? _____ (1) 1 – 3
 _____ (2) 4 – 6
 _____ (3) 7 – 9
 _____ (4) other _____
7. What cultural obstacles have you encountered in diverse classrooms? Check all that apply.
- | | |
|--------------------------|----------------------------|
| _____ (1) language | _____ (5) learning styles |
| _____ (2) expectations | _____ (6) perceptions |
| _____ (3) family demands | _____ (7) cultural “slang” |
| _____ (4) customs | _____ (8) other _____ |
8. Do you feel you were you successful in overcoming these obstacles? ____ yes ____ no
- If yes, can you describe the techniques you used to overcome these obstacles?

9. Do you feel that all students in these diverse classrooms experienced an equal educational opportunity? _____ yes _____ no _____ uncertain

Why?

10. What additional information would help you to be more comfortable in a multicultural classroom? Check all that apply.

- | | |
|--------------------------------|-------------------------------------|
| _____ (1) conflict resolution | _____ (6) educational systems |
| _____ (2) religious influences | _____ (7) approaches to negotiation |
| _____ (3) global etiquette | _____ (8) language barriers |
| _____ (4) culture shock | _____ (9) learning a new culture |
| _____ (5) social customs | _____ (10) other _____ |

11. What format would you prefer for additional training in multiculturalism? Rank in order of preference with 1 being most desirable and 8 being least desirable.

- | | |
|------------------------------------|--------------------------|
| _____ (1) inservices | _____ (5) correspondence |
| _____ (2) instructional television | _____ (6) mentorships |
| _____ (3) classroom | _____ (7) other _____ |
| _____ (4) independent study | |

12. What is your level of comfort in teaching to multicultural student populations? Place an X on the scale at the point that reflects your comfort level.

Very Comfortable	Somewhat Comfortable	Neither Comfortable Nor Uncomfortable	Somewhat Uncomfortable	Very Uncomfortable
(5)	(4)	(3)	(2)	(1)

13. What is your level of interest in obtaining additional training in multicultural education? Place an X on the scale at the point that reflects your interest level.

Very Interested	Somewhat Interested	Neither Interested Nor Disinterested	Somewhat Uninterested	Not very Interested
(5)	(4)	(3)	(2)	(1)

14. ***Other comments:***

I understand that by returning this questionnaire, I am giving my informed consent as a participating volunteer in this study. I understand the basic nature of the study and agree that any potential risks are exceedingly small. I also understand the potential benefits that might be realized from the successful completion of this study. I am aware that the information is being sought in a specific manner so that no identifiers are needed and so that confidentiality is guaranteed. I realize that I have the right to refuse to participate and that my right to withdraw from participation at any time during the study will be respected with no coercion or prejudice. NOTE: Questions or concerns about participation in the research or subsequent complaints should be addressed first to the researcher or research advisor and second to Dr. Ted Knous, Chair, UW-Stout Institutional Review Board for the Protection of Human Subjects in Research, 11 HH, UW-Stout, Menomonie, WI, 54751, phone (715) 232-1126.

