**Analysis of the College of Agricultural Sciences Diversity Teaching Inventory**

Project Report

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**Overview of Project:**

The goal of our project was to analyze the diversity and inclusion teaching practices of College Agricultural Sciences instructors. The project emerged from a team project of the Faculty Institute of Inclusive Excellence as all three authors were graduates from the year. The team conducted a comprehensive teaching inventory survey in 2018 of all instructors in the College of Agricultural Sciences. The survey included a range of pedagogical questions with a special emphasis on diversity and inclusion topics. A total of 89 of 202 course-instructor pairs (40%). The grant supported a student worker to summarize and help us analyze the data from the teaching inventory.

**Findings:**

The following statements are some the highlighted findings of the project:

1. Just over half, 40 of all the 79 Instructors reporting, recorded zero classes session devoted to the contributions of women or minority people; however, junior level class instructors had the highest rating of instructors (14) reporting including contributions from women or minority people throughout the entire course
2. When analyzed by the fraction of time spent focusing on the contributions of women and minorities by all instructors the following data emerged: 0-10% of class time was spent by 45 instructors (56%); 10-25% of class time was spent by 21 instructors (26%); and more than 25% of class time was spent by 14 instructors (18%)
3. Around 60% of instructors included the principles of community in their course syllabi
4. Only around 33% of instructors used information from and about students to tailor the content of the course
5. Just over 50% of instructors had their students provide them with a written description of their background, interests, and career goals
6. 55 instructors (62%) reported that students are provided with opportunities to have some control over their learning
7. Only 16 instructors (20%) reported letting students choose their work groups if a group assignment was required for the course
8. Finally, only 6 of the instructors (8%) explicitly encouraged students to meet with them Individually about assignments

**Conclusions and Implications:**

The College of Agricultural Sciences teaching inventory project revealed that some instructors were included diverse voices and practicing some inclusive pedagogy in their practices; however, the vast majority were not or had very few. This report will help guide the instructional as well as the diversity inclusion related workshops and trainings held within the College for years to come.