Default Question Block

Thank you in advance for answering the following questions to help us to better understand diversity, equity, and inclusion in the classroom here at the School of Nursing. Completion is estimated to take between 5 to 10 minutes.

Inclusive teaching has at least two components: putting structure into a course, giving clear instructions so that all students know what to do before, during, and after class; and thoughtfully facilitating class discussion so that everyone can participate. These are classrooms, labs, and other places of learning where you will be treated with respect and dignity and where all individuals are provided equitable opportunity to participate, contribute, and succeed.

Please rate your personal experience with creating an inclusive classroom environment.

○ I am new to creating an inclusive classroom environment.

○ I have heard of creating an inclusive classroom environment but need more information to be able to do so.

○ I have all the information needed to create an inclusive classroom environment but have not had the opportunity to do so.

○ I am currently in the implementation of components to create an inclusive classroom environment.

○ I have been using tools to create an inclusive classroom environment for some time.

Please rate your personal experience with developing an inclusive syllabus.

○ I am new to creating an inclusive syllabus.

○ I have heard of creating an inclusive syllabus but need more information to be able to do so.

○ I have all the information needed to create an inclusive syllabus but have not had the opportunity to do so.

○ I am currently in the implementation of components to create an inclusive syllabus.

○ I have been using tools to create an inclusive syllabus for some time.

Inclusive content in my classroom: Content used in lectures/seminars illustrates a diverse group of authors (i.e., authors represent an array of difference in ideas and authorship).

Belonging: A sense of belonging represents a student's feeling of acceptance.

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
1. Incorporating inclusive content in my classroom can increase belonging.	O	O	O	O	O
2. Incorporating inclusive content in my classroom is easy.	O	O	O	O	O
3. Incorporating inclusive content in my classroom is better than general content.	O	O	O	O	O
4. I have had an opportunity to try incorporating inclusive content in my classroom.	O	O	O	O	O
5. I have seen others use inclusive content in the classroom.	O	O	O	O	O

Inclusive activities in my classroom (i.e., team-based learning; case studies with debriefing)

Belonging: A sense of belonging represents a student's feeling of acceptance.

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
1. Incorporating inclusive activities in my classroom can increase belonging.	O	O	O	O	O
2. Incorporating inclusive activities in my classroom is easy.	O	O	O	O	O

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
3. Incorporating inclusive activities in my classroom is better than general activities.	○	○	○	○	○
4. I have had an opportunity to try incorporating inclusive activities in my classroom.	○	○	○	○	○
5. I have seen others use inclusive activities in the classroom.	○	○	○	○	○

Inclusive content in my syllabus

<u>Self-efficacy:</u> Self-efficacy represents a student's belief in their ability to succeed.

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
1. Incorporating inclusive content in my syllabus can increase self-efficacy.	○	○	○	○	○
2. Incorporating inclusive content in my syllabus is easy.	○	○	○	○	○
3. Incorporating inclusive content in my syllabus is better than not incorporating inclusive content.	○	○	○	○	○
4. I have had an opportunity to try incorporating inclusive content in my syllabus.	○	○	○	○	○
5. I have seen others use inclusive content in their syllabus.	○	○	○	○	○

Racially and Ethnically Diverse Guest Speakers

<u>Self-efficacy:</u> Self-efficacy represents a student's belief in their ability to succeed.

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
1. Incorporating racially/ethnically diverse guest speakers in my classroom can increase self-efficacy.	○	○	○	○	○
2. Incorporating racially/ethnically diverse guest speakers in my classroom is easy.	○	○	○	○	○
3. Incorporating racially/ethnically diverse guest speakers in my classroom is better than not focusing on the race/ethnicity of the guest speaker.	○	○	○	○	○
4. I have had an opportunity to try incorporating racially/ethnically diverse guest speakers in my classroom.	○	○	○	○	○
5. I have seen others use racially/ethnically diverse guest speakers in the classroom.	○	○	○	○	○

Block 2

Block 1

Please use this Open Notes section to describe any future activities or content that you INTEND to include in your course/s that address/es diversity, equity, or inclusion. Be as specific as possible.

What additional types of resources or training do you think you will need to implement content or activities into your courses that support diversity, equity, or inclusion?

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