

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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Incorporating inclusive content in my classroom is easy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Incorporating inclusive content in my classroom is better than general content.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. I have had an opportunity to try incorporating inclusive content in my classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. I have seen others use inclusive content in the classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Incorporating inclusive activities in my classroom is easy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
3. Incorporating inclusive activities in my classroom is better than general activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. I have had an opportunity to try incorporating inclusive activities in my classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. I have seen others use inclusive activities in the classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Inclusive content in my syllabus

Self-efficacy: 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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Incorporating inclusive content in my syllabus is easy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Incorporating inclusive content in my syllabus is better than not incorporating inclusive content.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. I have had an opportunity to try incorporating inclusive content in my syllabus.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. I have seen others use inclusive content in their syllabus.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Racially and Ethnically Diverse Guest Speakers

Self-efficacy: 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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Incorporating racially/ethnically diverse guest speakers in my classroom is easy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Incorporating racially/ethnically diverse guest speakers in my classroom is better than not focusing on the race/ethnicity of the guest speaker.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. I have had an opportunity to try incorporating racially/ethnically diverse guest speakers in my classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. I have seen others use racially/ethnically diverse guest speakers in the classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Block 2

Block 1

Please use this Open Notes section to describe any features in your class that addresses diversity, equity, or inclusion. Be as specific as possible.

Please indicate the number of courses you have taught or teach in the PhD program.

Please indicate your number of years of teaching experience.

Please list the types of workshops or trainings you have completed in the past five years related to course design.

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