



Institutional Equity Institute

SON PhD Curriculum Equity Assessment (2018-2019)



School of Nursing
Inclusion, Diversity and Excellence
Achievement (IDEA) Initiative

Institutional Equity Institute (IEI)

- Faculty leaders took part in USC's Race and Equity Institute to develop an inclusive and anti-racism vision for the School of Nursing
 - 8-week intensive virtual education series led by Dr. Shaun Harper and colleagues
 - Focused on responsive leadership for racial equity, understanding and closing equity gaps in assorted outcomes, and other related topics.
- Out of this Institute, 4 task groups were developed:
 - Holistic admissions, inclusive curriculum, a more inclusive history, and inclusive hiring practices
 - The inclusive curriculum task group developed the first phase of the curriculum assessment components.

ACKNOWLEDGEMENTS

- Inclusive Resources include resources for the UVA Institutional Equity Institute (IEI) Inclusive Curriculum Toolkit developed by the UVA School of Nursing IEI Inclusive Design team
- The IEI task group included: Drs. Ishan Williams, Kathryn Laughon, Richard Westphal, and Beth Epstein
- IDEA team: Drs. Susan Kools and Melody Jackson; Emerson Aviles all participated in the final design of the curriculum assessment template and methods.

Purpose of Assessment

- To gauge perspectives on how well faculty syllabi include diverse and inclusive resources in content/materials/environment.
- Collect recommendations and suggestions on how faculty can improve or add to their course related to the outcomes of the assessment.



Methods for Assessment

- STEP 1: Pre-test Survey
 - Qualtrics
 - Questions ranged from 1=Strongly Agree to 5=Strongly disagree
 - Likelihood of diffusing diversity, equity, and inclusion into course components
 - Personal experience, Sense of Belonging, and Self-efficacy
- STEP 2: Syllabi review
 - Used an IDEA Diversity and Inclusive Evaluation Template
 - Template provided a rubric to review syllabi for: language use in objectives, topics, readings, assignments, evaluation criteria, student/classroom expectations, disability/accommodations, and religious statement.
- STEP 3: Faculty Focus Groups/Individual Interviews
 - To address any gaps from the syllabus review (with faculty)
 - Identify activities or content covered in class that may not be represented on syllabus

Methods for Assessment

- STEP 4: Report results out to faculty
 - Review recommendations and suggestions
- STEP 5: Post-survey
 - After reviewing results of pre-survey and syllabus assessment with faculty
 - Highlighting the “intention” of faculty to make changes
 - Added a reflection question on what changes faculty “intend” to make post assessment
- STEP 6: Student Focus Groups
 - Explored what it means to have an inclusive course/school environment in the SON

Overall Recommendations



Checklist for commonalities (i.e., accommodations statement; religious statement; etc.)



Make an inclusive terms definition list



Assignment flexibility (i.e., rubrics being accessible, late policies)



Syllabus can reflect topic inclusivity if more details included (i.e., involve more diverse voices/perspectives)



All courses can incorporate reflexive exercises (e.g., build on your own experience and knowledge)



Be intentional



BECOME AWARE
OF YOUR OWN
PRIVILEGE



CONSIDER
ONLINE
ACCESSIBILITY
WITH MULTIPLE
FORMATS
DESIGNED TO
BE AVAILABLE
ANYWHERE,
ANYTIME.



USE INCLUSIVITY
STATEMENTS



CONSIDER DEEP
DISCUSSIONS
REGARDING
CONCEPTS OF
"OTHERING" AND
"INSIDER/OUTSIDER"
STATUS



USE HEALS
MODEL &
PRINCIPLES OF
COMMUNITY

Recommendations

Opportunities for Skill Building in Inclusive Practice:

Course Design
Institute, Center for
Teaching Excellence

Inclusion by Design
workshop in SON

Attend
lectures/discussions
related to inclusivity in
the classroom

UVA Acts workshops
on cultural humility,
inclusive teaching
strategies, inclusive
syllabus development

Consultation from
Office of the VP for
Diversity, Inclusion, &
Equity

Resource Links for Templates/Guides

UVA SON syllabus template

- Includes HEALS model

Mindful and Learner Checklist

SON Curriculum Assessment
Template

Pre/Post-test Survey Questions

Future Strategies for Continued Assessment and Support

Change

Change course evaluations to ask specific questions about inclusion and diversity content and environment (i.e., belonging)

Build

Build communication strategies to strengthen implementation of diverse and equity focused content (i.e., more voices/perspectives in the narrative; intersectionality)

Build

Build framework for peer mentoring and sharing of ideas and resources

Post

Post more resources on IDEA website

Our Team



Susan Kools

Associate Dean for
Diversity and Inclusion



Ishan C. Williams

**Assistant Dean
for Diversity
and Inclusion**



Emerson Aviles

Senior Coordinator for
Inclusion, Diversity Excellence
Achievement Initiative



Thank you!

Ishan Williams

icw8t@virginia.edu

Emerson Aviles

eas2by@virginia.edu