

DIVERSITY, EQUITY, INCLUSION, ACCESS, AND BELONGING BASELINE CURRICULUM ASSESSMENT

Jessica Holzer, PhD, MA; Alvin Tran, ScD, MPH; Krista Grajo, MA; Laura Rodriguez Lora

August 2023

UNIVERSITY OF NEW HAVEN 300 Boston Post Road

9 IMPLICATIONS AND POTENTIAL NEXT STEPS

The goal of this assessment is to improve our baseline understanding of what and how the University is doing on diversity, equity, and inclusion in the curriculum. The analysis presented above offers insight into how we are doing in teaching our students. There are areas of strength—such as existing training programs, the current diversity of our instructors, and the commitment many express to encouraging and valuing diversity in the classroom. The network of colleagues and university resources on campus are fertile ground from which to create new resources and expand on existing programs.

Next steps resulting from this assessment should include the following:

- College-Specific Analyses: This analysis largely focuses on the University, providing some college-specific analyses without deeply exploring the data for each school. However, we encourage each college to use the data (supplied in digital files alongside the report) to run analyses specific to their college. As all disciplines are different and have different expectations for implicit and explicit curriculum around DEI, the knowledge and expertise in each college will allow for the most targeted analysis and planning of next steps, such as trainings, development of resources, and more. Each college has the opportunity to set expectations for creating explicit and implicit curriculum that is welcoming and diverse.
- Expand trainings, guidance, and resource sharing: As noted, many instructors have reported the importance of trainings, guidance, and resources shared by the University in their professional development. While there are excellent resources that already exist on campus and many respondents are making use of them, nevertheless, the data in this assessment suggests that we can improve some areas. These areas include but are not limited to:
 - providing education on various dimensions of diversity, such as religion, sexual orientation, disability, body habitus, and first-generation college status;
 - expanding practices in the classroom that allow students to assert chosen names and pronouns;
 - supporting instructors in their attempts to add DEI-elements to explicit curriculum as appropriate;
 - taking into account the range of instructors who teach our students, and ensuring offerings are available to full-time, part-time, adjunct, staff, in-person, and remote instructors.

Additionally, we asked respondents to identify what resources they would value at the University. Table 4 contains the suggestions and recommendations of respondents (note: no responses were recorded for respondents affiliated with the Pompea College of Business).

- Create time and reward efforts of instructors to share and implement best practices: The University should create support for developing competencies and increasing welcoming and diversity in classrooms. This should include creating time and incentives for instructors to build capacity and sharing strategies to ensure best practices are being implemented in the classroom and curriculum. Once again, it will be important to consider the range of professionals who provide instruction when developing these incentives and rewards.
- Include DEI professional development as a core expectation on the Faculty Annual Review (FAR) or its equivalent: Aligned with creating time and reward structures for instructors who develop

competencies in DEI, the University should establish FAR standards that assess faculty DEI practices and create clear standards for expected performance.

- Center for Teaching Excellence (CTE) Resource Repository: Certain respondents gave examples of their best practices and permission to share those resources with attribution. The CTE should develop and host an online resource repository available to the community containing those resources. The University should provide the support necessary for the Center to provide this service.

Diversity in the classroom is an asset to the University, our students, and the professions for which we are training our students. Creating a more welcoming environment in the classroom, modeling valuing diversity, equity, and inclusion, and teaching dimensions of diversity, equity, and inclusion are essential tasks in a modern university. Understanding where we, as a university, are today will help us take strategic next steps in our growth and improvement. The University of New Haven has many assets already in place. Meeting our strategic vision for ourselves will mean continuing to invest in our assets and addressing our shortcomings.

10 ACKNOWLEDGEMENTS

This work could not have been completed without the support of the Office of the Provost, beginning under the leadership of Dr. Mario Gaboury and continuing with the leadership of Dr. Danielle Wozniak and Dr. Nancy Savage. We are indebted to the work of student research assistants, including Shashwat Jain, MBA, who was instrumental in developing and distributing the tool, Krista Grajo, MA, who developed the tool, distributed it, and worked on the report analyses, and Laura Rodriguez Lora, who distributed the tool and conducted many of the quantitative analyses and developed visuals for the report.

We are also thankful for the work of colleagues who reviewed the survey tool before it was distributed: Dean of Students, Ophelie Rowe-Allen, Former Director of the Myatt Center for Diversity and Inclusion, Carrie Robinson, and the lead for the Campus Climate Survey, Dr. Danielle Cooper. We also thank members of the Dean's offices for the Tagliatela College of Engineering and the School of Health Sciences, Dr. Stephanie Gillespie, Dr. Karl Minges, and Dr. Yanice Mendez-Fernandez for their thoughtful reviews as we presented the proposed tool in advance of distributing it among the instructors.

Table 4. Respondent recommendations for additional resources

Please list any additional resources you would like to have provided by the University Taglietala College of Engineering		
What are ADA compliant lecture slides?	DEI language to include on expectations portion of syllabus	Some training on how to handle students with physical disability in the lab courses.
More resources about disability and religion will be appreciated.	Some training in preparing ADA compliant slides would be helpful.	More time.
Consistency in the way diversity is introduced in class has a major impact on student engagement. This strategic initiative our University is leading on DEI should help establish a framework where instructors benefit from templates, language, best practices, and tools to successfully and effectively include DEI in all courses. As a CTE fellowship member, I am currently participating in ongoing workshops led by my colleague Dr. Danielle Cooper (Criminal Justice) to help refocus faculty attention in a healthy and student-centered way, while also advocating for the well-being of faculty and staff.	Continual training / continual university wide conversations. Otherwise, people may begin to forget. We must not forget.	It is taking some students 3 or 4 weeks to figure out how to be a college student. By that time, we've covered a lot of content already in CHEM 1115 and it is hard for students to catch up. And, when teaching sections of 40+ students like we do, it is hard to follow up on everyone.
Please list any additional resources you would like to have provided by the University Henry C. Lee College of Criminal Justice and Forensic Sciences		
They may be offered but certifications in the DEI field, make them online available and it will make faculty/staff members be more professional and learn some new techniques.	A way for faculty to submit assignments/lectures/material to have someone look it over to see if it is inclusive or if there is an issue with representation	More Myatt Center events regarding training and interaction with students.
larger video library	More DEI-related training	You would need to have content specific video or webinars with diversity in them for me to use them in class. I do select videos available on the internet based on level of professionalism and for content; also for diversity in representation of different appearances.
	Please provide all faculty with language that should be included in our syllabus to address all these important aspects of a student's learning.	-

Table 4. Respondent recommendations for additional resources (con't.)

Please list any additional resources you would like to have provided by the University College of Arts and Sciences				
Less tech and more whiteboards to easily allow students to come up to board individually or in groups	I would like more resources, strategies, and guidance from the University in posted videos, lectures, workshops, etc.	Further training about: helping students verbalize their needs, and what resources are available for students.	Thank you for coaching and mentoring our future.	
I would like to see more resources available to faculty for them both to be more aware of psychological and emotional challenges that some students are facing.	I would like to receive guidance from workshops offered by people who are explicitly expert in this field.	Focus more efforts on exploration of dimensions of diversity among faculty, staff, and administration before asking the same of students.	Multi-day training on culturally responsive pedagogy	
We need additional incentives for staff and faculty who are doing this work. It takes time and effort and the university wants it but doesn't support it. It would be great to have small groups of faculty who can support each other in this work. The CTE has been doing a good job but they need more support as well. I often cannot attend CTE events, so would love to have alternative times or recordings available.	Best Practice- A Conversation Without Words (Facing History and Ourselves); Quotes on Flip Chart paper like "The truth is that as much democracy as this nation has today, it has been borne on the backs of Black resistance and visions for equality" source- "The 1619 project" Quotes on Flip Chart paper like "The truth is that as much democracy as this nation has today, it has been borne on the backs of Black resistance and visions for equality" source- "The 1619 project"	Time and money. Developing good lessons and curriculum around DEiAB themes requires me to more research outside my area of expertise (Latin American history, though I do a lot related to that). Mentoring student research and getting them to engage in flipped classrooms requires a lot of emotional and intellectual labor that makes it hard to do a good job with the research to prepare courses, to engage students in what can be difficult conversations, and feedback for how students can develop academic skills. Having fewer classes helps (it's a lot easier with 3 classes) and having more money would allow me to afford another day of childcare each week to free up my schedule.	Related to my previous comments about universal design and syllabus design. It would be helpful if the provost's office could release a syllabus policy website with university policies and dates that we can point to in our syllabi if we want to create a syllabus that is more personalized than the template.	
This is my first semester teaching at UNH, by engaging in this work (the survey I am taking) I sense UNH is moving in the right direction regarding these issues. Looking forward to learning more.	It can be time consuming to vet videos that feature women and diverse experts, particularly for science topics. It might be helpful to have a repository of links that have been vetted. In addition, it would be great if we had a Department webpage, where we could regularly feature minority/woman scientists. We could also use that to more publicly offer bursary student positions and other opportunities, and help ensure that all students have access.	I think it would be great to have templates for slides and other commonly used tools that are ADA compliant and reflect DEiAB principles. Additionally, a common DEiAB definition within the University would be helpful. Thank you for all of your work in this space.	Since we're taking this distributed approach to 5.1, I would like to see more collaboration amongst the different methods.	
I'd love to have a dedicated fund by which we could pay guest speakers.	I would like to have more discussions around fostering understanding of/centering of multilingual and multidialectal approaches to writing across the University.	I think we have good resources.	Training	

Table 4. Respondent recommendations for additional resources (con't.)

Please list any additional resources you would like to have provided by the University College of Health Sciences		
Grant opportunities for faculty to develop DEI teaching tools, DEI speaker series for the entire university	1. Department can provide appropriate paragraph for inclusion in the syllabus that the university supports DEI. 2. DEI training	Unknown at this time
More formal training on accommodating students with hearing or visual disabilities. More formal training on accommodating students with mental health issues.	I think that UNH is doing a great job at providing resources in so many areas, including diversity, equity, inclusion and belonging.	I would like to work closer with the Myatt Center.
What are ADA compliant slides? I've received very little from the university, even things like the value of subtitles in videos hasn't been explained to me, so really any support would be appreciated.	Nothing at this time	---

APPENDIX A: DEFINITIONS

Definitions:

- ***Diversity, equity, inclusion, inclusiveness:*** This report does not attempt to define the terms diversity, equity, inclusion, or inclusiveness. We borrow the language from the reports included herein without critical review. However, we are aware of efforts by the IDEA Council on campus and others to define the terms and set standards against which we can be measured. We support those efforts and believe this work will align nicely with the definitions provided by the community.
- ***Curriculum:*** We define the curriculum as formal coursework captured in syllabi, assigned reading and resources (including videos, external lecture content, and other instructional material reviewed by students at their own pace), assignments, in-class exercises, lecture materials, and laboratory or associated experiential learning assignments.
- ***Instructors:*** Faculty, instructional staff, Practitioners-in-Residence, adjuncts, and any additional community members who are responsible for teaching and running courses are encompassed within the term.

APPENDIX B: QUALITATIVE RESPONSES

Appendix Table 1. Q16 and Q17 Detailed Responses

Q16 Please list and describe the diversity, equity, and inclusion training(s) received: (for example; Universal Design for Learning training, etc)	Q17 What has been useful from diversity, equity, and inclusion training(s)?
"The Time's Up, Act Up" Harassment Prevention and Diversity Training; various talks and workshops held by the Myatt Center and Dr. Danielle Cooper.	Using reading materials from PoC; not hesitating to talk about uncomfortable and "controversial" topics like systemic racism and the impact it has had on society from a population health standpoint.
2-hour PD session over the summer	Unfortunately, very little of it has been applicable to teaching General Chemistry I.
A pedagogy class at my current MFA program.	It's given me language for what I otherwise always felt about the education system growing up but didn't know how to put into words.
Attended zoom meetings prior to the start of the semester with a professor planning a DEI instructional approach to introducing the topics of diversity equity and inclusion.	I introduced the concept of traits behaviors and values through a classroom activity. Also had the students research and write an argumentative essay about a company and the impact DEI had on its success or lack of success in a project or initiative. We have discussed DEI repeatedly throughout the course and how it can create a competitive advantage.
Cannot recall. Was a resident operations assistant working for university housing when received.	The class is about culture- encouraging students to use inclusive and respectful language when completing assignments
CE training regarding the use of psychological assessments in BIPOC populations. University of New Haven DEIB training	Some of the nuances in how to interact with individuals who belong to the non-binary or trans population was useful. Using name tags have been useful, as there are times in which the University's records are not consistent with what the student would like to be called.
Center for Teaching Excellence event "Advocating for Students of Color in Educational Settings" Center for Teaching Excellence event "Trauma-informed Teaching and Learning: Principles, Practices, and Grading". Center for Teaching Excellence's presentation "Inclusive Grading". American Psychology Association's Policy Workshop and Advocacy Day Yale University Center for Teaching and Learning workshop: "Facilitating Difficult Dialogues" Etc.	They have all been useful. The have most notably impacted my classrooms by creating more inclusive assignments and introductions to courses, such as asking for preferred names, pronouns, or other important information that might impact their learning. I have also focused more on applied assignments that connect the coursework to practice, and that allow for multiple ways to demonstrate student learning.
Co-taught Cultural Competence for School Counselors at UCONN; Discovering Amistad's Implicit Bias Training	I was able to present current-day examples and activities from the Implicit Bias training I received. I was able to include videos, lectures, notes, and activites from my Cultural Competence class at UCONN.
College-wide DEI discussion, DEI workshops at national conferences	Taking the opportunity at the beginning of the semester to ask students about themselves to have encourage an open-forum on DEI
Creating an Inclusive Classroom course from prior university - this was a brief course created for faculty, instructors and students at the university to ensure that everyone understood the importance of cultural competence and inclusivity.	A formal recognition of diversity in identities and thoughts has been very useful. Based on some of the recent conversations surrounding DEI, I have been able to talk to my students about viewing diversity as an asset and valuing the varied perspectives.
Ct State Colleges and University Diversity Training	Make us more sensitive to diversity

Appendix Table 1. Q16 and Q17 Detailed Responses , Cont. 1

Q16 Please list and describe the diversity, equity, and inclusion training(s) received: (for example; Universal Design for Learning training, etc)	Q17 What has been useful from diversity, equity, and inclusion training(s)?
CTL workshops including UDL, inclusive feedback, and accommodating visually-impaired or blind learners	I appreciate examples of practices that can be used across content styles- some tips may apply best to essay-based courses, others to discussion, and others to calculations-based courses. This may mean curating examples of a practice or pedagogical consideration in multiple content areas outside of the speaker(s)' expertise areas. I have been able to update my syllabus to be more inclusive and welcoming due to suggested practices from faculty in other departments.
DEI in the classroom	identify the class setting as a safe space from the start
DEI training from Assoc. Dean David Schroeder for Staff and Faculty. It is based on his UNIV 1125 course that he developed.	I make sure that I am always reviewing and listening to students about any issues they may have regarding DEI on campus and online in my classes.
DEI training through University of New Haven. I actually helped with the development of the training in an ID capacity.	Hearing the different voices discuss examples of issues they have come across. Some may have seemed benign to some, but really impacted the person. Having a deeper understanding of what to look out for and how to mitigate is important.
Diversity and Equality training from both the University of New Haven and the University of Hartford.	-
Diversity course offered by Diversity.edu. Workshops Seminars	Useful things: 1. I realize that DEI means more than what I know. 2. Microaggression What I have tried in classroom: 1. Instead of saying that I understand how you feel, I start saying that I cannot imagine what you are going through, but I will try if you let me know. I stop taking things granted. 2. I used different tools to engage students with different learning styles. 3. I don't assume. I start using active learning and improve my communications.
Diversity Inclusion and Belonging online program	My courses are online. I pose discussion questions in a way that are challenging with current events. I make sure I that the instructions include respect for others opinions and positions.
Diversity training as part of the faculty of UConn where I also teach as an adjunct. Ongoing training for role as attorney.	Language skills. Many ESL students have a different point of reference so hypotheticals are set to be inclusive.
Diversity, equity, and inclusion from an outside resource.	the DEI workshops I have taken part of help me to keep an open mind and be mindful of the diverse community of individuals we have on campus and throughout life.
Diversity, Equity, and Inclusion training course series at University	It helped me to be more effective and supportive in creating an inclusive classroom environment
DIVERSITY, INCLUSION AND BELONGING THROUGH LINKEDIN	MORE APPROACHABLE

Appendix Table 1. Q16 and Q17 Detailed Responses, Cont. 2

Q16 Please list and describe the diversity, equity, and inclusion training(s) received: (for example; Universal Design for Learning training, etc)	Q17 What has been useful from diversity, equity, and inclusion training(s)?
<p>Division on Women and Crime Diversity and Inclusion Committee Training; Division on Women and Crime Diversity and Inclusion Committee Roundtable on Inclusive Pedagogy; SAGE Publishing Keith Roberts Teaching Innovations Award and "Persistence and Resistance in the Academy: Addressing Inequality and Power to Increase Student Learning" Workshop</p>	<p>One of the techniques I learned and use is giving space and radical listening. I implement these strategies by acknowledging, discussing, and giving context to events related to the content of the course such as the insurrection at the capital, the Derek Chauvin trial and verdict, and continued issues related to COVID-19 in prisons and jails, rapes in fraternities.</p> <p>I also engage emotions in the classroom. I understand that academic study of issues like race, class, gender and crime are filled with emotions and social assumptions and rather than ignore these I encourage students to voice and discuss them. I use emotional response journals, emotional reaction gauge tools, and I often point out the emotions of scholars that we are reading. I have students reflect on the importance of emotions in understanding racism, sexism, and classism as well as the role emotions plays in working with victims and individuals who are involved in the criminal justice system. I encourage students to discuss not only their own emotions but also to explore how professionals manage emotions around these issues.</p>
<p>Don't remember the specifics, but it was thoughtful. Due to complete the on-line class - but time's limited and patience with a cold screen is even in shorter supply....</p>	<p>Ideas draw from a small group activity-based training are best.</p>
<p>Gender pronoun 101</p>	<p>They are in response to student concerns. I continue to work at building my skills to better support and educate my students from all backgrounds. Plus, these trainings are often free of charge to campus members.</p>
<p>I am not sure of the title but it involved sensitivity training for diversity, equity, and inclusion along with cultural competency.</p>	<p>Making sure terminology used by myself and students represents inclusion. Involving all students equally in classroom participation, discussion and assignments.</p>
<p>I am the Co-Chair with the Yale Latino Networking Group. This involved training on DEIB issues. In my full-time role as a research analyst in Yale Office of Institutional Research & Strategy Analysis I am often engaged in data analytics at Yale geared towards DEIB issues and policies.</p>	<p>I think the use of evidence based approaches to understand these issues has been useful. I often use issues of inclusion and racial ethnic disparities to get across the methodological objectives of the course.</p>
<p>I can't recall the name - it was the training that I'm fairly certain that all faculty were required to complete last spring.</p>	<p>It's hard to say, because I feel like a lot of it is common sense.</p>
<p>I cannot provide specific titles from my memory. They were offered by Office of Diversity, Equity and Inclusion, and Center for teaching Excellence.</p>	<p>I cannot state that my practices come directly from any particular training course. I through self-study, discourse with representatives of minority populations, committee work, and open communication with my students. Improved practices include: use preferred names and pronouns when communicating, make course materials readily available in multiple formats (e.g., Ppts, Learning outcomes, recording lecture, diverse assignments, continuum of weighted assessment, identify resources on campus, etc.)</p>
<p>I completed a diversity training program (on-line) though Yale University.</p>	<p>I would say that what was helpful was to be aware of the range of ways diversity can be manifested.</p>
<p>I did online modules; don't remember the formal name. I also participated in virtual campus discussions. This led me to read a few books that were very helpful and are still expanding my awareness of my own biases and what others' experiences might be.</p>	<p>I've become more comfortable having difficult conversations in class that I may have avoided before for fear of making students upset, regarding white privilege and class struggles for example...more so in my Public Health class than the Intro class.</p>
<p>I don't recall specific names. Not sure which were through the university and which were things I did on my own.</p>	<p>-</p>
<p>presentation on Blackface, Who Wears the Hijab</p>	<p>I taught the history of Blackface and expanded the section on "Who Wears the Veil" in my Sociology classes</p>

Appendix Table 1. Q16 and Q17 Detailed Responses, Cont. 3

Q16 Please list and describe the diversity, equity, and inclusion training(s) received: (for example; Universal Design for Learning training, etc)	Q17 What has been useful from diversity, equity, and inclusion training(s)?
<p>I feel like all discussions I've joined with the CTE have been focused on this, though I probably won't recall all of them. I was able to attend one about universal design for learning and I've also participated in the conversations about ungrading. I'm taking a week-long course this summer on "Inclusive Design and Design Justice" at the Digital Pedagogy Lab.</p>	<p>I found it most useful to brainstorm solutions to some of the structural elements of course design that impact DEI with the UDL group. For example, the syllabus template distributed to faculty often leads to syllabi that students don't really read. Diversity statements become stock language instead of meaningful communication between faculty and students. It's hard to imagine solutions to this and other issues, but brainstorming together with a group of like-minded faculty member was a step in the right direction.</p>
<p>I have had training in Cultural Empathy, Fair and Impartial Policing, at my other institution and served as a commissioner on the Commission on Racial and Ethnic Disparities in the CJ System</p>	<p>As a police leader and in the classroom, training has helped me strengthen diversity recruitment efforts, develop meaningful lessons, and enhancement my delivery of content.</p>
<p>I have received several of these trainings through professional organizations I belong to.</p>	<p>I think the usefulness comes from associations offering them. I cannot say that I get as much out of them personally given my experiences but I do find value that it is appearing to be a priority in several spaces.</p>
<p>I have received training through the University of New Haven as well as through other professional development sessions including Universal Design for Learning, Diversity and Inclusion Training K 12 through Vector Solutions, Multicultural Education offered through SCSU, and Diversity in the classroom: teaching tolerance and overcoming prejudices and discrimination.</p>	<p>I have learned tools and strategies to address and promote diversity in the classroom. In addition, I have learned to help students overcome prejudices and discrimination. Best practices were shared regarding the promotion of tolerance through acknowledgement and celebration of diversity</p>
<p>I have received Universal Design for Learning training, as well as various training seminars in the UK around decolonizing curriculum and DEI. Prior to this, I worked in Australia where indigenous-specific DEI and cultural training was a required component (annually) of past employment.</p>	<p>The most significant 'takeaways' from previous DEI training has been the importance of structural course design in the process. While I feel that my style of teaching (typically, discursive or inquiry-focused) has always favored DEI and giving voice to students who may sometimes feel marginalized, I have learned that foundations need to be addressed, and that this is actually more important in some ways than interpersonal communication. Aside from decolonizing reading lists to be more representative, and signposting the homogenous nature of most academic literature (especially foundational theories and research), I design my assessment purposefully to allow students to explore topics of their own choosing, within a common assessment framework. This allows for a wider diversity of opinions, and experiences, to be drawn upon to produce meaningful academic product. It supports DEI by handing control over the process back to students, and allowing them to craft responses and conduct research that is relevant to them and their context, rather than an arbitrary 'normative' paradigm.</p>
<p>I read Radical Hope, which included a lot of information on Universal Design for Learning. I also participated in workshops through the CTE (e.g., Advocating for Students of Color) and Myatt Center, including Safe Zone a million years ago but others more recently.</p>	<p>Radical Hope led me to be more flexible and think critically about classroom policies and to be more explicit about things like deadlines. I try to make rubrics more visible, too, and integrated more unessay-type assignments to allow students to show off different strengths.</p>
<p>I took part in a virtual class on DEI offered through LinkedIn.</p>	<p>I have not adopted anything specific from my additional training other than greater awareness of potential issues.</p>
<p>I've attended many professional conference trainings and CEU webinars related to promoting my knowledge of language, needs, experiences, history and within group differences of various populations including AAPI violence prevention, transgender affirming care, neurodivergent individuals, Black Feminist Thought, the differences between intersectionality and intersecting identities...</p>	<p>Beyond taking the information provided and using it in conjunction with course content, I think it's useful for me as white woman who is straight passing as well as seemingly neurotypical to TELL students about the work I'm doing to be more aware and engaged with DEI work. We ask so much of our students--especially when it comes to "doing their own work" around DEI initiatives. When students see someone who looks like them be open about missteps they have taken, new things they have learned, and letting them witness our own growth processes, I think we can make it more accessible to them. I also think that we earn more "social capital" with them because we are showing them that we aren't asking them to do things we wouldn't do ourselves.</p>

Appendix Table 1. Q16 and Q17 Detailed Responses, Cont. 4

Q16 Please list and describe the diversity, equity, and inclusion training(s) received: (for example, Universal Design for Learning training, etc)	Q17 What has been useful from diversity, equity, and inclusion training(s)?
I've taken an on-line course here at UNH and two course at UB...all dealing with D,E and I.	I give each each student the opportunity to be successful in my classes...the software we use in our math course is a good equalizer...and there is one on one help available as needed.
Identity and Academics DEI session with the Director of the Myatt Center (May 2021) - TCoE faculty retreat session.	An awareness that making statements such as 'you should have done this in high school' or 'you should know this from a previous course' can sometimes make students feel like they don't belong or are incapable of achieving successful outcomes in a course. I now try to avoid making such statements.
Linked-in training provided by the University; meetings regarding proper pronoun usage and addressing asking for proper pronouns	Making sure all different groups are represented (which can be difficult in the history of science parts of the course, considering these were basically all while males), making sure everyone feels comfortable in class, changing my language to be more inclusive (I grew up saying 'hey guys!' but I have tried to refrain from using that now), making sure to be open when discussing difficult topics in class regarding gender biases
LinkedIn DEI training, Myatt Center training, Gender 101	they gave me a chance to practice they/them pronouns, work on making class more accessible and addressing the needs of my students of color, helping me avoid microaggressions and assumptions
LinkedIn DEI, and academic school DEI	Training in incorporating different technology to that might be useful for students
LinkedIn Learning (University-sponsored): DEI	Acceptance of all kinds of diversity, not just appearance, culture, or gender-related. Attention to language meaning and wording.
LinkedIn Training course	I use real-world experiences in the classroom to teach students and apply the theory.
LinkedIn training was required last year. I completed that. I have completed several other trainings, but the others were more than three years ago.	I did not think the LinkedIn training was effective. The format (i.e. video lecture and montage) is off putting and I found the content not always relevant to higher education.
Myatt center ran a training session for TCoE last year. I have done the training that Dave Schroeder has done for the instructors of the uncommon course to run the TVB model in the course.	The TVB model training has been the most useful for me. I have started to use the same modules as the uncommon course in EASC 1125. Having an outline allowed me to feel comfortable in approaching the DEI content with the students. Running the potential responses in the training allow me to prepare how I should address issues and how to form questions to have the students open up in conversations.
none	have not had any
Online Course Design and Inclusivity Diversity in the Classroom	Beyond awareness of students' diversity, this training helped me value and leverage diversity in order to create a positive environment where students accept, recognize and value their culture, identity, and unique characteristics.
online training, department training/discussions in inclusive classroom practices	The department training has been the most useful in terms of blending those practice in to the 'type' of classroom I teach in. In other training experiences, the conceptual ideas are there but I struggle with how to incorporate those in the day to day. This is why departmental training has been more beneficial to me so far.
Participated in TCoE Workshops held during 2020-2021 AY (2 workshops).	Training increased my awareness of potential microaggressions in the classroom and strategies for dealing with microaggressions.

Appendix Table 1. Q16 and Q17 Detailed Responses, Cont. 5

Q16 Please list and describe the diversity, equity, and inclusion training(s) received: (for example; Universal Design for Learning training, etc)	Q17 What has been useful from diversity, equity, and inclusion training(s)?
I've taken an on-line course here at UNH and two course at UB...all dealing with D,E and I.	I give each each student the opportunity to be successful in my classes...the software we use in our math course is a good equalizer...and there is one on one help available as needed.
Identity and Academics DEI session with the Director of the Myatt Center (May 2021) - TCoE faculty retreat session.	An awareness that making statements such as "you should have done this in high school" or "you should know this from a previous course" can sometimes make students feel like they don't belong or are incapable of achieving successful outcomes in a course. I now try to avoid making such statements.
Linked-in training provided by the University; meetings regarding proper pronoun usage and addressing asking for proper pronouns	Making sure all different groups are represented (which can be difficult in the history of science parts of the course, considering these were basically all while males), making sure everyone feels comfortable in class, changing my language to be more inclusive (I grew up saying 'hey guys!' but I have tried to refrain from using that now), making sure to be open when discussing difficult topics in class regarding gender biases
LinkedIn DEI training, Myatt Center training, Gender 101	they gave me a chance to practice they/them pronouns, work on making class more accessible and addressing the needs of my students of color, helping me avoid microaggressions and assumptions
LinkedIn DEI, and academic school DEI	Training in incorporating different technology to that might be useful for students
LinkedIn Learning (University-sponsored): DEI	Acceptance of all kinds of diversity, not just appearance, culture, or gender-related. Attention to language meaning and wording.
LinkedIn Training course	I use real-world experiences in the classroom to teach students and apply the theory.
LinkedIn training was required last year. I completed that. I have completed several other trainings, but the others were more than three years ago.	I did not think the LinkedIn training was effective. The format (i.e. video lecture and montage) is off putting and I found the content not always relevant to higher education.
Myatt center ran a training session for TCoE last year. I have done the training that Dave Schroeder has done for the instructors of the uncommon course to run the TVB model in the course.	The TVB model training has been the most useful for me. I have started to use the same modules as the uncommon course in EASC 1125. Having an outline allowed me to feel comfortable in approaching the DEI content with the students. Running the potential responses in the training allow me to prepare how I should address issues and how to form questions to have the students open up in conversations.
none	have not had any
Online Course Design and Inclusivity Diversity in the Classroom	Beyond awareness of students' diversity, this training helped me value and leverage diversity in order to create a positive environment where students accept, recognize and value their culture, identity, and unique characteristics.
online training, department training/discussions in inclusive classroom practices	The department training has been the most useful in terms of blending those practice in to the "type" of classroom I teach in. In other training experiences, the conceptual ideas are there but I struggle with how to incorporate those in the day to day. This is why departmental training has been more beneficial to me so far.
Preventing Harassment and Discrimination	I have added awareness to my teaching and making sure the images that I use reflect a wide variety of peoples for the students

Appendix Table 1. Q16 and Q17 Detailed Responses, Cont. 6

Q16 Please list and describe the diversity, equity, and inclusion training(s) received: (for example; Universal Design for Learning training, etc)	Q17 What has been useful from diversity, equity, and inclusion training(s)?
Pronouns 101: Trans Inclusive Practices in the Classroom; A virtual training to be held on Wednesday, February 24th, 2021, from 12:00-1:30PM.	Confirming the importance of hearing yet another perspective. Very helpful in teaching my students to critical think while using perspective and empathy.
Received an introduction to the concept and its importance during my orientation.	Mainly making sure that I am in touch with the concept and issues and working hard to incorporate DEI into all my classes and classrooms.
Results of the climate survey	I hadn't fully considered body type as an important aspect of diversity; that and other experiences made me reevaluate language regarding nutrition, and images of people (beyond gender, ethnicity, age, etc.). I appreciated the continuum of types of inclusion as a tool to consider more explicitly the intent and impact of various inclusive approaches, assignment or content in my content and delivery. I appreciated the discussion of how to respect gender and gender pronouns, and ways to react if you make a mistake. I also appreciated reading that students do not like to be the "tokens", and re-evaluated the emphasis on a certain group in one of my assignments. Much has been a confirmation and important reminder for things I am familiar with.
Sexual harassments in workplace; Discrimination in workplace.	I have tried to the best extent possible to form design groups with each group having students with diverse backgrounds, including, race, gender, and academic performance.
Skills for Inclusive Conversations and Diversity, Inclusion, and Belonging	All information was useful but I was already applying all that I knew before I took the courses: respect, flexibility and openness
TCoE Diversity, Equity, and Inclusion (DEI) workshop - discussed what an inclusive classroom looks like, microaggressions, and implicit bias	Useful trainings have included examples of how to handle DEI issues in the classroom (such as how to deal with a student who uses microaggressions against other students). In my classroom, I now ask students in a 'getting to know you' survey in the beginning of the semester for their pronouns and provide them a space to let me know anything that is important to them. With this information, I make sure to properly address students.
TCoE Faculty Retreat - Identity and Academics DEI session	A senior design is a team-oriented project based course. Thus inclusion and equity are very significant among DEI. I believe an inclusive team culture impacts each team members in many ways from their collaboration with their team members to feeling he or she has a voice in the team work. Thus I have been trying to give equal opportunity to all team members to present their own work during a team project presentation.
TCoE had two trainings, at the start and end of Spring 2021, which I attended.	I have been involved with DEI committees, so most of the information in the trainings was not new to me.
The general university DEI training. I do not remember the names of the individual training classes.	What has been most useful to me is just learning about this topic and how important it is. Just a few short years ago, I had no knowledge in this area. Having this knowledge has helped me to connect with my own background as well as to be more intentional in supporting others in their backgrounds.
The training sponsored by the Human Resources department last year.	It is always useful to be reminded of of DEI and to to be given examples of how to introduce it into your curriculum.
The trainings I have attended are not formalized programs. I've attended Safe Zone trainings specifically developed for teachers and faculty members. I also attended some brown bag lunches at my previous institution around DEI in education.	Providing intentional prompts and activities where students problem solve together in small groups or pairs has been a valuable tool. Including readings from academics, researchers, and experts who hold marginalized identities. Redefining what "knowledge" means and includes; taking a critical look at our relationship with truth - these are foundational philosophies that I infuse into my classes (my classes are social sciences; these philosophies bode well for the content area).

Appendix Table 1. Q16 and Q17 Detailed Responses, Cont. 7

Q16 Please list and describe the diversity, equity, and inclusion training(s) received: (for example; Universal Design for Learning training, etc)	Q17 What has been useful from diversity, equity, and inclusion training(s)?
<p>Too many to list; Most recently: Equity Based design - Creative Reaction Lab (Antoinette Carrol) I have been a student and educator on issues around social diversity for the last 25-30 years.</p>	<p>Greater recognition of the dominance of western, white, male, euro-centric based knowledge that we have students read and base much of our pedagogy on. This has expanded my search from alternative, non western based knowledge and resources to provide to students. Recognition of the privileges that I bring into the classroom and how that may impact students who don't necessarily share those privileges (skin, age, etc)</p>
<p>UDL</p>	<p>Include class discussion of how science has often included practices that were acceptable at one time, but are not now; what are the components of IRB, role of race, gender, and ethics</p>
<p>UDL training (through CTE and ARC as part of the ARC Faculty Liaison Committee). I've also participated in a number of conversations over the years across the institution about how to best support our English Language Learners in writing classrooms through FYW and WAC.</p>	<p>The UDL training and ARC Resources have been truly excellent.</p>
<p>UNH: Department discussions, UDL training, Myatt center training, State of CT: Culturally responsive teaching and learning training</p>	<p>I have learned ways in which my social locations inform my practice as an educator. I have also reflected deeply about power imbalances inherent to the professor-student relationship and how their success outweighs my need to control the learning environment. Though not directly DEI related, I believe these actions have made my classroom more inclusive.</p>
<p>UNIV 1125 course training</p>	<p>It has been helpful</p>
<p>UNIV1125, the Uncommon Course as it relates to law enforcement based on traits, values and behaviors.</p>	<p>I have always been open minded and aware of my own biases, especially working in a very diverse community prior to coming to the University. I am aware of the language I use in the classroom and how important is it to be inclusive. I will always use inclusive language when providing examples to enhance a students learning.</p>
<p>Universal Design for Learning training, Accessibility training, assistive technology training, sessions through the University on DEI; CAPCSD training for embedding DEI practices within communication science disorder classes.</p>	<p>For me, it was a continued understanding of different perspectives and how to ensure that students are feeling comfortable within my classroom which allow them to learn effectively. Some of the basics of definitions within DEI and the discussion of implementation all helped.</p>
<p>Universal Design for Learning, Title IX training inclusive of DEI issues, DEI training for development, DEI training in higher education and closing achievement gaps.</p>	<p>I received training in Universal Design years ago. As a result, I have updated all aspects of the course to be accessible (e.g., closed captioning, assignments that are not timed, messaging can be read through screen readers and/or for those who are color blind, and the like). I also update all assignments, case scenarios, readings, and Discussion Boards to be timely and inclusive of DEI issues.</p>
<p>University design for learning training.</p>	<p>After training, I understand that everyone should be treated with respect.</p>
<p>University sponsored training requirements. In addition in Interior Design, I teach Universal Design which is equitable design across all disabilities and human conditions.</p>	<p>Respect for different opinions. Support for each other. Collaboration between students.</p>
<p>University workshops and lectures .</p>	<p>It has enriched the classroom environment.</p>
<p>University-required training, various CTE workshops, and UDL community of practice.</p>	<p>I've implemented components UDL framework in course design, assignment design, and assessment methods.</p>
<p>using proper pronouns, and making the classroom a safe space</p>	<p>Most things tend to be a very useful refresher for what I already knew.</p>

APPENDIX C: SUBMITTED EXAMPLES

See associated files

Spring 2022 Diversity, Equity, and Inclusion Baseline Curriculum Assessment

Survey Flow

Standard: Diversity, Equity, and Inclusion Baseline Curriculum Assessment (1 Question)

Block: Section 1: Instructor and Course Information (4 Questions)

Standard: Section 2: Our Approach (6 Questions)

Standard: Section 3: Instructor Experiences (11 Questions)

Standard: Section 4: Syllabus content (4 Questions)

Standard: Section 5: Classroom Environment (10 Questions)

Standard: Section 6: In class content (2 Questions)

Standard: Textbook and other course materials (5 Questions)

Standard: Videos Shown/Used (6 Questions)

Standard: Guest Speakers (3 Questions)

Standard: Case Studies (4 Questions)

Standard: Project-Based Learning (Individual or Group work) (10 Questions)

Standard: Examples Questions (4 Questions)

Standard: Simulations (3 Questions)

Standard: Flipped Classroom (5 Questions)

Standard: Lectures (3 Questions)

Standard: Service Learning (6 Questions)

Block: (0 Questions)

Standard: Other Teaching Approaches (3 Questions)

Standard: Section 7: Next Steps (4 Questions)

EndSurvey: Advanced

Page Break

Q1

Welcome to the Diversity, Equity, and Inclusion Baseline Curriculum Assessment

Thank you for taking part in this baseline curriculum assessment survey. The purpose of this survey is to capture the current state of our curriculum in relation to diversity, equity, inclusion, and belonging. The responses received in this survey will be aggregated to develop a picture of what our current practices are. The findings will help to identify areas ripe for growth, demand for resources, and examples of best practices. Your responses will not be used to evaluate your performance or for any form of teaching review; our purpose is to understand the current state of DEI in the curriculum across colleges and the University as a whole.

Data Privacy

Data from this survey will be deidentified and reported to the University community in aggregate. However, we will be offering you the chance to share best practices and examples with us. In those cases, you will be given the opportunity to choose to be credited for any materials or best practices you share by selecting that option in the last section of the survey. Selecting to receive credit for things you share will not result in the rest of your data being shared with anyone outside the assessment team.

Navigating the Survey

You will be able to navigate forward and backward between pages during the survey. You will also be able to save your responses, exit and re-enter the survey using your personal link as many times as you like.

Survey Purpose

We understand your time is valuable and have attempted to make this survey as short as possible while gathering valuable data. We appreciate you taking the time to give thorough responses and share best practices and examples as you see fit. By collecting this data, we can develop evidence-based plans for modifying our curriculum and build a repository of resources instructors can draw from when designing their courses. In addition, we hope that the process of taking this survey will help you reflect on your own teaching.

Q2

Section 1: Course Information

Each survey is specific to a course and instructor. This section will collect information about the course being assessed.

Q3 What's the course number and title for the course you're assessing in this survey? (Format: HLTH 1141 Pandemics and Public Health Threats)

Q4 What type of students take this course, [\\${Q3/ChoiceTextEntryValue}](#)? (Please check all that apply)

- Undergraduate (1)
 - Graduate (2)
-

Q5 Which college offers [\\${Q3/ChoiceTextEntryValue}](#)? (Please check all that apply)

- College of Arts & Sciences (3)
 - Henry C. Lee College (4)
 - Pompea College of Business (5)
 - School of Health Sciences (2)
 - Tagliatela College of Engineering (1)
-

End of Block: Section 1: Instructor and Course Information

Start of Block: Section 2: Our Approach

Q6

Section 2: Our Approach

This section provides the University's vision of diversity, equity, and inclusion in the classroom and shares foundational models and background that informed the creation of this survey.

Q7 When we say “inclusive curriculum” we mean:

Each student is respected, belongs, and able to make unique contributions to the course.

Page Break

Q8

University of New Haven Diversity Equity Inclusion & Belonging Mission Statement

"The University of New Haven embraces diversity and recognizes our responsibility to foster a diverse, inclusive, and welcoming environment in which all members of the Charger community of all backgrounds and identities can learn, work, and live together. We benefit from the academic, social, and cultural developments that arise from a diverse campus that is committed to equity, inclusion, belonging, and accountability.

We have a responsibility as a community and as individuals to address and remove barriers, achieve success, and sustain a culture of inclusivity, empathy, kindness, and compassion. We encourage, welcome, and embrace participation in ongoing dialogue, engagement, and education to critically examine and thoughtfully respond to the changing realities of our community. Diversity, equity, inclusion, acceptance, and belonging enrich the Charger community and are instrumental to institutional success and fulfillment of the [University mission](#)."

Q9 The following diagrams explain our approach.

There are many types of [diversity](#), some more visible than others.

Q10 We all belong to many groups and have multiple identities.

Q11 Our approach to the Curriculum Review Process: instructor-led and student-oriented

End of Block: Section 2: Our Approach

Start of Block: Section 3: Instructor Experiences

Q12 Section 3: Instructor Experiences

This section will ask you questions about your own experiences with DEI including your personal background, any training you have received in DEI, experiences you have with resources to support you in DEI work, and your teaching philosophy.

Q13 What is your primary teaching role at the University of New Haven? (This question is optional.)

- Adjunct (1)
 - Assistant Professor (13)
 - Associate Professor (12)
 - Emeritus (9)
 - Lecturer (3)
 - Non-Tenure Track Professor (5)
 - Practitioner-In-Residence (PIR) (4)
 - Staff Instructor (11)
 - Professor (8)
 - Other (please explain): (10) _____
-

Q14 How does your identity, your lived experiences, and/or your educational history affect your practices regarding DEI in the classroom? (Please describe in 1-3 sentences)

Q15 In the last three years, have you ever received any training, from the University or elsewhere, in diversity, equity, and inclusion in the curriculum or classroom?

- Yes (1)
- No (2)
- Uncertain (3)

Display This Question:
If In the last three years, have you ever received any training, from the University or elsewhere, i... = Yes

Q16 Please list and describe the diversity, equity, and inclusion training(s) received: (for example; Universal Design for Learning training, etc)

Display This Question:
If In the last three years, have you ever received any training, from the University or elsewhere, i... = Yes

Q17 What has been useful from diversity, equity, and inclusion training(s)? Please explain how you have adapted any practice(s) in your classroom in 1-3 sentences.

Display This Question:

If in the last three years, have you ever received any training, from the University or elsewhere, i... = Uncertain

Q18 If uncertain, please elaborate why? (Please explain in 1-3 sentences)

Q19 Have you ever been approached by a student or colleague seeking diversity, equity, and inclusion resources?

- Yes (1)
 - No (2)
 - Unsure (3)
-

Display This Question:

If Have you ever been approached by a student or colleague seeking diversity, equity, and inclusion... = Yes

Q20 What, if any, are resources you have shared? Please select all that apply.

- Accessibility Resource Center (7)
 - Center for Student Success (CSS) (9)
 - Center for Learning Resources (CLR) (17)
 - CSELO Office (11)
 - Counseling & Psychological Services (8)
 - Dean of Students Office (12)
 - Knowledgeable colleague (please name): (10)

 - Myatt Center for Diversity and Inclusion (15)
 - University Writing Center (18)
 - RSOs or other student groups (please explain): (16)

 - Student leaders (please name): (13)

 - Other (please explain): (14) _____
 - Did not have resources to share (19)
-

Q21 Please select on-campus DEI resources for instructors that you have previously consulted, if any:

Center for Teaching Excellence (CTE) (4)

Office of the Provost Canvas page (6)

The Myatt Center (8)

Knowledgeable colleague (please name): (5)

Other (please explain): (7) _____

None of the above (9)

Q22 What role, if any, does respect for and engagement with DEI in the classroom play in your personal teaching philosophy? (Please provide 1-3 sentences)

End of Block: Section 3: Instructor Experiences

Start of Block: Section 4: Syllabus content

Q23

Section 4: Syllabus content

Do you include a Diversity and Inclusion Statement in the syllabus for $\{Q3/ChoiceTextEntryValue\}$?

- Yes (1)
- No (2)
- Unsure (3)

Skip To: End of Block If Section 4: Syllabus content Do you include a Diversity and Inclusion Statement in the syllabus... = No

Display This Question:

If Section 4: Syllabus content Do you include a Diversity and Inclusion Statement in the syllabus... = Yes

Q24 Does this statement align with the [University's DEI Mission Statement](#)?

- Yes (1)
- No (2)
- Unsure (4)

Display This Question:

If Section 4: Syllabus content Do you include a Diversity and Inclusion Statement in the syllabus... = Yes

Q25 If yes, please share your Diversity, Equity and Inclusions Statement from your syllabus for $\{Q3/ChoiceTextEntryValue\}$ below:

Display This Question:

If Section 4: Syllabus content Do you include a Diversity and Inclusion Statement in the syllabus... = Yes

Q26 Does your statement for $\{Q3/ChoiceTextEntryValue\}$ consider different types of diversity, including but not limited to the following?

	Yes (113)	No (114)
Race (1)	<input type="radio"/>	<input type="radio"/>
Ethnicity (2)	<input type="radio"/>	<input type="radio"/>
Gender (4)	<input type="radio"/>	<input type="radio"/>
Sexual Orientation (5)	<input type="radio"/>	<input type="radio"/>
Age (6)	<input type="radio"/>	<input type="radio"/>
Socioeconomic Status (7)	<input type="radio"/>	<input type="radio"/>
Religion (8)	<input type="radio"/>	<input type="radio"/>
Disability (9)	<input type="radio"/>	<input type="radio"/>
First-Generation College Student (16)	<input type="radio"/>	<input type="radio"/>
Other (please explain): (10)	<input type="radio"/>	<input type="radio"/>

End of Block: Section 4: Syllabus content

Start of Block: Section 5: Classroom Environment

Q27

Section 5: Classroom Environment

This section will ask you about the classroom environment you set for your course, including seeking examples of practices you use in the classroom that could be instructive for others.

Q28

Do you discuss expectations for fostering a respectful classroom environment with your $\{Q3/ChoiceTextEntryValue\}$ students?

- Yes (1)
 - No (2)
 - Maybe (3)
-

Q29 How do you convey your $\{Q3/ChoiceTextEntryValue\}$ classroom expectations to students? (Please check all that apply)

- Verbally explain expectations (8)
 - Syllabus delineates expectations (4)
 - Announcements/Canvas content expresses expectations (5)
 - A rubric with expectations (6)
 - Other (please explain): (7) _____
-

Q30 Do you provide students with the opportunity to give their chosen name?

- Yes (1)
 - No (2)
 - Unsure (3)
-

Q31 Do you provide students with the opportunity to safely share their pronouns?

- Yes (1)
 - No (2)
 - Unsure (4)
-

Q32 Do you include information about how you accommodate for assignments and other assessments during holidays, religious observations, and personal or family emergencies?

- Yes (1)
 - No (2)
 - Sometimes (3)
-

Q33 Do you use gender inclusive language

	Not Relevant (11)	Never (12)	Sometimes (13)	Always (18)
In the overview of the class? (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In the syllabus? (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In the examples? (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Throughout the class? (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q34 Please share any practices you do to make classroom resources more accessible to students (for example, sharing required articles on the Canvas site for $\{Q3/ChoiceTextEntryValue\}$, etc.):

Q35 In 1-3 sentences, please share practices you employ that you think make your $\{Q3/ChoiceTextEntryValue\}$ classroom more inclusive and welcoming.

Q36 Please share examples of your classroom expectation-setting. (for example: attach syllabus language or share the instructions you use in your $\{Q3/ChoiceTextEntryValue\}$ class)

End of Block: Section 5: Classroom Environment

Start of Block: Section 6: In class content

Q37

Section 6: In class content

This section will ask about different teaching tools and approaches as they relate to or involve people. The questions that are about to follow will discuss diversity, equity, and inclusion as they pertain to how people are described, how they are represented, and how they are included. Therefore, if you use one of these approaches but people are not represented in the approach, please feel free to continue

without selecting that tool.

For example, two classes might use simulations. In Example A, students are assigned roles and asked to play certain characters who may be described. In Example B, the simulation is about water flowing around a concrete pylon at the base of a bridge.

In Example A, you should select and answer questions about simulations because people are being described and represented in the simulation. In Example B, the simulation does not deal with descriptions or portrayals with people and therefore you would not select to answer questions about that tool.

Q38 Which of the following teaching approaches do you use in $\${Q3/ChoiceTextEntryValue}$? (Please check all that apply)

- Case Studies (4)
- Example Questions (6)
- Flipped Classroom (18)
- Guest Speakers (3)
- Lectures (13)
- Service Learning (14)
- Simulations (7)
- Project-based Learning (Individual or Group work) (5)
- Textbook (1)
- Videos Shown/Used (2)
- Other (please specify) (16) _____

End of Block: Section 6: In class content

Start of Block: Textbook and other course materials

Display This Question:

If Which of the following teaching approaches do you use in $\${q://QID4/ChoiceTextEntryValue}$? (Pleas... = Textbook

Q39 Textbook and other course materials

Display This Question:

If Which of the following teaching approaches do you use in $\{q://QID4/ChoiceTextEntryValue\}$? (Pleas... = Textbook

Q40

Is the main textbook for $\{Q3/ChoiceTextEntryValue\}$ available in the University's library?

- Yes (1)
 - No (2)
 - Unsure (3)
-

Display This Question:

If Which of the following teaching approaches do you use in $\{q://QID4/ChoiceTextEntryValue\}$? (Pleas... = Textbook

Q41 Do you consider diverse perspectives when selecting textbooks for $\{Q3/ChoiceTextEntryValue\}$?

- Not relevant (7)
 - Yes (1)
 - No (5)
 - Unsure (8)
-

Display This Question:

If Which of the following teaching approaches do you use in $\{q://QID4/ChoiceTextEntryValue\}$? (Pleas... = Textbook

Q42 Do the textbooks use gender inclusive terms when appropriate? If you have multiple textbooks for $\{Q3/ChoiceTextEntryValue\}$, please report on the primary textbook.

Not relevant (6)

Yes (1)

No (4)

Unsure (5)

Display This Question:

*If Which of the following teaching approaches do you use in $\{q://QID4/ChoiceTextEntryValue\}$? (Pleas... =
Textbook*

Q43 Are the textbook's examples and pictures representative and welcoming to various identities, including but not limited to:

	Not Relevant (1)	Never (2)	Sometimes (3)	Always (4)
Age (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Body Size and Shape (14)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Disability (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ethnicity (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
First-Generation College Student (13)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gender (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Race (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Religion (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sexual Orientation (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Socioeconomic Status (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (please explain): (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

End of Block: Textbook and other course materials

Start of Block: Videos Shown/Used

Q44 Videos Shown

Display This Question:

If Which of the following teaching approaches do you use in $\{q://QID4/ChoiceTextEntryValue\}$? (Pleas... = Videos Shown/Used

Q45

Do your videos shown in $\{Q3/ChoiceTextEntryValue\}$ reflect different types of diversity, including but not limited to the following?

	Not Relevant (1)	Never (2)	Sometimes (3)	Always (4)
Age (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Body Size and Shape (13)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Disability (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ethnicity (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
First-Generation College Student (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gender (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Race (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Religion (12)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sexual Orientation (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Socioeconomic Status (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (please explain): (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Display This Question:

If Which of the following teaching approaches do you use in $\{q://QID4/ChoiceTextEntryValue\}$? (Pleas... = Videos Shown/Used

Q46 Do you consider diverse cultures, geographic settings, or locales when selecting in-class videos for $\{Q3/ChoiceTextEntryValue\}$?

- Yes (30)
- No (31)
- Not relevant (33)
- Unsure (32)

Display This Question:

If Which of the following teaching approaches do you use in $\{q://QID4/ChoiceTextEntryValue\}$? (Pleas... = Videos Shown/Used

Q47 When there is representation in videos, are elements of [diversity](#) depicted fairly in a non-reductive manner?

- Unsure (9)
- Always (1)
- Sometimes (6)
- Rarely (7)

Display This Question:

If Which of the following teaching approaches do you use in $\{q://QID4/ChoiceTextEntryValue\}$? (Pleas... = Videos Shown/Used

Q48 Are your $\{Q3/ChoiceTextEntryValue\}$ students given access to any of the following visual aids to accompany videos shown? (Please check all that apply)

- Closed Captioning of videos (2)
- Transcript to videos shown (4)
- Other (please explain): (3) _____

Display This Question:

If Which of the following teaching approaches do you use in $\{q://QID4/ChoiceTextEntryValue\}$? (Pleas... = Videos Shown/Used

Q49 Please share a link or describe an example of a video shown in $\{Q3/ChoiceTextEntryValue\}$:

End of Block: Videos Shown/Used

Start of Block: Guest Speakers

Display This Question:

If Which of the following teaching approaches do you use in $\{q://QID4/ChoiceTextEntryValue\}$? (Pleas... = Guest Speakers

Q50 Guest Speakers

Display This Question:

If Which of the following teaching approaches do you use in $\{q://QID4/ChoiceTextEntryValue\}$? (Pleas... = Guest Speakers

Q51

When selecting guest speakers, do you consider different types of diversity, including but not limited to the following?

	Not relevant (4)	Never (1)	Sometimes (2)	Always (3)
Age (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Body Size and Shape (12)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Disability (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ethnicity (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
First-Generation College Student (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gender (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Race (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Religion (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sexual Orientation (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Socioeconomic Status (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (please explain): (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Display This Question:

If Which of the following teaching approaches do you use in $\{q://QID4/ChoiceTextEntryValue\}$? (Pleas... = Guest Speakers

Q52

If you include panels, do you attempt to compose a diverse group of speakers?

- Not relevant (13)
- Always (0)
- Sometimes (11)
- Rarely (12)

End of Block: Guest Speakers

Start of Block: Case Studies

Display This Question:

If Which of the following teaching approaches do you use in \${q://QID4/ChoiceTextEntryValue}? (Pleas... = Case Studies

Q53 Case Studies

Display This Question:

If Which of the following teaching approaches do you use in \${q://QID4/ChoiceTextEntryValue}? (Pleas... = Case Studies

Q54 How often do your case studies have diverse authors?

- Not relevant (4)
 - Rarely (1)
 - Sometimes (5)
 - Always (6)
 - Rarely (3)
-

Display This Question:

If Which of the following teaching approaches do you use in $\{q://QID4/ChoiceTextEntryValue\}$? (Pleas... = Case Studies

Q55 How often do the $\{Q3/ChoiceTextEntryValue\}$ case studies consider the following elements of diversity for case study protagonists?

	Not Relevant (11)	Never (12)	Sometimes (13)	Always (21)
Age (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Body Size and Shape (13)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Disability (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ethnicity (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
First-Generation College Student (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gender (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Race (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Religion (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sexual Orientation (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Socioeconomic Status (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (please explain): (12)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Display This Question:

If Which of the following teaching approaches do you use in \${q://QID4/ChoiceTextEntryValue}? (Pleas... = Case Studies

Q56 Please upload a file for an example of a case study for \${Q3/ChoiceTextEntryValue}.

End of Block: Case Studies

Start of Block: Project-Based Learning (Individual or Group work)

Display This Question:

If Which of the following teaching approaches do you use in \${q://QID4/ChoiceTextEntryValue}? (Pleas... = Project-based Learning (Individual or Group work)

Q57 Project-Based Learning (Individual or Group work)

Display This Question:

If Which of the following teaching approaches do you use in \${q://QID4/ChoiceTextEntryValue}? (Pleas... = Project-based Learning (Individual or Group work)

Q58 For \${Q3/ChoiceTextEntryValue}, are projects for individuals or groups? Please select all that apply.

Individual (1)

Group (2)

Display This Question:

If For = Individual

And For = Group

Q59 Who selects project topics for $\{Q3/ChoiceTextEntryValue\}$?

- Student-selected based on individual interests (1)
- Students choose from a list of recommended list of project topics (2)
- Instructor identifies and assigns project topics (3)
- Other (please explain): (4) _____

Display This Question:

If Who selects project topics for $\{q://QID4/ChoiceTextEntryValue\}$? = Students choose from a list of recommended list of project topics

And Who selects project topics for $\{q://QID4/ChoiceTextEntryValue\}$? = Instructor identifies and assigns project topics

Q60 As an instructor for $\{Q3/ChoiceTextEntryValue\}$, what considerations relative to diversity, equity, and inclusion do you consider when assigning or listing project topic(s), if any? Please provide 1-3 sentences.

Display This Question:

If For = Group

Q61

For group work in $\{Q3/ChoiceTextEntryValue\}$, do you assign a team to the students (as opposed to students self-selecting groups)?

- Instructor assigns groups (1)
- Students self-select groups (2)

Display This Question:

If Team Projects For group work in , do you assign a team to the students (as opposed to student = Instructor assigns groups

Q62 Do you attempt to create groups with diverse perspectives?

- Not relevant (6)
- Yes (1)
- No (2)

Display This Question:

If For = Group

Q63 Do you ask students to rate or evaluate their peers' performance after team projects in $\{Q3/ChoiceTextEntryValue\}$?

- Yes (1)
- No (5)

Display This Question:

If Do you ask students to rate or evaluate their peers' performance after team projects in ... = Yes

Q64 When do you ask students to rate their peer's performance for $\{Q3/ChoiceTextEntryValue\}$?
(Please check all that apply)

- After co-written group project, essays, or reports(s) (1)
- After group presentations(s) (5)
- As part of another assignment (8)
- Other (please explain): (7) _____

Display This Question:

If Do you ask students to rate or evaluate their peers' performance after team projects in ... = Yes

Q65 Do you provide clear instructions and basic training on peer ratings?

- Yes (1)
- No (2)

Display This Question:

If Do you ask students to rate or evaluate their peers' performance after team projects in ... = Yes

Q66 Please upload of a file of a rubric or instructions given to students about peer rating:

End of Block: Project-Based Learning (Individual or Group work)

Start of Block: Examples Questions

Display This Question:

If Which of the following teaching approaches do you use in $\{q://QID4/ChoiceTextEntryValue\}$? (Pleas... = Example Questions

Q67 Examples Questions

Display This Question:

If Which of the following teaching approaches do you use in $\{q://QID4/ChoiceTextEntryValue\}$? (Pleas... = Example Questions

Q68

Do your examples in $\{Q3/ChoiceTextEntryValue\}$ consider different types of diversity, including but not limited to the following?

	Not relevant (113)	Never (114)	Sometimes (120)	Always (122)
Age (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Body Size and Shape (17)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Disability (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ethnicity (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
First-Generation College Student (16)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gender (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Race (18)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Religion (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sexual Orientation (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Socioeconomic Status (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (please explain): (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Display This Question:

If Which of the following teaching approaches do you use in $\{q://QID4/ChoiceTextEntryValue\}$? (Pleas... = Example Questions

Q69

How often do your in-class examples for $\{Q3/ChoiceTextEntryValue\}$:

	Not relevant (11)	Never (13)	Sometimes (14)	Always (16)
Have diverse character names and backgrounds? (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Have diverse settings and backgrounds? (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Display This Question:

If Which of the following teaching approaches do you use in $\{q://QID4/ChoiceTextEntryValue\}$? (Pleas... = Example Questions

Q70 Please upload a file of an example question used in $\{Q3/ChoiceTextEntryValue\}$:

End of Block: Examples Questions

Start of Block: Simulations

Display This Question:

If Which of the following teaching approaches do you use in $\{q://QID4/ChoiceTextEntryValue\}$? (Pleas... = Simulations

Q71 Simulations

Display This Question:

If Which of the following teaching approaches do you use in $\{q://QID4/ChoiceTextEntryValue\}$? (Pleas... = Simulations

Q72

Do your in-class simulations for $\{Q3/ChoiceTextEntryValue\}$ consider different types of diversity, including but not limited to the following?

	Not relevant (1)	No (2)	Yes (4)
Age (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Body Size and Shape (12)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Disability (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ethnicity (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
First-Generation College Student (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gender (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Race (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Religion (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sexual Orientation (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Socioeconomic Status (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (please explain) (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Display This Question:

If Which of the following teaching approaches do you use in $\{q://QID4/ChoiceTextEntryValue\}$? (Pleas... = Simulations

Q73 Please upload an example of your simulation you used in class for $\{Q3/ChoiceTextEntryValue\}$.

End of Block: Simulations

Start of Block: Flipped Classroom

Display This Question:

If Which of the following teaching approaches do you use in $\{q://QID4/ChoiceTextEntryValue\}$? (Pleas... = Flipped Classroom

Q74 Flipped Classroom

Display This Question:

If Which of the following teaching approaches do you use in $\{q://QID4/ChoiceTextEntryValue\}$? (Pleas... = Flipped Classroom

Q75 Are students consulted prior to implementation of a flipped classroom approach?

Yes (1)

No (2)

Display This Question:

If Which of the following teaching approaches do you use in $\{q://QID4/ChoiceTextEntryValue\}$? (Pleas... = Flipped Classroom

Q76 How are the expectations for a $\{Q3/ChoiceTextEntryValue\}$ flipped classroom delivered? (Please check all that apply.)

- Delineated in the syllabus (4)
- Uploaded Canvas website or other platform (1)
- Verbal or written assignment in class (3)
- Other (please explain): (5) _____

Display This Question:
If Which of the following teaching approaches do you use in $\{q://QID4/ChoiceTextEntryValue\}$? (Pleas... = Flipped Classroom

Q77 Are students given the opportunity to provide feedback about their learning experience in your $\{Q3/ChoiceTextEntryValue\}$ classroom?

- Yes (1)
- No (2)
- Not sure (3)

Display This Question:
If Which of the following teaching approaches do you use in $\{q://QID4/ChoiceTextEntryValue\}$? (Pleas... = Flipped Classroom

Q78 Some students might not have access to stable internet or a quiet home environment. How do you accommodate for these challenges? Please explain in 1-3 sentences.

End of Block: Flipped Classroom

Start of Block: Lectures

Display This Question:

If Which of the following teaching approaches do you use in $\{q://QID4/ChoiceTextEntryValue\}$? (Please... = Lectures

Q79 Lectures

Display This Question:

If Which of the following teaching approaches do you use in $\{q://QID4/ChoiceTextEntryValue\}$? (Please... = Lectures

Q80 How are lectures delivered for $\{Q3/ChoiceTextEntryValue\}$? (Please check all that apply.)

- In-person (1)
- Synchronously online (2)
- Uploaded for later viewing on Canvas website or other platform (3)
- Other (please explain): (4) _____

Display This Question:

If Which of the following teaching approaches do you use in $\{q://QID4/ChoiceTextEntryValue\}$? (Please... = Lectures

Q81 Are your $\{Q3/ChoiceTextEntryValue\}$ students given access to presentation materials, or any of the following visual aids? (Please check all that apply)

- ADA compliant slides shown during lecture (5)
- Closed Captioning of lectures (2)
- Powerpoint slides provided (1)
- Transcript to video or audio lectures (4)
- Other (please explain): (3) _____

End of Block: Lectures

Start of Block: Service Learning

Display This Question:

If Which of the following teaching approaches do you use in $\{q://QID4/ChoiceTextEntryValue\}$? (Pleas... = Service Learning

Q82 Service Learning

Display This Question:

If Which of the following teaching approaches do you use in $\{q://QID4/ChoiceTextEntryValue\}$? (Pleas... = Service Learning

Q83 Who selects service learning sites for $\{Q3/ChoiceTextEntryValue\}$?

- Student-selected based on individual interests (1)
 - Students choose from a list of recommended sites (2)
 - Instructor identifies and assigns service learning site(s) (3)
 - Other (please explain): (4) _____
-

Display This Question:

If Who selects service learning sites for $\{q://QID4/ChoiceTextEntryValue\}$? = Students choose from a list of recommended sites

And Who selects service learning sites for $\{q://QID4/ChoiceTextEntryValue\}$? = Instructor identifies and assigns service learning site(s)

Q84 As an instructor for $\{Q3/ChoiceTextEntryValue\}$, what considerations relative to diversity, equity, and inclusion do you consider when assigning or listing service site(s), if any? Please provide 1-3 sentences.

Display This Question:

If Which of the following teaching approaches do you use in $\{q://QID4/ChoiceTextEntryValue\}$? (Pleas... = Service Learning

Q85 If there is any travel involved, how do you accommodate or assist students who may face transportation barriers?

- Allow remote service (3)
- List transportation resources in syllabus or in class (7)
- Refer students to University-provided shuttles (2)
- Refer students to local CT transit (trains, buses) (1)
- Other (please explain): (5) _____

Display This Question:

If Which of the following teaching approaches do you use in \${q://QID4/ChoiceTextEntryValue}? (Pleas... = Service Learning

Q86 How are students prepared for service learning in your \${Q3/ChoiceTextEntryValue} class? For example, are they provided any training before entering a community or service site? Please provide up to 3 sentences.

Display This Question:

If Which of the following teaching approaches do you use in \${q://QID4/ChoiceTextEntryValue}? (Pleas... = Service Learning

Q87 Please share an example of a rubric or any instructions provided regarding instructions for student to complete their \${Q3/ChoiceTextEntryValue} project or service requirements.

End of Block: Service Learning

Start of Block: Other Teaching Approaches

Display This Question:

If Which of the following teaching approaches do you use in \${q://QID4/ChoiceTextEntryValue}? (Pleas... = Other (please specify)

Q88 Other Teaching Approaches

Display This Question:

If Which of the following teaching approaches do you use in \${q://QID4/ChoiceTextEntryValue}? (Pleas... = Other (please specify)

Q89 Please name and describe other teaching approaches or methods you employ in your $\{Q3/ChoiceTextEntryValue\}$ classroom. (Please provide 1-3 sentences.)

Display This Question:

If Which of the following teaching approaches do you use in $\{q://QID4/ChoiceTextEntryValue\}$? (Pleas... = Other (please specify)

Q90 Please upload a file to share best practices regarding diversity, and equity, and inclusion in teaching that have not already been discussed.

End of Block: Other Teaching Approaches

Start of Block: Section 7: Next Steps

Q91 Section 7: Next Steps

Your response will be kept confidential and data will be reported in aggregate. However, we would like to provide you with an opportunity to be credited with best practices you share, if you would like.

We would also like to hear if there are resources you would like to see offered at the University to support you in incorporating diversity, equity, and inclusion in your curriculum and teaching practice.

Q92 Please list any additional resources you would like to have provided by the University.

Page Break

Q93 Would you like your name attached to any of the content or best practices you have shared?

Yes (1)

No (2)

Display This Question:

If Would you like your name attached to any of the content or best practices you have shared? = Yes

Q94 If you would like to be credited, please provide the following information (optional):

Name: (1) _____

Email: (2) _____

End of Block: Section 7: Next Steps
