

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

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2 EXECUTIVE SUMMARY

Following growing concerns surrounding police violence, racial injustice, and social inequalities across the United States, a team of faculty, staff, and students convened in the summer of 2020 to discuss possible efforts to be carried out at the University of New Haven. Together, they proposed the development of a novel tool to assess the existing curriculum at the University to gauge if and how topics related to diversity, equity, and inclusion (DEI) are taught in the classroom. Following a comprehensive review of the existing academic literature, including efforts to identify existing assessment resources, the authors developed a novel tool involving a survey that captured various of dimensions of DEI topics as well as practices instructors implemented in their respective courses (e.g., DEI statements in the syllabus, use of videos, etc.). Faculty - including adjunct, practitioners-in-residence, and full-time instructors of all levels - teaching high-impact courses across the University's five colleges were invited to participate in the survey.

In this report, we provide the results of 133 respondents to the curriculum assessment. Some recommendations are provided but in no way are any of the proposed action steps a universal solution to fill existing gaps in DEI efforts at the University. This report aims to serve as an initial step towards helping the University foster a more inclusive learning environment for its diverse community of students, staff, and faculty.

Key findings:

- The majority of instructors surveyed indicated they have received prior training in diversity, equity, and inclusion in the curriculum or classroom.
- Despite the high proportion of instructors receiving DEI training, many expressed uncertainty and difficulty incorporating the knowledge and skills gained from the training into their classroom environment; this was particularly true for instructors of science courses. There is an opportunity for the University to clarify the importance of implicit curriculum and support instructors to effectively incorporate DEI into their classrooms.
- The Center for Teaching Excellence (CTE), the Myatt Center for Diversity and Inclusion, and direct support from a knowledgeable colleague are among the most utilized DEI-related University resources.
- Instructors are overwhelmingly, though not universally, employing DEI statements in their syllabi; chosen/preferred names are also encouraged in the classroom.
- Videos, lectures, and project-based learning were the three most cited teaching modalities instructors report using in their classrooms.
- While DEI-topics were depicted in various teaching modalities, areas of DEI that were less discussed in the classroom included the following: first-generation college student status, body image (e.g., weight discrimination), disability status, sexual orientation, and religion.

3 BACKGROUND

The impetus for this curriculum assessment came from conversations in May and June of 2020 about racial and social justice education at the University of New Haven (hence referred to as the University). In response to student and faculty calls to “audit” the curriculum, a team of faculty and students began the process of identifying tools and resources to understand strengths and weaknesses in the curriculum. Our approach to understanding the curriculum includes assessing the content taught in courses as well as instructor preparation and approach. The goal of this project was to identify a baseline measurement of how the University of New Haven is currently performing on being inclusive, diverse, and welcoming as a campus, specifically with respect to our curriculum. This report serves as a starting point for quality improvement efforts across the campus in our continued pursuit of our vision of excellence in higher education.

Implicit and Explicit Curriculum

In approaching our assessment, we sought to assess both the implicit and explicit curriculum. The explicit curriculum is that which is stated and documented in the syllabus, on learning management systems, and in the course catalog. The implicit curriculum is that which is less clearly stated but still clearly presented to students. It consists of values, role modeling, and subtle messaging about what is acceptable and unacceptable. Historically, student concerns about campus climate include students not feeling welcomed or represented in their classes because of their backgrounds and identities. Therefore, assessing the implicit curriculum should be part of any attempt to capture what students are receiving in the classroom.

4 METHODS

Tool Development

A search of peer-reviewed and grey literature identified that few existing tools are available and validated to assess both the explicit and implicit curriculum. Jennifer Griffith and her team at the University of New Hampshire came the closest with their attempt to assess the curriculum at the Peter T. Paul College of Business and Economics (unpublished, resources available upon request). However, as those resources were designed to assess a business school curriculum, there were limitations in applying them across the schools at the University. Therefore, we began with the University of New Hampshire tools and built upon them by referencing normative practices and recommendations available through the University of New Haven's Center for Teaching Excellence. The draft survey was reviewed by colleagues at the University (see Acknowledgements) in advance of distributing it to instructors.

Survey Sample Selection and Distribution

The curriculum is ever-changing across the University, with new courses being developed and added, additional programs being created, and existing programs consolidated and changed. Additionally, university instructors change with unpredictable frequency, especially during the pandemic, as full-time, part-time, and adjunct roles shifted. For these reasons, we chose to sample a subset of the curriculum we considered to have the highest impact, such as core curriculum courses, courses with wide subscription across majors, and major or program-required courses. In order to derive a sample, we asked the Dean's offices, the Diversity, Equity, and Inclusion (DEI) committees in each school or college, and students who were nominated by the Dean or DEI committee to identify courses that they considered high-impact based on our criteria. We asked them to identify both undergraduate and graduate courses.

We then identified current employees of the University who had taught the courses in the past four semesters. When the same instructor was nominated for multiple courses, we asked them to respond for the course with the fewest other instructors responding. We aimed, whenever possible, to have respondents for courses across the 1000-4000 level in the undergraduate curriculum as well as the graduate curriculum.

We created the survey in Qualtrics. The survey was distributed via email to selected instructors in the School of Health Sciences (SHS) and the Tagliatela College of Engineering (TCoE) in Fall 2021. College of Arts and Sciences (CAS), Pompea College of Business (PCoB), and Henry C. Lee College (HCLC) instructors received the survey in Spring of 2022.

Survey Analysis

We analyzed the responses to the survey across the University and where appropriate, broken down by college. We used descriptive statistics, cross-tabulations, and qualitative content

analyses of long-answer survey questions. Using Stata, Excel, Tableau, and Qualtrics, we developed analyses and visuals for the major topic areas.

5 RESPONDENT CHARACTERISTICS

We had a survey response rate of 75.5% (n=133). Among the respondents, 38.5% were professors of any rank, 19.2% were lecturers of any rank, 9% were Practitioners-in-Residence (PIRs), 32.7% were adjunct faculty, and 0.6% were staff at the University who are instructors (Figure 1). The majority of respondents were from CAS, which was in proportion to the number of suggested courses and faculty (Figure 2). The rank of respondents varied substantially among colleges and schools (Figure 3). The diversity of rank among respondents is a promising signal that this survey captured the experiences, backgrounds, knowledge, and practices of the range of instructors students may interact with in the classroom.

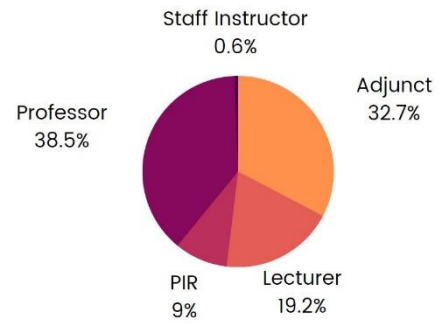


Figure 1. Responses by Instructor Type

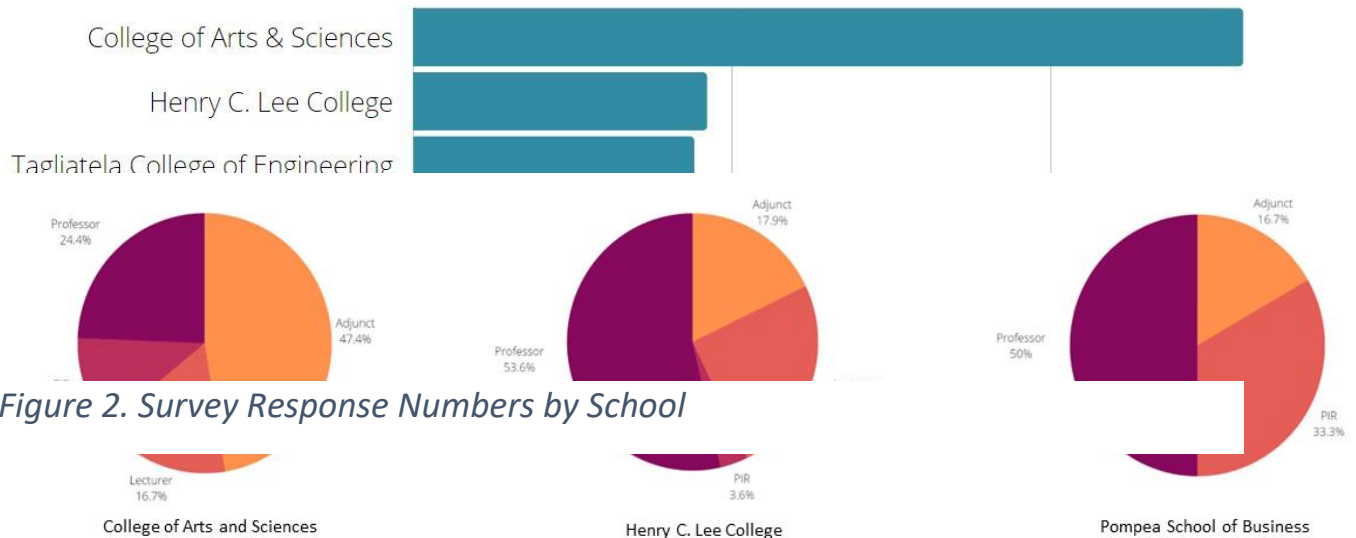


Figure 2. Survey Response Numbers by School

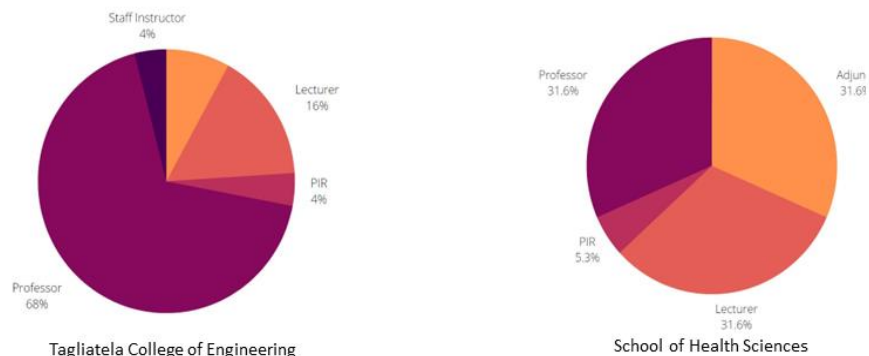


Figure 3. Respondent Appointment Type by School

In addition to characteristics about their role at the University and in the classroom, we asked respondents to describe how their personal backgrounds, identities, and experiences affected their diversity, equity, and inclusion practices in the classroom. Though not a representative sample by nature, the range of responses suggests the background of our current instructors adds to the vibrancy in the classroom and helps create diversity that students may see themselves reflected in (Figure 4).

In addition to the experiences and backgrounds of our instructors, we were interested in understanding the impact of University training on practices surrounding DEI in the classroom. Table 1 shows the breakdown of responses. There is substantial variation in the reports of having received training at the University based on instructor role, with full-time appointees (professors and lecturers) reporting 72% and 77% respectively, while PIRs, who may be full- or part-time, and adjuncts reporting less likelihood of having received training at 42% and 55% respectively. This suggests the following implications:

- Among the full-time respondents, 23-28% report not having attended a DEI training in the past three years. This is not a representative sample, so we cannot know if this reflects the rate of attendance across all full-time University instructors, but this does suggest that more should be done to ensure all instructors are keeping apprised of best practices for DEI in the classroom.
- Given the nature of part-time instructors' interaction with the campus training resources, having lower rates of training does not necessarily come as a surprise. However, with increasing numbers of adjuncts and PIRs staffing classes, it is in our best interest to contemplate about how we convey expectations and provide training to encourage DEI in the classroom.

Table 1. Self-Report of Training Received

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?

| Instructor Role | Yes | Uncertain | No |
|---|------|-----------|-----|
| Adjunct (n= 40) | 55% | 10% | 35% |
| Lecturer (n= 22) | 77% | 9% | 14% |
| Practitioner-In-Resident (PIR) (n= 12) | 42% | 8% | 50% |
| Professor (n= 50) | 72% | 12% | 16% |
| Staff Instructor (n = 1) | 100% | - | - |

N=125

Q14 How does your identity, your lived experiences, and/or your educational history affect your practices regarding DEI in the classroom?

The following responses highlight respondents' (n = 117) most frequently referenced identities and experiences.

15% of respondents reference industry experience or community practice

Immigrant Status

I was a foreign student when I first began college in the US and went through many experiences that an international student, including **language barriers**, goes through. I believe this long experience will make me better understand difficulties that students of non-traditional backgrounds might encounter and help them in circumventing them if/when possible.

Non-Traditional Student

My own experiences and struggles learning and as a non-traditional commuting student most affect my DEI practices in the classroom. Additionally, I try to **reflect on past student experiences** that they have shared with me and make sure I am aware of any classroom practice are inclusive to all student needs.

First Generation

I am a first-generation college graduate so I try to make the **invisible expectations** visible for students. DEI for me is **about power**, recognizing inequities in access to that power and developing ways to change them. I do this with policies and trying to make students think critically about power, who has it, and why.

Industry Experience

As a thirty-five year media veteran, my experiences include work in both sports and news.

Race and ethnicity

I identify as a minority woman of color and have vast experience **being in a classroom (as a student and faculty) with high diversity**. Although DEI was not always practiced in my own experiences as a student, I have made it a point to create an inclusive classroom for my students allowing them to celebrate their diversity in identity, thoughts, beliefs, gender, sexual orientation, religion, etc.

Socioeconomic status

As someone who grew up in a challenging financial environment, and having been a first generation college student, I purposely **reflect on my experiences** in order to show support for all students from all backgrounds being mindful to care for and express support in class to all students from historically marginalized communities.

** Responses are not representative of all instructor views or groups they belong to. For a complete list of responses, see Appendix C

Figure 4. Self-Reported impacts of identity and experience on DEI practices in the classroom

The question of trainings was intentionally left open-ended and fairly broad—we did not define or restrict how respondents defined DEI training. For that reason, we expect these numbers to reflect trainings individuals undertook on their own, programmatic or departmental efforts, school-wide initiatives, or University trainings through the Center for Teaching Excellence (CTE), the Myatt Center for Diversity and Inclusion, and the Office of the Provost. However, we were interested in understanding in depth how useful the trainings were according to respondents. A table of the responses to the question is included in Appendix B. We have excerpted some of the key themes here in Figure 5.

Q17 What has been useful from diversity, equity, and inclusion training?

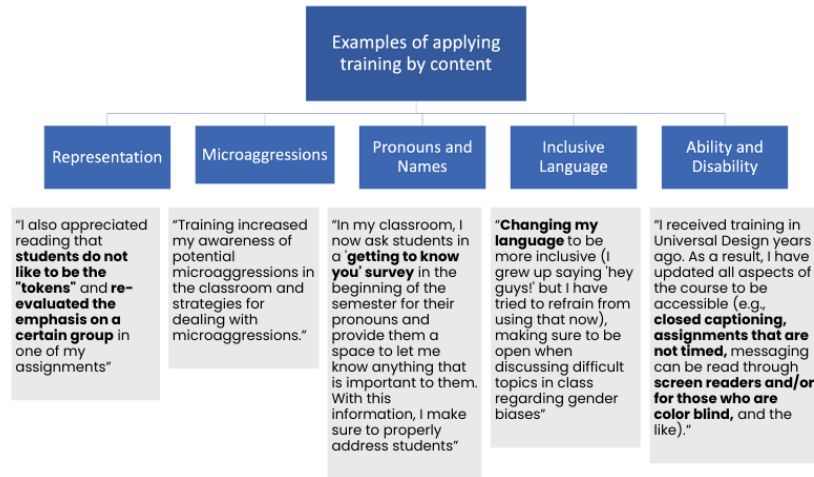


Figure 5. Excerpts of quotes on DEI training

In addition to the themes around creating a welcoming space for students, themes arose around designing coursework for accessibility (Figure 6). This indicates that many instructors who have received trainings in aspects of DEI have incorporated those trainings into their classroom practices. While feedback was generally quite positive about the impact of trainings, some themes did arise about the limitations of trainings such as the LinkedIn training that was required in 2021. Additionally, some instructors found themselves at a loss for how to incorporate DEI trainings into their classrooms when the course content is very technical, such as science courses. This presents an opportunity for the University to clarify the importance of implicit curriculum and ensure that instructors are aware of how DEI practices can and should be incorporated into every classroom on campus.

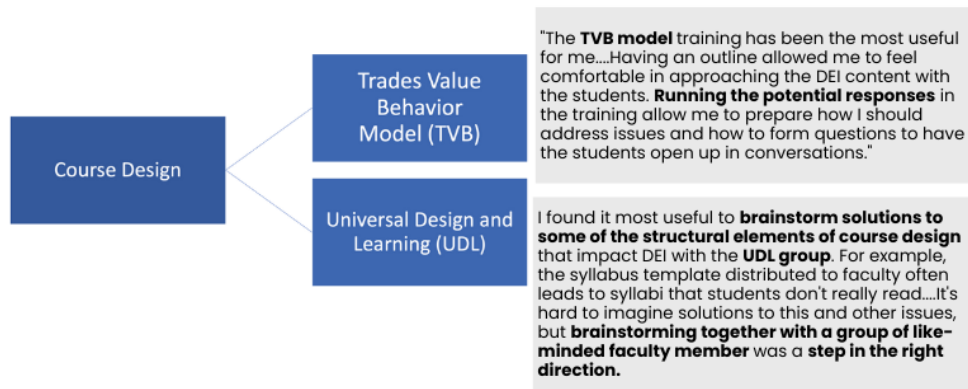
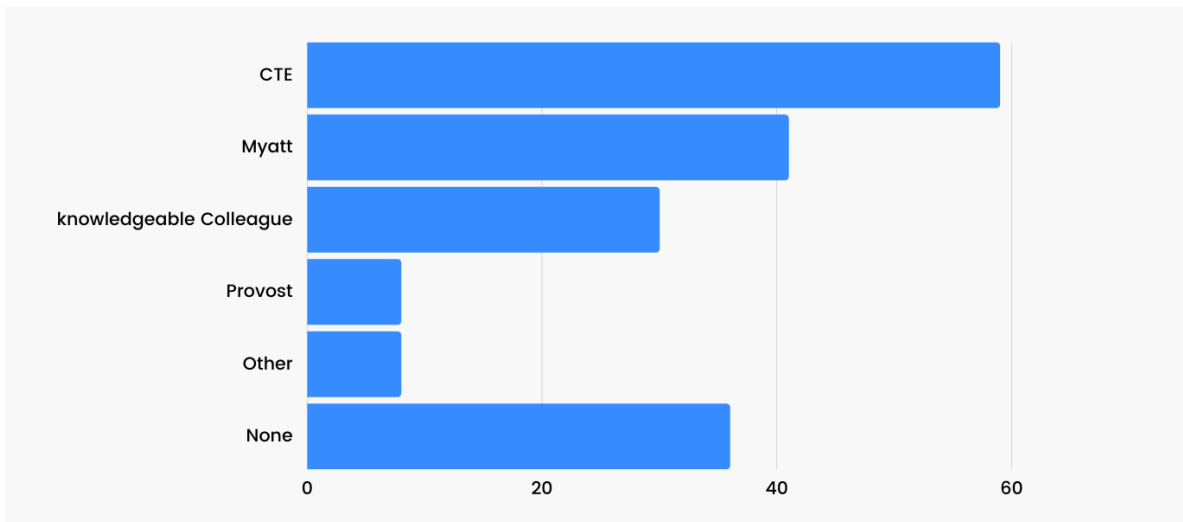


Figure 6. Quotations on Course Design Training

When asked which resources on campus they consulted, respondents cited several of the existing University offices (Figure 7, respondents could choose all that apply). The Center for Teaching Excellence was the most commonly cited resource, followed by the Myatt Center, and then knowledgeable colleagues (see below for names of specific colleagues). Interestingly, a substantial number of respondents reported that they did not consult resources on campus. Additionally, Table 2 shows similarities and differences in respondent use of resources based on school affiliation.

Figure 7. Resources consulted by number of respondents



| Colleges | CTE | Provost Office | Myatt Center | Knowledgeable Colleague | Other | None |
|---|----------|----------------|--------------|-------------------------|--------|----------|
| College of Arts & Sciences (n= 90) | 33% (30) | 4% (4) | 23% (21) | 16% (14) | 3% (3) | 20% (18) |
| Henry C. Lee College (n= 33) | 42% (14) | 3% (1) | 21% (7) | 15% (5) | 3% (1) | 15% (5) |
| Pompea College of Business (n= 5) | 40% (2) | - | - | 20% (1) | - | 40% (2) |
| School of Health Sciences (n= 24) | 21% (5) | 4% (1) | 25% (6) | 25% (6) | 8% (2) | 17% (4) |
| Tagliatela College of Engineering (n= 30) | 27% (8) | 7% (2) | 23% (7) | 23% (4) | 7% (2) | 23% (7) |

Table 2. Resource consultation by college

As the University charts a path forward in diversity equity, inclusion, access and belonging, having a sense of who among us is already recognized for work in this space will help us grow our assets. The responses to this question were free-form and they have been collected in Figure 8. The relative size of the name relates to the frequency with which it was mentioned. This is not intended to be an exhaustive list, and due to the nature of the sampling frame, certain schools and colleagues may have an advantage in the calculation of frequency. Therefore, the information should be treated as a useful first step to determining the social network around DEI on campus but should not be assumed to be comprehensive.



Figure 8. Knowledgeable colleagues

6 SYLLABUS CONTENT

One of the most common means of assessing DEI in the curriculum has been to evaluate the course syllabus. Instructors can set the tone of the classroom, communicate policies that promote DEI, and, where appropriate, make clear what course content addresses DEI in the discipline. We were most interested in how instructors set a tone and communicated class policies using the syllabus, allowing that DEI content would be very course-specific and could not be assessed appropriately using the same tools across all colleges and course types. Therefore, our questions asked about DEI statements on the syllabus, alignment with the University policies, and sought examples and best practices from instructors. Figure 9 shows the responses by school as well as the alignment with the University DEI mission statement. Notably, specific schools offer syllabus templates with draft language that instructors can copy or modify in drafting their syllabus. This likely accounts for a substantial amount of the variation seen in the responses here. Schools/Colleges in which instructors do not have DEI statements or have a high number of “unsure” responses can consider adding template language that instructors can incorporate each semester. This is not a guarantee of a diverse and welcoming classroom environment, but it can set the tone for students upon their introduction to the class.

In addition to providing a DEI statement, we were interested in understanding the forms of diversity instructors addressed in their statement. The list we offered to respondents was developed in reference to the types of students we typically welcome to campus, as well as dimensions of diversity described in best practice documents we reviewed in developing the tool. These dimensions are not comprehensive of every aspect of diversity an instructor might wish to consider in the classroom. However, they are largely representative of dimensions of diversity discussed across best practice documents in the field of DEI in curriculum and coursework. You will see the same list repeated throughout additional sections of this report. Figure 10 shows the responses (count) on dimensions of diversity addressed in the syllabus DEI statement.

Figure 9. DEI Statement on Syllabus and Alignment with UNH Mission

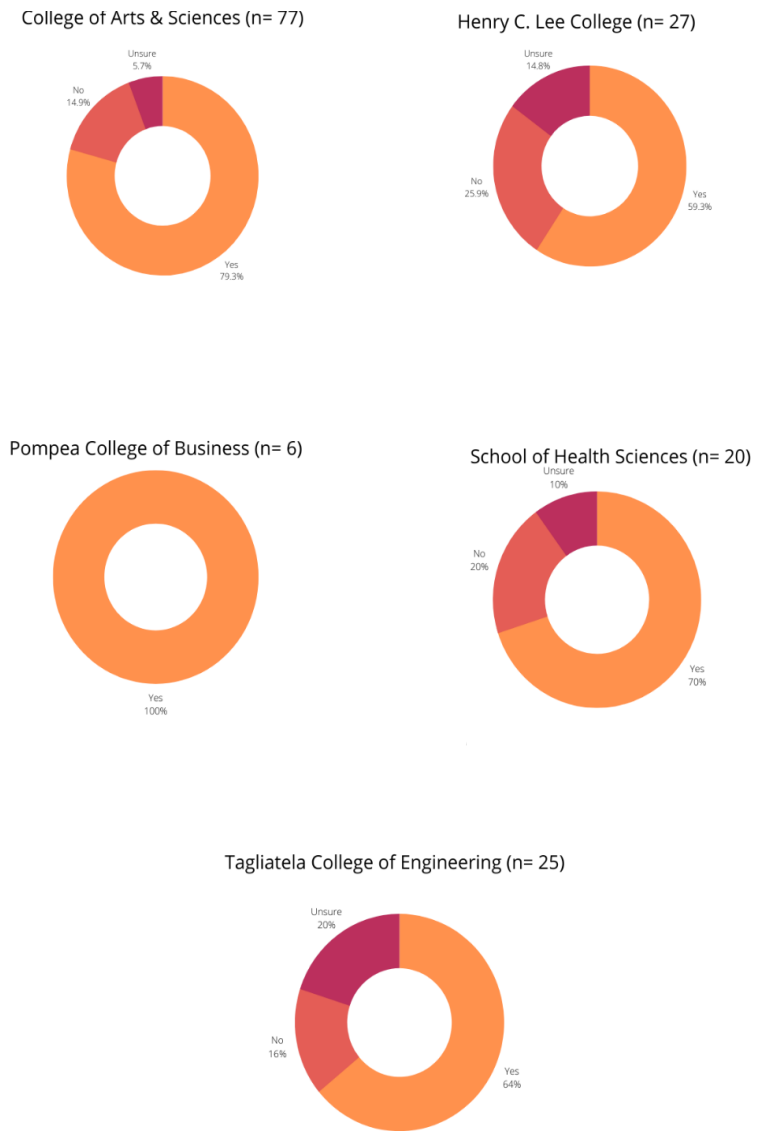
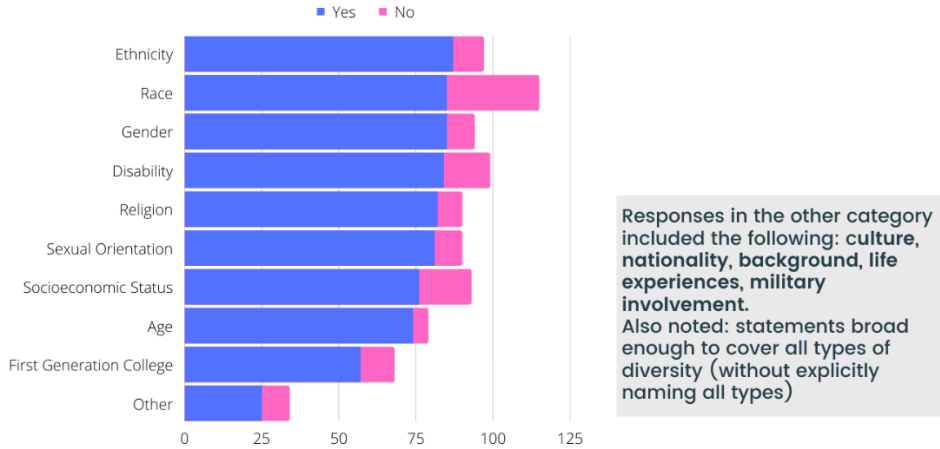


Figure 10. Dimensions of diversity in DEI Statement



Taken together, these data suggest that instructors are largely, though not universally, employing DEI statements in their syllabi, and that those statements tend to explicitly address certain types of diversity while being less likely to address others. This may be an opportunity for the University to consider how we portray diversity to our students, including what we mean when we say “diversity” and what recognition we provide to students who may identify across these dimensions of diversity. This may also present an opportunity for instructors to think about ways their classroom environments and policies emphasize some types of diversity rather than others.

7 CLASSROOM ENVIRONMENT

The classroom environment is a space where instructors hold a lot of agency to establish an inclusive and welcoming learning environment. The implicit curriculum is often on display in the way instructors present themselves to the classroom, invite students to be themselves in the classroom, and encourage interactions between students that foster feelings of acceptance and belonging. Many characteristics in the classroom are difficult to capture in a survey, so we sought to highlight specific best practices, including using gender-inclusive language. Figure 11 shows responses for how and when respondents use gender inclusive language and Figure 12 shows whether they allow students in class to identify their chosen name and pronouns.

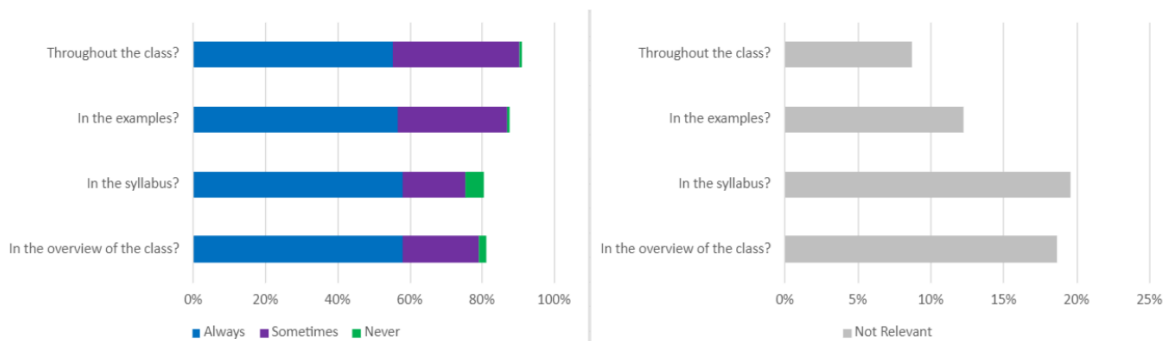
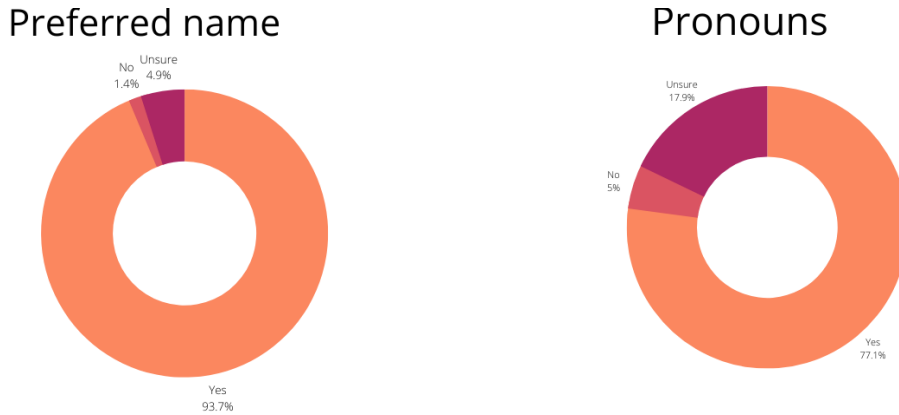


Figure 11. Use of gender inclusive language in classroom

Figure 12. Frequency of allowing students to identify preferred name and pronouns.

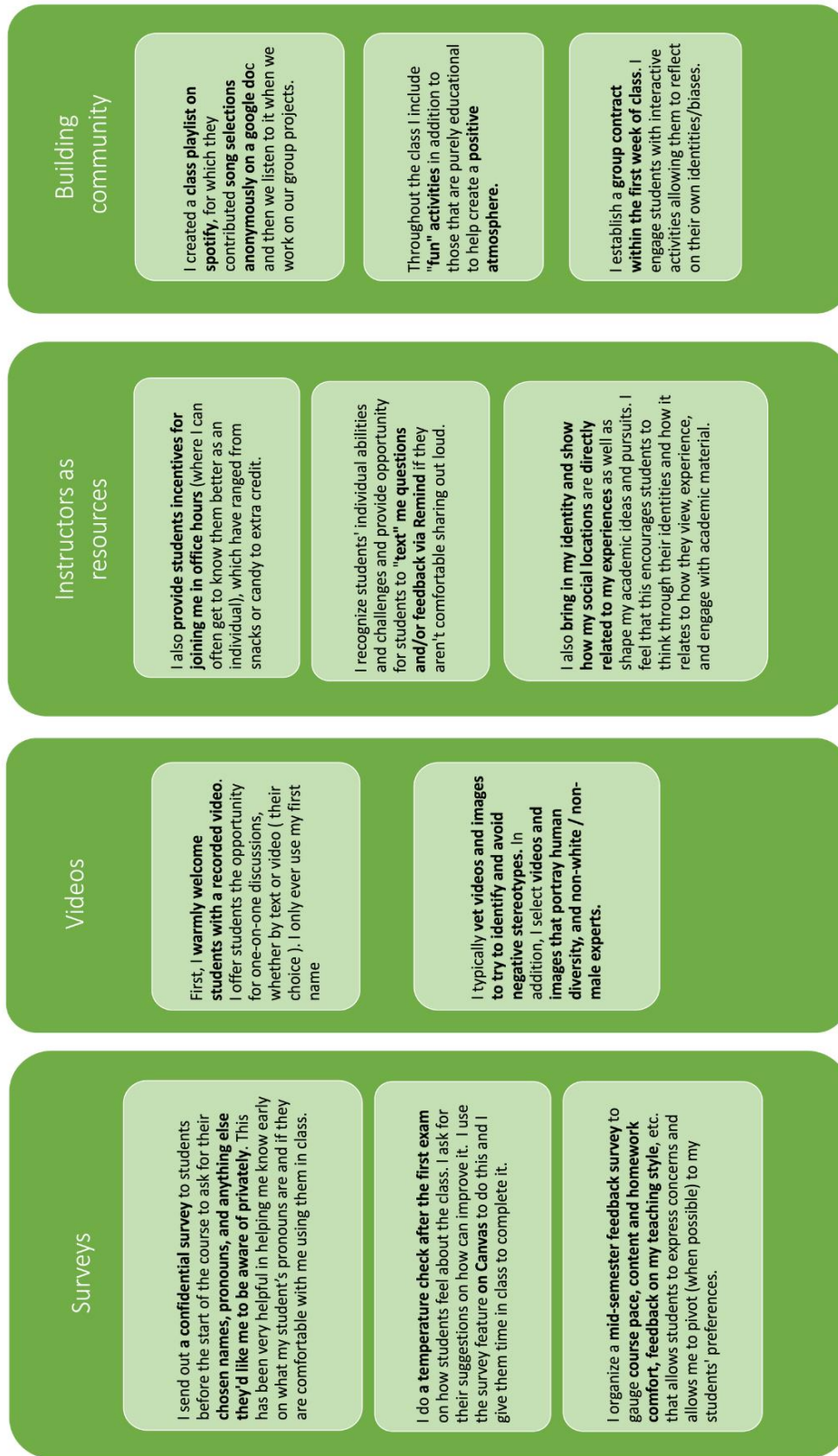


Nearly 23% of respondents reported that they either did not or were unsure whether they allowed students to self-identify pronouns. Creating gender-inclusive classrooms has been a key initiative for improving DEI in the classroom. The responses to the survey suggest that more can be done to ensure all instructors are prepared and understand the importance of creating a gender-inclusive environment.

We also allowed instructors to describe in some detail what they believe they bring to the classroom to create a welcoming environment and encourage feelings of belonging among students. Some themes that arose included using surveys to allow students to provide feedback—at the beginning of the semester, to self-identify, and mid-semester or after significant assignments to check on the status of the students. Other instructors use videos to interact with their students. Instructors also work to get to know their students and share their own background and humanity in the class. Additionally, some respondents described building community in their classrooms through various strategies to set a tone, be welcoming, and make the classroom a positive environment (Figure 13).

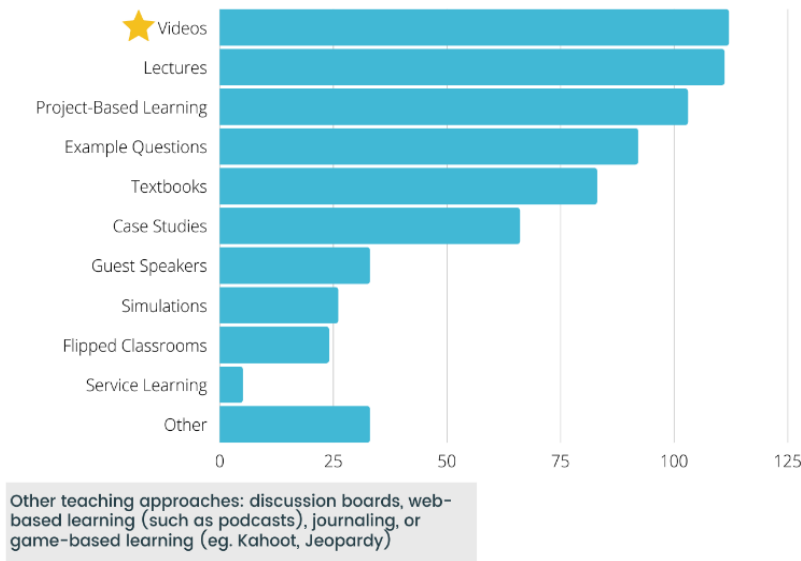
In addition, instructors were welcomed to upload examples in the survey. Those examples will be made available through resources on campus, such as the CTE.

Figure 13. Qualitative responses- bringing DEI to the classroom



8 IN-CLASS CONTENT

Figure 14. Ranking of Teaching Modalities



Specific teaching modalities are another means by which both explicit and implicit curriculum can be conveyed to students. We provided a range of likely teaching modalities that respondents could select from, asking respondents to pick them if they were modalities they employed in their course, and which portrayed or involved human interactions. Respondents could identify as many teaching modalities as they used. The three most frequently chosen responses were videos, lectures, and project-based learning (Figure

14). Table 3 shows variation on modalities used based on school affiliation. Dark/red signifies the most frequently used modalities.

Table 3. Teaching Modalities by School Affiliation

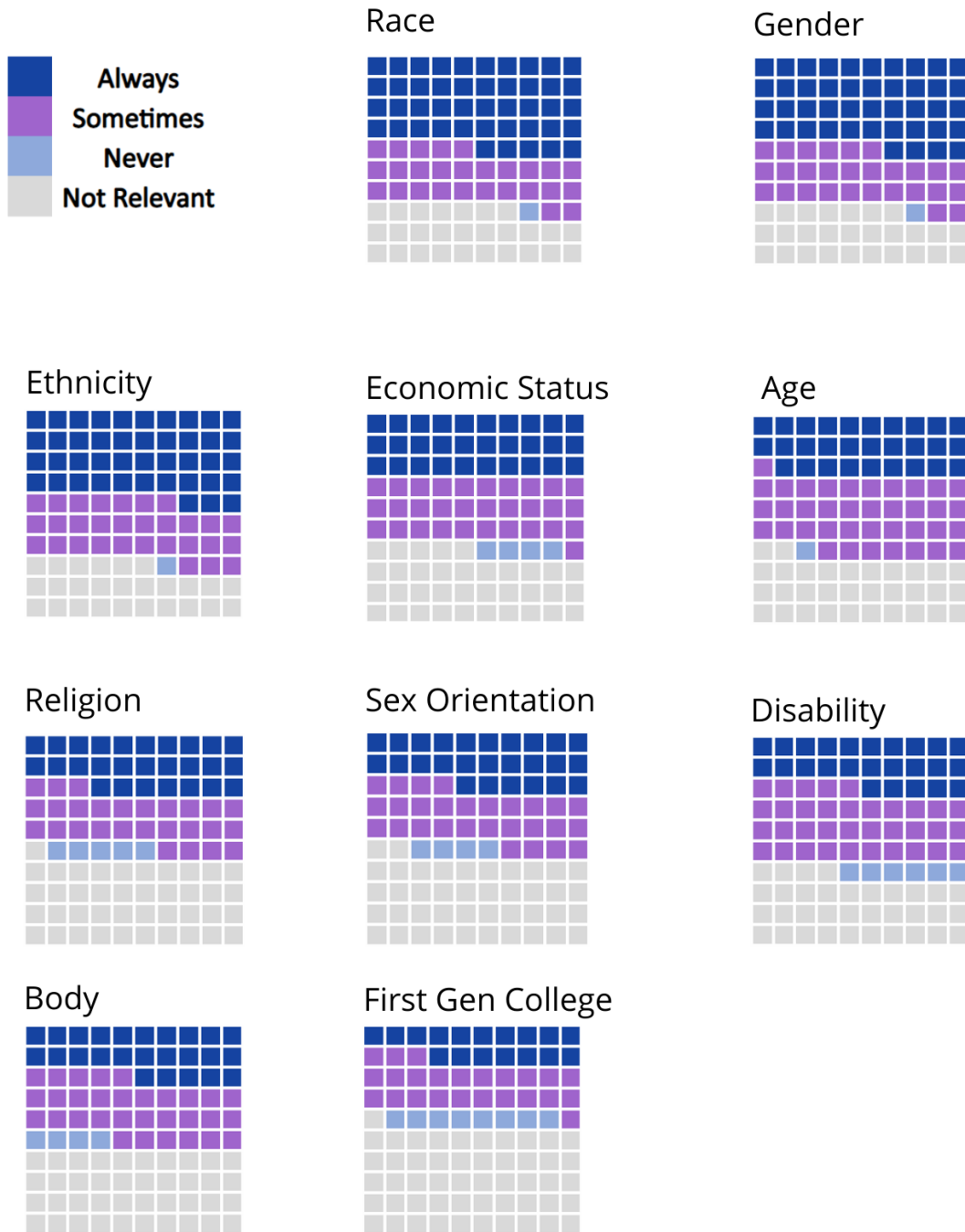
| Teaching Approaches | College of Arts & Sciences | Henry C. Lee College | Pompea College of Business | School of Health Sciences | Tagliatela College of Engineering |
|------------------------|----------------------------|----------------------|----------------------------|---------------------------|-----------------------------------|
| Videos | 17% | 16% | 13% | 16% | 15% |
| Lectures | 16% | 17% | 13% | 13% | 18% |
| Project-Based Learning | 16% | 10% | 17% | 16% | 15% |
| Example Questions | 14% | 12% | 17% | 12% | 12% |
| Textbooks | 11% | 14% | 13% | 16% | 10% |
| Case Studies | 8% | 14% | 13% | 11% | 7% |
| Guest Speakers | 2% | 9% | 8% | 6% | 6% |
| Simulations | 4% | 2% | 4% | 4% | 4% |
| Flipped Classrooms | 5% | 2% | - | 1% | 2% |
| Service Learning | 1% | 1% | - | - | 2% |
| Other | 5% | 3% | 4% | 5% | 8% |

■ < 5%
■ >5% & <9%
■ >9% & <14%
■ >14%

To understand how dimensions of diversity were expressed in the teaching modalities, we asked respondents to identify whether their teaching modality considered each dimension always, sometimes, never, or not relevant. We then combined the responses for each of the top 6 categories to develop Figure 15. In Figure 15, there is substantial variation in how dimensions of diversity are represented. Race and gender are the most likely dimensions to be addressed always or sometimes, while body habitus and first-generation college student status were least likely to be represented. These differences may point to ways in which diversity has been defined and trained for respondents. The dimensions

were chosen because they are significant elements of diversity in our student population, are meaningful identities, and have the potential to be discriminated against or contribute to students feeling othered in the classroom and on campus. When thinking about next steps for growth in DEI as a university, we may want to consider how we approach creating a welcoming environment for all, including training on many dimensions of diversity.

Figure 15. Dimensions of diversity depicted in selected teaching modalities



*This includes case studies, example questions, textbooks, videos, guest speakers and simulations

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 Taglietalla 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 | --- |