

# Inclusive Teaching: Development of Faculty Self-Assessment Tool & Supportive Teaching Resources

Faculty Communities for Inclusive Teaching, 2018

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## Project Overview

1. The School of Nursing sought to develop a set of inclusive teaching resources that were discipline specific and enriched faculty capacity to develop inclusive course content and pedagogies, while self-assessing the inclusivity of classroom, clinical and other contexts of learning and teaching.
2. The project to develop a self-assessment tool was initiated by UMSN DEI Committee Representatives.
3. The spin-off project to develop an inclusive teaching Canvas site was initiated by Dr. Rushika Patel, UMSN Chief Inclusion Officer.

## Participants

- **UMSN DEI Committee Representatives:**
  - Nadia Ali M. A. Charania, PhD, RN, Clinical Assistant Professor
  - Patricia Coleman-Burns, PhD, MA, Assistant Professor Emerita
  - Akshay Sharma, MBBS, MPH, PhD, Assistant Professor
  - April D. Bigelow, PhD, ANP-BC, AGPCNP-BC, Clinical Associate Professor
  - Rushika V. Patel, PhD, Chief Inclusion Officer
- **UMSN Faculty Volunteers Participating in the Pilot Process:**
  - Cynthia S. Darling-Fisher, PhD, FNP-BC, Clinical Associate Professor
  - Deena Kelly Costa, PhD, RN, Assistant Professor
  - Denise Saint-Arnault, PhD, RN, FAAN, Associate Professor
  - Elizabeth K. Kuzma, DNP, FNP-BC, Clinical Assistant Professor
  - Karen Harden, DNP, MS, RN, AOCNS, BMTCN, Clinical Assistant Professor
  - Lee Roosevelt, PhD, MPH, CNM, Clinical Assistant Professor
  - Marjorie C. McCullagh, PhD, RN, APHN-BC, COHN-S, FAAOHN, FAAN, Professor
  - Marie-Anne Sanon Rosemberg, PhD, RN, Assistant Professor
  - Megan Eagle, MSN, MPH, FNP-BC, Clinical Instructor
  - Yasamin Kusunoki, PhD, MPH, Assistant Professor

## Key Insights / New Questions

There are many approaches to thinking about DEI and multicultural education that vary according to philosophical foundations and changing historical conditions. How are we preparing future professionals to think about DEI via the curriculum? Are they thinking about it in complex enough ways? Are they prepared to be DEI leaders when they graduate? How can we get them there?

How are we teaching students to professionally navigate complex environments which may or may not be inclusive of diversity, and which may in fact be racist, homophobic, sexist, etc.? How are we teaching them to interact in these environments?

- Self-assessment tools and mid-term inclusivity evaluations are non-punitive forms of feedback that meaningfully engage faculty in being intentional about classroom inclusivity.
- Faculty teach in the classroom, but also in clinical, online, community-based, global and other contexts of learning. It is important to consider the complexity and whole of faculty and student lives in developing inclusive teaching materials.
- Nursing Faculty want a platform for robust sharing of DEI related curricular and pedagogical content.
- It is significant that the School of Nursing “counts” DEI effort and experience formally in the faculty review process. While faculty participate in inclusive teaching for sheer interest and commitment to teaching, this labor often falls uneven on the shoulders of minority groups, we must be able to materially acknowledge and reward faculty excellence in this area.
- It is significant that Inclusive Teaching projects are supported at the highest levels of leadership. The Dean of the School of Nursing communicated this as a priority.

## Artifacts

- We developed a self-assessment tool for use in Theory/Didactic and Clinical courses. The tool is being piloted now and prepared for general use by Nursing faculty by Winter 2019.
- We developed a Canvas site for supplementary resources and information sharing about inclusive teaching.

## Resources

- “Inclusive Teaching Strategies: Reflecting on Your Practice,” Developed by UM CRLT and adapted by Lindsay and Weinstein, Penn State (2015)
- UM School of Nursing 2018 DEI Student Climate Survey Results

## Next Steps

- The core inclusive teaching faculty group is currently piloting the tool and Canvas site.
- The group will meet two additional times over the Fall 2018 semester to finalize these materials.
- Materials will be rolled out to all faculty in December, 2018 via email, with an introduction to the materials to be given at a faculty meeting during the Spring of 2019.