**Supplemental Material (FOR Publication)**

**Appendix 1**

**The "Who's in Class?" Form**

INFORMATION FOR INSTRUCTORS

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Intended Usage of the Form

The initial intended usage of this form is by instructors who have undergone or are engaging in inclusive teaching professional development in partnership with a center for teaching and learning or other office or department on campus that provides teaching development or related support. The timing of implementation of the form is online prior to and during the first week of classes. Completion of the survey by students is voluntary, and the responses are held anonymous and presented in aggregate to their instructors. Instructors view their responses and develop a plan of action for their inclusive teaching efforts for the semester initially in partnership with on-campus support. Student responses are cleared at the end of each academic year.

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Development and Administration of the Form

During the development and administration of the form, the researchers integrated it into an online software program and created links to the form for instructors to administer to students in each course, as well as links to the response reports generated so that the instructor could only see the results in aggregates. The instructors administered the form prior to the start of classes and were asked to devote 5 - 10 minutes of class time for their students to complete the form on the first or second day of class. The instructor next worked with the center for teaching and learning to develop an action plan of small steps to take in their inclusive teaching approaches for their courses.

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Usage Agreement

By using or modifying this form you agree to its intended usage.

**Note: This form is shared with permission granted to the authors from Stylus Publishing. The form is included in the book *What Inclusive Instructors Do: Principles and Practices for Excellence in College Teaching*.

**\*\*FORM IS TO BE DISTRIBUTED VIA ONLINE SURVEY SOFTWARE NOT ON PAPER OR IN .PDF FORM SO AS TO KEEP LEARNER IDENTITY ANONYMOUS WITHIN A COURSE\*\***

This form gives you the opportunity to share aspects of your social identity and other attributes that can help your instructor know how to better support overall learning in this course. Please be aware that you are <u>not</u> obligated to complete this form. The information collected will be aggregated, held anonymous, and used to help foster an inclusive and equitable classroom.

Course Name:_____

Instructor's Last Name: _____

Semester (e.g. Spring 2025):_____

*Please answer the questions that follow. As a reminder, you are not obligated to answer any of the questions. The goal of this questionnaire is to help me understand who is in class so that I can support your success.*

## Section I.
### Select all that apply.

Yes  No

☐ ☐ I work on or off campus. The number of hours that I work per week is:___

☐ ☐ I play on a varsity athletics team at this institution.

☐ ☐ I live off campus. My commute time is: ____

☐ ☐ I am over 25 years of age.

☐ ☐ I am on active duty or a veteran.

## Section II.
### Select all that apply.

Yes  No

☐ ☐ I have a mobile device with WIFI capability.

☐ ☐ I have a laptop or desktop computer that I can use for class work.

☐ ☐ I am financially capable of purchasing all of the materials needed for this class (e.g. textbooks) without hardship.

☐ ☐   I am Pell-eligible, meaning that my family income level allows me to qualify        for federal Pell Grants.

☐ ☐   I receive other forms of financial aid in significant amounts.

## Section III.
### Select all that apply.

Yes  No

☐ ☐   I have a disability, either invisible or visible. Here is more information that I would like to share about my disability: _____

☐ ☐   Other health concerns that I would like to share are: _____

☐ ☐   I am a "quiet" student, meaning that I reenergize from having time alone.

☐ ☐   I engage in religious or spiritual practices that may impact my ability to attend class. More specifically, I would like to share: _____

☐ ☐   I engage in religious or spiritual practices that may impact my performance in class. More specifically, I would like to share: _____

☐ ☐   I have dependents that I take care of outside of school.

☐ ☐   My preference for class assignments is to complete them by typing rather than handwriting.

☐ ☐   Other factors that may impact my experiences in this class are:

_____


## Section IV.
### Select all that apply.

Yes  No

☐ ☐   I am a first-generation student, i.e.  neither of my parents obtained a bachelor's degree at a 4-year institution.

☐ ☐   One of my parents obtained a bachelor's degree at a 4-year institution.

☐ ☐   Both of my parents obtained a bachelor's degree at a 4-year institution.

☐ ☐   I have a sibling that has or is currently attending a 4-year institution.


## Section V.
### Answer the questions below.

My racial/ethnic background is: _____

My gender identity is:  _____

My sexuality is:  _____

The pronouns I use are:  _____

My nationality/country of origin is: _____

English is not my first language. My proficiency level is (e.g. beginning/intermediate/advanced for listening/speaking/writing/reading):

_____

## Section VI.
Additional social identities or personal attributes that are not included above that I would like to share are:

_____
_____
_____
_____

## Section VII.
Personal connections with the material that relate to my social identity or other personal attributes that I would like to share are:

_____
_____
_____
_____
_____

## Section VIII.
My expectations for inclusivity (an equitable, welcoming environment) in this course are:

_____
_____
_____
_____
_____

**Appendix 2**
**Instructor Planning Form**

Please answer the questions below about your proposed course modifications based on the "Who's in Class?" form.   This brief questionnaire is expected to be completed immediately after your consultation with [name of center for teaching and learning] at the beginning of the semester.  Thank you for the steps that you are taking to foster an equitable, inclusive classroom environment.


Name:

Course:

Semester:

Which type of course do you teach?
- On-ground/face-to-face
- Online
- Hybrid
- Other (please specify):

Number of students currently enrolled in the course:

Based on the student responses to the "Who's in Class?" form, in which areas below are you planning to modify your course? (select all that apply)

- Course Content (e.g. diversifying syllabus, adapting assignments or course policies, etc.)
- Classroom Climate (e.g. fostering positive student-teacher or student-student relationships, student belonging, classroom community, etc.)
- Teaching Approaches (e.g. integrating group work, active learning, utilizing strategies for more equitable student participation, etc.)
- Other (please indicate):

Specifically, what are your plans for infusing equity and inclusion in this course?

The expected outcomes are:

You will know if you are successful if you find:

**Appendix 3**
**Instructor Request Form**


Dear Colleague,

I am interested in using the "Who's in Class? Form in my course. The form was originally developed to be used in partnership with a center for teaching and learning or similar office. I would like to work with you, if possible, to implement the form at the beginning of the semester in my course, and discuss ways in which I can foster a more inclusive classroom. The form can be integrated into a survey tool (e.g. Qualtrics) and the results provided to me in aggregate to maintain student anonymity. Please let me know if you would be able to partner with me on the usage of this form.

Please feel free to view the reference below for more information about the form.
[insert the reference for this article]

Sincerely,
[Name of Instructor]

**Appendix 4**
**Procedures for Implementing the "Who's in Class?" Form Using a Survey Tool**

The "Who's in Class?" form was originally developed in the Qualtrics survey tool because of its features to display results in aggregate for the instructor in support of student anonymity, and to facilitate the sharing of survey links. Below are the steps that were followed for administering the form.

**Integration of the form into the survey tool**
The survey was first integrated into Qualtrics. Two links were shared with the instructor prior to the start of the semester: (1) an individual survey link for the course (copied from the template), and (2) a report link with an access code for the instructor to view the results in aggregate. The anonymity of students was always maintained in this process, and the form was voluntary for the students to complete.

**Administration of the survey**
Instructors administered the form to their course online by sharing the survey link through email or posting it on a learning management system. All instructors were asked to dedicate time (e.g. 10 - 15 min) for students to complete the form during class. They were also asked to tell students: (1) their rationale for using the form to build a more inclusive course by working with the center for teaching and learning, (2) that results would be anonymous, (3) and that they would see them in aggregate. The instructor also had the ability to view the results in real-time using the report link.

**Discussions with center for teaching and learning staff**
After administering the survey, the instructors participated in a short debriefing session with the center for teaching and learning within the first two weeks of the semester in order to discuss how they could use the form results to build a more inclusive classroom as aligned with their teaching philosophy. Instructors were asked to complete the planning form after the debriefing (see Appendix 2) to summarize how they would use the results of the form. The instructor was asked to make explicit how they would use the results of the form to build a more inclusive classroom with the students and to keep a personal journal or notes to reflect on how their plans progressed during the semester.

For the purposes of the study, the students and instructors were asked for their feedback on the usage of the form at the end of the semester as described in the article. The students were told that the feedback on the form would not be submitted until after all grades were turned in.

**Additional considerations**
Students completing surveys for multiple classes during the semester - During this study, survey exhaustion was not evident related to students completing multiple Who's in Class? Forms

concurrently for several courses.  If such scenarios could potentially occur, it will be important to consider that there could be good reasons for administering surveys on a course-by-course basis given that students may not submit the same responses for every course for a variety of reasons.

- Instructor Partnerships - Working with the center for teaching and learning or a relevant office on campus (e.g. diversity office, student learning support) is important for this work to support instructors implementing inclusive instructional practices.
- Privacy - Student privacy should always be maintained when the form is administered and students should be made aware of who will be able to view the results of the form even though they are anonymous, and held in aggregate. Additionally, results are not meant to be stored long-term and should be deleted after the course.

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