



## Building Equity in the Classroom, the Institution, and the Campus<sup>1</sup>

The following survey has been developed to allow each teacher or administrator to evaluate the classroom, building, and campus environment or “climate.” Although historically groups have been encouraged to conduct climate surveys together to create consensus, this document is intended to allow individuals or groups of two or three to evaluate the climate from their perspective and then generate discussion among a larger community. The goal is to create awareness that the classroom, institution, or campus climate can produce very different experiences for individuals based on many factors. The goal of universal design is to create awareness of the unique needs and experiences of each student and to create a climate in which students feel not only comfortable but also acknowledged and valued. Too often we see only through our own unique lens, rendering the experiences of others invisible to us. This activity is intended to create visibility and honest dialogue about the multiple experiences we all have, demonstrate through action our value of diversity in our communities of learning, and ensure full access and equity for each student.

Please use the following Likert scale:

1. **Almost always**
2. **Frequently**
3. **Occasionally**
4. **Almost never**
5. **Not applicable**

### CAMPUS

1 2 3 4 5

1. The entrance to the building is clean, well lit, and open.
2. The sports fields are well maintained.
3. The grounds are clean, well groomed, and without debris.
4. The area is well-lit and safe.
5. The parking lot is well ordered and safe.

Total score: \_\_\_\_\_

Average score: \_\_\_\_\_

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<sup>1</sup> The National Alliance for Partnerships in Equity (NAPE) would like to thank the Midwest Equity Assistance Center for the foundational work that supported the development of this document.



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## BUILDING

1 2 3 4 5

1. The bathrooms are clean, free of graffiti, and usually smell nice.
2. The bathrooms are safe, allow for discrete trash, and painted with neutral colors.
3. Equivalent dressing/bathrooms are provided for both males and females.
4. The halls are brightly colored and clean.
5. The halls have art or posters representing diversity in race, ethnicity, and gender.
6. The hallways have both males and females in relatively equal numbers at any given time.
7. Classrooms are not segregated by stereotypical male or female programs (i.e., male-dominated programs are in one hallway and female-dominated programs in another).
8. The cafeteria offers ethnically diverse food in all food groups.
9. The cafeteria offers healthful alternatives.
10. The student groups/organizations reflect the diversity of the student populations.
  - a. Name the group
  - b. Provide the diversity by gender, race/ethnicity, disability, other
11. The racial/ethnic make-up of the staff (including faculty) is proportionate to the student body.
12. The gender make-up of staff (including faculty) is proportionate to the student body.
13. The library and/or media room has books, magazines, posters, and/or artwork representing various ethnic cultures/ethnic groups, and these items are accessible to students.
14. The school calendar reflects all ethnic and cultural holidays.
15. The school motto, song, or mascot is culturally and gender sensitive.
16. The sports team name is culturally sensitive.
17. The texts for each class and program selected have been analyzed for race and gender bias.
18. School assemblies reflect the cultural diversity of the school.

Total score: \_\_\_\_\_

Average score: \_\_\_\_\_



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## CLASSROOM

1 2 3 4 5

1. Diversity is celebrated in the classroom by the visual display of various races, ethnicities, ages, economic groups, and men and women in nontraditional roles.
2. The classroom is brightly lit.
3. Desks are positioned to allow a diversity of pedagogical strategies.
4. Desks are positioned so that all students can see the instructor without turning around.
5. Technical assistance is provided for the hearing impaired.
6. Teacher/faculty knows each student by name.
7. Teacher/faculty makes eye contact when talking to students.
8. Teacher/faculty is available as a classroom coach, facilitator of learning, and cheerleader for student success.
9. Teacher is using effective teaching strategies to engage and encourage learning for every student.
10. The instructional perspective is one of “growth mindset” for students and faculty.
11. Both sexes are involved in passive and active activities.
12. Groups are formed based on potential ability or to support growth in student learning, and “student failure” following “trying” is celebrated as risk-taking.
13. Both males and females are illustrated in household, nurturing, and career roles.
14. Illustrations in materials avoid stereotypical pictures or examples.
15. Advanced classes reflect the diversity of the building.

Total score: \_\_\_\_\_

Average score: \_\_\_\_\_