

# Cultural Climate Survey: CNDLS Pedagogy Report for Faculty

Inclusive Pedagogy, Classroom Climate, and Mentoring Practices at  
Georgetown and their Correlation with Student Belonging and Academic  
Dispositions

November 2021

Georgetown University

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*The Center for New Designs in Learning & Scholarship*

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## Executive Summary

In the following report, the Center for New Designs in Learning and Scholarship (CNDLS) presents findings from the 2020 Student Cultural Climate Survey at Georgetown related to inclusive pedagogy, classroom climate, mentoring, course content, and student belonging. This report shows a relationship between experience of inclusive pedagogical practices and students' sense of belonging. The report also provides practical advice on inclusive pedagogical techniques that faculty can use in their teaching, and details a number of institutional actions being undertaken by Georgetown to respond to survey findings.

Among the findings highlighted in this report:

- Differences in students' reported sense of belonging and experiences of inclusive pedagogical practices by race/ethnicity group and other identity group disaggregations;
- Moderate correlations between students' reported experience of inclusive pedagogical practices and sense of belonging;
- Stronger correlations between students' reported experience of inclusive pedagogical practices and students' sense of belonging in historically underrepresented groups of students.

## Introduction

The 2020 Georgetown Campus Cultural Climate Survey surfaced a wealth of important information about students' experiences at Georgetown, revealing that white students on average experienced a much stronger sense of belonging and perception of a culturally-engaging campus environment than Black/African-American students and Hispanic/Latinx students in many areas covered by the survey. On certain survey items, Asian American students, multi-racial students, and international students also perceived a less culturally-engaging campus environment than white students. Office of Institutional Diversity, Equity, and Affirmative Action (IDEAA) and Office of Assessment and Decision Support (OADS) have compiled comprehensive reports detailing both the undergraduate and graduate student results, and these offices have since continued their collaborations with stakeholders across campus to generate a number of short "spotlight" reports highlighting additional survey findings.<sup>1</sup>

In this Pedagogy Report for Faculty, Georgetown's Center for New Designs in Learning and Scholarship (CNDLS) highlights some survey results we find most relevant to pedagogy, classroom climate, diverse course content, and mentoring practices at Georgetown in a way that we hope will be helpful, concrete, and practical for faculty in supporting them to foster equitable, inclusive learning experiences. This CNDLS Report contextualizes and interprets a subset of the survey results (including new analyses of correlations between items) to focus on implications for inclusive pedagogical practices. For faculty who may already be engaging some principles of inclusive pedagogy in their instructional practices, we hope that the survey findings and aligned

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<sup>1</sup> For more information, see <https://ideaa.georgetown.edu/cultural-climate-survey/>

recommendations presented in the Pedagogy Report will be a supplement to your teaching and learning arsenal.

The bulk of this report summarizes pedagogical findings from the Climate Survey through sections highlighting four areas of inclusive pedagogy: *Pedagogy & Assessment*, *Classroom Climate & Power*, *Course Content*, and *Mentoring*. Each of these four sections is organized similarly: they present (a) key terms; (b) general findings and (c) disaggregations by race/ethnicity, first generation status, and other student attributes; (d) correlations with sense of belonging and self-reported academic outcomes as evidence of some opportunities for intervention; and finally (e) concrete actions faculty may take to expand inclusive pedagogy practices in their own teaching and relationships with students.

In the final section, *Institutional Action, Support, and Resources*, we outline the current landscape of resources and support for faculty around inclusive pedagogy and curricular change at Georgetown, including an overview of some institution-wide initiatives around inclusive pedagogy and classroom climate.

## Background on the Campus Cultural Climate Survey

Between February 24th and April 24th, 2020, the Georgetown Campus Cultural Climate Survey working group distributed a survey to all degree-seeking graduate and undergraduate students at Georgetown, including Law and Medical campuses but excluding GU-Qatar and distance education students. The survey was based on the Culturally Engaging Campus Environments (CECE) Questionnaire developed by the National Institute for Transformation and Equity (Museus et al. 2014, 2016) with additional custom questions added by the working group. The survey was administered by OADS in partnership with IDEAA. Full results of the survey were released in April 2021 and are publicly available on the IDEAA website.<sup>2</sup> Specifically, separate reports were released for graduate and undergraduate student populations, accompanied by summaries of the key findings for each population. Additional information on the survey's conceptual grounding, administration process, response rates and representativeness, statistical methodology, and additional survey results may be found by consulting these comprehensive reports.

## Goals of this Report

The primary goal for this CNDLS Pedagogy Report for Faculty (Pedagogy Report) is to highlight some key findings from the survey so that the reader can see connections between the findings and some relevant frameworks for inclusive and responsive pedagogy. Introducing a pedagogical framing around key topics and indicators in the survey situates the survey findings within research-based evidence of inclusive pedagogical practice found to predict and/or influence student learning and student success outcomes for all students, but especially students with historically underserved or underrepresented social identities.

This report uses correlational analyses of pedagogical items on the Climate Survey with student self-reported sense of belonging and academic dispositions to suggest there may be value in

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<sup>2</sup> <https://ideaa.georgetown.edu/cultural-climate-survey/>

fostering inclusive and responsive pedagogical practices for increased student belonging, and possibly even increased student learning at Georgetown. As a consequence, this Pedagogy Report is structured for our faculty community replete with resources and support available at Georgetown, and through CNDLS, as well as practical strategies and concrete steps that faculty can enact within their own classrooms and relationships with students to enhance students' experiences of the campus climate.

In Spring 2021, CNDLS developed the [Inclusive Pedagogy Toolkit](#), which details the research-based inclusive pedagogy framework we use and reference throughout this report.<sup>3</sup> Structuring the climate survey findings according to this framework allows us to show links between the challenges and opportunities posed by the data representing student experiences and the tools and research CNDLS has developed to support and advance inclusive and responsive pedagogical practices at Georgetown. Using this framework to interpret the survey findings, the areas of inclusive pedagogy appearing in this report are: (a) *Course Content*, (b) *Pedagogy & Assessment*, (c) *Classroom Climate & Power*, and (d) *Mentoring Practices* — each tied to beneficial outcomes for students, including but not limited to students from historically underrepresented and underserved cultural communities. This report also includes definitions, descriptions, and discussions of the inclusive pedagogy framework used by CNDLS where relevant.

## Notes on Methodology

All analyses presented in this report are the result of a collaboration between CNDLS and OADS. While CNDLS is the author of this report, OADS analysts provided to CNDLS all results of survey data analysis used in this report, including correlations between items and measured constructs reported for the first time here. In the process of developing this report, CNDLS formed a Pedagogy Report Advisory Group consisting of 14 faculty and associate deans across Georgetown schools and campuses. The Pedagogy Report Advisory Group, OADS, and IDEAA have reviewed the contents of this report for coherence, accuracy, and precision.

This report uses the terms 'significant' and 'statistically significant' interchangeably. Whenever 'significant' is used, it is in the sense of statistical significance at the  $p < .01$  level, except where noted. This report uses  $r$  in the sense of the Pearson's  $r$  correlation coefficient denoting effect size of the correlation. The APA reporting guidelines for correlations include reporting degrees of freedom ( $df$ ) and  $p$  values alongside the correlation coefficient. This format is used throughout the report wherever correlations appear. Only correlations with medium or larger effect sizes are reported, where effect size is understood to be small if the value of  $r$  varies around 0.1, medium if around 0.3, and large if  $r$  varies more than 0.5 (Cohen 1988).

Race/ethnicity groups are reported here based on U.S. Department of Education (IPEDS) race/ethnicity categories using institutional data on students matched to their response. For more information on how this information was collected and matched to student responses, see the full reports released by IDEAA and OADS in April 2021. In line with federal guidelines, students who identify as Hispanic/Latinx regardless of race are grouped in the Hispanic/Latinx category; and non-Hispanic/Latinx students who identify as more than one race are counted in the 'Two or

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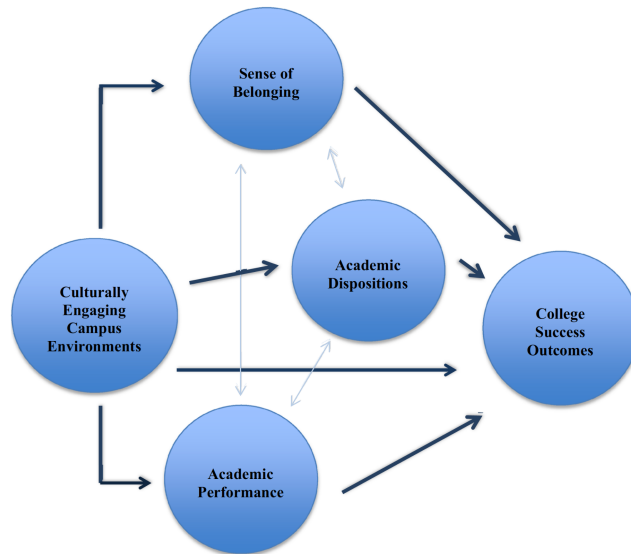
<sup>3</sup> <https://cndls.georgetown.edu/inclusive-pedagogy/>

More Races' category. Of note, federal race/ethnicity categories apply to students whose citizenship status is U.S. Citizen, National, or Permanent Resident, so that all other students are reported here as 'International'.

Throughout this report, the terminology of 'inclusive pedagogy' and 'inclusive pedagogical practices' appear both broadly and specifically. Within the frameworks for inclusive pedagogy used by CNDLS, inclusive pedagogical practices include practices related to the use of diverse and inclusive course content, the fostering of inclusive and welcoming classroom environments, the mentoring of students, inclusive and responsive assessment practices, as well as pedagogy – the act and practice of teaching – itself. As described in the *Pedagogy & Assessment* section of this report, pedagogy, in the narrow sense, is taken to encompass the design choices faculty make to help students learn in their courses. Each section first presents relevant definitions of inclusive pedagogy terminology making up the focus of that section in order to orient faculty readers at all levels of familiarity with this terminology. Table 1 provides a gloss between the indicators of the Culturally Engaging Campus Environments model and the areas of inclusive pedagogy according to frameworks used by CNDLS.

## The Culturally Engaging Campus Environments Model

Figure 1 shows the dynamics of the Culturally Engaging Campus Environments (CECE) model used in the Campus Cultural Climate Survey instrument development. The model assumes and emphasizes that Culturally Engaging Campus Environments enable and support students' sense of belonging, academic dispositions, and academic performance outcomes. For the purpose of this report, only two indicators under Culturally Engaging Campus Environments – Culturally Relevant Knowledge and Humanized Educational Environments – are investigated. These indicators are listed below in Table 1 along with Climate Survey modules. The posited outcomes are captured as indicators within the College Experience section of the survey instrument. The theoretical model proposes that students' access to Culturally Engaging Campus Environments is positively associated with Sense of Belonging, Academic Dispositions, Academic Performance (considered in the model as three aspects of College Experience) and, directly or indirectly, with ultimate College Success Outcomes.



**Figure 1.** From *Museus et al. (2016, 773)*. The CECE model and the theorized relationship between campus environments, sense of belonging, academic dispositions and performance, and college success outcomes.

## Relevant Survey Indicators and Topics

Table 1 provides a brief description of each topic and indicator from the survey that is related to pedagogy, classroom climate, and faculty relationships with students.<sup>4</sup> As detailed in the comprehensive reports from IDEAA and OADS, statistically significant differences were found among responses from students of different race/ethnicity groups in both the undergraduate student and the graduate student data within each of the following topics and indicators.

**Table 1.** Topics and indicators related to pedagogy and classroom climate in the Georgetown Campus Cultural Climate Survey.<sup>5</sup>

Topic/Indicator	Definition	Location in this Report
<b>Culturally Relevant and Responsive Pedagogy</b> (13 items)	Students' perspectives on how well their instructors in the last year engaged culturally relevant and responsive practices in their classrooms, including creating inclusive classroom environments, engaging diverse voices in the curriculum, and facilitating difficult discussions.	<i>Pedagogy &amp; Assessment</i> <i>Classroom Climate &amp; Power</i> <i>Course Content</i>

<sup>4</sup> For a full description of all the topics and indicators making up the CECE instrument, see the full report released in April 2021.

<sup>5</sup> As mentioned earlier, only Culturally Relevant Knowledge and Humanized Educational Environments (among the 9 indicators under Culturally Engaging Campus Environments) are investigated. Culturally Relevant and Responsive Pedagogy, Engagement with Diversity, and Culturally Relevant Support Systems are additional survey modules.

<b>Culturally Relevant Knowledge<sup>6</sup></b> (3 items)	The extent to which students have opportunities to learn about their own cultural communities via culturally relevant curricular and co-curricular activities.	<i>Course Content</i>
<b>Humanized Educational Environments<sup>7</sup></b> (3 items)	The extent to which students have opportunities to develop meaningful relationships with faculty and staff who care about and are committed to students' success.	<i>Pedagogy &amp; Assessment</i>
<b>Engagement with Diversity<sup>8</sup></b> (2 items)	Students' perceptions of whether faculty at Georgetown are skilled at facilitating conversations about inequality and have the skills to address other diversity issues that arise in the classroom.	<i>Pedagogy &amp; Assessment</i>
<b>Culturally Responsive Support Systems</b> (15 items)	Students' experiences in the last year with faculty and staff who made efforts to provide holistic, proactive, and humanized support.	<i>Mentoring Practices</i>

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## College Experience<sup>9</sup>

The survey also measures students' sense of belonging, self-reported changes in abilities, self-reported changes in commitments to learning, and overall satisfaction within the College Experience topic.

Although a correlational analysis does not establish a causal link between inclusive pedagogical practices (topics and indicators in Table 1) and the student outcomes identified in the CECE model, we rely on the model itself to point us to the causal relationship understood to exist between College Experience and the pedagogically related Culturally Engaging Campus Environments indicators (i.e., Culturally Relevant Knowledge and Humanized Educational Environments).<sup>10</sup> In addition, we examined the association between College Experience and items under three Modules relevant to inclusive pedagogy frameworks: Culturally Relevant and Responsive Pedagogy, Engagement with Diversity, and Culturally Responsive Support Systems. In this way, we use correlational analyses to examine if the same association identified in the CECE model holds for students at Georgetown, with a particular focus on core indicators related to pedagogy. We also investigate correlations by race/ethnicity and other student identity groups,

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<sup>6</sup> The Cultural Relevance topic is made up of five indicators, only one of which (Culturally Relevant Knowledge) is directly concerned with teaching and learning environments, and thus is the only one taken up in this report. The other four indicators are Cultural Familiarity, Cultural Community Service, Cross-Cultural Engagement, and Cultural Validation.

<sup>7</sup> The Cultural Responsiveness topic is made up of four indicators, only one of which (Humanized Educational Environments) is taken up in this report, again because it is the one that focuses directly on teaching and learning. The other three indicators are Collectivist Cultural Orientations, Proactive Philosophies, and Holistic Support.

<sup>8</sup> Engagement with Diversity in fact is made up of four items, but only two are addressed in our report. The other items have to do with student expectations of being involved in diversity-related programming and student responses to course evaluations. It only appears on the graduate student survey.

<sup>9</sup> *College Experience* indicator for *Difficulty in Establishing and Maintaining Social and Family Relationships* is excluded from this report.

<sup>10</sup> See also Antonio 2004, Antonio et al. 2004, Astin 2003, Astin and Sax 1998, Chang 2001, Chang et al. 2004, Gloria et al. 2005, Guiffreda 2003, Gonzalez 2003, Museus 2011, Museus 2012, Museus and Neville 2012, Museus and Ravello 2010, Nora 2001, Nora and Crisp 2009, among many other studies.



and use our findings to suggest that, while significant relationships exist between inclusive pedagogical practices, belonging, and academic dispositions across the entire student population, the relationships are in some cases stronger among historically underserved and underrepresented groups.

Simply put, we use our correlational analyses, taken together with the survey's own model and findings from the research literature on student success, to suggest that exposure to inclusive teaching and mentoring practices benefits all students at Georgetown. The four indicators of College Experience used in the correlational analyses are described below.

### **Sense of Belonging (3 items)**

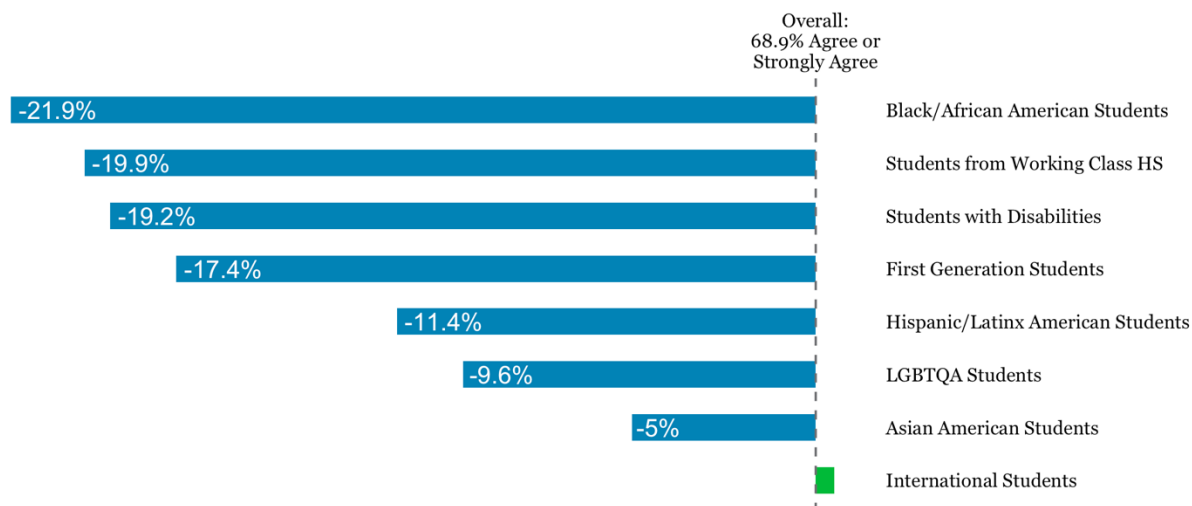
This indicator measures the extent to which students feel they belong at Georgetown, feel they are part of the Georgetown community, and feel connected to the Georgetown community. White students reported significantly higher Sense of Belonging than most of the other race/ethnicity groups on the three items in the undergraduate student survey, while Black/African American students reported significantly lower Sense of Belonging than most of the other race/ethnicity groups on the three items in both the undergraduate and graduate student surveys. Fewer than half of Black/African American students agreed that they felt like they were part of the Georgetown community (43% of undergraduates and 38% of graduates), belonged (47% of undergraduates and 44% of graduates), or felt a strong connection to the Georgetown community (30% of undergraduates and 32% of graduates). This compares to 76% of white undergraduate students and 61% of white graduate students who felt that they were part of the Georgetown community, 75% and 68% respectively who felt that they belonged, and 67% and 49% who felt a strong connection to the Georgetown community. Percentages among other race/ethnicity groups fell in the middle of this range on all three Sense of Belonging questions.

Figure 2 shows the extent of difference in self-reported sense of belonging between the overall sample and respondents from historically underrepresented and underserved groups. Among both undergraduate student and graduate student respondents, the percentage of students who agreed or strongly agreed with the statement “I feel like I belong at [Georgetown / my graduate school]” was lower among Asian American (64% of undergraduates and 56% of graduates) and Hispanic/Latinx American (57% of undergraduates and 60% of graduates) students, as well as students identifying as LGBTQA+ (59% of undergraduates and 57% of graduates), compared to overall (69% of undergraduates and 63% of graduates). The percentage was much lower among Black/African American students (47% of undergraduates and 44% of graduates), students with disabilities (50% of undergraduates and 48% of graduates), first generation students (51% of undergraduates and 54% of graduates), and students from working class high schools (49% of undergraduates and 50% of graduates); in many of these groups, fewer than half of students agreed with the statement.



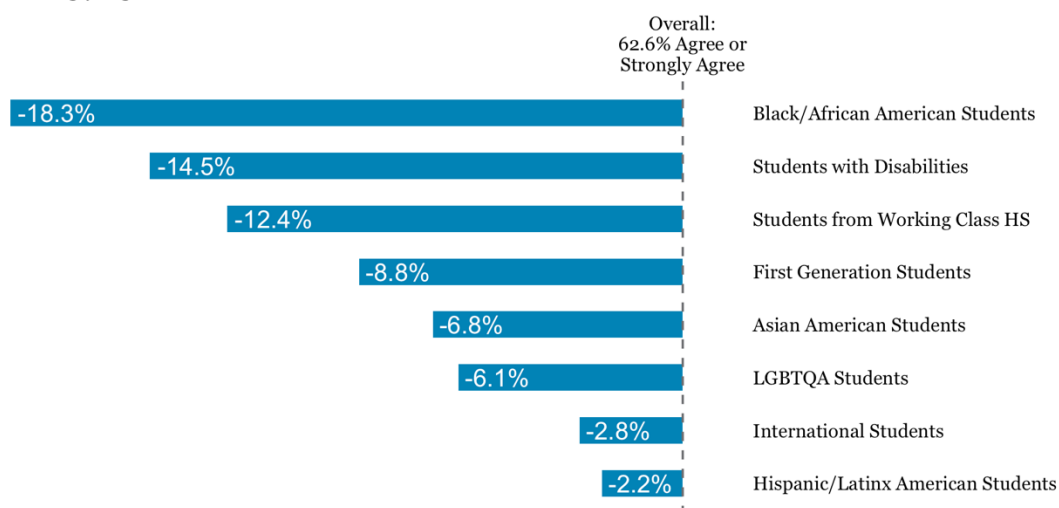
## "I feel like I belong at Georgetown."

Select Undergraduate Groups Difference from Overall Undergraduate Agree/Strongly Agree Rate



## "I feel like I belong at my graduate school."

Select Graduate Groups Difference from Overall Graduate Agree/Strongly Agree Rate



**Figure 2.** Differences for responding students in historically underrepresented and/or underserved identity groups from the overall rates of undergraduate (top) and graduate (bottom) respondents who indicated 'Agree' or 'Strongly Agree' in response to the statement "I feel like I belong at [Georgetown / my graduate school]." Undergraduate respondents (Figure 2 top) and graduate respondents (Figure 2 bottom) are shown.

## Changes in Abilities (18 items)

This indicator measures students' self-reported change in academic, cognitive, professional, and social abilities and understandings since entry to Georgetown. It encompasses two distinct constructs, namely, *Ability 1* and *Ability 2*, with the former made up of items related to more general ability, and the latter containing items related specifically to intercultural competence

and ability to impact one's own cultural communities (see Table 2). On many of the items in the undergraduate survey, disaggregation by race/ethnicity group reveals statistically significant differences in the extent to which students perceive their own abilities have developed during their time at Georgetown. In each case, there is a statistically significant difference between the perceptions of white students and Black/African American students of their own changes in abilities during their time at Georgetown, but the existence of statistically significant differences between white students and additional race/ethnicity groups varies by question. In the graduate survey results, differences between race/ethnicity groups are largely not significant.

**Table 2.** *Changes in Abilities items on the CECE instrument. Items appeared following the prompt “Compared to when you first entered [Georgetown / your graduate school], how would you rate your current ability to do the following:”. Students’ responses were along a scale of Much Worse; Worse; About the Same; Better; Much Better.*

<u>Ability 1 Items</u>	<u>Ability 2 Items</u>
“Analyze complex problems”	“Understand viewpoints that are different than your own”
“Generate your own solutions to complex problems”	“Understand cultures different from your own”
“Be an effective leader”	“Appreciate cultures different from your own”
“Write effectively”	“Appreciate cultures different from your own”
“Verbally communicate your ideas effectively”	“Accept people from cultures different from your own”
“Learn on your own”	“Communicate with people from cultures different from your own”
“Work productively on a team”	“Work effectively with people from communities different than your own”
“Be successful in college”	“Have a positive impact on your own cultural communities”
“Perform well in a job”	
“Understand your different career options”	
“Have a positive impact on larger society”	

## Changes in Commitments (5 items)

This indicator measures students’ self-reported change, since entry to Georgetown, in how committed they are to putting in effort, performing well academically, learning, and having a positive impact on cultural communities and society. Similar to Changes in Abilities, Changes in Commitments also encompasses two constructs, the first being general commitments to academic achievement, and the second having to do with commitments to positive impact on society and students’ own cultural communities. On both the undergraduate and graduate surveys, statistically significant differences were found on most items between international students’ and students of other race/ethnicity groups’ perceptions of changes in their own level

commitments during their time at Georgetown, but very few statistically significant differences were found between any other race/ethnicity groups on any of the individual items of this indicator.

### Satisfaction (1 item)

One item asked students how satisfied they were with their experience at Georgetown. On the undergraduate survey, white students were significantly more satisfied with their experience than students from most other race/ethnicity groups, and Black/African American students were significantly less satisfied with their experience than students from the other race/ethnicity groups. Fewer than half of Black/African American undergraduate students reported being satisfied with their experience (48% compared to 75% overall). On the graduate survey, Black/African American students were significantly less satisfied than white students (58% of Black/African American graduate students and 76% of white graduate students).



**Figure 3.** Correlations between Sense of Belonging mean, Change in Abilities mean, Change in Commitments mean, and Satisfaction for undergraduate student respondents. All correlations are significant ( $ps < .01$ ).

An abundance of research shows that student success outcomes such as persistence and academic growth are linked to a student's sense of belonging (as described extensively in Strayhorn 2018). Correlations between these indicators in the Georgetown survey results support this general claim, as shown in Figure 3 for the undergraduate data. Georgetown undergraduate students with a higher Sense of Belonging were more likely to report confidence in their ability to be successful in college ( $r(2199) = .43, p < .01$ )<sup>11</sup>; reported greater perceived academic growth since they entered Georgetown (Changes in Abilities mean  $r(2207) = .45, p < .01$ ) and reported a higher change in commitment to their success in college and beyond (Changes in Commitments mean  $r(2190) = .31, p < .01$ ). The strongest correlation of all is found between these students' Sense of

<sup>11</sup> Following APA conventions, this report uses  $r$  to denote the correlation coefficient, and the number inside the parentheses to denote the degrees of freedom, with the overall statistical significance of the correlation reported as  $p$ .

Belonging and their overall Satisfaction with their experience at Georgetown ( $r(2198) = .73$ ,  $p < .01$ ).

## Georgetown Custom Items

The Georgetown Campus Cultural Climate Survey working group included a number of custom items on the undergraduate student survey. The four custom items discussed in this Pedagogy Report are listed below:

- **Textbook Affordability:** This item on the undergraduate survey asked students if instructors provided affordable textbook options. The previously released comprehensive reports found no significant differences existed between race/ethnicity groups, but a low level of overall agreement with the statement (22% among undergraduate students). This item is discussed in the *Course Content* section of our report.
- **Course Accommodations:** This item on the undergraduate survey asked students if instructors at Georgetown were accommodating of accessibility requests. The spotlight report focused on students with disabilities that was released in July 2021 found that 52% of undergraduate students with disabilities reported that instructors at Georgetown were accommodating of requests. This item is discussed in the *Pedagogy* section of our report.
- **Instructor Pronoun Use:** This item on the undergraduate survey asked students if instructors acknowledged their preferred pronouns and names. The previously released comprehensive reports found significant differences between race/ethnicity groups. This item is discussed in the *Classroom Climate* section of our report.
- **Faculty Diversity:** This item on the undergraduate survey asked students if they had taken at least one class taught by faculty from their cultural communities in the last year. Statistically significant differences between students of different race/ethnicity groups emerged in the previously released reports. This item is discussed in the *Mentoring* section of our report.

# Pedagogy & Assessment

## Definition

Pedagogy encompasses the design choices faculty make to help students learn in their courses. These course design choices include the establishment of learning goals, creating transparent assignments and criteria, and infusing active learning exercises that are intellectually stimulating and challenging. These choices, however, do not exist in isolation. Faculty should consider situational factors that influence their course design and affect student learning. Implicit biases, institutional norms, and disciplinary curricular structures can shape both what and how we teach.

Assessment is a crucial part of any course; instructors must be able to identify if students are achieving course learning goals. However, not all forms of assessment are inherently inclusive. Inclusive assessment considers the purpose and intent of the practice, establishes and communicates clear criteria, considers student motivation and retention, and creates formative, low-stakes opportunities for students to monitor their own progress. Inclusive assessment asks that faculty are thoughtful and intentional when designing course assignments and when providing feedback to students.

Within the Campus Cultural Climate Survey, pedagogy and assessment items encompassed questions related to the care and commitment that faculty demonstrated toward students. The graduate student survey also included items related to faculty teaching, assessing, and facilitation skills. Conversely, a *lack* of culturally responsive pedagogy was also represented in the survey by several items related to instructor actions (or inaction) in the classroom. The list of survey items related to pedagogy appears below in Table 3.

**Table 3.** *Items on the Campus Cultural Climate Survey pertaining to pedagogy.*

<u>Item</u>	<u>CECE Topic/Indicator</u>
“To what extent do you disagree or agree with the following statements: In general, educators care about students at [Georgetown / my graduate school].”	Humanized Educational Environments
“To what extent do you disagree or agree with the following statements: In general, educators at [Georgetown / my graduate school] are committed to my success.”	Humanized Educational Environments
“To what extent do you disagree or agree with the following statements: In general, I view educators at [Georgetown / my graduate school] as caring human beings.”	Humanized Educational Environments
“In the last year, how often have instructors done the following in your courses: Failed to respond to offensive statements made in the classroom.”	Culturally Relevant and Responsive Pedagogy
“In the last year, how often have instructors done the following in your courses: Stereotyped an identity group.”	Culturally Relevant and Responsive Pedagogy
“In the last year, how often have instructors done the following in your courses: Made offensive statements about an identity group in class.”	Culturally Relevant and Responsive Pedagogy

“To what extent do you disagree or agree with the following statements:  
Faculty at my graduate school are skilled at facilitating conversations about inequality.”

Engagement with Diversity

“To what extent do you disagree or agree with the following statements:  
Faculty at my graduate school have the skills they need to address diversity issues that arise in the classroom.”

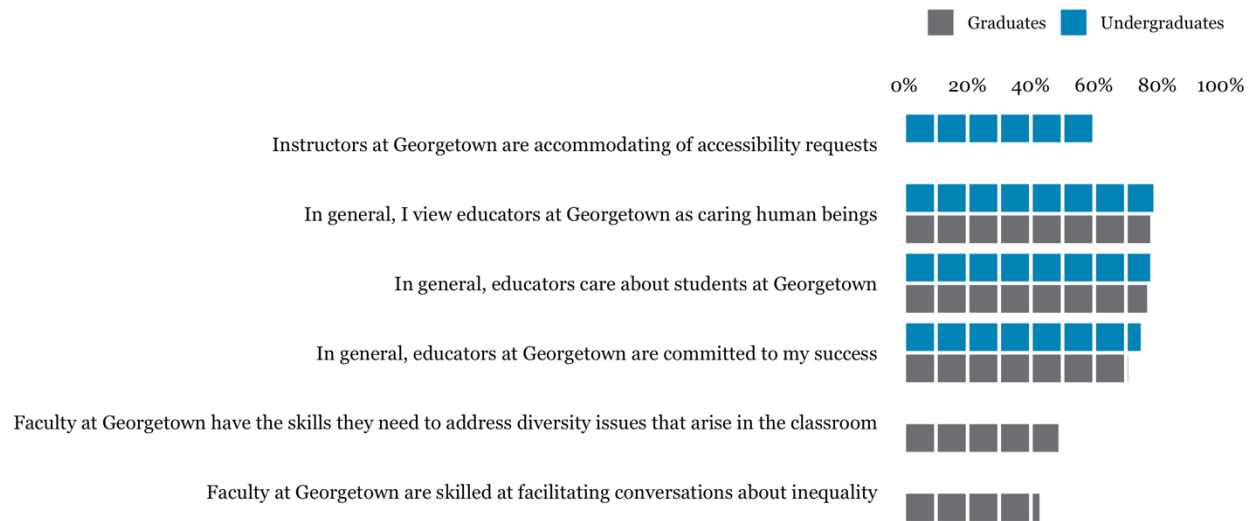
Engagement with Diversity

“To what extent do you disagree or agree with the following statements:  
Instructors at [Georgetown / my graduate school] are accommodating of accessibility requests.”

Course Accommodations

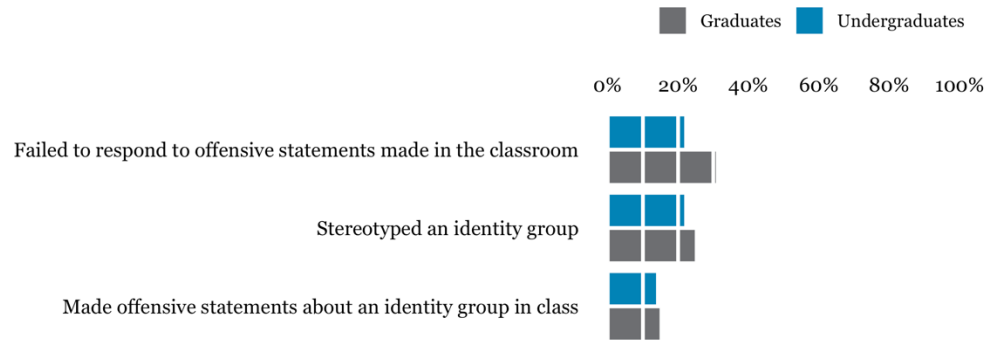
## General Findings

Among both the undergraduate and graduate student populations, fewer than eighty percent of survey respondents agreed with the items related to culturally responsive teaching that demonstrated instructor care and commitment towards students. In addition, fewer than fifty percent of graduate students agreed that their faculty possessed the necessary classroom facilitation skills named in the survey. Figure 4 shows the percentage of undergraduate and graduate respondents who agreed or strongly agreed with each survey item.



**Figure 4.** Undergraduate and graduate responses to items related to culturally responsive teaching. Percentages of responses agreeing or strongly agreeing with each statement are shown. A square represents 10% of respondents in each group, or one in ten students.

The survey also showed that both undergraduate and graduate students have experienced instructors demonstrating a lack of culturally responsive pedagogy, whether through direct action or inaction. About 14% of undergraduates have seen professors make offensive statements about identity groups, and 31% of graduate students have seen professors fail to respond to offensive statements. These survey items are shown below in Figure 5.



**Figure 5.** Undergraduate and graduate responses to items asking about lack of culturally responsive pedagogy. Percentages of responses reporting sometimes, often or always to each statement are shown. A square represents 10% of respondents in each group, or one in ten students.

## Disaggregation by Identity Group

When disaggregated by identity group, greatest differences in results were found along the dimension of race/ethnicity, but other identities saw statistically significant differences, as well.

## Culturally Relevant and Responsive Teaching

Significant differences by race/ethnicity were found for all of the culturally responsive pedagogy items for both graduate and undergraduate students ( $p < .05$  in all cases).

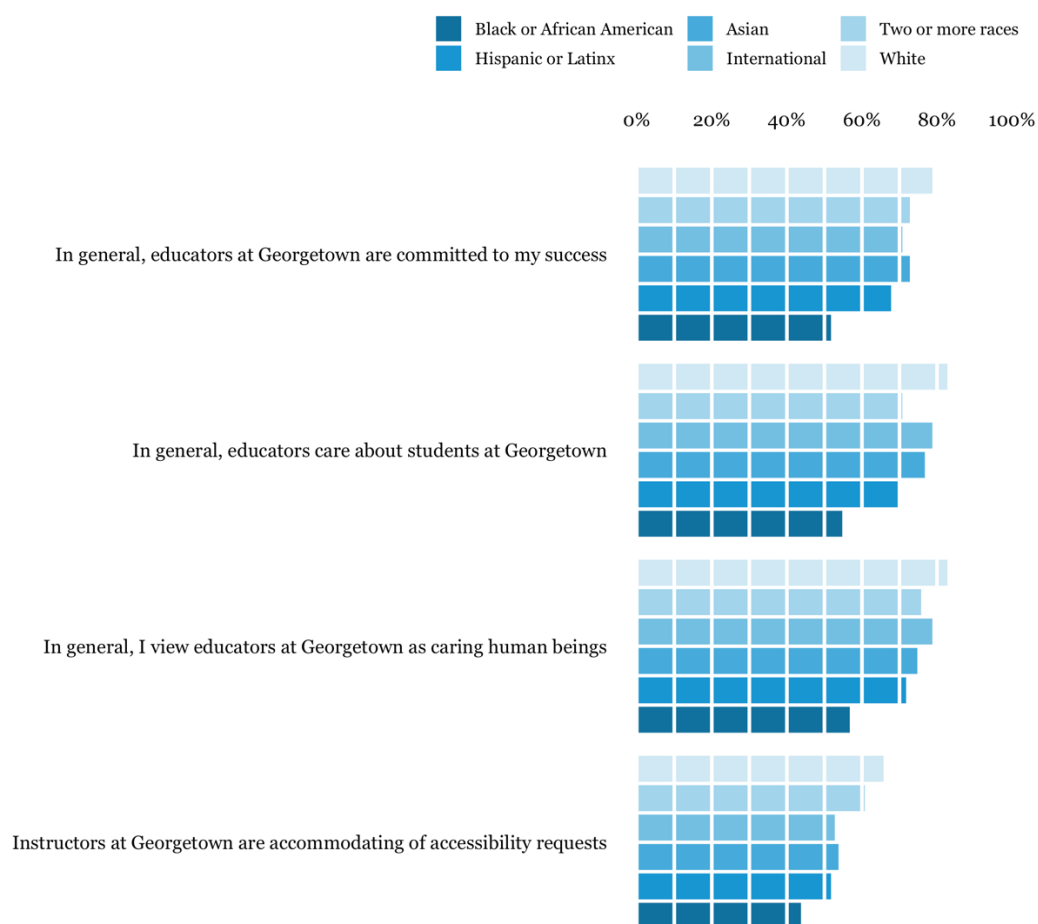
Among undergraduate students, students who identified as Black/African American were the least likely to agree with the statements related to culturally responsive teaching (ranging from 44% to 57% depending on the item). Conversely, students identifying as white were the most likely to agree with these same statements (ranging from 66% to 83% by item). The magnitude of the difference between white and Black/African American students who agreed or strongly agreed with these statements ranged from 22% to 28%. Figure 6, below, depicts percentage of undergraduate students disaggregated by race/ethnicity group who agree or strongly agree with a number of statements concerning culturally responsive teaching practices.

The picture for graduate students is slightly more complicated. As with the undergraduate students, the group least likely to agree with these statements was, in all cases, Black/African American students (agreement ranging from 19% to 67% depending on item). However, the group most likely to agree varied by question.

White-identifying graduate students agreed most with the item “In general, educators care about students at Georgetown” (79%); Asian American students agreed most with “In general, educators at Georgetown are committed to my success” (76%); Hispanic/Latinx students agreed most with “In general, I view educators at Georgetown as caring human beings” (83%); and international students agreed most with “Faculty at Georgetown are skilled at facilitating conversations about inequality” and “Faculty at Georgetown have the skills they need to address diversity issues that arise in the classroom” (47% and 58% respectively). However, in all cases, white students were on the higher end of the spectrum (agreement ranging from 45% to 80%



depending on item). The differences between the groups that agreed most and least on these items ranged from 12% to 37%.



**Figure 6.** Undergraduate responses concerning culturally responsive teaching practices. Responses agreeing or strongly agreeing with each statement are shown. A square represents 10% of respondents in each race/ethnicity group, or one in ten students of each race/ethnicity.

Other dimensions of identity also showed statistically significant differences. For example, significant differences existed across all items for both undergraduate and graduate students when examining responses from students who reported disabilities versus no disabilities. In each case, students identified as having disabilities had a low level of agreement with each survey item, particularly the statement “Instructors at Georgetown are accommodating of accessibility requests”. This statement only appeared on the undergraduate survey, but others appeared on both the undergraduate and graduate surveys. Among undergraduates, the magnitude of the differences in agreement between students with and without disabilities on items concerning culturally responsive teaching practices ranged from 12% to 19%; among graduate students, from 9% to 11%.

There were also statistically significant differences by sexuality on most items (all except in the case of “I view educators at Georgetown as caring human beings” for graduate students), with all

significant differences showing that straight-identified students agreed at a higher rate. Among undergraduates, differences in agreement between straight-identified and LGBTQA+ students ranged from 9% to 14%; among graduate students, from 5% to 6%.

On the other hand, other dimensions painted a less consistent picture. When looking at gender within the undergraduate student responses, undergraduate men were significantly more likely than undergraduate women to agree with statements about accessibility requests (difference of 9%) and faculty skills in the case of graduate students (the size of these differences in agreement ranged from 9% to 12%), but there were no significant differences on the other items for either undergraduates or graduates.

First generation status was similarly less predictive. Non-first generation students were significantly more likely to agree with the three statements about caring and commitment in the case of undergraduates (differences in agreement ranged from 14% to 17% between first-generation and non-first generation students depending on the item), but the item regarding accessibility requests didn't show significant differences for undergraduates—and the only statistically significant finding for graduate students was in response to the item “Faculty at Georgetown have the skills they need to address diversity issues that arise in the classroom,” where agreement ranged from 44% (students whose parents did not have a bachelor's degree) to 51% (students whose parents have bachelor's).

### **Lack of Culturally Relevant and Responsive Teaching**

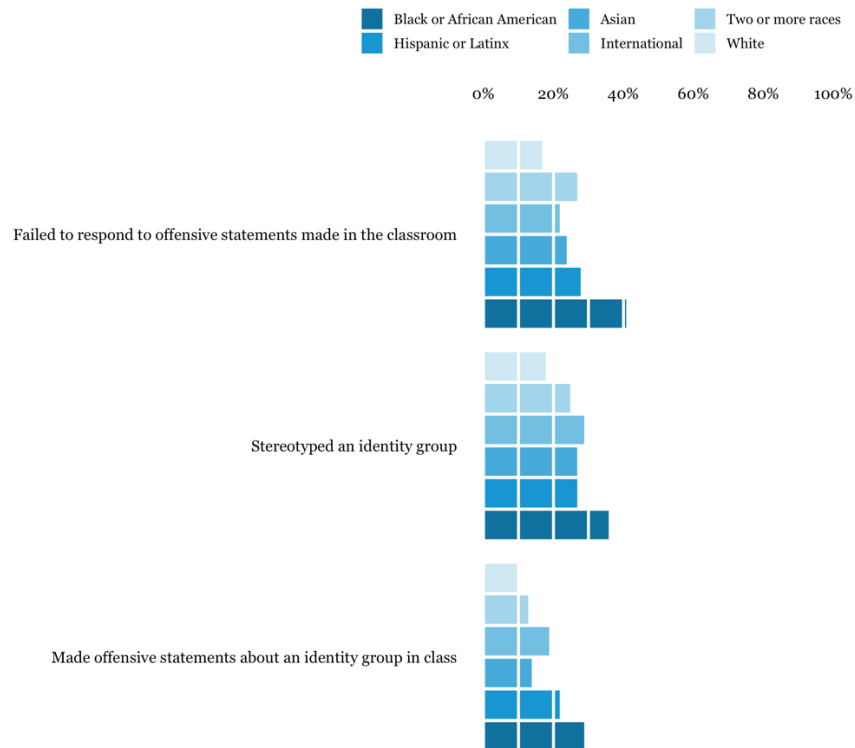
Once again, there were large and statistically significant differences by race/ethnicity for all three survey items related to lack of culturally responsive teaching. Within the undergraduate responses, in each case, Black/African American students were most likely to say that they saw these behaviors sometimes, often, or always, whereas white students were the least likely to indicate exposure to these behaviors. Between Black/African American and white students, percentage of students who reported experiencing these behaviors ‘sometimes’, ‘often’, or ‘always’ differed by 18% to 24%.

Regarding graduate students, Black/African American students were again most likely to report seeing each of these three behaviors. International students were least likely to report witnessing an instance where a professor “Failed to respond to offensive statements made in the classroom” (with white students only one percentage point more likely); Hispanic/Latinx students were least likely to report stereotyping of identity groups (with white students again only one percentage point more likely); and white students were least likely to have observed an instructor making “offensive statements about an identity group in class.” Figure 7 shows the extent to which these responses differed among students of various race/ethnicity groups.

There were significant differences on all items when grouping students, both undergraduate and graduate, by disability status and by sexual orientation. Students with disabilities were significantly more likely to report seeing these behaviors ‘sometimes’, ‘often’, or ‘always’, as were LGBTQA+ students.

Concerning gender, undergraduate women were significantly more likely than undergraduate men to say they saw (sometimes, often, or always) faculty fail to respond to offensive statements

and stereotype identity groups, but there was no significant difference for the third item regarding offensive statements made about identity groups in class. In addition, graduate student women also reported experiencing all three of these behaviors ‘sometimes’, ‘often’, or ‘always’ at a significantly higher rate than graduate student men.



**Figure 7.** Undergraduate responses concerning lack of culturally responsive teaching practices. Shown are responses from students who found that the item sometimes, often, or always characterized faculty in the past year. A square represents 10% of respondents in each race/ethnicity group, or one in ten students of each race/ethnicity.

There were significant differences on all items when grouping undergraduate students by first generation status (first generation students reported seeing these behaviors at a significantly higher percentage), but there were no significant differences by parental education on any of the items for graduate students.

## Predictors of Success

All items concerning culturally responsive teaching correlated significantly and positively with the survey’s measures of Sense of Belonging, Changes in Abilities, Changes in Commitments, and Satisfaction for undergraduates ( $r$ s ranging from 0.20 to 0.42; all  $p$ s < .01). These correlations were also positive and significant for graduate students ( $r$ s ranging from 0.27 to 0.57, all  $p$ s < .01). Figure 8 shows moderate correlations between undergraduate and graduate responses to these items and Sense of Belonging mean, Changes in Abilities mean, and Satisfaction (and slightly weaker correlations with Changes in Commitments mean).

	Belonging	Ability	Commitment	Satisfaction
In general, educators at Georgetown are committed to my success (Undergrad)	0.4	0.37	0.3	0.42
In general, I view educators at Georgetown as caring human beings (Undergrad)	0.38	0.34	0.29	0.39
Faculty at my graduate school are skilled at facilitating conversations about inequality (Grad)	0.37	0.33	0.27	0.39
Faculty at my graduate school have the skills they need to address diversity issues that arise in the classroom (Grad)	0.38	0.33	0.27	0.39

**Figure 8.** Correlations in undergraduate responses between two Humanized Educational Environments statements and Sense of Belonging mean, Changes in Abilities mean, Changes in Commitments mean, and Satisfaction (top). Correlations in graduate responses between two Engagement of Diversity statements and Sense of Belonging mean, Changes in Abilities mean, Changes in Commitments mean, and Satisfaction (bottom). Pearson's  $r$  correlation coefficient is shown. All correlations are significant at  $p < .01$ .

Measures of a lack of culturally responsive teaching, on the other hand, correlated significantly and negatively with measures of ability change, belonging, commitment, and satisfaction (all  $ps < .01$ ), but the effect sizes of these correlations was small in some cases and small-to-medium in other cases. These correlations, though significant, were generally weaker than the correlations with the culturally responsive pedagogy items; for graduate students, the Pearson's  $r$  correlation coefficient ranged from -0.13 to -0.27, and for undergraduates it ranged from -0.06 to -0.17.

## Pedagogical Strategies

For faculty developing an inclusive approach to pedagogy and assessment, this entails reconfiguring a structure and routine to support all students' engagement in their learning and give them opportunities to bring their varied strengths and experiences into the learning environment and in their coursework.

We recommend that faculty be intentional, explicit, and transparent about the following course planning choices:

- Examine biases (in oneself, disciplinary, institutional) and their potential impact on student engagement in your course
- Set clear learning goals for students
- Establish clear expectations for assessment activities, e.g., seeing examples of successful student work
- Give students multiple ways and repeated opportunities to practice their growing competencies and proficiencies before they are asked to perform in higher stakes assessment

- Develop community norms and guidelines with students to draw upon when challenging or difficult discussions arise

It is important to develop strategies and plans to address challenging moments directly. Many pedagogical challenges around inclusive teaching and learning are eased when faculty work to build and foster community and rapport with students in the classroom. If we plan for how to cultivate and navigate productive difficult discussions, they can be transformative learning moments for our students and ourselves. Transparency around pedagogical planning contributes to a shared sense of purpose for all students which in turn can contribute to confidence-building and an overall sense of belonging in the classroom.

# Classroom Climate & Power

## Definitions

Climate refers to the broader environment in which students are learning, including classroom relationships with peers and dynamics between students and faculty. Research on classroom climate indicates that there is a strong connection between inclusive learning climates and improved learning outcomes, student persistence and motivation, and student well-being (e.g., Frisby et al. 2014). Creating an inclusive climate means cultivating a learning environment that fosters students' sense of belonging and connection to the course, discipline, and a community of learners, which lead to students feeling valued and supported in their learning. An inclusive climate welcomes students of all identities and backgrounds by validating the assets that students bring and helping students connect their prior knowledge or skills to new learning.

Contextualizing power in the classroom requires us to attend to how teaching and learning are shaped by power dynamics between and among students and teachers. While the power of teachers is most obviously consolidated through grades, assessment, and course design, other elements create power differences among students themselves. Different levels of comfort in the educational environment, familiarity with class norms, social identities, and perceived authority are among the factors that contribute to differential feelings of empowerment (Siegel 2017). Attention to power dynamics in the classroom is critical to engaging the whole student in their learning experience and empowering them to become confident and self-directed life-long learners.

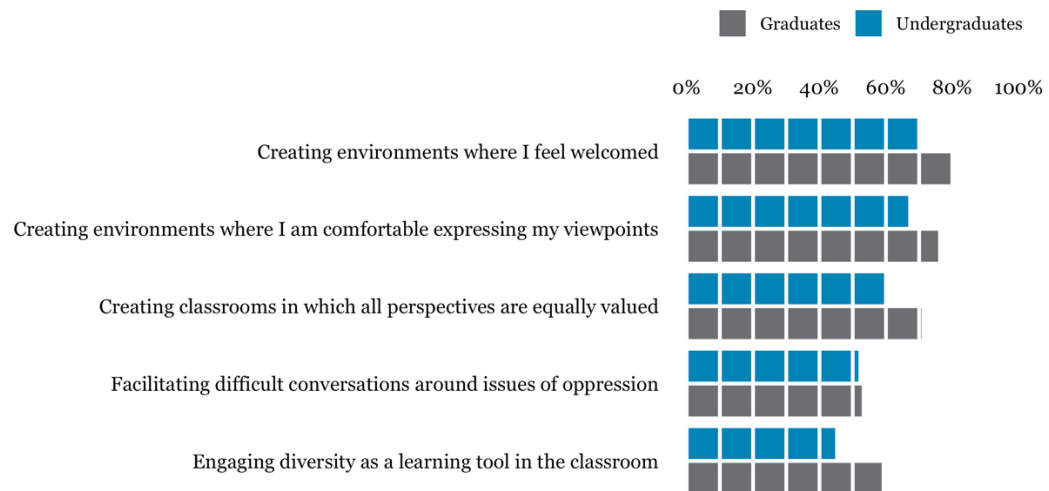
Within the Campus Cultural Climate Survey instrument, these areas of climate and power were captured in a series of items under the prompt "Instructors at [Georgetown / my graduate school] are effective at:". These items are listed in Table 4.

**Table 4.** *Items on the Campus Cultural Climate Survey pertaining to classroom climate.*

<u>Item</u>	<u>CECE Topic/Indicator</u>
"Instructors at [Georgetown / my graduate school] are effective at: Creating environments where I feel welcomed."	Culturally Relevant and Responsive Pedagogy
"Instructors at [Georgetown / my graduate school] are effective at: Creating environments where I am comfortable expressing my viewpoints."	Culturally Relevant and Responsive Pedagogy
"Instructors at [Georgetown / my graduate school] are effective at: Facilitating difficult conversations around issues of oppression."	Culturally Relevant and Responsive Pedagogy
"Instructors at [Georgetown / my graduate school] are effective at: Engaging diversity as a learning tool in the classroom."	Culturally Relevant and Responsive Pedagogy
"Instructors at [Georgetown / my graduate school] are effective at: Creating classrooms in which all perspectives are equally valued."	Culturally Relevant and Responsive Pedagogy
"To what extent do you disagree or agree with the following statements: Instructors at [Georgetown / my graduate school] acknowledge my preferred name."	Instructor Pronoun Use

## General Findings

Among the student population as a whole, agreement with these items was below eighty percent in all cases, whether undergraduate or graduate students. Particularly low student agreement occurred when presented with items on instructor effectiveness at facilitating difficult conversations around issues of oppression (52% for undergraduate students and 53% for graduate students) and engaging diversity as a learning tool in the classroom (45% for undergraduate students and 59% for graduate students). Figure 9 shows the percentage of undergraduate and graduate students who agreed or strongly agreed with each of the statements.



**Figure 9.** Undergraduate and graduate responses to items related to classroom climate, under the prompt “Instructors at [Georgetown / my graduate school] are effective at:”. Percentages of responses agreeing or strongly agreeing with each statement are shown. A square represents 10% of respondents in each group, or one in ten students.

We also analyzed the item “Instructors at Georgetown acknowledge my pronouns/preferred name.” However, perhaps because most of the respondents had never been in a position where their pronouns/preferred name differed from their official Georgetown record, this item suffered from ceiling effects; 90% of respondents agreed with this item. As a result of this ceiling effect, the findings around this item were inconsistent and difficult to interpret, and we do not include them here. A spotlight report released by IDEAA and OADS in November 2021 presents findings from this question and others disaggregated by student gender identity and sexual orientation.

## Disaggregation by Identity Group

These findings among our students become still more revealing when they are broken down by identity group. The greatest (statistically significant) differences were found along the dimension of race/ethnicity (for all items for both undergraduate and graduate students,  $ps < .05$ ), but other identity groups saw statistically significant differences as well.

For undergraduate students, in all cases the group least likely to agree with the statements consisted of students who identified as Black/African American (agreement percentages ranging



from 25% to 46%), whereas the white-identified student group was always most likely to agree (agreement ranging from 50% to 79%). The magnitude of the differences between these groups on agreement with these items ranged from 25% to 42%, and the difference in agreement between white-identified and Black/African American race/ethnicity groups was statistically significant in all cases.

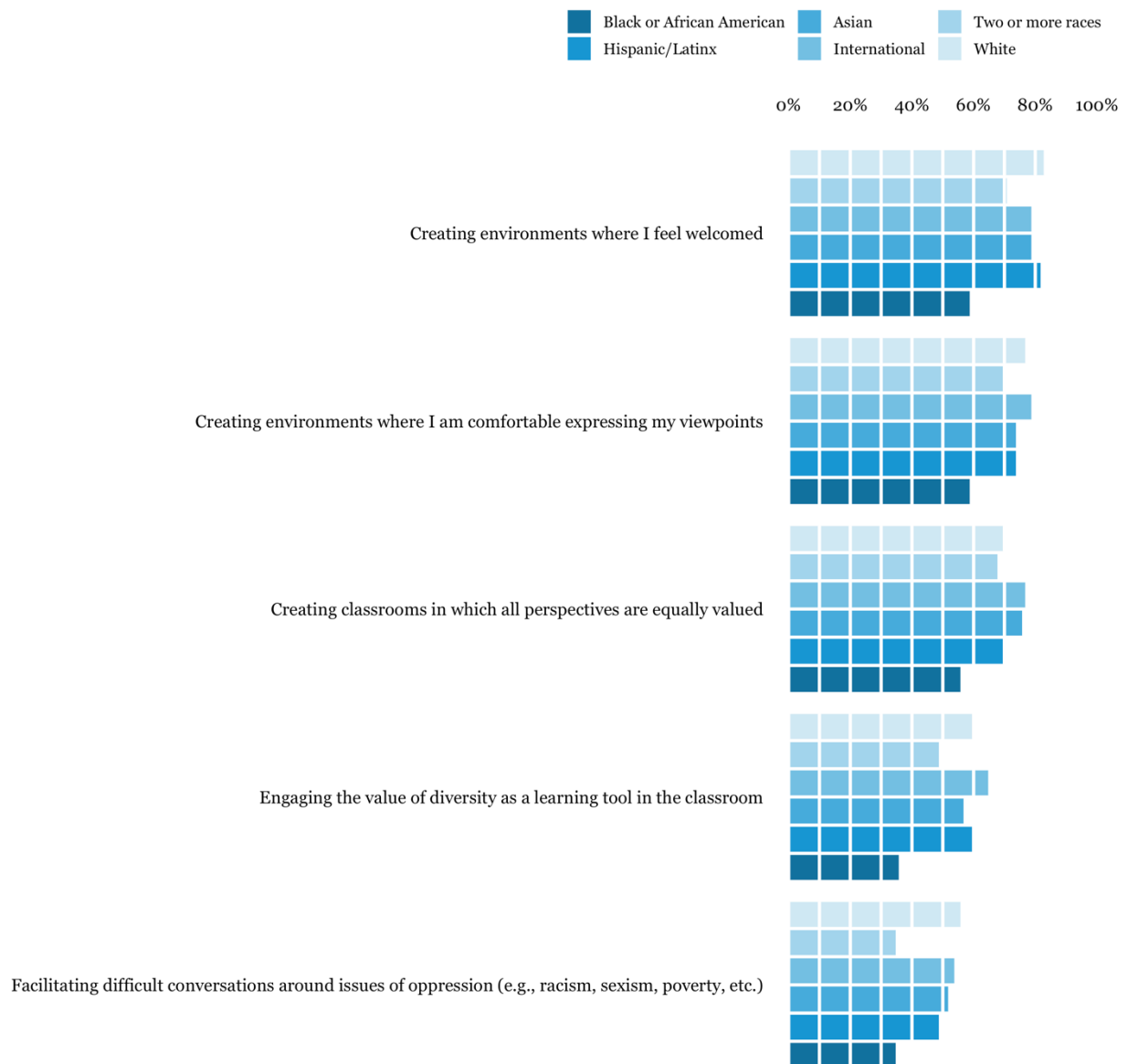
The picture for graduate students is slightly more complicated. As with the undergraduate students, the group least likely to agree with these statements was, in all cases, Black/African American students (agreement ranging from 35% to 59%). However, the group most likely to agree varied by question—for “Creating environments where I feel welcomed” and “Facilitating difficult conversations around issues of oppression” it was white-identified students (agreement 83% and 56% respectively); for “Creating environments where I am comfortable expressing my viewpoints,” “Engaging diversity as a learning tool in the classroom,” and “Creating classrooms in which all perspectives are equally valued” it was international students (79%, 65%, and 77% respectively). However, in all cases, white students were closer to the higher end of the spectrum (agreement ranging from 56% to 83%). Differences in percentage agreeing between the race/ethnicity groups agreeing most and least on these items ranged from 20% to 29%. Figure 10 shows percentages of graduate students who agreed or strongly agreed with these statements, disaggregated by race/ethnicity group.

Other dimensions of identity also showed significant differences, albeit not as dramatically as the differences around race/ethnicity. For example, at the undergraduate level, first generation students agreed at a significantly lower rate with the statements than non-first generation students; the differences between groups were largest on “Creating environments where I feel welcomed” (28% difference in agreement) and “Creating environments where I am comfortable expressing my viewpoints” (24% difference in agreement). For graduate students, grouping students by parental education revealed significant differences on all items except “Creating classrooms in which all perspectives are equally valued.” In each case, the group that agreed least was graduate students whose parents did not have a bachelor’s degree, and the group that agreed most varied between students whose parents have a bachelor’s degree and students whose parents had advanced degrees.

There were also significant differences on all items when looking at disability. In each case, students who identified as having disabilities agreed at a lower rate with the statements, for both undergraduate (differences in agreement between groups ranged from 8% to 19%) and graduate students (differences in agreement between groups ranged from 8% to 15%). In terms of sexual orientation and gender identity, non-LGBTQA+ undergraduate students agreed at a significantly higher rate than their LGBTQA+ peers with four out of five items (all but “Creating environments where I am comfortable expressing my viewpoints”). For graduate students, non-LGBTQA+ students were significantly more likely to agree with all five items.

When looking at gender, men were significantly more likely to agree that their instructors were effective at “Facilitating difficult conversations around issues of oppression” and “Engaging diversity as a learning tool in the classroom,” but the magnitude of the differences does not appear large, and there were no statistically significant differences on the other items. For graduate students, men were significantly more likely to agree that their instructors were effective at “Facilitating difficult conversations around issues of oppression,” “Engaging

diversity as a learning tool in the classroom,” and “Creating classrooms in which all perspectives are equally valued.” But again, these were not large differences, and there were no significant differences on the other two items.



**Figure 10.** Responses from graduate students who agreed or strongly agreed in items related to classroom climate by student race/ethnicity group, under the prompt “Instructors at my graduate school are effective at:”. A square represents 10% of respondents in each race/ethnicity group, or one in ten students of each race/ethnicity group.

## Predictors of Success

All items concerning culturally responsive teaching correlated significantly and positively with the survey’s measures of Sense of Belonging, Changes in Abilities, Changes in Commitments, and Satisfaction for both undergraduate and graduate students ( $r$ s ranging from 0.24 to 0.50). The

weakest correlations were between these items and Changes in Commitments mean ( $r$ s ranging from 0.24 to 0.30). The strongest were between these items and Sense of Belonging mean (0.31 to 0.46) and between these items and Satisfaction (0.30 to 0.50). Correlation coefficients are shown per item for graduate students in Figure 11.

	Belonging	Ability	Commitment	Satisfaction
creating environments where I feel welcomed.	<b>0.46</b>	<b>0.32</b>	<b>0.26</b>	<b>0.5</b>
creating environments where I am comfortable expressing my viewpoints.	<b>0.43</b>	<b>0.31</b>	<b>0.24</b>	<b>0.45</b>
facilitating difficult conversations around issues of oppression (e.g., racism, sexism, poverty).	<b>0.35</b>	<b>0.3</b>	<b>0.24</b>	<b>0.38</b>
engaging diversity as a learning tool in the classroom.	<b>0.39</b>	<b>0.33</b>	<b>0.27</b>	<b>0.42</b>
creating classrooms in which all perspectives are equally valued.	<b>0.39</b>	<b>0.3</b>	<b>0.3</b>	<b>0.43</b>

**Figure 11.** Correlations in graduate responses between Culturally Relevant and Responsive Pedagogy topic statements related to classroom climate and Sense of Belonging mean, Changes in Abilities mean, Changes in Commitments mean, and Satisfaction. Pearson's  $r$  correlation coefficient is shown. All correlations are significant at  $p < .01$ .

Among graduate student respondents, in every case, the correlation of these items with Sense of Belonging mean and Changes in Abilities mean was stronger among first generation students than among non-first generation students. In terms of race/ethnicity group, the correlation of these items with Sense of Belonging mean and Satisfaction was categorically strongest among Black/African American students, although the difference in magnitude was slight.

## Pedagogical Strategies

We recommend that faculty continue to engage and develop the following practices to foster safe, inclusive learning climates:

- Take an asset-based approach—diversity in a learning community means that people bring a variety of strengths and experiences, many of which could be relevant to matters at hand.
- Create opportunities for students to build rapport with each other and with you at the beginning of and throughout the semester.
- Gather and respond to anonymous student feedback (on teaching techniques, comfort level, classroom experiences, etc.) throughout the semester.
- When feasible, involve students directly in shaping your syllabus and pedagogical choices.
- Consider how your own social identities are relevant to the power dynamics at play. Where possible and appropriate, name these for your students.
- You may wish to develop students' leadership roles during class sessions and give them opportunities to share their expertise, but check in with each of these students to ensure they are not burdened by (or otherwise uncomfortable with) taking on this expert role.

# Course Content

## Definition

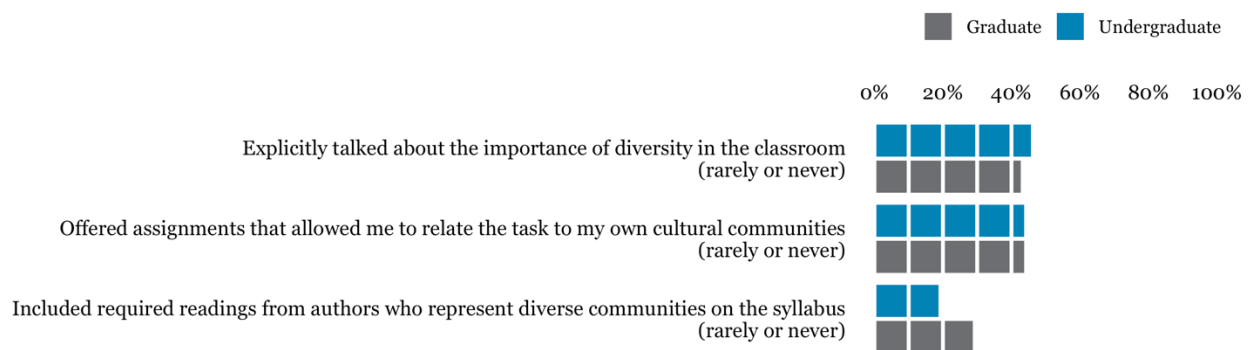
The incorporation of diverse and inclusive course content as an inclusive pedagogy strategy aims to expand the perspectives, experiences, topics, and context that students are exposed to in any given course through content, especially perspectives and context that have traditionally been marginalized and excluded. Published studies have shown that more diversified course content increases students' sense of belonging and persistence rates, as well as mitigating negative stereotypes about historically marginalized identities (e.g., Chamany et al. 2008, Ambrose et al. 2010, Lee et al. 2012). Table 5 shows the items that appeared on the Campus Cultural Climate Survey concerning inclusivity and diversity in course content.

**Table 5.** *Items on the Campus Cultural Climate Survey pertaining to course content.*

<u>Item</u>	<u>CECE Topic/Indicator</u>
"To what extent do you disagree or agree with the following statements: At [Georgetown / my graduate school], there are enough opportunities to learn about the challenges that exist in my own cultural communities."	Culturally Relevant Knowledge
"To what extent do you disagree or agree with the following statements: At [Georgetown / my graduate school], there are enough opportunities to learn about important issues within my own cultural communities."	Culturally Relevant Knowledge
"To what extent do you disagree or agree with the following statements: At [Georgetown / my graduate school], there are enough opportunities to gain knowledge about my own cultural communities."	Culturally Relevant Knowledge
"In the last year, how often have instructors done the following in your courses: Explicitly talked about the importance of diversity in the classroom."	Culturally Relevant and Responsive Pedagogy
"In the last year, how often have instructors done the following in your courses: Focused classroom conversations on inequality."	Culturally Relevant and Responsive Pedagogy
"In the last year, how often have instructors done the following in your courses: Invited guest speakers to class to speak out about inequality."	Culturally Relevant and Responsive Pedagogy
"In the last year, how often have instructors done the following in your courses: Included required readings from authors who represent diverse communities on the syllabus."	Culturally Relevant and Responsive Pedagogy
"In the last year, how often have instructors done the following in your courses: Offered assignments that allowed me to relate the task to my own cultural communities."	Culturally Relevant and Responsive Pedagogy
"To what extent do you disagree or agree with the following statements: Instructors provide affordable options for required textbook/class materials."	Textbook Affordability

## General Findings

The potential benefits of incorporating diverse and inclusive course content stand in stark contrast to students' reported experiences. A large proportion of students reported little to no exposure to diverse course content in their courses on two key items; 46% of undergraduate students and 43% of graduate students reported that they had never or rarely in the past year seen faculty explicitly talk about the importance of diversity in the classroom, and 44% of undergraduate and 44% of graduate students reported that their instructors had never or rarely in the past year offered assignments that allowed them to relate the assignment to their own cultural communities. This is not to dismiss the efforts that faculty have put into diversifying their content in other ways, which students have noticed. A majority of undergraduate students reported that faculty had included required readings from authors who represent diverse communities in the syllabus; 81% of undergraduate and 71% of graduate students reported at least sometimes experiencing this in courses taken in the last year. Figure 12 shows undergraduate and graduate responses of 'never' or 'rarely' to some of these items.



**Figure 12.** Undergraduate and graduate responses to items related to course content, under the prompt “In the last year, how often have instructors done the following in your courses:”. Percentages of students responding ‘never’ or ‘rarely’ are shown. A square represents 10% of respondents in each group, or one in ten.

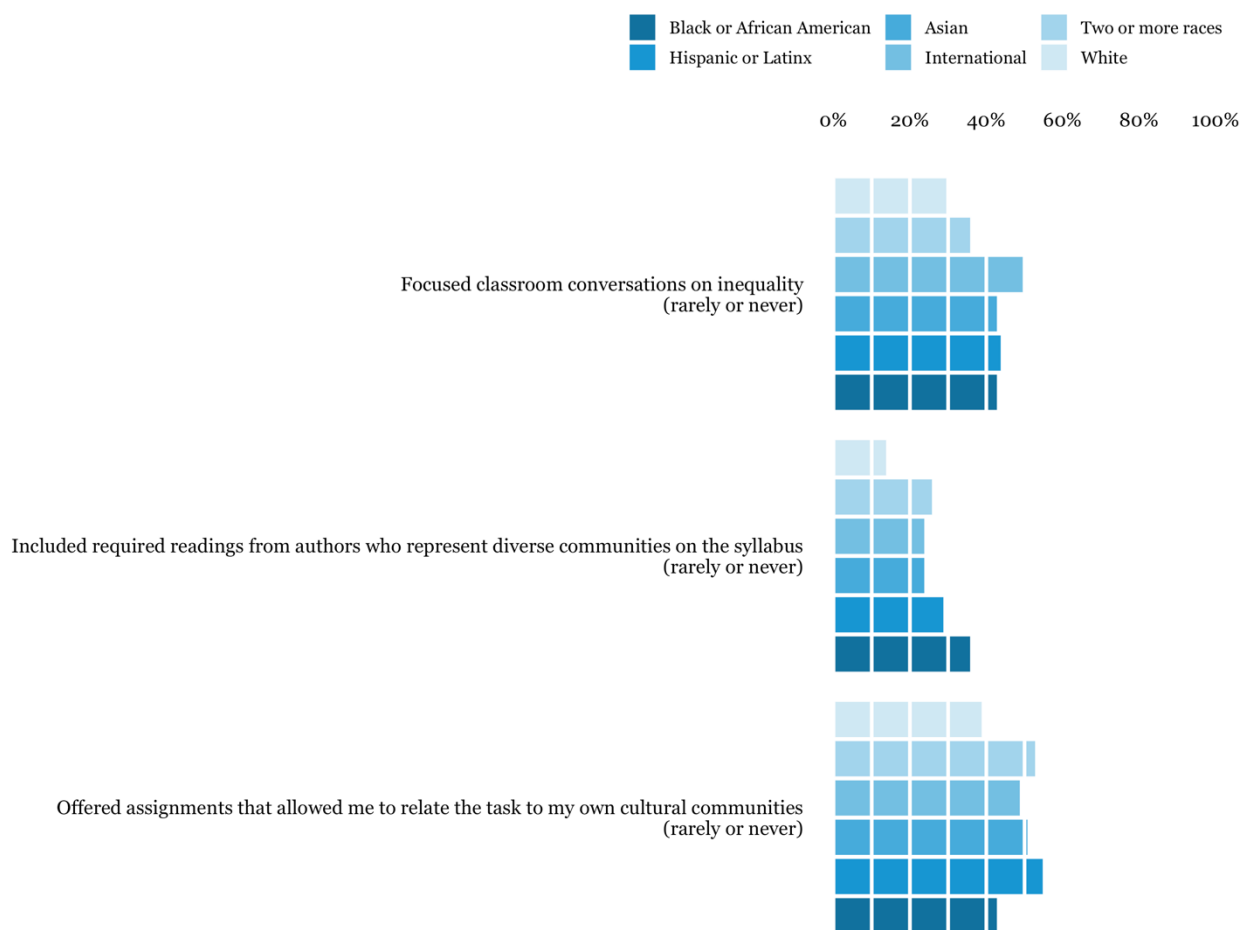
There is no clear pattern of difference seen in the data when we break down undergraduate student responses by discipline<sup>12</sup> or schools. Students' reported Sense of Belonging, their answers to questions on exposure to inclusive course content, and their commitment to and perceptions of academic success (Changes in Abilities and Changes in Commitments) were all relatively the same across disciplines. This suggests that opportunities for intervention and change in designing increasingly inclusive course content exist throughout Georgetown, across different disciplines.

## Disaggregation by Identity Group

Students with traditionally marginalized identities indicated lower levels of exposure to inclusive course content at Georgetown. For example, compared to non-first generation undergraduate students, first generation undergraduate students were more likely to disagree or strongly

<sup>12</sup> There were not enough responses to examine responses from specific student majors. Data for discipline breakdown among graduate students were not available at the time of this analysis.

disagree that instructors effectively facilitated difficult conversations around issues of oppression (33% of first generation undergraduate students and 20% of non-first generation undergraduate students), focused classroom conversations on inequity (42% of first generation undergraduate students and 35% non-first generation) or included required readings from authors who represent diverse communities in the syllabus (27% of first generation undergraduate students and 18% non-first generation). Furthermore, first generation undergraduate students were more likely to disagree or strongly disagree that there were enough opportunities to gain knowledge about their own cultural communities at Georgetown (42% of first generation undergraduate students and 19% non-first generation).



**Figure 13.** Responses from undergraduate students who never or rarely had instructors do the following in class, under the prompt “In the last year, how often have instructors done the following in your courses:”. A square represents 10% of respondents in each race/ethnicity group, or one in ten students of each race/ethnicity.

The same trends described above are seen in the race/ethnicity group disaggregations, where a higher percentage of white-identifying undergraduate and graduate students reported experiencing inclusive course content. Therefore, as in other sections, identity groups that exhibited lower reported Sense of Belonging overall also reported a lower rate of exposure to inclusive course content and a lack of knowledge from their cultural communities as part of

course content. Figure 13 shows the percentages of undergraduate students who never or rarely experienced selected inclusive course content items.

## Predictors of Success

For many of the questions pertaining to course content, we see positive correlations, most with small-to-medium effect sizes, between a student's exposure to inclusive content in the classroom and that student's Sense of Belonging. For example, a moderate positive correlation exists between undergraduate students' perceptions that there were enough opportunities to gain knowledge about their own cultural communities with their Sense of Belonging ( $r(2436) = .41, p < .01$ ). Another example is the correlation between undergraduate students' perceptions that instructors at Georgetown were effective at facilitating difficult conversations around issues of oppression with their Sense of Belonging ( $r(2305) = .31, p < .01$ ). Some of these statements are shown in Figure 14.

	Sense of Belonging	Change in Abilities	Change in Commitments	Satisfaction
There are enough opportunities to gain knowledge about my own cultural communities	0.41	0.26	0.19	0.35
Explicitly talked about the importance of diversity in the classroom	0.18	0.23	0.21	0.2
Included required readings from authors who represent diverse communities on the syllabus	0.2	0.21	0.16	0.23
Offered assignments that allowed me to relate the task to my own cultural communities	0.2	0.27	0.23	0.2

**Figure 14.** Correlations in undergraduate responses between Culturally Relevant and Responsive Pedagogy topic statements related to course content and Sense of Belonging mean, Changes in Abilities mean, Changes in Commitments mean, and Satisfaction. Pearson's  $r$  correlation coefficient is shown. All correlations are significant at  $p < .01$ .

The small-to-moderate correlations between inclusive course content and Sense of Belonging hold for graduate students as well. For example, the correlation between "Instructors at Georgetown are effective at facilitating difficult conversations around issues of oppression (e.g. racism, sexism, poverty)" with graduate student Sense of Belonging is largely the same as in the undergraduate student population ( $r(2471) = .35, p < .01$ ). Just as among Georgetown undergraduates, exposure to inclusive course content is also moderately correlated with Changes in Abilities mean ( $r(2332) = .30, p < .01$ ) and, to some extent, with Changes in Commitments mean ( $r(2315) = .24, p < .01$ ).



The correlation between exposure to inclusive course content and Sense of Belonging is generally higher among first generation undergraduate students compared to continuing generation students, and higher among Black/African American students and Hispanic/Latinx students compared to white students. As one example, the correlation between the statement “Instructors at Georgetown are effective at facilitating difficult conversations around issues of oppression” and Sense of Belonging is of lesser magnitude among white undergraduate students ( $r(1296) = .25, p < .01$ ), compared to Black/African American students ( $r(122) = .27, p < .01$ ), Hispanic/Latinx students ( $r(244) = .39, p < .01$ ) and students who identified as belonging to two or more races ( $r(144) = .32, p < .01$ ). The correlation is also stronger in first generation students ( $r(289) = .35, p < .01$ ) compared to non-first generation students ( $r(2018) = .29, p < .01$ ).

In addition to Sense of Belonging, the correlation between exposure to inclusive course content and academic dispositions is also stronger among first generation undergraduate students compared to non-first generation students. As one example, the correlation between student responses to the statement that “Instructors at Georgetown are effective at facilitating difficult conversations around issues of oppression” and Changes in Abilities mean is stronger among first generation undergraduate students ( $r(281) = .38, p < .01$ ) compared to non-first generation students ( $r(1931) = .28, p < .01$ ), while the correlation with Changes in Commitments mean is also stronger in first generation students ( $r(281) = .37, p < .01$ ) compared to non-first generation ( $r(1916) = .26, p < .01$ ).

Among graduate students, the differences in correlation of the exposure to inclusive content with Sense of Belonging and Changes in Abilities was less clear and varied by item.

## Pedagogical Strategies

Greater adoption and systematic incorporation of inclusive content into courses is a way to improve educational achievement and increase the sense of belonging for all Georgetown students, and is particularly beneficial to students from historically underrepresented and/or underserved communities.

Strategies to employ when considering course content include:

- Examine the dominant narratives and assumptions in your field when planning courses, and explore methods to challenge these narratives that are discipline-specific and relevant.
- Evaluate your syllabus in terms of how representative it is of a diverse range of perspectives, social identities, and experiences.
- Explain content choices to students during the course, especially when choices are made to expand the perspectives, experiences, topics, and backgrounds represented.
- Provide opportunities for students to hear from different voices first hand (ex. guest speakers, recordings etc.).
- Design assignments where students have the opportunity to pursue their own investigations that may challenge dominant narratives in the field.
- Understand the costs of textbooks and materials you ask students to buy for your course.

# Mentoring Practices

## Definitions

Mentoring consists of a collection of activities and interactions that support and encourage students to gain agency and self-efficacy in their learning, leading to confidence, development of new skills and relationships, performance improvement, and achievement of milestones and goals (Mullen 2010; Walkington et al. 2020). Mentoring holds potential for long-lasting and transformative impacts on students. Effective student mentoring and advising are key for student success and persistence, but also have long-term personal impacts, such as income attainment, advanced education attainment, and time spent volunteering (Gallup and Purdue University 2014).

Mentoring includes both formal mentoring relationships—through advising and those we consider to be official mentors— and, perhaps even more importantly, informal mentoring that consists of a range of regular behaviors of encouragement and praise to students when they perform well, as well as coaching activities, where a mentee is taught a specific skill/piece of knowledge important for thriving in the field (Packard et al. 2009). When provided with mentorship, first generation students are more likely to be able to navigate the ‘hidden curriculum’ (e.g., independently learn how to use office hours, how to register for classes, where to seek support, etc.), adapt to college life, and thrive in college (Watson et al. 2002). Key assumptions in the CECE survey model (common to items in the Culturally Responsive Support Systems topic) are that all students need mentoring and that all Georgetown students deserve effective mentoring. Survey items pertaining to mentoring are shown in Table 6.

**Table 6.** *Items on the Campus Cultural Climate Survey pertaining to mentoring.*

<u>Item</u>	<u>CECE Topic/Indicator</u>
“In the last year, how often has a faculty/staff member at [Georgetown / your graduate school] done the following: Shared their personal story with me.”	Culturally Responsive Support Systems
“In the last year, how often has a faculty/staff member at [Georgetown / your graduate school] done the following: Asked me about my life outside of class.”	Culturally Responsive Support Systems
“In the last year, how often has a faculty/staff member at [Georgetown / your graduate school] done the following: Given me advice/guidance about non-academic matters.”	Culturally Responsive Support Systems
“In the last year, how often has a faculty/staff member at [Georgetown / your graduate school] done the following: Demonstrated passion for the work they were doing.”	Culturally Responsive Support Systems
“In the last year, how often has a faculty/staff member at [Georgetown / your graduate school] done the following: Checked in on me to see how I was doing.”	Culturally Responsive Support Systems

“In the last year, how often has a faculty/staff member at [Georgetown / your graduate school] done the following: Checked in on me to see if I was handling my school work well.”	Culturally Responsive Support Systems
“In the last year, how often has a faculty/staff member at [Georgetown / your graduate school] done the following: Did something to show me that they wanted me to succeed.”	Culturally Responsive Support Systems
“In the last year, how often has a faculty/staff member at [Georgetown / your graduate school] done the following: Told me that they know I can succeed.”	Culturally Responsive Support Systems
“In the last year, how often has a faculty/staff member at [Georgetown / your graduate school] done the following: Invested more time than they expected to invest in me.”	Culturally Responsive Support Systems
“In the last year, how often has a faculty/staff member at [Georgetown / your graduate school] done the following: Did something that showed me they cared about me.”	Culturally Responsive Support Systems
“In the last year, how often has a faculty/staff member at [Georgetown / your graduate school] done the following: Sent me information about resources that would benefit me without me asking for it.”	Culturally Responsive Support Systems
“In the last year, how often has a faculty/staff member at [Georgetown / your graduate school] done the following: Introduced me to someone who gave me the support that I needed.”	Culturally Responsive Support Systems
“In the last year, how often has a faculty/staff member at [Georgetown / your graduate school] done the following: Spent time with me even if there was not an immediate task that needed to be completed.”	Culturally Responsive Support Systems
“In the last year, how often has a faculty/staff member at [Georgetown / your graduate school] done the following: Put me in contact with students from similar backgrounds as me.”	Culturally Responsive Support Systems

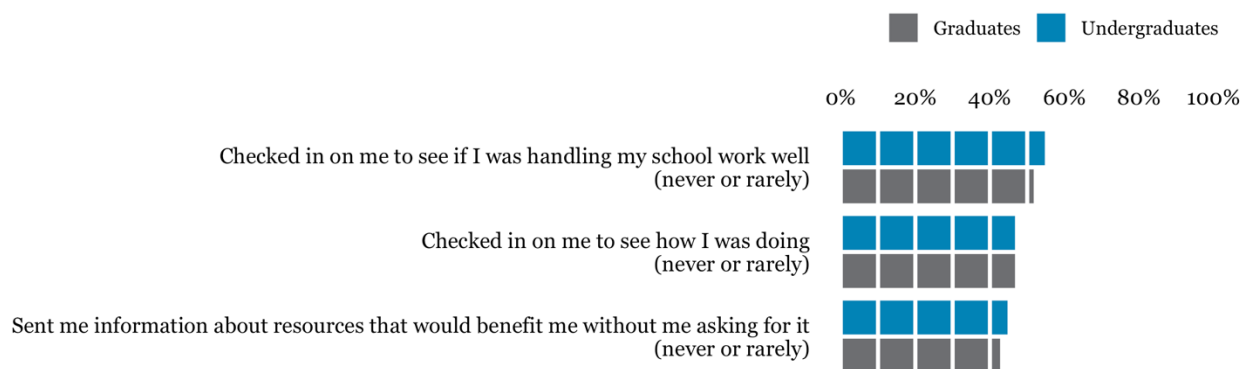
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## General Findings

On most questions related to mentoring activities, most students reported only receiving these services ‘never’, ‘rarely’ or ‘sometimes’.<sup>13</sup> 47% of undergraduate and 47% of graduate students reported that, in the past year, a faculty or staff member never or only rarely checked in with them to see how they were doing. 55% of undergraduates and 52% of graduate students reported that, in the past year, a faculty or staff member never or only rarely checked in with them to see if they were handling their school work well. 45% of undergraduates and 43% of graduate students reported that, in the past year, a faculty or staff member never or only rarely sent them information about resources that would benefit them without asking. These are shown in Figure 15.

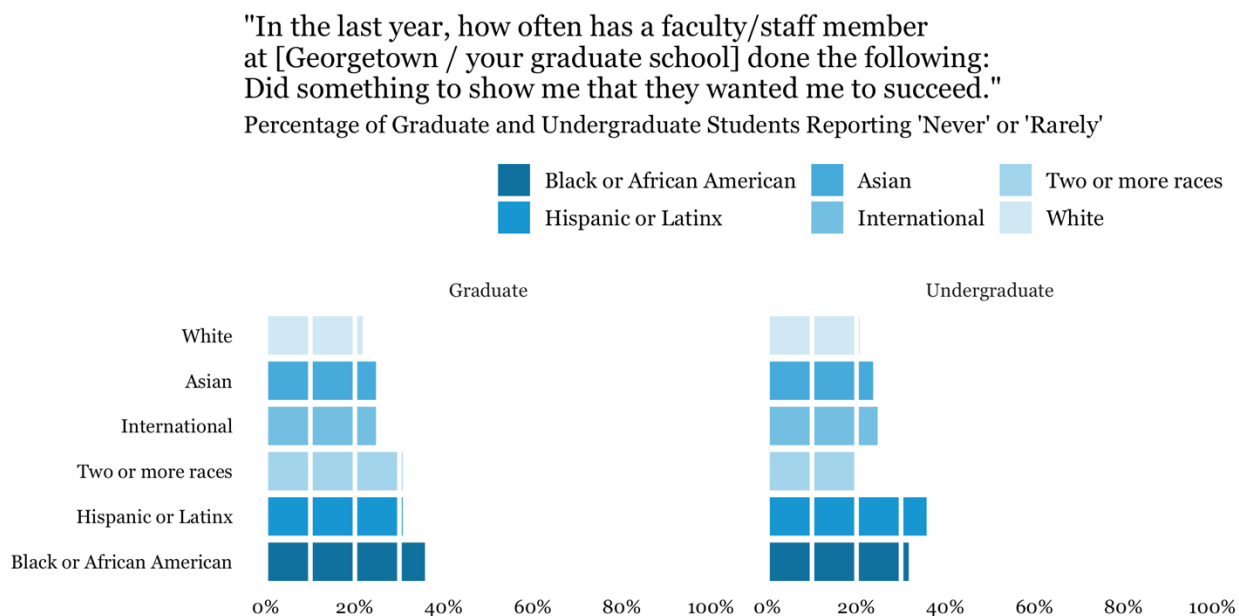
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<sup>13</sup> As opposed to ‘often’ and ‘always’.



**Figure 15.** Undergraduate and graduate responses to select items related to mentoring, under the prompt “In the last year, how often has a faculty/staff member at [Georgetown / your graduate school] done the following:”. Percentages of students responding ‘never’ or ‘rarely’ are shown. A square represents 10% of respondents in each group, or one in ten students.

## Disaggregation by Identity Group



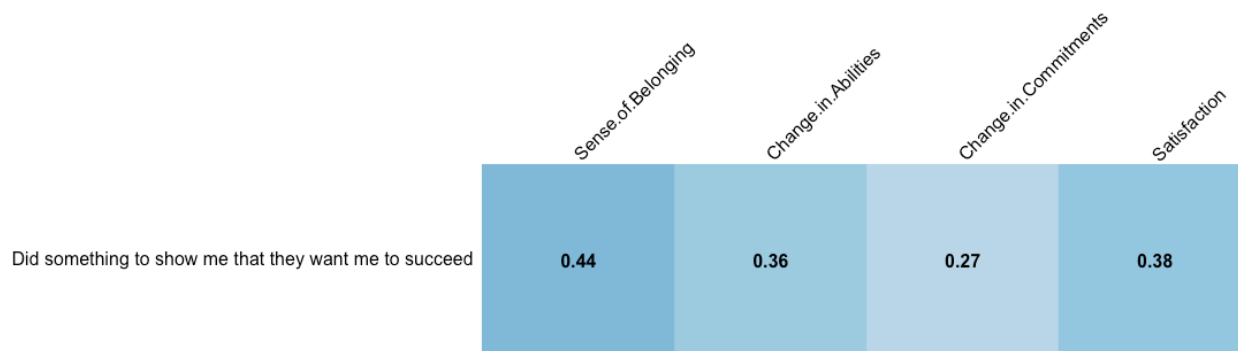
**Figure 16.** Responses from graduate and undergraduate students to the statement “In the last year, how often has a faculty/staff member at [Georgetown / your graduate school] done the following: Did something to show me that they wanted me to succeed”. Percentages of students responding ‘never’ or ‘rarely’ are shown. A square represents 10% of respondents in each race/ethnicity group, or one in ten students of each race/ethnicity.

There were no consistent differences in reports of mentoring activities received by first generation students compared to non-first generation students. However, as shown in Figure 16, Black/African American and Hispanic/Latinx undergraduate and graduate students were more likely to report a lack of mentoring. For instance, when asked how often a faculty member at Georgetown had done something to show that they wanted them to succeed, 25% of graduate students overall, but 36% of Black/African American, and 31% of Hispanic/Latinx graduate

students responded ‘never’ or ‘rarely’. Among undergraduates, 24% of students overall, but 31% of Black/African American and 36% of Hispanic/Latinx students, perceived they had never or rarely experienced this. Differences between responses of white-identified students and all other race/ethnicity groups (with the exception of multiracial students) are statistically significant.

## Predictors of Success

When undergraduate students were asked if anyone at Georgetown had done something to show the student that they wanted them to succeed, responses were positively correlated with students’ Sense of Belonging, though less strongly among undergraduate students than graduate students (undergraduate  $r(2335) = .27, p < .01$ ; graduate  $r(2464) = .44, p < .01$ ). Responses to this item were also correlated with greater self-perceived academic growth since students entered Georgetown (Changes in Abilities mean)—again less strongly among undergraduate students than graduate students (undergraduate  $r(2214) = .31, p < .01$ ; graduate  $r(2323) = .36, p < .01$ )—and with students reporting a higher change in level of commitment to their success in college and beyond (Changes in Commitments mean) (undergraduate  $r(2197) = .22, p < .01$ ; graduate  $r(2307) = .27, p < .01$ ). Graduate student correlations are shown in Figure 17.



**Figure 17.** Correlations in graduate responses between the Culturally Responsive Support Systems topic statement on a faculty/staff member showing the student they want them to succeed and Sense of Belonging mean, Changes in Abilities mean, Changes in Commitments mean, and Satisfaction. Pearson's  $r$  correlation coefficient is shown. All correlations are significant at  $p < .01$ .

There is a modestly higher correlation between perception of receiving mentoring activities and Sense of Belonging (as well as the other measures of the College Experience topic) for Black/African American undergraduate students compared to overall, but a consistently lower correlation between mentoring activities and these measures of college success in Hispanic/Latinx students compared to other race/ethnicity groups. For instance, the survey item asking whether someone at Georgetown had done something to show the student that they cared about them was moderately correlated with Sense of Belonging among white undergraduate students ( $r(1312) = .31, p < .01$ ), with a stronger correlation among Black/African American undergraduate students ( $r(123) = .35, p < .01$ ), but a weaker correlation among Hispanic/Latinx students ( $r(248) = .27, p < .01$ ).

Moreover, responses to the item asking if someone had checked in on the student to see if they were handling their school work well were correlated with Sense of Belonging at 0.25 among white undergraduate students ( $r(1313)=.25, p<.01$ ), and 0.33 among Black/African American students ( $r(123)=.33, p<.01$ ), but there was almost no correlation ( $r(247)=.05, p<.01$ ) among Hispanic/Latinx undergraduates.

Both the lower reported amount of mentoring received by Hispanic/Latinx students and the lower correlation between mentoring to success in college among Hispanic/Latinx students is an unresolved puzzle present in this data worth exploring further than is possible in this report. Added to this, among undergraduates, Hispanic/Latinx students were also the students least likely to report having taken a class taught by faculty of their cultural communities in the past year (42%), followed by Asian (49%), Black/African American (63%), and white students (83%). While among students responding to the survey, 10% were Hispanic/Latinx (versus 5% Black/African American, 13% Asian, and 55% white), when looking at faculty diversity and representation numbers, only 1% of faculty are identified as Hispanic/Latinx (versus 5% Black/African American, 8% Asian, and 52% white). Therefore, it is possible that the reported dearth of faculty with shared social identities and cultural communities experienced by Hispanic/Latinx students may carry consequences for the capacity for some bases of effective culturally responsive mentoring for Hispanic/Latinx students at Georgetown (but see pedagogical strategies for ally-ship in mentoring listed below).

## Pedagogical Strategies

The correlations present in the survey data serve to confirm that effective mentoring would benefit all of our graduate and undergraduate students, and perhaps especially students from historically underrepresented and/or underserved groups.

Equally important, good mentors require good mentees, but students often do not receive clear guidance for effective ways to seek help, advice, or support. Students should be taught, encouraged, and incentivized to build relationships with other members of their community, especially faculty, as part of their education and their goal to become expert learners.

Important strategies for daily mentoring practices include:

- Recognize students through short, informal conversations after class, in office hours, or via email. Link their classroom behaviors to professional identity.
- Communicate feedback to students through high standards, taking students seriously, and expressing belief in their ability.
- Facilitate in-class study group and/or peer mentor sessions, being explicit about the importance of seeking academic help and modeling how students can pursue academic support.
- Share your own mentoring stories about what supported and helped you.
- Ally-ship is important in both mentorship and pedagogy more broadly, and includes amplifying the voices of your students and sharing the benefits of your privileged position with students who may not experience the same privilege.

- Plan gatherings with faculty, fellow students and graduate students with similar interests; encourage administration, deans, and departments to provide nominal funds to student affinity clubs to host gatherings.



## Inclusive Pedagogy at Georgetown: Institutional Action, Support, Resources

At the conclusion of the Campus Cultural Climate Survey, students were asked to respond to the statement “I am confident that Georgetown will use the findings of this survey to take action.” Only 38% of undergraduate and 51% of graduate students agreed or strongly agreed that Georgetown will use these findings to inform and transform our campus environment.

### Institutional Response

Beginning in Spring 2021, various committees, initiatives, and working groups formed or pivoted to intentionally address the results of the survey. These efforts also coincided with many global and national incidents of the past year and a half, from the murder of George Floyd in May 2020, to the student-led investigation of the Core Curriculum College Diversity requirement in August 2020, to the aftermath of the January 6th insurrection, to the continued inequities and injustices seen in public health and voting rights legislation. Georgetown’s response to the climate survey starts with key institutional actions within leadership.

Institutional action and intentional efforts of the past six months include:

- The VP, Diversity, Equity, Inclusion & Chief Diversity Officer established the University Leadership Council for Academic Diversity, Equity, Inclusion and Racial Justice Initiatives dedicated to galvanizing efforts for transformational change in the following major categories of work:
  - Equity Audit of Academic Policies and Practices
  - Cultural Campus Climate Reviews
  - Data Management and Collection
  - Diversifying our Faculty: Preparing For The 2021-24 Hiring Cycle
  - Student Admissions, Recruitment and Retention Strategic Efforts
  - Institutional Diversity, Equity & Inclusion Strategic Planning Committee
    - Undergraduate & Graduate Curriculum Transformation: The Curriculum Transformation Initiative (CTI) represents Baker Trust funding to support curricular innovation across schools.
- Other institutional efforts include the President’s Office convening a group of key stakeholders to discuss the development of a comprehensive Leadership Program for Inclusive Excellence beginning with senior leaders and extending to all managers and supervisors. Content areas will include equity and inclusion including unpacking implicit biases and understanding privilege (racial, socioeconomic, systemic).
- Strategic hiring across campuses and the establishment of the Racial Justice Institute.

Above all, IDEAA and CNDLS have collaborated on the development of a faculty development program in the Inclusive and Responsive Pedagogy (IRP) Initiative to scale intentional efforts to address equity and inclusion at the departmental level and at the level of resources that individual faculty members can seek out. Fall 2021 will see a series of conversations and opportunities for feedback from faculty, staff, and students on this IRP Initiative.

Multiple campus units and departments also continue to provide support and resources to help the Georgetown community respond to the student survey and impart positive change. As a small example, to produce this Pedagogy Report CNDLS assembled an Advisory Group representing academic and administrative units throughout the university to provide feedback on the dissemination of findings and recommendations.

## CNDLS Support

Serving Georgetown for over 20 years, CNDLS sits at the intersection of research-based practices in pedagogy, course design, student learning, and faculty development, and continues to offer a wide range of resources and tailored support to faculty and staff. In the summer of 2020 alone, CNDLS offered virtual departmental course design institutes and workshops reaching over 1,850 unique faculty members. We are dedicated to supporting Georgetown educators in their efforts to create inclusive and effective educational spaces, and we look forward to continuing these efforts for the upcoming academic year, beginning with:

- Teaching, Learning, Innovation Summer Institute (TLISI) Panels in August
  - Panel presentation highlighting survey findings and implications for teaching and learning
  - Guided workshop session to brainstorm responsive strategies for faculty
- New Faculty Orientation 2021
  - Overview of inclusive pedagogical practices and mechanisms for establishing inclusive environments
- Faculty conversation spaces, cohort groups, and premier programs
  - Inclusive Pedagogy Teaching Circles
  - The Doyle Engaging Difference Program conversations
  - The Engelhard Project for Connecting Life and Learning
- Tailored opportunities led by experienced CNDLS staff
  - Departmental workshops
  - Individual consultations with faculty

Most importantly, the CNDLS Inclusive Pedagogy Toolkit<sup>14</sup> represents a comprehensive guide to inclusive teaching practices (many strategies already named in this report), ranging from small, tangible actions to more broad strategies for inclusive course design.

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<sup>14</sup> <https://cndls.georgetown.edu/inclusive-pedagogy/ip-toolkit>

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