



EASTERN
INTERNATIONAL
COLLEGE

EIC Campus Climate Survey (2023).

Eastern International College

Submitted to

The Office of the Secretary of Higher Education (OSHE)

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Office Of Assessment and Institutional Effectiveness

(OAIE)

Eastern International College

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Executive Summary

In March 2023, all EIC students and employees were invited to participate in a Campus Climate Survey (CCS) to help the College better understand the challenges of creating a respectful and inclusive campus environment. HEDS created a confidential online survey. The HEDS shared the survey link with the Office of Assessment and Institutional Effectiveness (OAIE), which distributed the survey to all EIC members through their college emails. The confidential online survey was developed in-house and achieved a robust response rate for three target populations at EIC: Faculty (n=72), Staff (n=36), and students (n= 478). There is approximately a 30% participation rate among the student population, 26% among faculty, and 30.5 % among staff. For each of these groups, the demographic characteristics of survey participants closely match those of the corresponding target population, suggesting that high demographic representativeness was achieved. OAIE wrote the report and highlighted the survey's thematic findings. The collected data shows that the overall level of satisfaction in terms of inclusion and diversity in EIC Jersey City Campus is pretty high, " 83% ". The participant shares a high sense of belonging and engagement in the EIC community, "79% ". At the same time, the 4 % from the sample indicates a low sense of belonging. The results show that recruiting historically marginalized staff, faculty, and students is an institutional priority supported by senior leadership. However, the data highlights areas to improve across campus regarding the clarity of reporting acts of discrimination or harassment and recording discriminatory incidents to form EIC preventive interventions.

Campus Climate Survey

Diversity and Equity were shared with the participants ahead of starting the survey. For this survey, EIC defines diversity and equity as follows:

- **Diversity:** differences in race and ethnicity, gender and gender identity, sexual orientation, socioeconomic status, culture, national origin, religious beliefs and identity, age, disability status, and political perspective.
- **Equity:** a commitment to working on challenging and responding to bias, harassment, and discrimination against people from diverse identities and backgrounds

It is noticeable that staff participation is somewhat low compared with the other participants from the rest of the survey population.

EIC Population

The student population at Eastern International College is diverse. It has a wide range of cultural and ethnic backgrounds represented in its student body (**See Table 1**). This variety enriches not only the diversity of the campus but also the depth of the EIC educational experience.

Table 1: EIC Student Population and Demography – Spring 2023

	Spring 2023 (n= 478)	
Gender	Female	434
	Male	44
	Unconfirmed Sex	1
Ethnicity	Hispanic	161
	American Indian or Alaska Native	0
	Asian	56
	Black or African American	157
	White	90
	Two or More Races	5
	Nonresident Alien*	7
	Native Hawaiian or Other Pacific Islander	0
Departments	Bachelor of Science in Dental Hygiene, BSDH	175
	Associate of Applied Science in Nursing, AND	112
	Associate of Applied Science in Cardiovascular Technology, CVT	32
	Bachelor of Science in Nursing, BSN	45
	Bachelor of Science in Diagnostic Medical Sonography, DMS-BS	96
	Bachelor of Science in Nursing, RN to BSN online Completion	2
	Bachelor of Science in Health Leadership Online Completion	7
	Bachelor of Science in Dental Hygiene Online Completion	10

**Nonresident Alien: The individual is a nonresident alien according to the visa and citizenship information on record at the College*

The Hispanic group comprises the most significant number (n= 161), followed closely by the Black/African American group (n= 154). The White population comes in third (n = 90), and

the Asian fourth (n= 56). “American Indian or Alaska Native” (n.= 0) and “Native Hawaiian or Other Pacific Islander” (n.= 0) are at the bottom of the list. Five students fall under “Two or More Races,” and seven are categorized as “Nonresident Alien.” The total student population is 478 during 2022/2023.

The Dental Hygiene Department has the greatest number of students (n=185), followed by the Nursing Department, with a combined population of 159. Cardiovascular Technology and Diagnostic Medical Sonography comes in third, with a combined total of 96.

Additionally, the EIC employee population is diverse. The total number of employees is 108, of which 38.9% (n=42) are full-time employees, and 61% (n= 66) are part-time. About 74% (n=80) of the total employees are women, and 26% are men. The table below shows the demographic distribution of the employees. (See Table 2)

The White group comprises the greatest number of employees, 33.3% (n= 36), followed closely by the Asian American, 24% (n=26), African American, 21.2% (n=23), Hispanic, 12 % (N=13), and American Indiana or Alaska Native 0.9% (n=1).

Table 2: *Employee Population and Demography*

		Faculty	<i>Faculty</i>	<i>Staff</i>	<i>Staff</i>
		Full-time (n=13)	<i>Part-Time (n=59)</i>	<i>Full-time (n=29)</i>	<i>Part-time (n= 7)</i>
Gender	<i>Male</i>	5	14	7	2
	<i>Female</i>	8	45	22	5
	<i>Unconfirmed Sex</i>	0	0	0	0
Ethnicity	<i>Hispanic</i>	1	3	5	4
	<i>American Indian or Alaska Native</i>	0	0	0	1
	<i>Asian</i>	5	13	7	1
	<i>Black or African American</i>	3	10	9	1
	<i>White</i>	4	24	8	0
	<i>Native Hawaiian or Other Pacific Islander</i>	0	0	0	0
	<i>Two or More Races</i>	0	0	0	0
	<i>Unknown Race and Ethnicity*</i>	0	0	0	0

***Unknown Race and Ethnicity:** *The individual refuses to respond to the question on race and ethnicity*

Identifying EIC Agency

When faced with significant challenges—like radically shifting to a culture of equity and inclusion—it is easy to become quickly overwhelmed and even frozen, unclear where to begin. Once we have set clear intentions about what we collectively wish to move toward, each community member must consider where our time and energy will be best spent supporting this vision.

One framework, popularized by Stephen Covey, encourages individuals and groups to consider their spheres of concern, influence, and control. The complete circle encompasses our concerns—every worry, every change we would like to see, everything we think and care about—including the ones we have no power to change meaningfully. The smallest circle, our circle of control, includes all the items we can act on and direct impact. In the middle lies our sphere of influence, whose scope is highly variable and comprises items that we may be able to shape through interpersonal and intergroup relationships.

By focusing most intently on the circles of control and influence, we set ourselves up for success by creating achievable goals that will build momentum and resilience when met. When processing the Campus Climate Survey data through this lens, we might ask questions like...

- What would an “ideal” classroom and teaching climate look and feel like? How would I know if the concerns raised by this data were effectively addressed? What evidence would signal change and growth?
- What actions can I take to move closer to this ideal vision? What can I act on today? This month? This semester? (As a community member)
- Who or what is within my sphere of influence? How can I connect to or partner with others to leverage our collective power and agency? Who are my allies, accomplices, and co-conspirators?

Some essential types of implicit bias to recognize include:

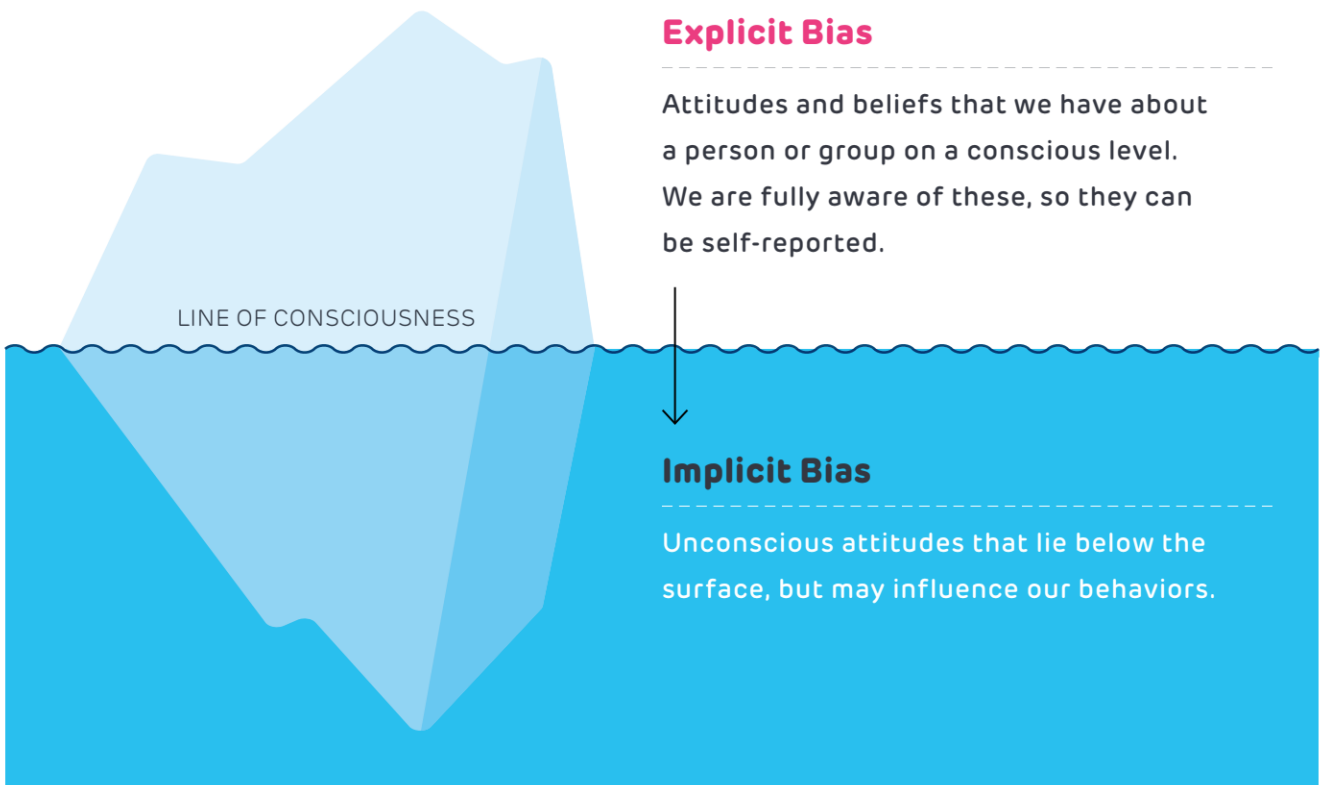
Confirmation bias: unconsciously seeking evidence that our existing beliefs and personal opinions are accurate

Affinity bias: positive feelings of connection about those we perceive as similar to us

Halo effect: projecting positive qualities onto individuals solely based on their social identity or group membership

Implicit Bias: While most of us can reasonably easily recognize our explicit biases—the conscious attitudes and beliefs we hold about people and groups—and understand why negative bias is harmful, implicit bias can be trickier to notice and mitigate. If you imagine bias as an iceberg, implicit bias is the portion hidden below the waterline—nearly invisible but still hugely

influential, often informing our assumptions, actions, and attitudes in ways that may not even align with our values and beliefs.



Although implicit bias may operate in subtle or indirect ways, its impact is profound and undeniable. Countless studies have demonstrated how cultural stereotypes and prejudices inform one's experiences in the world, contributing to both large-scale social inequity and interpersonal conflict. While implicit bias most often involves discriminating against those perceived as "different" or "other," it can also lead to preferential treatment being afforded to those who occupy more dominant or normative identities and experiences (Tam et al., 2006; Sydney et al., 2022)

EIC Campus Climate Overall



The prominence and importance of classrooms within the campus environment cannot be overstated. College classrooms are critical for all course-based human communication and intellectual and social engagement. Ideally, all EIC students, across social identity, aspects, and races, should feel equally welcome, valued, and engaged within these learning spaces.

This set of Campus Climate Survey results focuses on students' and employees' (faculty and staff) experiences in the EIC Jersey City Campus. The Office of Assessment and Institutional Effectiveness hopes this analysis provides insights into how classroom climates are equitably experienced and prompt critical reflection about existing challenges and growth opportunities by students and faculty alike.

Survey Questions

Faculty, staff, and students were asked about their level of satisfaction (Very satisfied, Generally satisfied, Neither satisfied nor dissatisfied, Generally dissatisfied, Very dissatisfied) with the following statement:

- Overall campus climate
- The campus experience/environment regarding diversity at EIC
- The extent to which you experience a sense of belonging or community at EIC
- The extent to which you feel all community members experience a sense of belonging or community at EIC

Which forms of discrimination/harassment at EIC:

- Stared at
- Singled out as the "resident authority"
- Sexual assault/harassment
- Received a poor grade because of a hostile classroom environment
- Received a low-performance evaluation
- Racial/ethnic profiling

- Intimidated/bullied
- Feared for your physical safety
- Derogatory written comments
- Derogatory remarks
- Derogatory posts on social media
- Denied service or access to resources
- Deliberately ignored, isolated, left out, or excluded

Key Findings

Students:

- Students' sense of belonging is among the strongest predictors of one-year retention for EIC undergraduates. Students who indicated feeling excluded in the classroom or that their point of view is dismissed were less likely to report a strong sense of belonging than those who did not report these experiences.
- About 10 % of participating students reported sometimes or often feeling discriminated against based on their social identity. Approximately 2 % of the participating students report that they deliberately ignored, isolated, left out, or excluded. It is essential to acknowledge that students were not asked whose behavior caused them to feel excluded or discriminated against: it may be that of peers, instructors, or a combination of both.
- While an encouraging 89-92% of students report that they never experience faculty targeting them (0%), singling them out, stereotyping them, and making negative remarks or jokes about their social identity.
- In terms of being targeted, unfairly singled out, or stereotyped by course instructors, experiences vary by social identity. However, the overall sense of belonging in campus activities is 79% (**See Table 3**).
- When students who reported challenging classroom experiences were asked to indicate which aspects of identity were targeted, gender and race were most likely to be selected among undergraduates and employees.

Faculty:

- Majorities of faculty (93%) across all identity groups agreed that the source of the received insensitive or disparaging remarks is from outside their community. The faculty have enthusiasm for learning about diverse perspectives. Among faculty, responses are quite similar across most social identity groups.
- The vast majority of faculty (86%) disagreed, either somewhat or strongly, that student resistance limits the free expression of ideas in their classrooms.
- Majorities of faculty (70%) agreed somewhat or strongly that they would value guidance on addressing diversity issues in their courses more effectively. However, a much smaller percentage of respondents reported difficulty managing diversity-related conversations or topics in their classes—only 22% of faculty indicated that they Strongly Agree or Agree.
- When asked about the extent to which they agree or disagree that their department's undergraduate curriculum includes a diversity of identity, experience, and perspective, most respondents (88%) agreed with this statement, and responses were generally similar across social identity categories.

- When Asked about the EIC academic classifications, there is not a statistically significant correlation between the EIC current academic classifications and participants' overall campus climate satisfaction at a 95 % Confidence Interval ($P = .522$) (See Table 4).

Table 3: *Level of satisfaction*

	Very satisfied	Generally satisfied	Neither satisfied nor dissatisfied	Generally dissatisfied	Very dissatisfied
Overall campus climate	49%	33%	16%	3%	0%
The campus experience/environment regarding diversity at EIC	54%	30%	15%	1%	0%
The extent to which you experience a sense of belonging or community at EIC	47%	32%	18%	3%	1%
The extent to which you feel all community members experience a sense of belonging or community at EIC	45%	36%	15%	3%	0%

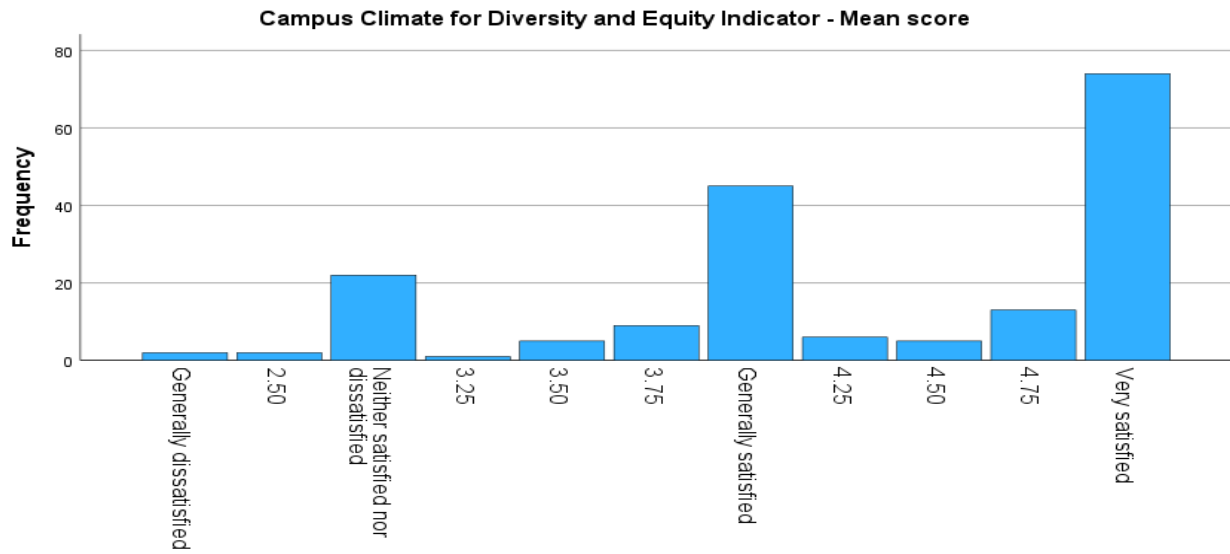
Table 4: *Campus Climate Overall Satisfaction and Academic Classifications at EIC Community*

Confidence Intervals

	Pearson Correlation	Sig. (2-tailed)	95% Confidence Intervals (2-tailed) ^a	
			Lower	Upper
Climate satisfaction level - Overall campus climate - What is your academic classification for the current academic year?	-.059	.522	-.235	.121

a. Estimation is based on Fisher's r-to-z transformation with bias adjustment.

Figure 1: Overall Campus Climate Satisfaction



Connectedness at EIC



EIC Climate Survey Report explored feelings of belonging at EIC and its importance to individuals' overall well-being and success. This report, centered on Connection and belongings, digs deeper into EIC members' relationships on campus—with the institution and one another. These connections shape EIC's access to resources for success, how valued and supported we feel, how closely tied we are to the broader community, and often, the degree to which we can engage with diversity.

For the 2023 survey, EIC introduced a series of questions in its used survey designed and validated by HEDS to understand better the relationships people had with those different backgrounds and identities in the EIC community. One observable trend from the administered survey showed that members of the EIC community presented groups were generally more likely to have communication from different social backgrounds as they are limited tensions related to

individual or group differences (86% strongly agree or agree and 13% neither agree nor disagree).

Survey Questions

At EIC, indicate the level of agreement (Strongly Disagree, Agree, Neither Agree nor Disagree, Agree, Strongly Agree) on the following statement:

- The campus environment is free from tensions related to individual or group differences
- Recruitment of historically marginalized students, faculty, and staff is an institutional priority
- Retention of historically marginalized students, faculty and staff an institutional priority
- Senior leadership demonstrates a commitment to diversity and equity on this campus.
- Diversity on campus improves experiences and interactions within the classroom, the workplace, and the community.

Frequency of hearing insensitive/disparaging remarks about people of a particular gender or gender identity

- Never
- Rarely
- Sometimes
- Often
- Very often

If you heard someone make an insensitive or disparaging remark, how often was the source of that remark a member of the following groups?

- Never
- Rarely
- Sometimes
- Often
- Very often

Key Findings

Overall survey results support the idea that one's sense of belonging hinges on connection to peers and colleagues. One positive finding is that EIC leadership incessantly focuses on recruiting historically marginalized students, staff, and faculty (Agreement, 76 %, and 22 % neither agree nor disagree).

- Students who experience intimidating or bullied activities are likely to feel excluded from the EIC community.
- 6 % of the EIC Asian ethnic students reported hearing insensitive/ disparaging remarks about their race "Very often." In contrast, the African American participants reported hearing similar insensitive remarks "often" from their respective groups (**See Table 5**).

Across groups, relationships show a high understanding of diversity and inclusion (**See Table 6**)

- 78% of students, 80 % of the faculty, 85% of the staff, and 87 % of the administrators reported that they receive insensitive or disparaging remarks from their direct community (**See Table 7**).
- Undergraduates affiliated with student organizations or serving in leadership roles were more likely to report a positive sense of belonging and closely recognize EIC’s priority to recruit more underrepresented students, staff, and faculty (**See Table 8**).
- When asked about the overall sense of belonging in the EIC community, participants reported a high level of sense of belonging in EIC- 48.7 % were very satisfied, and 33.2% were generally satisfied (**See Table 9**).

Table 5: *Frequency of hearing insensitive/disparaging remarks about people of a particular gender or gender identity (responses broken down by self-reported race/ethnicity)*

	Never	Rarely	Sometimes	Often	Very Often
How often Black/African American individuals have heard racial/ethnic remarks	83%	11%	6%	0%	0%
How often have Asian individuals heard racial/ethnic remarks	76%	12%	6%	0%	6%
How often Hispanic or Latino/ individuals have heard racial/ethnic remarks	95%	3%	0%	0%	3%
How often have white individuals heard racial/ethnic remarks	78%	11%	5%	3%	3%

Table 6: *Frequency of hearing insensitive/disparaging remarks about people of a particular gender or gender identity - responses broken down by self-reported gender*

	Never	Rarely	Sometimes	Often	Very Often
How often have men heard remarks about gender/gender identity	88%	8%	4%	0%	0%
How often have women heard remarks about gender/gender identity	83%	9%	6%	1%	1%
How often have non-binary individuals heard remarks about gender/gender identity	0%	0%	0%	0%	0%

Table 7: *Frequency of hearing someone make an insensitive or disparaging remark; how often was the source of that remark a member of the following groups?*

	Never	Rarely	Sometimes	Often	Very Often
Students	77%	16%	3%	2%	2%
Faculty	80%	13%	5%	1%	2%
Staff	85%	8%	4%	1%	2%
Administration	87%	7%	2%	2%	2%
Local Community	79%	12%	5%	2%	2%

Table 8: *Institutional Support for Diversity and Equity*

	Strongly agree	Agree	Either agree or disagree	Disagree	Strongly disagree
The campus environment is free from tensions related to individual or group differences.	45%	41%	13%	1%	1%
Recruitment of historically marginalized students, faculty, and staff is an institutional priority.	41%	36%	22%	1%	1%
Retention of historically marginalized students, faculty, and staff is an institutional priority.	40%	34%	24%	1%	2%
Senior leadership demonstrates a commitment to diversity and equity on this campus.	40%	42%	16%	1%	1%

Table 9: Climate Satisfaction Level- The extent to which members at EIC experience a sense of belonging or community.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Generally dissatisfied	5	2.7	2.7	2.7
	Neither satisfied nor dissatisfied	29	15.4	15.5	18.2
	Generally satisfied	62	33.0	33.2	51.3
	Very satisfied	91	48.4	48.7	100.0
	Total	187	99.5	100.0	
Missing	System	1	.5		
Total		188	100.0		

Perceptions of Climate



Now that we have explored feelings of belonging and the connections in which we engage, this Climate Survey Report reflects on our lived experiences at EIC – how we perceive the general campus climate, the racial climate, and the campus commitment to inclusion. Our perceptions about the campus arise from our lived experience within its systems, policies, and procedures, and those experiences differ by our roles on campus and our identities.

How do we understand the meaning and implications of the perspectives shared through the Climate Survey data when viewed through a lens of equity and inclusion? From this equity lens, we might interrogate how our systems, policies, and procedures influence people’s experiences in differing roles and multiple identities at the more comprehensive global campus level. By contrast, do we have different experiences in many ‘local’ climates? Do we experience the climate of our department, office, or apartment differently than the climate of the campus as a

whole? An individual experience of “climate” can often differ depending upon the level we are considering and the unique systems, policies, and procedures which shape it.

Survey Questions

At EIC, overall, how comfortable would you be sharing your views on diversity and equity:

- Very comfortable
- Somewhat comfortable
- Neither comfortable nor uncomfortable
- Somewhat uncomfortable
- Very uncomfortable

Key Findings

- For students, faculty, and staff, the overall response to share issues related to diversity and inclusion is 82% (59 very comfortable and 23% somewhat comfortable).
- The aggregated data showed that 3 % of the participants are uncomfortable sharing views on diversity and inclusion in the institutional setting.
- EIC students reported experiencing some discrimination or harassment in college (2 %). However, staff and faculty have not reported similar incidents, 0% (**See Table 10, Figure 2**).
- When asked participants about their level of satisfaction and EIC community and hearing insensitive and disparaging religious comments, the results show no statistically significant correlation between their overall satisfaction and the insensitive and disparaging religious remarks they might encounter (**See Table 11**).
- When asked about the overall campus satisfaction in terms of gender, sexual orientation, and age, the data shows a statistically significant correlation between the participant’s perception of their satisfaction and sexual orientation (**See Table 12**).

Table 10: *Have you ever been discriminated against or harassed on campus, at an off-campus residence, or an off-campus program/event affiliated with this institution?*

Participants	Yes	No	Unsure
Students	2%	98%	0%
Staff	0%	100%	0%
Faculty	5%	95%	0%

Table 11: *Climate Satisfaction level and EIC members' religious backgrounds.*

	Pearson Correlation	Sig. (2-tailed)	95% Confidence Intervals (2-tailed) ^a	
			Lower	Upper
Climate satisfaction level - Overall campus climate - How often have you heard insensitive or disparaging remarks about - People from a particular religious background	.030	.694	-.118	.176

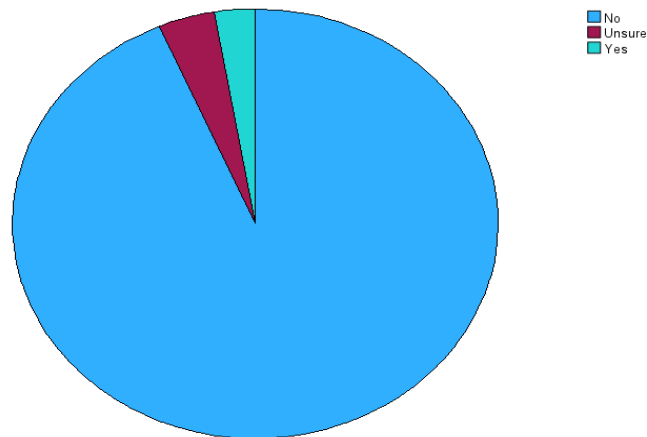
a. Estimation is based on Fisher's r-to-z transformation.

Table 12: *Campus Climate Satisfaction by Gender, Sexual Orientation, and Age*

		Correlations			
		Climate satisfaction level - Overall campus climate	What is your gender?	What is your current age?	Which term best describes your sexual orientation?
Climate satisfaction level - Overall campus climate	Pearson Correlation	1	-.036	.062	.001
	Sig. (2-tailed)		.629	.411	.985
	N	187	187	176	178
What is your gender?	Pearson Correlation	-.036	1	-.037	.580**
	Sig. (2-tailed)	.629		.629	<.001
	N	187	188	177	179
What is your current age?	Pearson Correlation	.062	-.037	1	.005
	Sig. (2-tailed)	.411	.629		.951
	N	176	177	177	168
Which term best describes your sexual orientation?	Pearson Correlation	.001	.580**	.005	1
	Sig. (2-tailed)	.985	<.001	.951	
	N	178	179	168	179

** . Correlation is significant at the 0.01 level (2-tailed).

Figure 2: *Have you ever been discriminated against or harassed on Campus at EIC*



EIC Inclusive Classroom Practices



EIC Commitment to Teaching for Diversity, Equity, and Inclusion

EIC strives for an inclusive culture on its campus. We work to enhance student’s learning experiences and academic success across cultural, social, linguistic, and learning differences, with particular attention to the inclusion of historically underrepresented groups. For that to happen, we want to support instructors in teaching effectively to a diverse range of students. EIC Core principles extracted from its mission, vision, and strategic planning 2022/2027 <https://eicollege.edu/wp-content/uploads/2023/05/2022-Strategic-Plan-2022-2027.pdf> :

As a campus community, we:

- Embrace classroom diversity as an asset.
- Adopt a strength-based approach to teaching and learning that recognizes students’ strengths.

- Actively engage students in their learning by meeting them where they are in their learning journey.
- Recognize the full and diverse humanity of students and instructors.
- Take responsibility for ensuring the classroom is an inclusive environment where ALL students feel a sense of belonging and an equitable learning opportunity.

Diversity

Design Curriculum with Diversity in Mind

Students are more motivated to learn when they can connect the course content and learn to their personal experiences and interests (NASSEM, 2018; Ginsberg & Wlodkowski, 2009).

- For general Education Courses: Choose course materials and create learning experiences that represent or draw on various identities, voices, and perspectives.
- Use a multimodal approach to present course content (text, video, graphics, experiential learning, reflection).
- Connect course content and learning activities to students' lives.
- Provide opportunities for students to share their experiences, perspectives, and questions.
- Ensure historically underrepresented and marginalized identities and voices are present and equitably depicted in the designed course using case studies, student voices, readings, etc.

Equity

Help all Students Learn

EIC's educators demonstrate caring for students' academic success and foster their growth and development. To achieve this goal, educators:

- Use a variety of approaches to engage students with the course content (models, examples, visuals, discussion).
- Add assignments that allow various options for students to demonstrate their learning.
- Provide a clear course structure and communicate expectations.
- Add hyperlinks of essential resources to the course syllabus (resources from the campus, college or school, internet ...etc.).
- Provide opportunities for frequent feedback on students' performance (from Professors and their peers).

Inclusion

Cultivate a Learning Community

Research indicates that students who feel connected, respected, and have a sense of belonging are more motivated and persistent and achieve higher academic success (NASSEM, 2018). At EIC, educators,

- Get to know students using a questionnaire or icebreaker activities.
- Use students' preferred names and pronouns
- Provide opportunities for students to learn from and with one another.
- Be approachable and connect with students personally. Congratulate students on their success and support them in their failures.

A Call to Action

All EIC community members:

- Identify concrete ways through which they can teach inclusively.
- Assess the efficacy of ideas through peer and student feedback.
- Reflect on what worked & what did not.
- Tweak and try again.
- Continue this cycle of data-driven continuous improvement towards teaching inclusively.

Campus Resources

Disability services provide faculty with guidance on classroom accommodations for students with disabilities. <https://eicollege.edu/academics/catalog-and-handbooks/>

Tutoring and Laboratory Services <https://eicollege.edu/life-at-eic/student-services/academic-advising/>

Students Services <https://eicollege.edu/life-at-eic/student-services/student-life/>

Career Services <https://eicollege.edu/life-at-eic/student-services/career-services/>

Counseling Services <https://eicollege.edu/life-at-eic/student-services/counseling/>

Navigate – EIC's Student Management System – offers a variety of tools intended to promote students' retention and persistence, including proactive appointment-based outreach, tracking interactions/documenting student interactions, and academic alerts.

Web Resources

The following web resources offer advice on evidence-based inclusive teaching practices (For EIC faculty):

In the Chronicle of Higher Education's (July 2019) Advice Guide, *Want to Reach All Your Students? Here is How to Make Your Teaching More Inclusive*; Viji Sathy and Kelly A. Hogan provide an overview of instructional strategies that support inclusive course design and teaching. www.chronicle.com/interactives/20190719_inclusive_teaching

Columbia University's (2018) Guide for Inclusive Teaching at Columbia offers many practical, accessible, and usable strategies for immediate classroom use. <https://ctl.columbia.edu/resources-and-technology/resources/inclusive-teaching-guide/>

The website UDL on Campus – Universal Design for Learning in Higher Education provides resources on course design around learner variability and accessibility. www.udloncampus.cast.org/home

Teaching in Higher Ed features podcast interviews with faculty on a variety of topics, including inclusive pedagogy, universal design for learning, and cultural competence. www.teachinginhighered.com/episodes/

University of Michigan's Center for Research on Learning and Teaching presents an overview of research, principles, and strategies for inclusive teaching and a blog on inclusive teaching strategies. www.crlt.umich.edu/multicultural-teaching/inclusive-teaching-strategies

The Writing Center at the University of North Carolina at Chapel Hill provides a handout on Gender-Inclusive Language. <https://writingcenter.unc.edu/tips-and-tools/gender-inclusive-language/>

Research Resources on Inclusion and Equity

The National Academies of Sciences, Engineering, and Medicine documents evidence-based consensus on Supporting Students' College Success – The Role of Assessment of Intrapersonal and Interpersonal Competencies in its 2017 Consensus Study Report. www.nap.edu/read/24697/chapter/1#xiv

The Kirwan Institute for the Study of Race and Ethnicity at The Ohio State University provides research on implicit bias and bias mitigation strategies. <http://kirwaninstitute.osu.edu/researchandstrategicinitiatives/#implicitbias>

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