

Graduate Course Diversity Audit

Report from the CBCS Diversity and Inclusion Committee 2019-2020

Background:

The CBCS Diversity and Inclusion Committee surveyed graduate courses in CBCS as part of a self-study intended to satisfy criteria for recognition under the National Model Excellence for Diversity & Inclusion Model. Graduate course titles and descriptions in CBCS departments offering masters and doctoral degrees were examined for a total of 108 key words related to diversity and inclusion (Appendix 1). Courses with titles or descriptions that contained one or more key words were flagged. The CBCS Diversity & Inclusion committee recommends that departments engage in conversation about courses that do or do not cover key concepts to promote equity and consider revising course descriptions to reflect that content to the university community. Revision of course descriptions to reflect use of person-first language is also recommended.

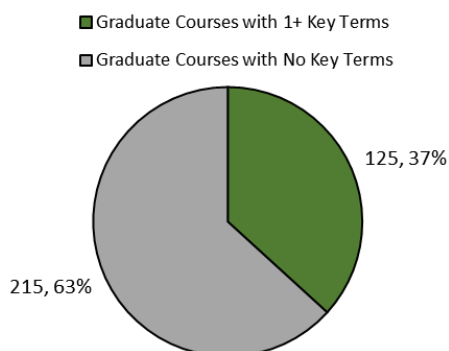
The following is a summary of the results.

Of the original 108 key words, only 31 were found in the graduate course catalog. To facilitate analysis, these 31 key words were grouped into six different categories:

AGE	COMMUNITY	DISABILITY/ DISORDERS	GENDER/ SEXUAL ORIENTATION	LINGUISTIC DIVERSITY
Aging	Community	Disability	Gender	Bilingual
Senior	Community Based	Disabled	Sexual	
		Disorder	Sexuality	
		Disorders	Women	
		Hearing		
		Language Disorder		

DIVERSITY AND INCLUSION			
Alternative	Disproportionality	Ethnicity	Social Justice
Cross-Cultural	Disproportionate	Heritage	
Cultural	Diverse	Lifestyle	
Culture	Diversity	Multicultural	
Disparities	Ethnic	Racial	

CBCS Graduate Courses with 1+ Key Words



GRAPH 1: Just over a third of graduate courses across all departments contained one or more terms related to diversity and inclusion.

The percentage of core and required courses that contained key words was similar (38% and 37%, respectively).

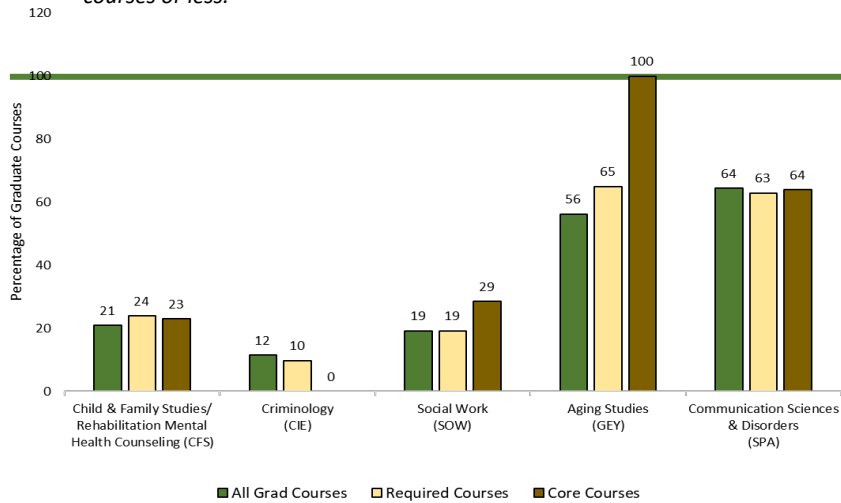
AGING

Disorders

Hearing

"Aging" was the most commonly used key word, appearing in 34 different courses. "Disorders" and "Hearing" were tied for next place, appearing in 20 courses each. "Disability" appeared in 11 courses.

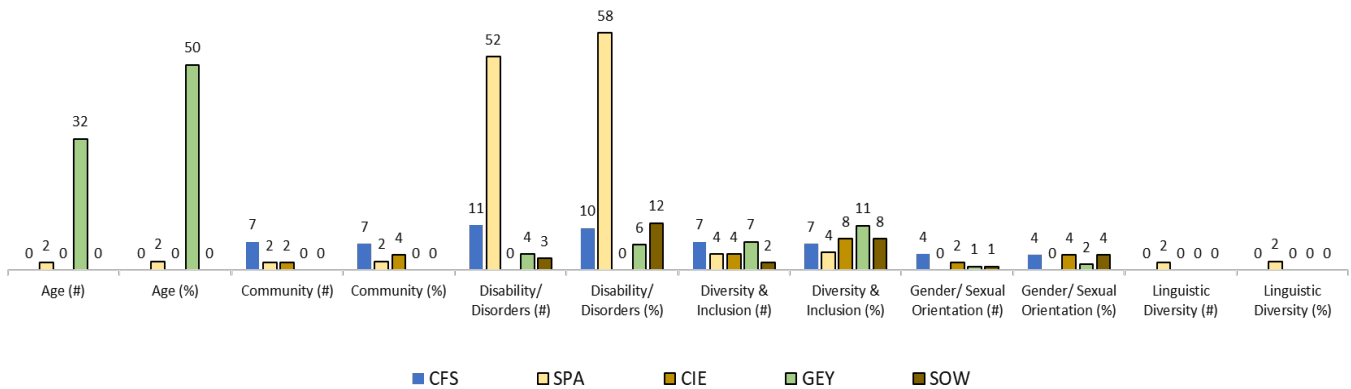
The other 27 key words were each found in nine courses or less.



GRAPH 2: Departments varied in their percentage of graduate courses that contained key words.

Variation was also seen in the percentage of required and core classes that contained key words. Notably, in one CBCS department, all core graduate courses contained at least one key word related to diversity and inclusion.

Percentage of Graduate Classes Addressing Key Categories



GRAPH 3: Across departments, the percentage of graduate courses that addressed a key word category hovered around 10%. Two departments had a significantly higher percentage of courses that addressed a key word category that was closely related to their content area (e.g., age, disorders).

POSSIBLE NEXT STEPS:

- 1) Determine if there should be alignment between content and course descriptions
- 2) Ask faculty to ensure course content is aligned with syllabi; consider updating course descriptions in phases (over time)
- 3) Replicate analysis using course syllabi instead of course descriptions

- 4) Replicate analysis for undergraduate courses
- 5) Replicate analysis with additional key terms (e.g., “person-centered”)
- 6) Automate course catalog download
- 7) Consider expanding course content
- 8) Other suggestions?

Committee’s Recommendation: The Diversity & Inclusion Committee recommends that departments engage in conversation about courses that do/do not cover key concepts to promote equity and consider revising course descriptions to reflect that content to the university community. Revision of course descriptions to reflect use of person-first language is also recommended.