PRELIMINARY RESULTS FROM A SURVEY ON DIVERSITY, EQUITY, AND INCLUSION IN UNIVERSITY LEVEL INTRODUCTORY STATISTICS COURSES

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INTRODUCTION

There is a growing amount of publicly available data related to Justice, Equity, Diversity, and Inclusion. These data sets provide statistics instructors with a unique opportunity to teach students about JEDI and social justice issues while educating students in the fields of statistics and data science. A survey was developed to collect information on the views related to perceived importance of including data and activities related to JEDI topics in statistics coursework. Question items also asked about institutional priorities related to JEDI and possible constraints to incorporating JEDI-themed activities in the classroom. We report on some preliminary results collected from several hundred introductory statistics course instructors who responded to the survey.

METHODOLOGY

The Diversity, Equity, and Inclusion Initiatives Inventory was created to find out if the current teaching practices of introductory level college instructors include elements of DEI. Questions were developed that pertained to the following categories: demographic questions, elements of their courses, constraints of including DEI, beliefs about DEI in introductory statistics, and professional development opportunities they had engaged in. The demographic items and the questions about the inclusion of DEI in courses were created in consultation with our institution's Center for Race, Ethnicity, and Diversity Education. There were a total 0f 298 respondents from 39 United States and D.C. and 10 countries.

SELECTED RESULTS

Of 298 responses, 76.5% of survey participants indicated that they do incorporate elements of DEI into their instruction. The average number of years teaching for those who had incorporated DEI (Median = 9, Mean = 10.9, SD = 8.5) was significantly lower than those who had not incorporated DEI (Median = 11, Mean = 14.7, SD = 11.0), ($t=3.06$, p-value = 0.0012). Those identifying as Black or White had the highest agreement to the importance of including DEI (70% and 80%), though White participants were the least likely to say they had included DEI in their coursework (72%). Those identifying as Multiracial or Native Hawaiian/Other Pacific Islander (NH-OPI) had the lowest agreement to the importance of including DEI (53% and 58%), though NH-OPI participants were the most likely to say they had included DEI in their coursework (94%).

There is a significant association ($\chi 2 = 27.84$, p-value<0.0001) between whether an individual had participated in DEI training and whether or not they had incorporated DEI-themed activities into statistics coursework. Of those who had completed DEI training, 84.1% had incorporated DEI. Of those without DEI training, only 53% had incorporated DEI. The most frequent constraints to including DEI were lack of resources (59.8%), time constraints (51.3%), and concern about student discomfort (45.0%).

DISCUSSION

The findings from this survey were reassuring since most introductory statistics instructors are incorporating elements of DEI into their courses. Despite the prevalence of DEI efforts in higher education faculty often perceive administrators' involvement inauthentic, suggesting a need for genuine support and acknowledgement of the individuals and groups responsible for driving these initiatives (Barnett, 2020). We hope these findings support the creation of more professional development opportunities surrounding DEI efforts.

REFERENCES

Barnett, R.M. (2020). Leading with Meaning: Why diversity, equity, and inclusion matters in US higher education. *Perspectives in Education*, 38(2), 20-35.

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