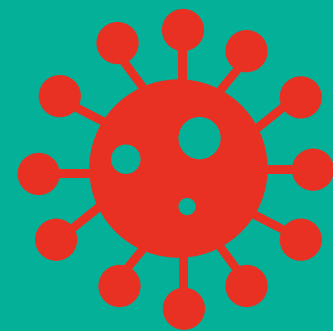


Centering Diversity in 2021



The DLE survey was administered between Fall 2020 and Spring 2021, approximately one year since the start of the COVID-19 pandemic. The pandemic presented new challenges for students and faculty. Despite these challenges, colleges must keep diversity and inclusion at the forefront of the curriculum, including opportunities for meaningful discussions. Engaging in critical conversations can impact how students perceive their abilities to interact across difference.

In 2021, students reported facing challenges both in and out of class.

58% took five or more courses that were mostly online instruction since entering their institution



59% frequently felt overwhelmed by all they had to do



57% frequently felt anxious



Despite these challenges, many students enrolled in at least two courses that included materials/readings about...



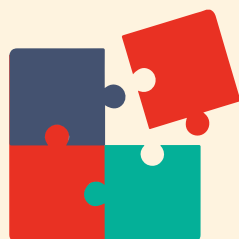
47% race/ethnicity



28% sexual orientation



44% socioeconomic class differences

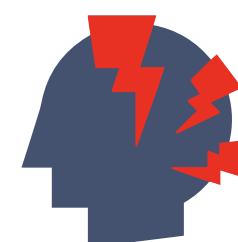


26% disability

Students engaged in critical reflection and dialogue.

56% frequently felt challenged to think more broadly about an issue

45% frequently applied concepts from courses to real-life situations



44% critically evaluated their own political ideology on an issue

43% made an effort to educate others about social issues

...And their courses were facilitated by faculty and instructors who:



81% shared their own experiences and background in class



74% turned controversial topics into meaningful discussions



78% helped students learn how to bring about positive change in society



59% had open discussions about privilege, power, and oppression

Many students considered their abilities to live and work in a diverse democracy to be major strengths

65% ability to work cooperatively with diverse people

45% tolerance of others with different beliefs



42% ability to see the world from someone else's perspective

36% ability to discuss and negotiate controversial issues