ABSTRACT
Higher education plays a critical role in shaping intergroup dynamics in an era of increasing racial tensions in the United States. Diversity courses may serve as one important approach for preparing students for participation in an equitable and just society, since this coursework holds a unique position at many institutions to expose postsecondary students to issues of difference. This study synthesizes the relationship between diversity courses and various student outcomes over the span of 25 years. Within a meta-analytic sample of 355 effect sizes and 47 distinct studies, the results indicate an overall positive association between diversity coursework and various outcomes. Additional results highlighted the ways in which this link is moderated by various characteristics of the courses, outcome measures, and study design.

PRESENTER
Professor Nicholas Bowman is the Director of the Center for Research on Undergraduate Education and Professor in the Department of Educational Policy and Leadership Studies at the University of Iowa. Prof Bowman was promoted to full professor just six years after obtaining his first academic appointment. His h-index is 36, and his research has been cited over 4,600 times (Google Scholar). His research uses a social psychological lens to explore key topics in higher education, including diversity in university and student outcomes, interventions designed to promote student success, the impact of university rankings on institutional outcomes, and advanced quantitative research methods. His research has been cited in various media outlets such as The New York Times, National Public Radio, The Economist, and The Atlantic.

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