

To: The University Senate
From: Educational Policy Committee
Undergraduate Curriculum Council
Subject: Proposal for a New Embedded Learning Outcome Focused on
Diversity, Equity, and Inclusion
Reference: [Purdue University Core Curriculum](#)
Senate Document 21-29
Disposition: University Senate for Discussion and Adoption

Rationale: The United States has a long history of injustice towards marginalized communities based on, among other matters, race, gender, religion, sexual orientation, and disability. Social movements continue to demand action on these issues at all levels of society, including here at Purdue [1, 2]. In this moment, Purdue has an opportunity to contribute actively towards a more socially conscious community, working to remove some of the burden that marginalized students, staff, and faculty have borne for decades. Enterprises such as the Board of Trustees' Equity Task Force and the Office of Diversity, Inclusion, and Belonging have made significant contributions to student life as well as recruitment and retention; however, there is a need at Purdue to better incorporate equity, diversity, and inclusion across all levels of the institution, including at a campus-wide curricular level.

Purdue University lags behind peer institutions in curricular advances on diversity, equity, and inclusion. Of the Big Ten institutions with university-wide core curricula, Purdue is one of only three universities without a curricular requirement tightly focused on diversity, equity, and inclusion (for an example of such a requirement, see the University of Iowa [3]). This continuing deficiency is evidenced by decades-long demands for curricular change by marginalized populations at Purdue (for example, curricular changes were among the demands made by Black student groups in 1968, 2015, and 2020 [4, 5, 6]). In April 2021, Senate Document 21-29 recognized the need for campus-wide curricular treatment of diversity, equity, and inclusion, and directed the Undergraduate Curriculum Committee (UCC) to develop a formal framework to structure diversity, equity, and inclusion into Purdue's Core Curriculum [7].

Purdue's Core Curriculum [8] aims to prepare all Purdue students for successful employment and responsible civic engagement. Adding an diversity, equity, and inclusion focus to the Core Curriculum will help prepare Purdue students to be thought and action leaders in initiatives associated with removing barriers in society, the workplace, and our communities that impede the success and fulfillment of people who have been marginalized in the history of the US.

Since October 2020, the UCC has been exploring opportunities to incorporate diversity, equity, and inclusion into Purdue's Core Curriculum, including:

- Evaluating diversity, equity, and inclusion curricular requirements and approaches at our peer Big Ten institutions
- Seeking input from all colleges and programs across campus
- Seeking input from diversity centers across campus (e.g., Office of Diversity, Inclusion, and Belonging) and among colleges (e.g., Associate/Assistant Deans of DEI or similar)
- Seeking input from diversity, equity, and inclusion subject matter experts (e.g., faculty in Interdisciplinary Studies and Social Science)
- Partnering with instructional development groups (e.g., CILMAR and Innovative Learning)
- Seeking input from Purdue Student Government and cultural centers across campus

The UCC, with guidance and feedback from the partners above, has worked to develop this proposed embedded learning outcome (ELO) in such a way that it does not harm marginalized and minoritized students or provide less value for marginalized and minoritized students than it does for students from dominant groups.

The Educational Policy Committee vote recorded below represents its agreement to bring this UCC proposal to the University Senate for a full discussion and vote.

Proposal:

Following the positive vote of the University Core Curriculum Committee and the Educational Policy Committee, the University Senate adds a Diversity, Equity, and Inclusion Embedded Learning Outcome to the Purdue University Core Curriculum. The language describing the ELO is as follows:

Diversity, Equity, and Inclusion

Students graduating from Purdue will belong to diverse workplaces and communities. Purdue students should be familiar with historical and current issues of diversity, equity,

and inclusion, and reflect on the identities of themselves and others. As Purdue students develop strategies to engage inclusively with people who have identities different from their own, they can become more successful members of their workplaces and communities. In this context, diversity may consider a wide range of issues related to race, ethnicity, class, gender, sexual orientation, dis/ability, culture, or religion, in local, national, and international contexts.

Key outcomes include:

- Critically reflect on social and cultural identities and perspectives of one's self and others
- Develop knowledge and strategies to engage inclusively and act in solidarity with people who have social identities different from one's own
- Identify historical and structural factors contributing to inequity
- Discuss the meaning of diversity, equity, and inclusion, and the importance and challenges of living and working in diverse contexts

While curriculum is just one part of student learning and experiences, curricula focused on diversity, equity, and inclusion can lead to increased personal and professional growth for students and provide the building blocks for other curricular and experiential initiatives [9]. The University Senate envisions this curricular initiative in the context of a much larger diversity, equity, and inclusion-focused effort across campus at the program, departmental, and college level. The Senate acknowledges many units across Purdue have already begun this work.

Works Cited

1. Senate Document 21-21: Recognizing and Valuing the Voices and Contributions of Black and Underrepresented Faculty & Staff <https://www.purdue.edu/senate/documents/meetings/Senate-Documents-21-21.pdf>
2. Senate Document 21-24: 4 February 2022 Purdue University Police-Student Incident <https://www.purdue.edu/senate/documents/meetings/Senate-Documents-21-24.pdf>
3. DEI requirement at the University of Iowa <https://clas.uiowa.edu/faculty/requirements-and-learning-outcomes-undergraduates#Diversity%20and%20Inclusion>

4. 1968 demands from the Purdue Black Student Union
<https://blogs.lib.purdue.edu/news/2021/02/09/excerpts-of-black-history-at-purdue-university-part-2-purdue-at-150/>
5. 2015 demands from Purdue Black Students
https://www.purdueexponent.org/campus/article_9a40a5c2-8b40-11e5-9437-53fbc13874e0.html
6. 2020 demands from the Justice Alliance for Momentum,
<https://actionnetwork.org/petitions/enact-the-justice-alliance-for-momentum-list-of-demands-action-plan>
7. Senate Document 21-29: On the Need for Campus-wide Curricular Treatment of Diversity, Equity, and Inclusion
<https://www.purdue.edu/senate/documents/meetings/Senate-Documents-21-29-revised.pdf>
8. Purdue University Core Curriculum
<https://www.purdue.edu/provost/students/s-initiatives/curriculum/>
9. Denson, N., Bowman, N. A., Ovenden, G., Culver, K. C., & Holmes, J. M. (2021). “Do diversity courses improve college student outcomes? A meta-analysis.” *Journal of Diversity in Higher Education* 14(4): 544–556.
<https://doi.org/10.1037/dhe0000189>

Committee Votes:

For:

Faculty

Thomas Brush
 Todor Cooklev
 Jennifer Freeman
 Eric Kvam (chair)
 Erik Otárola-Castillo
 Alice Pawley
 John Sheffield
 Howard Sypher

Advisors

Jeff Elliott
 Keith Gehres
 Jeffery Stefancic

Against:

Faculty

Antônio Sá Barreto
 Thomas Siegmund

Abstained:

Advisors

Jenna Rickus

Absent:

Faculty

Burton Lee Artz
 Steven Scott
 Jeffrey X. Watt

Students

Elli DiDonna
 Izzy Weber

Non-voting Ex-Officio members:

Nathan Engelberth (present); John Pearson (not present)