

**To:** The University Senate  
**From:** Educational Policy Committee (University Core Curriculum)  
**Subject:** On the need for campus-wide curricular treatment of diversity, equity, and inclusion

**Reference:**

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-Document-21-21.pdf>
2. Senate Document 21-24: 4 February 2022 Purdue University Police-Student Incident  
<https://www.purdue.edu/senate/documents/meetings/Senate-Document-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 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 Black Students  
[https://www.purdueexponent.org/campus/article\\_9a40a5c2-8b40-11e5-9437-53fbc13874e0.html](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-actioplan?source=direct\\_link](https://actionnetwork.org/petitions/enact-the-justice-alliance-for-momentum-list-of-demands-actioplan?source=direct_link)
7. Purdue University Core Curriculum  
<https://www.purdue.edu/provost/students/s-initiatives/curriculum/>
8. UCC Core Curriculum DEI Proposal (Attachment)
9. Do diversity courses improve college student outcomes? A meta-analysis (Denson et al., 2021).  
<https://psycnet.apa.org/record/2020-30748-001>

**Disposition:** University Senate for Discussion and Adoption

**Rationale:** The United States has a long history of injustice towards marginalized communities based on, among others, 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 actively contribute towards a more socially conscious community, working to remove some of the burden that marginalized students, staff and faculty have borne for decades. Initiatives such as the Equity Task Force and the Office of Diversity, Inclusion and Belonging have made significant contributions to student life, and recruitment and retention; however, there is a need at Purdue to better incorporate diversity, equity and inclusion (DEI) across all levels of the institution, including at a campus-wide curricular level.

Purdue University is lagging behind peer institutions in curricular advances on DEI. Of the Big Ten institutions with university-wide core curricula, Purdue is one of only three universities without a curricular requirement tightly focused on DEI (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 by Black student groups in 1968, 2015 and 2020 [4,5,6]).

Purdue's Core Curriculum [7] aims to prepare all Purdue students for successful employment and responsible civic engagement. Adding a DEI 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 Undergraduate Curriculum Committee (UCC) has been exploring impactful opportunities to incorporate DEI into Purdue's Core Curriculum, including:

- Evaluating DEI 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 DEI 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 has drafted an initial structure for the revision of the Core Curriculum [8] which it presents to the University Senate for feedback. A key outstanding question for UCC is whether to incorporate DEI as a Foundational Learning Outcome or as an Embedded Learning Outcome. It seeks affirmation from the Senate to continue in this curricular direction. Additionally, the committee does not want to develop a curricular offering that provides less value for racially minoritized students than it does its racial majority students, or, indeed, causes minoritized students harm.

**Proposal:**

The University Senate applauds the UCC's ongoing work on this important initiative and directs the UCC to develop a formal framework to structure DEI into Purdue's Core Curriculum to be considered by the Senate in the fall of 2022.

The University Senate considers it our responsibility to ensure that the university's core curriculum provides all Purdue students with foundational knowledge and skills related to contemporary conceptions of DEI, while being attentive to, and actively mitigating, concerns of superficial fixes or placing an undue burden on minoritized students. While curriculum is just one part of student learning and experiences, focused curriculum on DEI can lead to increased personal and professional growth for students and provide the building blocks for other curricular and experiential initiatives [9]. We envision this curricular initiative in the context of a much larger DEI-focused effort across campus at the program, departmental, and college level. Many units have already begun this work.

The University Senate urges the Office of Diversity, Inclusion and Belonging to engage in active and consistent collaboration with the UCC on their upcoming proposal. To facilitate this, the UCC and ODIB should develop a plan for regular meetings by the end of the spring semester 2022.

The University Senate encourages the Office of the Vice Provost for Teaching and Learning to allocate funding to this effort, including support for: 1) the development of a DEI proposal, 2) course development and enhancement, 3) professional development related inclusive pedagogy for instructors, and 4) research into effective and impactful ways to customize the core requirement to reflect the needs of majority and minority students. The UCC should

connect with the Office of the Vice Provost for Teaching and Learning as soon as possible.

The University Senate encourages the UCC to continue to work with instructional development groups (e.g. CILMAR and Innovative Learning) to develop an implementation plan for the fall of 2023. The UCC should develop a plan for regular meetings with these groups by the end of the spring semester 2022.

**Committee Votes:**

**For:**

**Faculty**

Thomas Brush  
Todor Cooklev  
Jennifer Freeman  
Eric Kvam  
Erik Otárola-Castillo  
Alice Pawley  
Vanessa Quinn  
Libby Richards  
Antônio Sá Barreto  
John Sheffield  
Thomas Siegmund  
Jeffrey X. Watt

**Students**

Elli DiDonna  
Olivia Wyrick

**Advisors**

Jeff Elliott  
Keith Gehres

**Against:**

**Abstained:**

**Advisors**

Jenna Rickus  
Jeffery Stefancic

**Absent:**

**Faculty**

Li Qiao

**Students**

Janelle Grant

**Ex-Officio (non-voting):**

Jaclyn Palm  
John Pearson

## **Proposal to add DEI as a FLO to Purdue's Core Curriculum**

### *Undergraduate Curriculum Council*

#### Rationale

Purdue University's Core Curriculum aims to prepare all students for successful employment and responsible civic engagement. The Core Curriculum currently does this well for traditional core skills like communication and reasoning. However, the Core Curriculum is missing a crucial element to student learning: knowledge, skills, and attitudes related to diversity, equity, and inclusion (DEI). Purdue students learn within a diverse campus environment, and they will graduate into diverse workplaces and communities. Adding a DEI focus to the Core Curriculum will ensure that Purdue's curriculum continues to be relevant and effective in preparing students for diverse communities and workplaces.

A growing number of companies, such as [Salesforce](#), [Microsoft](#) and [General Electric](#), now feature DEI as part of their mission statement and core values. Further, the National Association of Colleges and Employers ([NACE](#)) identifies equity and inclusion as one of its eight career readiness competencies. The majority of our Big Ten peers have addressed this need by including a DEI focus in their curricula (see [here](#) for an example from the University of Iowa). Of the Big Ten institutions with university-wide core curricula, Purdue is one of only three universities without a curricular requirement tightly focused on DEI.

Purdue has made a strong commitment to DEI through its Equity Task Force and the associated "Next Move" strategic priority. In solidarity with this commitment, the Undergraduate Curriculum Council (UCC) considers it our responsibility to ensure that the university's core curriculum provides all Purdue students with foundational knowledge and skills related to contemporary conceptions of equity. To address this gap in Purdue's curriculum and elevate Purdue among Big Ten Universities, the UCC proposes to include DEI as part of Purdue's core curriculum.

Curriculum is just one part of student learning and experiences. This proposal complements DEI initiatives across campus, such as those undertaken by the Division of Diversity and Inclusion, Purdue's many cultural centers, and ongoing efforts in several colleges and programs. Adding DEI to Purdue's Core Curriculum will ensure that all students meet a minimum standard for DEI education and engagement that they can take to their future careers and communities.

#### Proposal

The UCC proposes that a new foundational learning outcome (FLO) on diversity, equity and inclusion (DEI) be added to Purdue's Core Curriculum. The new DEI FLO follows the same structure as other FLOs in the Core, specifically: 1) courses may be approved to meet the DEI FLO regardless of number of credits, so long as the key skills are met, and 2) students may use the same course to meet the DEI FLO and one other FLO so long as the course is approved for both FLOs. Purdue University and transfer courses will be approved for, and assessed against, the DEI FLO in the same manner as for the existing FLOs – that is, by working with the UCC and Purdue's Institutional Data Analytics + Assessment group. Similar to other FLOs, the proposed DEI FLO will represent a minimum requirement for all Purdue students. Colleges and

Programs may choose to develop additional requirements for their students, including more restrictive course lists, additional course requirements, non-course experiences, and other embedded programs. The proposed DEI FLO is outlined below:

Requirement: One course.

Key skills:

1. Explain the historical and structural bases of inequity
2. Recognize social and cultural perspectives of one's self and others
3. Describe the opportunities and challenges of diversity and inclusion
4. Develop knowledge and strategies to engage with people who have social identities different from their own

Courses may consider a range of DEI focus areas (i.e. race/ethnicity, class, gender, sexual orientation, dis/ability, culture, or religion) in national and/or international contexts.

All of the key skills must be met for a course to meet the Diversity, Equity and Inclusion outcome.

### Engagement

Since the summer of 2021, the UCC has engaged with a number of key groups and individuals at Purdue to gather feedback on, and constructively refine, the proposal. These include:

- Associate Deans and other curricular leaders in all Colleges
- DEI groups and leaders in all Colleges
- Division of Diversity and Inclusion
- Cultural Centers
- Center for Intercultural Learning, Mentorship, Assessment and Research (CILMAR)
- Educational Policy Committee of the Purdue University Senate
- Faculty with expertise in DEI and curriculum
- Purdue Student Government
- Purdue Graduate Student Government

### Future

Pending approval of this proposal by the Educational Policy Committee and the full University Senate, successful implementation of a new DEI FLO will require coordinated effort between the UCC, Colleges and Programs, and instructional centers like CILMAR and the Center for Instructional Excellence (CIE). In particular, we expect that a number of approaches will be used to develop an approved list of courses sufficiently large to meet the needs of all Purdue students, including:

- Minor revision and adoption of courses currently approved for other FLOs (e.g., Humanities; or Behavioral and Social Sciences)
- Minor revision and adoption of courses already meeting DEI outcomes, such as those courses currently on the Justice, Equity, Diversity and Inclusion (JEDI) list.
- Revision of existing courses to intentionally include these DEI learning outcomes.

- Development of new DEI-focused courses.

The UCC is already exploring ideas to support instructors, departments, and multidisciplinary teams with course revisions, new course development, and instructor preparation.

This proposal represents the first step to incorporating DEI into Purdue's Core Curriculum. We acknowledge that a single course requirement does not provide students with a comprehensive opportunity to engage with DEI issues, particularly those that relate to their areas of study. The UCC encourages exploration of additional opportunities to embed DEI in the curriculum, including experiential programs, professional certificates, and other programs at the Department and College levels.

The addition of the DEI FLO to the core curriculum will align Purdue with contemporary curriculum standards and ensure that all Purdue students receive a foundational background in knowledge and skills necessary for responsible civic engagement and success in their future careers and lives.