

University of Maryland Diversity, Equity, and Inclusion Learning Outcomes Initiative:

Overview & Future Steps

Background

At its September 11, 2020, meeting, UMD's Deans unanimously supported a proposal to incorporate discipline-specific [diversity, equity, and inclusion](#) (DEI) learning outcomes into all undergraduate degree programs. This decision captured an emergent campus sentiment embodied in UMD's [Fearlessly Forward strategic plan](#), which includes as a guiding principle that our strength is enhanced by embracing differences and pursuing equity.

An underlying rationale for this campus-wide initiative is that UMD has a responsibility to prepare students for a changing, globally interconnected world by (1) fostering nuanced comprehension of how social identity differences have affected the evolution of their chosen disciplines, and (2) imparting skillful ways to promote inclusion and equity in the practice of those disciplines. Key steps in implementing this initiative and relevant campus resources are summarized below.

DEI Learning Outcomes Initiative

As a first step, all undergraduate degree programs were invited to generate and submit discipline-specific DEI learning outcomes with their AY2022 annual learning outcomes assessment reports. Nearly all degree programs submitted DEI outcomes and, as support for this work, members of the [Provost's Commission on Learning Outcomes Assessment](#) compiled [descriptive information](#) about these submissions and shared their observations regarding attributes that could strengthen their value.

What Lies Ahead?

For AY2023 learning outcomes assessment reports, faculty in the undergraduate degree programs will begin incorporating DEI learning outcomes into updated **curriculum maps**. This entails determining specific courses, workshops, or other activities in which discipline-specific DEI outcomes can be met. Faculty members may experiment with approaches such as dedicated workshops, infusion of DEI content into one or more existing courses, or the addition of new courses to their degree programs.

As they embark on this step, program faculty will want to consider how they plan to **measure** student achievement vis-a-vis their DEI learning outcomes. In other words, what types of assignments, reflections, or observations offer useful insight into what and how well students learned? Time spent now planning the types of assignments that will be assessed and specific indicators of student mastery of DEI content will pay dividends later in the form of useful, valid data for decision making.

As part of the curriculum map, faculty will determine when DEI assessments will be added to the regular learning outcomes assessment process and the frequency with which they will be

measured. Bear in mind that learning outcomes assessment is more about continuous improvement of program curricula and delivery than it is about “demonstrating” that the program curriculum is “good” or “perfect.”

Resources

- [Step-by-step summary of the learning outcomes assessment process](#)
- UM Libraries
- TLTC