

## UMD Diversity-Related Major-Area Degree Program Learning Outcomes Spring 2021

Students' learning about diversity, equity, and inclusion can be conceptualized as an individual journey (one occurring within a larger societal journey) which begins with limited awareness and may move in different directions (denial and obliviousness; fear and blame; shame and anger; deep insight and understanding) as awareness increases of one's self and others' statuses and opportunities in the context of historical and present-day societal power structures. Viewed from this perspective, student learning is necessarily multi-faceted: there are biological, psychological (perceptual, cognitive, identity-based), sociological (intergroup dynamics), economic, societal, political, and historical elements that operate and interact with each other.

Just as bias and inequities due to gender, race, age, religion, ability/disability status and so on, are not reducible to single causes, so too is it helpful for learning goals to be broad and layered. One way to scaffold diversity, equity, and inclusion learning outcomes in major degree programs is to start with basic awareness and/or disciplinary history and move toward broader understanding of the discipline within society and/or skill development to work productively within it.

Here are some examples of how programs might approach the development of learning outcomes:

As a result of completing a major degree in [*discipline*], students will be able to:

1. Describe the impact of social identity differences on the field of study in its intellectual constitution and in how it approaches and analyzes issues.
2. Explain how structural factors (e.g., laws, economics, educational inequality) have contributed to the discipline's founding and evolution as well as to its current and future demographic composition. **Note:** this might be embedded in courses on disciplinary history and might include highlighting contributions made by members of nondominant groups.
3. Recognize the personal implications of the discipline's current demographic composition. **Note:** encourage students to examine what drew them to the discipline and the conditions they may face as members of the demographic minority or majority.
4. Describe the current demographic composition (gender, race, age, etc.) of people working in the discipline and how this affects its practice, including societal benefits and oversights.
5. Respond constructively to situations they may experience while practicing the discipline. **Notes:** Such situations might include (but are not limited to):
  - a. Recognizing limitations associated with reliance on a single or dominant disciplinary perspective and practicing use of alternative modes of inquiry or analysis;
  - b. Communication, relationship management, and career strategies for addressing disparate treatment and career plateaus; and/or
  - c. Practicing strategies for interacting with and eliciting the knowledge and skills of diverse team members to identify creative solutions and accomplish goals; and/or
  - d. Interacting constructively with diverse stakeholder groups who rely on disciplinary practitioners.

6. Advocate for organizational, disciplinary, or societal change to ensure parity/equal access to opportunities for all members within the discipline.

### Sample Learning Outcomes

Below are examples of possible major area learning outcomes that are illustrative of the types of program-level learning outcomes that could be adopted. Specific program-level learning outcomes should be discussed within the faculty and tailored to the discipline.

After completing a major degree in \_\_\_\_\_, students will be able to:

- Describe the impact of identity differences on the field of study in its intellectual constitution and its analysis of issues.  
*e.g., Describe how an analysis of power and privilege differentials among populations contributes to an historical understanding of a society and its politics.*
- Describe how the current demographic composition of people working in the discipline affects the practice of the discipline.  
*e.g., Describe how the current demographic composition of computer scientists contributes to the development of unintentionally biased algorithms.*
- Explain how structural factors have contributed to the discipline's founding and evolution, and to its current and future demographic compositions.  
*e.g., Explain the impact of economic and educational barriers on access to engineering and the consequences of these barriers for future innovation within the field of engineering.*
- Recognize the personal implications of the discipline's demographic breakdown.  
*e.g., Explore the personal, social, economic, and cultural factors that influenced their decisions to pursue careers in education and how these affect their career expectations.*
- Respond constructively to personal challenges they may experience while practicing the discipline.  
*e.g., Identify common workplace interactions that may signal exclusion or marginalization and practice agentic approaches to counteract these (e.g., stress reduction, mobilizing support, advocating constructively for workplace changes).*
- Respond constructively to the personal or interpersonal challenges they may experience while practicing the discipline.  
*e.g., Demonstrate effective methods for resolving conflicts between members of different social identity groups in the process of developing sound public policy.*
- Advocate for organizational, disciplinary, or societal change to achieve greater demographic balance within the discipline.  
*e.g., identify mechanisms within the profession for stimulating the creation of standards and practices that will contribute to greater equity and inclusion of demographic minority members.*

## Examples of DEI Learning Outcomes in Existing Majors

### **School of Architecture, Planning and Preservation**

- LOA 2.A: Accessibility Students will demonstrate an ability to design sites, facilities, and systems to provide independent and integrated use by individuals with physical (including mobility) disabilities.

### **College of Arts & Humanities**

- **ARTH:** An ability to demonstrate skills in visual and critical analysis and sensitivity to diversity in comparing works of art across time, geography, and/or culture. [i.e. DIVERSITY]
- **COMM:** LO #3d\_RT: Influence publics by creating messages appropriate to audience, purpose, and context. Students will be able to advocate a course of action to address local, national, and/or global issues, shape public attention by selecting creative and appropriate technologies to accomplish rhetorical goals, critically reflect on one's own messages after the rhetorical event.
- **ENGL:** Diverse Perspectives: Students will suitably analyze underrepresented experiences and cultural diversity, including structural and institutional inequity, using texts written by and about those culturally marginalized due to their race, ethnicity, gender, sexuality, class, and/or physical or mental ability.  
5b. Language, Writing, & Rhetoric (LWR) Track: Students will analyze the relationship between language, thought, and communication and apply the power of language and other symbol systems to reach audiences and shape social realities.
- **THET & DANC: SLO #1. History/Theory:** Students engage in critical analysis and research of Western and non-Western history, aesthetics of dramatic literature, performance, and dance. Articulate an understanding of aesthetics in writing and oral presentation.
- **WMST: Student Learning Outcome #1** - Students will be able to critically analyze issues of power related to women, race/ethnicity, gender, sexuality, and class.  
**Student Learning Outcome #3** –Students will be able to articulate links between ideas in gender, critical race, and queer studies, “real life” experience in the workplaces of civil society, and the development of competencies relevant to the workplace.

### **College of Behavioral & Social Sciences**

- **AASD:** All of the theoretical, historical and contextual skills learning outcomes.  
Describe the social and historical context of the issues in African American and African Diaspora communities related to health and well-being, family functioning, economic development, political participation and contemporary culture.  
Explain the dynamic interplay between social oppression and resistance in African American Communities and the African Diaspora  
Identify critical events and historical periods and analyze their implications for politics, economics, health and psychological functioning in African American and African diaspora communities.
- **ANTH:** Demonstrate an understanding of diversity in aspects such as gender, sexuality, race, ethnicity, class, and age.  
Develop an understanding of cultural diversity through practical experiences.
- **GEOG:** Demonstrate skills in cross-cultural communication (including oral, written, and/or graphical modes) and in collaboration within diverse work groups.
- **PSYC:** LO#4, multiculturalism and diversity  
Explain the socio-cultural influences on human development and behavior  
Demonstrate critical awareness of one's own worldview, values, and biases and their influence on one's approach to psychology science and practice  
Exhibit the ability to work respectfully and constructively with individuals of different backgrounds, values, and experiences  
Demonstrate the ability to integrate multicultural concepts into psychology research, theory, practice, and service to others

## College of Education

- **Outcome 4.** Art Education, Elementary Education, Middle Level, English Education, World Language Education, Mathematics Education, Science Education, etc., teacher candidates are able to work with students, families, and communities in ways that reflect the dispositions expected of professional educators as delineated in professional (National Association of State Directors of Teacher Education and Certification – NASDTEC; ACEI), state (MSDE), and institutional standards.

## A.J. Clark School of Engineering

- **SLO-3:** Communication Skills: Develop both intra and inter-cultural communications skills to work within one's discipline and non-expert community stakeholders.
- **ABET 2:** Apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors.
- **ABET 3:** Ability to effectively communicate verbally and in writing with a range of audiences.
- **ABET 4:** Ability to recognize ethical and professional responsibilities and make informed judgments, that consider the impact of engineering solutions in global, economic, environmental, and societal contexts.

## College of Information Studies

- Apply basic principles to the design, development and management of information to meet the needs of diverse users

## Philip Merrill College of Journalism

- **LO 2** – Students will demonstrate an understanding and awareness of the history of journalism, its relationship with diverse groups in society and its historic special role in a democratic society.

## School of Public Health

- **Behav & Community Health:**  
**PLO13: Promote and advocate** for effective community health initiatives at the local, state, and federal levels.  
**PLO14: Collaborate** with community organizations to **apply** public health principles in a realworld setting.  
**PLO16: Critically analyze** the impact racism has on population health and **reflect** on what it means to be anti-racist.
- **KNES: LO #2.** Students will develop principled reasoning skills necessary to apply and extend kinesiology knowledge to address problems that are relevant to physical activity and the health of diverse populations.
- **PHSC: Identify** the major health-related needs and concerns of populations and **formulate** basic processes, approaches, and interventions as possible solutions.  
**Examine** the socio-economic, behavioral, biological, environmental, and other factors that impact human health and contribute to health disparities.

## School of Public Policy

- **LO2:** Analyze public issues from a range of ideological, demographic, and socioeconomic perspectives, including those that are underrepresented in the public policy process.

## Ideas for broadening current learning outcomes in existing majors to incorporate DEI

### School of Agriculture and Natural Resources

- **ENSP: LO-2 POLICY, GOVERNMENT, ECONOMICS, CITIZENRY**– ENSP students will be able to demonstrate knowledge and understanding of human behavior as it relates to environmental systems and the processes through which environmental policy is developed and implemented, including the roles of (1) key inputs to the policy process including science, economics and values, and (2) key actors in the policy process including Congress, agencies, the courts, and stakeholders. [**diverse stakeholders**]

- **AAS: Knowledge of major issues in ANSC-** Graduates of the animal sciences program will be well-versed in the issues related to animal agriculture such that they contribute to **societal debates** around the future of farming, the use of antibiotics in animal agriculture, sustainability of our animal farms, animal welfare, **farm worker needs**, and scaling agricultural enterprises up and down to meet our growing population's protein needs.
- **NFSC:** SLO#3. Assess nutritional status of **individuals in various life stages** and determine nutrition related health conditions and relevant diseases.  
SLO#5. Demonstrate competency in assessing the nutritional status of **a patient** and in developing an appropriate nutrition treatment plan for the patient.
- **AGST:** SLO#3 Develop effective communication skills and demonstrate the ability to present ideas with clarity to an **appropriate audience**.  
SLO#4 Connect and build relationships with external groups in the appropriate fields of study.
- **LARC:** LOA#2. Communication Skills: Demonstrate an ability **to effectively communicate** through design and planning intentions visually and verbally. [consider different populations]  
LOA#5. Broad Foundation: Demonstrate an understanding of **the impact** of landscape design and planning at the local, national and global levels. [consider different populations]
- **PLSC: SLO#4:** *Students should **effectively communicate** science-based knowledge and results of scientific inquiry.*

#### **School of Architecture, Planning and Preservation**

- **ARCH:** LOA 2.B: Professional Communication Skills (written and oral communication ) Students will demonstrate an ability to communicate design intentions through the written and spoken word.  
**LOA 5:** Specializations in Architecture Students will demonstrate an understanding of deeper disciplinary and/or interdisciplinary contexts in architecture.

#### **Robert H. Smith School of Business**

- **M&O:** UGMO1: Develop and implement a concrete, relevant, and practical action plan based on a set of leadership approaches and skills selected best for a given management problem.  
**UGMO2:** Identify key strengths and weaknesses of students' leadership skills and abilities based on the assessment data and self-reflection. [**for different populations of employees**]
- **AIA:** UGAIA 8: Work effectively and cooperatively in teams to solve business and accounting problems. [**with diverse teammates**]

#### **College of Behavioral & Social Sciences**

- **PSYC:** Professional development LOs  
Demonstrate teamwork capacity [**with diverse teammates**]

#### **College of Computer, Mathematical & Natural Sciences**

- **BSCI:** Students should be able to express their understanding of biological and related concepts in written and oral formats, using clear English and scientific writing. Grammar and use of words should be appropriate. Ideas should be expressed clearly and succinctly, without unnecessary words and embellishments. Ideas should be expressed objectively, preferably in third person. [**If this communication LO were broadened to include the concepts of audience and audience appropriateness, it has potential**]
- **CHEM:** Students should effectively communicate, both verbally and in writing, the processes of science and the results of scientific inquiry using appropriate language and models of chemistry (i.e. equations, symbolism, etc). [**If this communication LO were broadened to include the concepts of audience and audience appropriateness, it has potential**]  
Professional outcomes might be expanded to include context of working CHEM professionals
- **CMSC:** Graduates will gain skills in communication. This is in several categories: (a) Communicating with other programmers when working on a project together, (b) communicating with a more general audience by giving a presentation of what they have done, and (c) communicating with non-tech people

about what they have done. [If this LO were broadened to include the concepts of diverse programmers and diverse general audiences and non-tech people, it would clearly fit]

**A.J. Clark School of Engineering**

- ABET 5: Ability to function effectively on a team. [with diverse teammates]

**School of Public Policy**

- Demonstrate teamwork, ethical decision-making, management and leadership skills. [with diverse teammates, employees and/or constituents]

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