Recommendation:

*Learning About Diversity, Equity and Inclusion Outside the Classroom*

1. the development of learning outcomes and goals (e.g., clear set of core values, goals, and desired learning outcomes for all diversity, equity, and inclusion training at Princeton)

2. the creation of a student training “curriculum” of desired messages and skills, and that all such training activities be coordinated and measured in order to assess their effectiveness
Included in the University’s defining characteristics and aspirations is a commitment to innovation, free inquiry, and the discovery of new knowledge and new ideas, coupled with a commitment to preserve and transmit the intellectual, artistic, and cultural heritage of the past; a focus on undergraduate education that is unique for a major research university, with a program of liberal arts that simultaneously prepares students for meaningful lives and careers, broadens their outlooks, and helps form their characters and values; a human scale that nurtures a strong sense of community, invites high levels of engagement, and fosters personal communication; a commitment to welcome, support, and engage students, faculty, and staff with a broad range of backgrounds and experiences, and to encourage all members of the University community to learn from the robust expression of diverse perspectives; and a commitment to prepare students for lives of service, civic engagement, and ethical leadership.
The Office of the Vice President for Campus Life enhances the holistic development and educational experience for all students by complementing academic study with co-curricular opportunities that engage, enrich, and advance student learning and growth. Campus Life strives to provide an integrated educational experience that cultivates skills and habits of mind that inspire students to lead lives of meaning, purpose, and social responsibility.
Student Learning Outcomes

Statements that clearly state the expected knowledge, skills, attitudes, competencies, and habits of mind that students are expected to acquire at an institution of higher education.

We aspire for students to graduate with a sense of meaning and purpose, in keeping with the university’s informal motto: “In the Nation’s Service and the Service of Humanity.” We hope for students to leave Princeton prepared to serve, having internalized a sense of social responsibility and the importance of their individual connectedness to all humanity. As foundational elements of their undergraduate experience, students will have critically explored their personal identities, engaged their community in ways that challenge them to develop an awareness of, and openness to, other perspectives, thoughtfully challenged conventional wisdom, and embraced learning as a life-long process.
PROCESS

• Research & Benchmarking
  - i.e., Learning Reconsidered I & II, Student Development Theory, D&I Concepts, Existing Frameworks (i.e. cultural competence), Literature, etc.

• Language/Definitions

• Mapping/Auditing Existing PU Efforts

• Assessment/Evaluation

• Focus Groups & Feedback
Students will be able to...

...explore facets of their identity and articulate concepts and contexts (i.e., power, privilege, equity, etc.) related to diversity and inclusion (D&I).

...recognize that others comprise and inhabit multiple identities.

...reflect on and discuss their values, beliefs, backgrounds, and experiences.

...seek out relationships with others who differ from them (i.e., identities, values, beliefs, backgrounds, and experiences).
NEXT STEPS

• D&I Framework Implementation & Assessment Committee
• “Soft” Roll-out/Information Sessions (Fall 2018)
• Pilot & Program/Outcomes Assessment (Spring 2019)
• Student-focused D&I Workshops (Spring 2019) - new AD for D&I
• Incorporate findings into D&I framework report (Spring/Summer 2019)
• Strategic Launch & Communication Outreach (Summer/Fall 2019)
D&I Framework Co-Developers (2016-2018)

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D&I Framework Implementation and Assessment Committee (2018-2019)

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