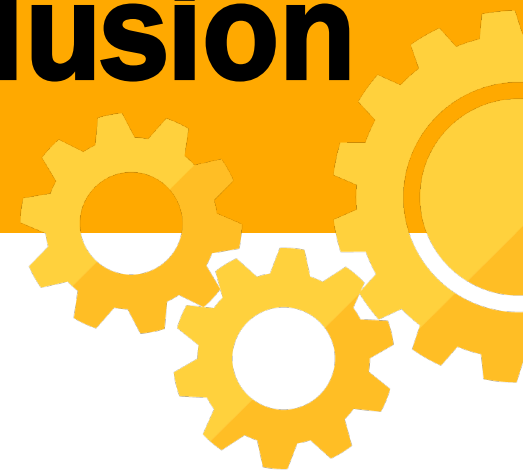


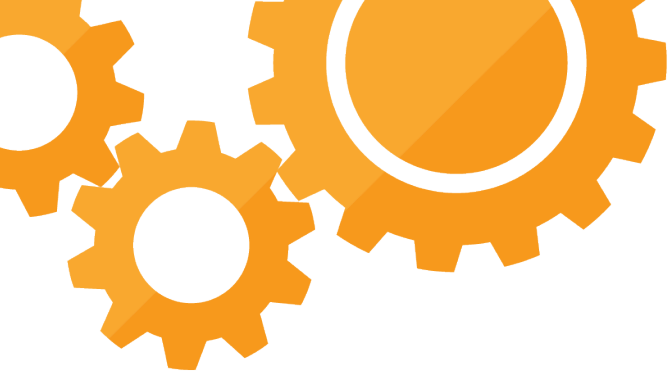
Framework for Diversity and Inclusion

Undergraduate Student Learning Outcomes



Office of the Vice President for Campus Life
Office of Diversity and Inclusion

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Dean, Diversity and Inclusion (OVPCL)



REPORT OF THE SPECIAL TASK FORCE ON

DIVERSITY, EQUITY AND INCLUSION

Endorsed by the Executive Committee of the Council of the Princeton
University Community and submitted to President Christopher L. Eisgruber

May 2015

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





PRINCETON UNIVERSITY

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**.





CAMPUS LIFE

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.

National Institute for Learning Outcomes Assessment. Retrieved October 25, 2016 from <http://www.learningoutcomesassessment.org/TFComponentSLOS.htm>





Working Aspiration

*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



Student Learning Outcomes Rubric

Students will be able to...

		Trajectory		
Dimensions		Emergence	Developmental	Integrative
AWARENESS Intellectual Cognitive	...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.	...draw connections among the causes and consequences of harms present in unjust or inequitable situations related to D&I. ...apply recognition that their peers are also cultivating multiple, intersecting identities and respect this individual development process. ...examine the ways in which their identities, values, beliefs, backgrounds, and experiences influence their reactions, behaviors, roles, and responsibilities as members of the Princeton University community.	...integrate their understanding of identity, diversity, and inclusion with the context, community and power dynamics in the world around them, and engage in critical discourse about these concepts, utilizing a summative critical understanding of their Princeton experiences. ...build deep relationships using the concepts and intellectual practice of D&I to better understand the identities, needs, and development of others. ...express how their beliefs have evolved, how their identities, values, backgrounds, and experiences have impacted their beliefs, and how these beliefs relate to D&I concepts, embracing D&I work as a lifelong process of continuous growth and learning.	
	...explore and identify areas of comfort and discomfort with D&I topics. ...recognize that their own behavior can cause discomfort in others.	...seek out diverse perspectives, experiences, and contributions, some of which may be challenging or uncomfortable, as part of their learning and development. ...engage in critical self-examination of their relationship to other individuals and communities.	...develop practical techniques to manage personal challenges and discomfort in order to persevere through challenging D&I discussions and topics where opportunities exist for productive exchange. ...take steps to address discomfort and harm to other individuals and communities that results from their behavior.	
	...seek out relationships with others who differ from them (i.e., identities, values, beliefs, backgrounds, and experiences). ...seek out opportunities and University resources that allow them to engage with the concepts of D&I. ...recognize situations where values of D&I are not being upheld.	...acknowledge and respect others' perspectives and positionality, some of which may be contrary to their own. ...participate in interpersonal or group events, dialogue, and situations that provide different and potentially challenging perspectives. ...use the skills gained throughout the "Cognitive" dimension to challenge elements of conventional wisdom opposed to the principles of D&I.	...articulate a holistic description of self [values, background, passion, impact] and make decisions [personal, community, social, academic, political, vocational] that align with this holistic description of self. ...build coalitions and relationships across differing communities for joint projects or solidarity efforts. ...disrupt/interrupt bias by acting as an active bystander in instances of bias, discrimination and harmful norms.	





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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