Enhancement of General Education Student Learning Outcomes
In Support of Diversity, Equity, & Inclusion at the University of Cincinnati

Rationale for Enhancement of the UC Undergraduate General Education: Today's society is fraught with evidence of inequities. Even in higher education, research suggests that racial climate may be improved on campuses that intentionally create a pervasive environment of inclusion and educate students about human difference, biases, and the context of these within our communities (Rankin & Reason, 2005; Turner, 2013; Vaccaro, 2010). At the University of Cincinnati, student and faculty affinity groups have called for measures to enhance the student educational experience regarding racial equity and inclusion in preparing students for the 21st century. Input from the greater university communities has indicated a need for not only racial equity and inclusion but also for an expanded consideration of equity and inclusion in the curriculum. Though we define diversity broadly (including but not limited to differences in sexual orientation, religion, ethnicity, socio-economic status, gender, personality, disability status, and others), our efforts are focused on those groups who have been historically marginalized in society and who continue to face significant obstacles as a result of deeply entrenched disparities. For this reason, we place special emphasis on efforts to increase equity and inclusion across racial groups.

The present University of Cincinnati baccalaureate general education Breadth of Knowledge (BoK) requirements include diversity and culture and social and ethical course categories, however these could be more effectively articulated. The student learning outcome enhancements proposed below are intended to recognize students' need to learn key components of inequality and systems of oppression and privilege as foundational knowledge necessary to interact and thrive in today's society. As a "premier, public, urban research university", it is essential that our faculty and students work toward enriching our communities in an intentional manner where we "develop educated and engaged citizens" and attend to matters of equity and inclusion to support the flourish of "innovation and freedom of intellectual inquiry" at UC (UC Mission Statement).

Proposed Enhancements: The proposed student learning outcomes for diversity, equity and inclusion below have each been linked to the four Baccalaureate Competencies present in the existing general education core requirements. In addition, examples of potential learning objectives have been provided to provide insight into the possible applications of these student learning outcomes during the educational experience.

Social Responsibility—Application of knowledge and skills gained from the undergraduate experience for the advancement of a diverse society.

- **Students will recognize the need for a world that honors human difference and take action to advance equity and inclusion.**
    - o Potential Learning Objectives—The student will:
        1. Discuss inequalities in the world using the language of equity and inclusion (e.g. diversity, intersectionality, bias, prejudice, racism, privilege, power, colorblindness).
        2. Identify and analyze disparate social issues (e.g. systemic cultural discrimination and inequalities, socioeconomic, education, workforce, housing, healthcare).

3. Execute a plan of personal action to foster the advancement of equity and inclusion in society (e.g. combat apathy, foster empowerment, be an ally to those who are marginalized in our society).
4. Reflect upon outcomes of a personal plan of action.

Critical Thinking—Analysis, synthesis, and evaluation of information and ideas from multiple perspectives.

- **Students will recognize and assess worldviews and biases that influence social inequality today within the context of historical and contemporary events.**
  - o Potential Learning Objectives—The student will:
    1. Examine the history of oppression in the U.S. and across the globe (e.g. civil rights, slavery, historical atrocities, social and economic hierarchies, LGBTQ movement, women's rights) to increase awareness of marginalized groups.
    2. Engage in meaningful discourse related to structural and institutional power dynamics inherent in today's society.
    3. Analyze factual information, historical events, and present-day cases as they apply to and influence equity and inclusion.

Effective Communication—Competence in oral, visual, and written language. Use of resources and technology for communication.

- **Students will communicate in a manner that acknowledges and respects the differences of others.**
  - o Potential Learning Objectives—The student will:
    1. Discuss opposing views regarding concepts of equity and inclusion.
    2. Develop cultural knowledge of others through cultural humility and empathy.
    3. Engage in difficult discourse with those different from themselves.
    4. Address culturally insensitive or disrespectful communications from self and others (e.g. preventing or addressing micro-aggressions, acknowledging errors in communication, using professional and intentional responses).

Knowledge Integration—Fusion of information and concepts from multiple disciplines and effective communication.

- **Students will synthesize concepts of diversity, equity, and inclusion and apply these to local, regional, national, and global 21st century community contexts.**
  - o Potential Learning Objectives—The student will:
    1. Identify benefits of equity and inclusion in the workplace and society (e.g. teamwork, creativity, innovation, compromise, organizational improvement, competitive advantage, increased quality of life, justice, ethical actions).
    2. Construct and implement a plan to advocate for positive changes toward equity and inclusion in the workplace and the greater society.