

## **Document to frame Senate discussion of potential new area of inquiry in Equity and Inclusion and for potential revision of the Global and Cultural AOI**

### ***Background***

In Fall 2016, Drake University's Faculty Senate approved the following set of measurable learning outcomes based on Drake University's mission statement:

After completing the General Education curriculum Drake University students will -

- a) Communicate effectively in a manner appropriate for their audience
- b) Access, synthesize, and evaluate knowledge within and across diverse fields of study
- c) Develop knowledge, skills, and dispositions necessary for responsible global citizenship in local, national, and global contexts
- d) Develop skills in qualitative, quantitative, and scientific reasoning through engagement in empirical inquiry, to understand the intersection of the natural sciences, technology, and society
- e) Develop dispositions that are informed by self-reflection and engagement with ethical perspectives
- f) Analyze and understand how diversity and systems of exclusion shape society, with emphasis on race, gender, and class in the context of the United States.
- g) Develop, refine, and analyze creative or artistic modes of expression

For the most part, these outcomes are clearly linked to existing Areas of Inquiry in our General Education curriculum, but our requirements focused on engaged citizenship and on global and cultural understanding, as currently written, do not sufficiently account for our promise, in item "f" above, that students will "analyze and understand how diversity and systems of exclusion shape society" within a *domestic* U.S. context.

Regarding the outcomes focused explicitly on the global or international dimensions of the current AOI, faculty who teach courses for the current Global and Cultural AOI have expressed concerns. Currently, the Global and Cultural AOI strives to encompass learning outcomes related to dimensions of difference both globally and within societies. Faculty who teach courses that focus primarily on global or international dimensions of difference indicate that it can be challenging to simultaneously do justice to learning outcomes focused on examining systems of exclusion and privilege within societies. Additionally, internationally-focused faculty indicate that the breadth of the current AOI risks diluting the learning outcomes related to understanding the complexities of our interconnected and changing world beyond the borders of the United States.

With this background in mind, we would like Senate to consider two potential linked revisions to the AOI system as described below.

**1. A new Equity and Inclusion AOI.** Note that some of the wording in the learning outcomes below is taken, with slight adjustment, from the current learning outcomes for the Global and Cultural Understanding AOI.

Courses that fulfill this AOI will engage students to achieve these two learning outcomes.

Students will be able to:

- Analyze the effects of race, gender, and class categories, and the ways in which these categories are perceived and judged, on U.S. socioeconomic and political systems, such as government, law, health care, public education, administration of natural resources, and business.
- Reflect critically on their own positions within local, institutional, and national contexts, including the ways in which these positions may be privileged, maligned, or excluded within these systems

**2. A revised Global and Cultural Understanding AOI.** Under a revised Global and Cultural AOI, courses will achieve at least two of the following learning outcomes.<sup>1</sup> Students will be able to:

- Identify and evaluate the fundamentals of international issues and events that shape the current world, influenced by geography, history, language, religion, and cultural values.
- Recognize and understand major issues, concerns, and problems of super-national or global scope (including, but not limited to, environmental concerns, international business, peace and war, underdevelopment, population growth and decline, human rights);
- Recognize and assess complexities within, and interactions among, current world nations, peoples, and cultures, and how these shape our global community.

### **CURRENT GLOBAL AND CULTURAL OUTCOMES (approved in 2019)**

1. Interpret intercultural issues from diverse perspectives and reflect critically on the self and others to demonstrate an understanding of the complexity of cultural issues in local, national, and global contexts.
2. Explore the elements that create diversity and explain their impact on the development of a culture or interaction between cultures in the context of complex systems of exclusion and privilege.
3. Identify and analyze how institutions adjust in response to struggles among members of diverse societies and how they address their needs.
4. Reflect on their own cultural biases and consider the skills, knowledge, collective efforts necessary to help foster inter-cultural communication, respect, and understanding.

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<sup>1</sup> These learning outcomes are adapted from the learning outcomes developed by the American Council on Education (ACE) for internationalized courses.