

University of Maryland
Diversity, Equity, and Inclusion Learning Outcomes Initiative:

Whom Does This Initiative Serve?

Throughout this process, College Coordinators discussed the intentions of the initiative and potential consequences. For example, College Coordinators engaged in discussions around the purpose of the DEI LO initiative and whom the initiative is designed to serve. The DEI LO Initiative has the potential to be an innovative, transformative initiative that supports components of [Fearlessly Forward](#), UMD's recently released strategic plan. Language in the plan clearly articulates that UMD will:

- *Invest in the capacity of our students, faculty, and staff to learn, teach, work, lead, and engage in dialogue across difference, leveraging diversity and inclusion as central in all we do.*
- *Create an actionable and sustainable plan to tackle issues of social justice, equity, and antiracism, both locally and globally, through our research, education, and outreach.*

However, operationalizing these goals through curriculum modifications raises numerous questions, including:

- Will UMD students from historically marginalized and oppressed groups actually benefit from this curriculum initiative through increases in inclusion and participation in the disciplines? If facilitated poorly, could this initiative do more harm than good?
- Or will such an initiative be interpreted as and result in an effort to support and teach UMD students from historically dominant, majority groups self-reflection, awareness, and communication skills in their interactions with other groups? In other words, will this initiative primarily serve the needs of those who have historically maintained privilege and power?
- How might the DEI LO Initiative be designed and facilitated to serve and support both majority group members AND members of historically marginalized group members?
- Furthermore, if this initiative presents the expectation that disciplines incorporate content that has not historically been included in the major, will this initiative be interpreted by faculty as academic overreach by campus administration?
- In what ways might disciplines that have not traditionally studied or included DEI content benefit by incorporating such content and approaches?

Without a doubt, responses to these questions will be as complex as the questions themselves, and, in some cases, there are no clear answers. Yet it will be imperative that campus leadership, college leadership, College Coordinators, program leads, and program faculty engage in ongoing discussion around these questions.