

<b>Diversity &amp; Inclusiveness Rubric (2017)</b>				
	<b>Advanced (3)</b>	<b>Developing (2)</b>	<b>Emerging (1)</b>	<b>Initial (0)</b>
<b>1. Understanding Social Structures</b>	Student can describe forms and mechanisms of systemic oppression and privilege that are based upon race, ethnicity, class, sex, gender, sexual orientation, and ability, including the roles of intersectionality in both oppression and privilege.	Student can describe the ways that people can embody multiple forms of diversity at once (i.e., intersectionality of race, ethnicity, sex, gender, class, sexual orientation).	Student can describe the concepts of race, ethnicity, class, sex, gender, sexual orientation, and diverse abilities.	Student cannot describe the concepts of race, ethnicity, class, sex, gender, sexual orientation, and diverse abilities.
<b>2. Understanding Diverse Identities in Context</b>	Student can demonstrate a knowledge of people, groups, and histories that represent various forms of diversity and how these identities and histories shape contemporary experiences.	Student has an awareness that diverse individual and group identities are developed in part based upon shared histories.	Student has an understanding that people have both individual and group identities.	Student demonstrates no knowledge of people, groups, and histories that represent various forms of diversity.
<b>3. Diversity as Asset Fostering Collaboration</b>	Student welcomes input informed by diversity and acknowledges personal responsibility to bring those perspectives into group decision making and collective efforts	Student recognizes that perspectives informed by the assets provided by diversity can benefit group decision making and collective efforts	Student has an initial understanding that a person's diversity can be an asset and shape how one approaches decision making and collective efforts	Student has no understanding that different forms of diversity can be assets and shape how people approach decision making and collective efforts.
<b>4. Responsibility and Application</b>	Student can provide examples of how one's education and particularly one's major area of study can be used to promote a more just and humane society in which diversity is seen as an asset and systemic forms of oppression and privilege are revealed, challenged, or dismantled.	Student acknowledges personal agency to work toward a more just and humane society.	Student acknowledges a sense of personal responsibility to work towards a more just and humane society.	Student cannot describe why or how they might work to create a more just and humane society.

GE Learning Outcome (GELO): Explore multiple perspectives in order to collaborate respectfully and effectively with others across a variety of cultures and contexts.

Courses that fulfill this designation focus upon at least one of the following:

- Engage students in a critical examination of concepts of race, ethnicity, class, sex, gender, sexual orientation, and diverse abilities.
- Engage students in an exploration of people, groups, and histories that represent various forms of diversity to better understand the formation of personal and group identities along with contemporary experiences.
- Engage students in the exploration of forms and mechanisms of systemic oppression and privilege that are based upon race, ethnicity, class, sex, gender, sexual orientation, and ability.
- Engage students in a critical examination of the ways that people can embody multiple forms of diversity at once (i.e., the intersectionality of race, ethnicity, sex, gender, class, sexual orientation, ability), and how those identities are linked to systemic oppression and privilege.
- Explore how people, based upon the diversities they represent, experience differently the civil, political, social, cultural, economic, and environmental rights that are foundational to a just and humane world.
- Explore how varied perspectives informed by people's diversity can be an asset in problem solving, collective efforts, and creating just and equitable institutions and systems.
- Explore how students' education and particularly their fields of study can be used to promote a more just and humane society in which diversity is seen as an asset and systemic forms of oppression and privilege are revealed, challenged, or dismantled.

**Student Outcomes:**

- Students can describe the concepts of race, ethnicity, class, sex, gender, sexual orientation, and diverse abilities.
- Student demonstrate a knowledge of people, groups, and histories that represent various forms of diversity and how these identities and histories shape contemporary experiences.
- Students can describe forms and mechanisms of systemic oppression that are based upon race, ethnicity, class, sex, gender, sexual orientation, and ability.
- Students can describe the ways that people can embody multiple forms of diversity at once (i.e., the intersectionality of race, ethnicity, sex, gender, class, sexual orientation) and how those intersections are linked to systemic oppression and privilege.
- Students can describe how people, based upon the diversities they represent, experience differently the civil, political, social, cultural, economic, and environmental rights that are foundational to a just and humane world.
- Students can describe how varied perspectives informed by people's diversity can be an asset in problem solving, collective efforts, and creating more just and equitable institutions and systems
- Students can provide examples of how their educations and particularly their fields of study can be used to promote a more just and humane society in which diversity is seen as an asset and systemic forms of oppression and privilege are revealed, challenged, or dismantled.