<table>
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<th>Diversity &amp; Inclusiveness Rubric (2017)</th>
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<td><strong>Advanced (3)</strong></td>
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<td><strong>1. Understanding Social Structures</strong></td>
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<td><strong>2. Understanding Diverse Identities in Context</strong></td>
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<td><strong>3. Diversity as Asset Fostering Collaboration</strong></td>
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<td><strong>4. Responsibility and Application</strong></td>
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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.
- Students 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.