**TFI | Faculty ELO Working Group Submission**

Diversity, Equity, And Inclusion

Molly Appel, English

Amber Morczek, Criminal Justice

Jessica Price, Humanities

Vanessa Mari, Education

1. Name of the Essential Learning Outcome (ELO): **Diversity, Equity, and Inclusion**
2. If you have an alternative name for the ELO feel free to also suggest it here: **n/a**
3. Definitions (see below)
4. Glossary of key terms
   1. Equity; allyship; diversity; inclusion; intersectionality
5. If applicable, identify the key resource that you used to generate your rubric (e.g., an AACU Value Rubric or one from another university), if you used one as a starting point and made slight modifications
   1. While we mostly relied upon the AACU rubric, the following rubrics also informed our work:
      1. AACU “Global Learning” Value Rubric: <https://www.aacu.org/value/rubrics/global>
         1. (Check your email for copies of the “Global Learning” and “Intercultural Knowledge” values rubrics)
      2. UNC Greensboro: [SLO Identification Rubric: Cognitive Complexity 21 Century Skills: Creativity; Critical Thinking; Problem Solving](https://sa.uncg.edu/assessment/wp-content/uploads/SLO-Rubrics.pdf)
      3. URI [C3. Diversity & Inclusion General Education Rubric](https://web.uri.edu/general-education/files/C3-Diversity_and_Inclusion_Revised_03-02-2020.pdf)
      4. UCA (Uses the word empathy - do we want to include somewhere?) [UCA CORE – Diversity Rubric A (Own)](https://uca.edu/core/files/2013/07/Diversity-Rubric-A-Own.pdf)
      5. SPSCC (the resource won’t open because it’s behind a log-in wall, but has a helpful list of “will include” for courses indicating this outcome [Diversity Course Outcomes and Rubrics | South Puget Sound Community College](https://spscc.edu/policy/instinst720)
      6. UDMercy: Benchmark, Milestone, Capstone structure - interesting measurements. [Core Curriculum Student Learning Outcomes Rubric: IT3: Cultural Diversity](https://www.udmercy.edu/academics/academic-affairs/CoreOutcomesEvaluationRubric_IT3.CulturalDiversity.pdf)
      7. Boise State: [Diversity ULO Rubric - University Foundations](https://www.boisestate.edu/academics-uf/diversity-ulo-rubric/)
      8. Worcester Polytechnic Institute: [NERCHE Self-Assessment Rubric for the Institutionalization of Diversity, Equity, and Inclusion in Higher Education](https://www.wpi.edu/sites/default/files/Project_Inclusion_NERCHE_Rubric-Self-Assessment-2016.pdf)

DIVERSITY, EQUITY, AND INCLUSION RUBRIC

***Definitions***

Brief Definition: **Diversity, Equity, and Inclusion** is defined as an understanding of power and privilege within cultural and social identities, systems, and institutions, including but not limited to race, ethnicity, gender, social class, sexuality, ability, religion, education, and national origin.

Long Definition: **Diversity, Equity, and Inclusion** is defined as an understanding of power and privilege within cultural and social identities, systems, and institutions, including but not limited to race, ethnicity, gender, social class, sexuality, ability, religion, education, and national origin. Courses in this area would focus on one or more of the following: the historical or contemporary experiences of marginalized groups - in both individual and systemic settings; the origins and implications of social and cultural difference; theories of intersectionality, oppression, and liberation; and effective allyship based on self-reflection and perspective-taking. Students will be able to apply this understanding to institutions, workplaces, and communities to strive for equity and justice in various areas of society.

***Glossary of Terms***

**Diversity and Inclusion:** the ability to recognize the origins and influences of one’s own cultural heritage and its limitations in providing all that one needs to know in the world. This includes the curiosity to learn respectfully about the diversity of other people and on an individual level to traverse cultural boundaries to bridge differences and collaboratively reach common goals. “Inclusion” is predicated on an analysis of how people can be marked and assigned a place within power structures that determine hierarchies, inequalities, and opportunities and which can vary over time and place.

**Equity:** the pursuit of fairness through amending injustices based on proportionate need (rather than “equality,” which is based on sameness).

**Intersectionality:** the understanding that the effects of identity-based discrimination (based on race, gender, ability, class, etc) are overlapping, cumulative, and mutually constitutive rather than isolated or competing. An application of this understanding requires habits of perspective-taking, listening, and empathy.

**Privilege, Oppression, and Liberation:** the history and contemporary manifestations of how structural violence, discrimination, exploitation, or subjugation lead to the benefits of some people through the dehumanization of others. In turn, “liberation” pinpoints the history and contemporary ways that oppressed peoples have questioned, challenged, and changed these conditions.

**Allyship:** the ability to recognize one’s responsibilities to society--locally, nationally, and globally--and to develop a perspective on ethical and power relations in interpersonal, communal, and institutional settings. This requires developing habits of self-reflection, empathy, listening, and ethical reasoning.

**Accomplice**: while an ally will mostly engage in activism by standing with an individual or group in a marginalized community, an accomplice will focus more on dismantling the structures that oppress that individual or group—and such work will be directed by the stakeholders in the marginalized group.[[1]](#footnote-0)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **DIMENSIONS** | **Student Learning Outcomes** | | | |
| **Stage 1**  Emerging  (Identify/Describe) | **Stage 2**  Developing  (Connect/Apply) | **Stage 3**  Transforming  (Analyze/ Evaluate) | **Stage 4**  Mastery  (Synthesize/Create) |
| *Diversity, Equity, and Inclusion* | Begins to recognize the origins and influences of one’s own cultural heritage and its limitations in proving all that one needs to know in the world. | Articulates connections between cultures with some acknowledgment of power structures, demonstrating respectful interaction with varied cultures and worldviews. | Develops strong connections between cultures with acknowledgment of power structures, demonstrating respectful interaction with varied cultures and worldviews. | Adapts and applies a deep connection between cultures and one's own cultural heritage to acknowledge the existing power structures. Can engage in respectful interaction with varied cultures and worldviews. |
| *Intersectionality* | Demonstrates a partial understanding of the difference between individual identities and intersectional identity experiences. | Demonstrates a developing connection to intersectional identity experiences. | Evaluates and applies diverse perspectives to complex subjects in the face of multiple and even conflicting positions | Demonstrates a sophisticated understanding of intersecting identities in practice. |
| *Privilege, Oppression, and Liberation* | Begins to acknowledge systematic oppressions or critiques of privilege. | Can deconstruct own positionality, oppressions, and privileges at the micro, meso, and/or macro level. | Analyzes ways that privilege, oppression, and have occurred within their lives and/or field. Effectively evaluates the consequences of individual and collective interventions. | Connects their experiences of privilege, oppression, and liberation to develop and advocate for informed, appropriate action to address a complex diversity, equity, and inclusion problem. |
| *Allyship* | Shows some evidence of self-reflection, empathy to diverse experiences, or applicability to lifelong learning. | Applies some evidence of self-reflection, empathy to diverse experiences. Makes some applications to lifelong learning. | Illustrates continuous self-reflection, empathetic to a diversity of experiences/ identities, and active life-long learning | Takes informed and responsible action to address an instance of historical and systemic injustice. Moves from ally to accomplice in thoughts and actions. |
| Note: Portions of this rubric were adapted from the Association of American Colleges and Universities (AACU) VALUE Rubrics and the UCA Core Diversity Rubric. | | | | |

**Diversity, Equity, and Inclusion ELO Assessment Examples**

Stage 1

* Discussion boards for students to identify key points and engage with other students in the class.
* Reader responses where students respond/describe a point discussed in the reading.
* Games (e.g., in-class like Kahoot or StudyMate asynchronous tool) to promote collaboration/ learning.
* Exams or activities focused on vocabulary/conceptual understandings.

Stage 2

* Self-reflective assessments for students to connect their lived experiences to the content.
* Respond to peers' discussion points through writing or oral discussions in class.
* Interviews - students interview classmates, family, people in their community or industry, etc., and demonstrate the building of questions, professionalism of interviewing, coordinating time/technology needs.
* Mind-mapping where students creatively outline and connect concepts within the course.
* Wikipedia Hack-a-Thons (or similar basic digital research projects): researching and updating pages of minoritized people whose pages are lacking in information

Stage 3

* Multi-media reflections for students to reflect on the content and broader applicability to diversity, equity, and inclusion.
* Analyze a case study through the lens of diversity, equity, and inclusion.
* Organize debates in class that lead to students demonstrating evidence to support their claims.
* Critiquing external works (analyzing/critiquing representations in film, television, novels, media, news, etc.) to identify ways in which students would change/update the text through a diversity, equity, and inclusion lens. (This could be a formal assessment or small group discussions - asynchronous or synchronous.)

Stage 4

* Oral or group presentations on a topic related to diversity, equity, and inclusion.
* Podcasts where students write for an audience, potentially collaborate with classmates, and consider accessibility.
* Leading a class discussion where students prepare discussion questions, lecture content, and/or presentation/activities.
* Developing and executing a public-facing project (e.g., gallery; workshop; social media campaign; resource bank; “Next Level!” Social Issues Hack-a-Thon).
* Creative works aimed at educating others (e.g., creating a children’s book focusing on an overlooked important minoritized person or diversity, equity, and inclusion concepts)

1. Definition of “accomplice” is adapted from the Southern Poverty Law Center’s *LearningForJustice.org* [↑](#footnote-ref-0)