

SUNY GE Diversity, Equity, Inclusion, and Social Justice (DEISJ) Rubric

Framing Language:

The DEISJ rubric below was developed by a committee of members from Faculty Council of Community Colleges (FCCC), University Faculty Senate (UFS), and SUNY Council on Assessment (SCoA). The rubric is designed as a guidance document, with the hope that institutions will tailor the rubric to their own institution's needs or design their own rubrics to share in a resource repository, to be shared via the SCoA website and SUNY Resource page.

This rubric is not meant to replace any locally developed rubrics already in use.

The outcomes in the DEISJ rubric below are designed to be foundational and adaptable to multiple disciplines.

Outcomes:

Students will

- describe the historical and contemporary societal factors that shape the development of individual and group identity involving race, class, and gender;
- analyze the role that complex networks of social structures and systems play in the creation and perpetuation of the dynamics of power, privilege, oppression, and opportunity; and
- apply the principles of rights, access, equity, and autonomous participation to past, current, or future social justice action.

SUNY GE DEISJ ASSESSMENT RUBRIC

Learning Outcome	Beginning (1)	Emerging (2)	Proficient (3)	Excelling (4)
Describe the historical and contemporary societal factors that shape the development of individual and group identity involving race, class, and gender.	Student describes some historical factors and how they impact elements of their identity such as race, or class, or gender.	Student describes some aspects of historical or contemporary issues and how they influence race, class, or gender.	Student describes the historical and contemporary societal factors that shape the development of individual and group identity involving race, class, and gender.	Student clearly articulates how key historical and contemporary factors shape the development of individual and group identity, and the relationship between race, class, gender, and other elements of identity (intersectionality).
Analyze the role that complex networks of social structures and systems play in the creation and perpetuation of the dynamics of power, privilege, oppression, and opportunity.	Student defines power, privilege, oppression, or opportunity.	Student identifies social structures and how they influence some aspects of power dynamic such as power, privilege, oppression, or opportunity.	Student analyzes the role that social structures play in the creation of power dynamics, including power, privilege, oppression, and opportunity.	Student uses evidence-based logical argumentation to critically analyze manifestations of power dynamics in social structures, and the interplay of variables such as power, privilege, oppression, and opportunity.
Apply the principles of rights, access, equity, and autonomous participation to past, current, or future social justice action.	Student describes the principles of rights, access, equity, or autonomous participation.	Student describes the principles of rights, access, equity, or autonomous participation and recognizes how some of these issues connect to social justice action.	Student applies the principles of rights, access, equity, and autonomous participation to a past, current, or future social justice topic.	Student applies the principles of rights, access, equity, and autonomous participation to a past, current, or future social justice topic in a field of study.