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