

# General Education Curriculum: Diversity, Equity & Inclusion (DEI) Inquiry Rubric

The Diversity, Equity and Inclusion (DEI) Inquiry rubric was developed through faculty and student consultation and members of the General Education Oversight Committee at Wayne State University (WSU). The rubric was modeled after VALUE rubrics created by the Association of American Colleges and Universities (AAC&U). The rubric articulates fundamental criteria for each learning outcome required for DEI under the General Education program. It contains performance descriptors demonstrating progressively higher levels of learnedness. The rubric is intended for institutional-level use in evaluating and discussing student learning within the General Education curriculum, not for grading.

DEI is a Group Requirement (Inquiry Courses) of the General Education program at WSU. The overall goal of the inquiry courses is “to help introduce students to the different perspective, methodologies, and questions that shape the production of knowledge.” (see [Academic Bulletin](#))

DEI has [five program learning outcomes](#). After successful completion of the DEI requirement, students will be able to demonstrate their ability to:

- (1) Compare complex categories of social group memberships as they relate to our local and national contexts, democratic traditions, and contemporary struggles.
- (2) Recognize the relationship between contemporary diversity-related issues and U.S. history, institutions, practices, and policies.
- (3) Examine the roots of individual cultural values and prejudices and how they influence behavior.
- (4) Identify the ethical and moral issues present in complex domestic (U.S.) situations and articulate informed responses to ambiguity and disagreement.
- (5) Demonstrate understanding of the key issues of the course by analyzing, proposing, or engaging in strategies that promote equity at the local or national level.

## Glossary for Terms and Concepts used in the Rubric

*The definitions that follow were developed to clarify terms and concepts used in this rubric only.*

- Culture: All knowledge, practices and values shared by a group.
- Diversity: Acknowledges different types of people in a group or organization, generally with different origins, cultural heritage, demographic and social characteristics, and placement within power structures that determine hierarchies, inequalities, and opportunities and which can vary over time and place. This can include, but is not limited to, race, ethnicity, gender, nationhood, religion, and socio-economic stratification.
- Ethical perspectives/ concepts: The different theoretical means through which ethical issues are analyzed, such as ethical theories (e.g., utilitarian, natural law, virtue) or ethical concepts (e.g., rights, justice, duty)
- Civic action: The knowledge, skills, and values to make a difference in civic life through political and nonpolitical processes

## How to Use the Rubric

- Faculty teaching DEI courses select one or more assignments that elicit the DEI learning outcomes.
- Faculty use the rubric to score their students’ work on the 4-point rubric scale.
  - Details for reporting the results for your course(s) are provided on the GEOC website.
- The rubric scale is implicative: A “moderate” score indicates that the student has met the criteria for “low” AND “moderate”. A “high” score indicates that the student has met the criteria for “low”, “moderate” AND “high”.

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<b>Learning Outcome</b>	<b>(High) Analyze/Evaluate</b>	<b>(Moderate) Relate/Connect</b>	<b>(Low) Identify/Describe</b>	<b>(No) Limited Evidence</b>
LO1: Compare complex categories of social group memberships as they relate to our local and national contexts, democratic traditions, and contemporary struggles.	Analyzes/evaluates how diverse categories of social groups affect the local/national context, democratic traditions, or contemporary struggles.	Compares diverse categories of social group membership and how those groups are affected by the local/national context, democratic traditions, or contemporary struggles.	Identifies categories of social group membership that are represented in the local/national context, democratic traditions, or contemporary struggles.	Shows little to no evidence of knowledge about categories of social group membership or their local, national, democratic, and/or contemporary struggles.
LO2: Recognize the relationship between contemporary diversity-related issues and U.S. history, institutions, practices, and policies	Analyzes/evaluates the impact of U.S. history, institutions, practices or policies on diversity issues in the present.	Relates contemporary diversity issues to U.S. history, institutions, practices, or policies.	Describes historical or contemporary diversity issues, but doesn't relate them to each other.	Shows little to no evidence of knowledge about the historical context of the diverse cultures under study.
LO3: Examine the roots of cultural values and prejudices and how they influence behavior	Analyzes/evaluates the implications of culture for the treatment of various social groups.	Relates the roots of cultural values and prejudices to the behavior of social groups and institutions.	Identifies the roots of cultural values and prejudices.	Shows little to no evidence of knowledge about the diverse cultural values and prejudices under study.
LO4: Identify the ethical and moral issues present in complex domestic (U.S.) situations and articulate informed responses to ambiguity and disagreement	Analyzes/evaluates evidence to support an informed response to the application of ethical and/or moral perspectives/concepts to equity issues.	Relates ethical and/or moral perspectives/concepts to equity issues.	Identifies ethical and/or moral perspectives/concepts related to equity as represented in a domestic (U.S.) situation.	Shows little to no evidence of understanding how ethical and/or moral issues relate to equity issues.
LO5: Demonstrate understanding of the key issues of the course by analyzing, proposing, or engaging in strategies that promote equity at the local or national level	Analyzes/evaluates the impact of equity strategies on affected groups in relation to a specific equity issue.	Connects strategies for promoting equity to an understanding of the characteristics, power, or status of diverse groups.	Describes a specific equity issue, its affected groups, and contributing factors.	Does not clearly describe one or more specific equity issues.

Source: Appropriated and modified from the VALUE rubrics developed by the Association of American Colleges and Universities (AAC&U). Accepted by GEOC on 11/01/2018. Revised: 04/09/2019.