

General Education Curriculum: Diversity, Equity, and Inclusion (DEI) Rubric

The Diversity, Equity, and Inclusion (DEI) rubric was developed through consultation with DEI instructors, students, and 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 learning. The rubric is intended for evaluating and discussing student learning within the General Education curriculum, not for grading and not for evaluation of instructors.

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

DEI has four program learning outcomes, which focus on the U.S as their primary context:

After successful completion of the DEI requirement, students will be able to:

- (1) Explain current diversity, equity, or inclusion issues within the context of U.S. history, institutions, practices, or policies.
- (2) Explain how cultural values and prejudices influence individual or group behavior.
- (3) Explain the ethical and moral issues related to diversity, equity, or inclusion present in complex domestic (U.S.) situations.
- (4) Explain strategies that promote diversity, equity, or inclusion 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.

- **Diversity** – the presence of people from different social and ethnic backgrounds or demographic groups (e.g., age, gender, sexual orientation, education level, etc.)
- **Equity** – fair and just access to resources, opportunity, and experience for all individuals and groups
- **Inclusion** – creation, fostering, and sustaining of practices, policies, and conditions that ensure that all members of a community are accepted and valued for their unique personalities and perspectives
- **Cultural values** – a set of principles or values that define what members of a community consider to be “right” or “good”
- **Prejudice** – a preconceived opinion, idea, or belief based on insufficient information

How to Use the Rubric

- Instructors teaching DEI courses select one or more assignments that elicit the DEI learning outcomes at the “Meets expectations” level or higher.
- Instructors use the rubric to score their students’ work on a 4-point rubric scale. The scores are separate from students’ course grades.
 - Details for reporting the results for your course(s) are provided on the [GEOC website](#).
- The “Meets Expectations” level is the program target for student performance.
- The rubric scale is implicational: A “Meets expectations” score indicates that the student has met the criteria for “Partially meets expectations” AND “Meets expectations”. An “Exceeds expectations” score indicates that the student has met the criteria for “Partially meets expectations”, “Meets expectations”, AND “Exceeds expectations”.
 - If a student did not submit part or all of the selected assignment(s), instructors should note "Student did not complete assignment" instead of one of the above scores for each relevant learning outcome. A “did not submit” option is displayed in the Canvas version of the rubric.
- Gen Ed includes many different disciplines that may use the same word differently. For example, “explain” and “analyze” imply similar levels of difficulty in some disciplines but different levels in others. As such, when using the rubric, instructors should consider the location of these words on the scale when scoring student artifacts.
 - For instance, if “explain” is in the “Meets expectations” column and “analyze” is in the “Exceeds expectations” column, instructors should interpret “explain” as a lower level of difficulty. In your discipline, “describe” (or some other word) might be the term used to indicate that lower level instead.

General Education Curriculum: Diversity, Equity, and Inclusion (DEI) Rubric

Learning Outcomes (The student...)	Exceeds expectations	Meets expectations	Partially meets expectations	Does not meet expectations
<i>LO1: Explains current diversity, equity, or inclusion issues within the context of U.S. history, institutions, practices, or policies.</i>	Analyzes current diversity, equity, or inclusion issues within the context of U.S. history, institutions, practices, or policies.	Explains current diversity, equity, or inclusion issues within the context of U.S. history, institutions, practices, or policies.	Identifies current diversity, equity, or inclusion issues within the context of U.S. history, institutions, practices, or policies.	Does not identify current diversity, equity, or inclusion issues within the context of U.S. history, institutions, practices, or policies.
<i>LO2: Explains how cultural values and prejudices influence individual or group behavior.</i>	Analyzes how cultural values and prejudices influence individual or group behavior.	Explains how cultural values and prejudices influence individual or group behavior.	Identifies examples where cultural values and prejudices influence individual or group behavior.	Does not identify examples where cultural values or prejudices influence individual or group behavior.
<i>LO3: Explains the ethical and moral issues related to diversity, equity, or inclusion present in complex domestic (U.S.) situations.</i>	Analyzes the ethical and moral issues related to diversity, equity, or inclusion present in complex domestic (US) situations.	Explains the ethical and moral issues related to diversity, equity, or inclusion present in complex domestic (US) situations.	Identifies the ethical and moral issues related to diversity, equity, or inclusion present in complex domestic (US) situations.	Does not identify the ethical and moral issues related to diversity, equity, or inclusion present in complex domestic (US) situations.
<i>LO4: Explains strategies that promote diversity, equity, or inclusion at the local or national level.</i>	Analyzes strategies that promote diversity, equity, or inclusion at the local or national level.	Explains strategies that promote diversity, equity, or inclusion at the local or national level.	Identifies strategies that promote diversity, equity, or inclusion at the local or national level.	Does not identify strategies that promote diversity, equity, or inclusion at the local or national level.

Revision approved by the GEOC 3/24/23