Diversity & Equity

Assessment Rubric

Definition

Courses designated in this competency will focus on systems of advantage and oppression, structures of power, and institutions while making connections to US or global societies and examining intellectual traditions that address systems of injustice. These courses will equip students with the intellectual skills and tools needed to connect how they experience their identity in relation to the world.

Framing Language

A course approved for the Diversity and Equity competency will focus on systems of advantage and oppression, structures of power, and institutions while making connections to US or global societies and examining intellectual traditions that address systems of injustice. These courses will equip students with the intellectual skills and tools needed to connect both their positionalities and experiences as they reimagine their relationships with the world.

Diversity & Equity courses are uniquely situated in the MAC curriculum in that the identities and positionalities of the instructor and those of the students are in every case already explicitly and implicitly part of and influencers of the instructor-student relationship. In other words, we (the instructors and the students) are the subject matter. This competency is a study of our individual and collective past, present, and future. As such, it is vital to be sensitive to the social power dynamic which exists in the classroom. To that end, every course designated to deliver the Diversity and Equity competency should explicitly include space for naming and considering the identities of instructors and students within the learning space. To fail to do so risks negatively impacting learning growth and may result in harm done to our students.

Though these expectations are not stated explicitly in the SLOs or rubric for the Competency, a lack of attention to these issues would be antithetical to the purpose, definition, and framing language of the Competency. Diversity and equity as an academic and learning practice maintains current systems of power if we fail to acknowledge our privileged and oppressed identities; the deepest learning is only possible when we teach and learn attached to, not detached from, our identities.

Instructors teaching the MAC Diversity & Equity competency are strongly encouraged to connect with the Diversity & Equity teaching community and resources available on the self-enroll "Teaching MAC Diversity & Equity" Canvas site at go.uncg.edu/diversityequitycanvas.

Glossary

Advantage – benefits from systems of power that are afforded to groups of people as a product of material conditions over time

Ideas of Difference – systems by which superficial differences are made politically, socially, and/or culturally influential

Marginalization – exclusion from systems of power based on ideas of difference

Oppression – disadvantages from systems of power that are used to control groups of people as a product of material conditions over time

Positionality – the way in which the influences on one's own identity impact one's understanding of the world

Rubric Key

Dimension – A dimension expresses a fundamental aspect of a given Student Learning Outcome.

Level – The levels of learning describe progressive achievement, moving from Developing (Level 1) to Sophisticated (Level 4). Basic Competence in this MAC competency is achieved at Level 2. Students should be given opportunities to develop further levels of achievement in their upper-level, program-specific courses, after their initial introductory-level exposure to its fundamentals in a MAC-designated course.

SLO – A Student Learning Outcome (SLO) expresses the core learning goals of a curriculum. This rubric presents the SLOs for this MAC competency. Any course designated to deliver this competency is expected to state these SLOs verbatim in the course syllabus and to foreground them in its design and delivery.

SLO #1: Describe how political, social, or cultural systems and structures, in the past or present, have advantaged and oppressed different groups (including groups with whom students may identify).				
Dimensions	**Sophisticated competence** (Level 4)	**Enhanced competence** (Level 3)	**MAC (Basic) competence** (Level 2)	**Developing competence** (Level 1)
Describe political, social, or cultural systems and structures that advantage and oppress different groups (including groups with whom students may identify)	Demonstrates a critical comprehension and articulation of political, social, or cultural systems and structures that advantage and oppress different groups, including groups with whom students may identify.	Identifies and begins critically articulating ways that political, social, or cultural systems and structures advantage and oppress different groups, including groups with whom students may identify.	Identifies some ways that political, social, or cultural systems and structures that advantage and oppress different groups, including groups with whom students may identify.	Shows limited awareness that political, social, or cultural systems and structures impact different groups through advantage and oppression, including groups with whom students may identify.

SLO #2: Describe how political, social, or cultural systems, in the past or present, have disempowered people through imposed ideas of difference and, in the face of that, how marginalized groups have meaningfully engaged in self-definition.				
Dimensions	**Sophisticated competence** (Level 4)	**Emerging competence** (Level 3)	**MAC (Basic) competence** (Level 2)	**Developing competence** (Level 1)
Describe how political, social, or cultural systems and structures have disempowered people through	Demonstrates critical awareness of how political, social, or cultural systems have disempowered people through imposed ideas of difference.	Demonstrates active, nuanced awareness of how political, social, or cultural systems have disempowered people through imposed ideas of difference.	Demonstrates basic awareness of how political, social, or cultural systems have disempowered people through imposed ideas of difference.	Demonstrates very limited or superficial awareness of how political, social, or cultural systems have disempowered people through imposed ideas of difference

imposed ideas of difference				
Identify how marginalized groups have meaningfully engaged in self-definition	**Identifies**, articulates, and expresses the value of practices and philosophies of self-definition of marginalized groups.	Identifies, articulates and implies the value of practices and philosophies of self-definition of marginalized groups.	Identifies, but may minimally articulate or minimize, practices and philosophies of self-definition of marginalized groups.	Shows limited awareness of practices and philosophies of self-definition of marginalized groups.

SLO #3: Examine individual and collective responses for addressing practices of disenfranchisement, segregation, or exclusion.

Dimensions	Sophisticated competence (Level 4)	Emerging competence (Level 3)	MAC (Basic) competence (Level 2)	Developing competence (Level 1)
Examine individual and collective responses to practices of oppression	Identifies and develops responses to disenfranchisement, segregation or exclusion, and expands on or applies them to worldly scenarios.	Identifies responses to disenfranchisement, segregation or exclusion, and expands on or applies them to worldly scenarios.	Identifies responses to disenfranchisement, segregation or exclusion, but does not expand on or apply them beyond conceptual descriptions.	Shows limited awareness of responses to disenfranchisement, segregation, or exclusion.

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