

# C3. Diversity & Inclusion General Education Rubric

## Definition

To be a fully functioning citizen, students must develop a sense of their place at the local, national, and global levels. While global engagement is addressed in a separate learning outcome, URI students will be exposed to the experience and practice of different perspectives in the United States to clearly perceive and engage with the society in which they live.

Responsibilities relating to diversity & inclusion refer to a set of knowledge and skills for which we hold students accountable with regard to privilege, bias, multiculturalism, and diversity as experienced in the U.S. society.

Through courses emphasizing this learning outcome, students will:

- Understand that diversity in the United States includes, but is not limited to issues of race, sex, religion, age, color, creed, national origin, disability, sexual orientation, gender identity or expression, and socio-economic class
- Understand the processes of social power and its consequences as it relates to forms of difference
- Recognize and analyze power structures, privilege, and explicit and implicit prejudice within the United States
- Develop problem solving, and change management skills for achieving social equity

## Framing Language

The 21<sup>st</sup> century is characterized by a rapidly expanding demographic profile of our nation replete with cross cultural opportunities, communication, and exchanges. Issues pertaining to understanding, respect, inclusion, and equity are critical to creating vibrant and inclusive learning communities at URI as well as promoting a viable and functional society.

Multicultural learning and competence is a critical element of this fundamental understanding that must be developed and advanced in order to achieve a truly inclusive and pluralistic learning environment and community in our campus and throughout the nation and world.

## Glossary

*Diversity*: differences arising from (but not limited to): class, race, ethnicity, gender, sexual orientation, religion, and physical/mental ability.

*Social construction*: individuals and groups participate in the construction of their perceived social realities (Berger, P.L., & Luckman, T. 1967).

*The social construction of reality: a treatise in the sociology of knowledge.* Anchor.

**Group/social identity:** person’s sense of who they are based on their group membership(s). (Tajfel, H., & Turner, J.C.1979. An integrative theory of intergroup conflict. *The social psychology of intergroup relations*, 33, 47.

## URI Diversity & Inclusion General Education Rubric

- For “full” designation, courses must address two knowledge and two skill elements.
- For “partial” designation, courses must address either two knowledge elements and one skill elements, or one knowledges element and two skill elements.

Elements	Competent	Approaches Competency	Beginning Competency
<b>1. Knowledge:</b> Demonstrates knowledge of the social construct of difference within the United States.	Knowledge of social construction of difference and manifestations of this concept within the United States (or in societies comparable to or aligned with the United States.) is developed.	Knowledge of social construction of difference and manifestations of this concept within the United States (or in societies comparable to or aligned with the United States.) requires further development.	Knowledge of social construction of difference and manifestations of this concept within the United States (or in societies comparable to or aligned with the United States.) is inappropriate or absent.
<b>2. Knowledge:</b> Demonstrates knowledge of identity development, prejudice, inequality, privilege, and oppression within the United States.	Knowledge of identity development, explicit and implicit prejudice, inequality, privilege, and oppression within the United States (or in societies comparable to or aligned with the United States.) is developed.	Knowledge of identity development, explicit and implicit prejudice, inequality, privilege, and oppression within the United States (or in societies comparable to or aligned with the United States.) requires further development.	Knowledge of identity development, explicit and implicit prejudice, inequality, privilege, and oppression within the United States (or in societies comparable to or aligned with the United States.) is inappropriate or absent.

<p><b>3. Knowledge:</b> Demonstrates knowledge of the impact of discrimination and inequalities in the United States.</p>	<p>Knowledge of the impact of discrimination and inequalities in the United States (or in societies comparable to or aligned with the United States) is developed.</p>	<p>Knowledge of the impact of discrimination and inequalities in the United States (or in societies comparable to or aligned with the United States) requires further development.</p>	<p>Knowledge of the impact of discrimination and inequalities in the United States (or in societies comparable to or aligned with the United States) is inappropriate or absent.</p>
<p><b>4. Skills:</b> Develops problem-solving or conflict resolution skills related to diversity and inclusion.</p>	<p>Demonstrates well developed problem solving or conflict resolution skills related to diversity and inclusion to respond to real-life situations.</p>	<p>Demonstrates problem solving or conflict resolution skills related to diversity and inclusion to respond to real-life situations, however skills need further development.</p>	<p>Demonstrates limited or no problem solving or conflict resolution skills related to diversity and inclusion to respond to real-life situations.</p>
<p><b>5. Skills:</b> Understands the experience of marginalized groups in the United States.</p>	<p>Recognizes the perspectives and experiences of people in marginalized positions in the United States, incorporating appropriate engagement, respect, and/or detail.</p>	<p>Characterizes the perspectives and experiences of people in marginalized positions in the United States, with some engagement, respect, and/or detail.</p>	<p>Characterizes the perspectives and experiences of people in marginalized positions in the United States with inappropriate, or no engagement, respect, and/or detail.</p>
<p><b>6. Skills:</b> Communicates and engages in difficult dialogues related to equity, diversity, and inclusion.</p>	<p>Demonstrates appropriate communication strategies to engage in difficult dialogues regarding equity, diversity, and inclusion.</p>	<p>Demonstrates appropriate communication strategies to engage in difficult dialogues regarding equity, diversity, and inclusion, however skills need further development.</p>	<p>Demonstrates limited to no ability to communicate and engage in difficult dialogues regarding equity, diversity, and inclusion.</p>

