

Ethics, Integrity, and Commitment to Diversity & Inclusion Rubric

The Ethics, Integrity, and Commitment to Diversity & Inclusion rubric articulates what Syracuse University students should know and be able to demonstrate by the time they graduate through four learning outcomes and specific indicators. The Ethics, Integrity, and Commitment to Diversity & Inclusion rubric was created by a community of practice with faculty, librarians, staff, and students from across the University. This rubric is intended for institutional-level use in assessing and reflecting on undergraduate student learning. Faculty teaching courses with an Ethics, Integrity, and Commitment to Diversity & Inclusion course tag may refer to the learning outcomes when developing course learning objectives, signature assignments, and experiences for students. This rubric will continue to evolve as Syracuse University collects feedback from faculty who utilize it to reflect on student learning.

Ethics, Integrity, and Commitment to Diversity & Inclusion Framing Language

Reflection on the dynamic relationships among power, inequality, identities, and social structures. Thoughtful engagement with one's values, intersectional identities, experiences, and diverse perspectives and people. Application of ethical and inclusive decision-making in the context of personal, academic, professional, and collaborative pursuits.

Preamble & Guidance

This rubric is meant to provide faculty and students with specific learning outcomes for Ethics, Integrity, and Commitment to Diversity & Inclusion. The rubric addresses values and frameworks that are applicable across multiple disciplines and professional areas using language that respects different fields of knowledge and practice. This rubric was designed according to the belief that ethics, integrity, diversity, and inclusion are values evident in all disciplines and can inform personal and social endeavors that occur across campus and in the community.

The Ethics, Integrity, and Commitment to Diversity & Inclusion rubric is scaffolded in a manner where students develop within an intrapersonal to interpersonal learning progression. Learning outcomes 1-3 focus on diversity, equity, inclusion, and access as shared campus-wide values, that reflect an institutional commitment. Students are encouraged to learn the foundational theories that have been developed around these values, as well as how to put them into practice. Learning outcome 4 is a general, flexible learning outcome focused on ethics and integrity, that asks students to engage in deep reflection about the constitution of ethical practice within their field of study as well as their intended profession, personal, and public/civic life.

A key concept to note is that ethical frameworks refer to structured sets of principles and values that help guide deliberative and moral decision-making. They inform various actions, choices, ethical dilemmas, and typically suggest what is right or wrong in a given situation. Some common ethical frameworks may include Consequentialism, Deontology, Virtue ethics, Rights-based ethics, Utilitarianism, Ethical Relativism, as well as the ethical frameworks that have been developed for specific academic disciplines, institutions, and professions.

Learning Outcomes	Indicators	Exemplary	Developing	Emergent	Not Evident
1. Examine how one's own values, identities, cultures, histories, and communities can inform one's own actions.	1.1 Explains how one's own identity can inform a sense of social responsibility, individual priorities, and actions.	Explains connections between one's own identity, sense of social responsibility, individual priorities, and actions.	Explains some aspects of one's identity and attempts to link it to social responsibility, individual priorities, and actions.	Identifies some aspects of one's own identity without linking to social responsibility, individual priorities, and actions.	Does not explain how one's own identity informs a sense of social responsibility, individual priorities, and actions.
	1.2 Analyzes one's own role in communities/structures of which they are/are not a part.	Contrasts and compares one's own roles in their own communities/structures and explains how they differ from communities/structures that are not their own.	Contrasts and compares one's own roles in their own communities/structures, but without explanation for how they might differ from communities/structures that are not their own.	Identifies one's own roles in their own communities/structures.	Does not analyze one's own role in communities/structures of which they are/are not a part.
	1.3 Illustrates situations when one's own values, identities, cultures, histories, and communities have influenced one's own actions.	Illustrates, with relevant examples, situations when one's own values, identities, cultures, histories, and communities have influenced one's own actions.	Illustrates partially, with relevant examples, situations when one's own values, cultures, histories, and communities have influenced one's own actions.	Lists situations when one's own values, identities, cultures, histories, and communities have influenced one's own actions, but without examples.	Does not illustrate situations when one's own values, identities, cultures, histories, and communities have influenced one's own actions.
2. Evaluate cases of systemic social injustice that explain inequities and inequalities today.	2.1 Evaluates historical cases when systemic power imbalances resulted in social inequities and inequality.	Contrasts and compares different historical cases when systemic power imbalances resulted in social inequities and inequality.	Explains a historical case when systematic power imbalances resulted in social inequities and inequality.	Provides examples of historical cases of social inequity and inequality, without discussing systematic power imbalances.	Does not evaluate historical cases when systemic power imbalances resulted in social inequities and inequality.
	2.2 Assesses how historical systemic injustices impact present-day patterns of inequity/inequality.	Assesses the impacts of a historical case of systemic injustice on present-day patterns of inequity/inequality.	Describes a historical case of systemic injustice, and describes a present-day case of systemic injustice, but does not make connections between the two.	Identifies a present-day case of systemic injustice.	Does not assess how historical systemic injustices impact present-day patterns of inequity/inequality.

Learning Outcomes	Indicators	Exemplary	Developing	Emergent	Not Evident
3. Examine and apply values of diversity, equity, inclusion, and access in different contexts.	3.1 Determines the differences and relationships between diversity, equity, inclusion, and access.	Determines relationships between diversity, equity, inclusion, and access through examples taken from a variety of contexts.	Describes contexts in which diversity, equity, inclusion, and access have/have not been taken into consideration.	Defines and makes distinctions between diversity, equity, inclusion, and access as concepts.	Does not determine the differences and relationships between diversity, equity, inclusion, and access.
	3.2 Demonstrates attitudes and practices that work in favor of diversity, equity, inclusion, and access.	Demonstrates consistent attitudes and practices that work in favor of diversity, equity, inclusion, and access.	Demonstrates attitudes and practices that work in favor of diversity, equity, inclusion, and access, but does so inconsistently.	Recognizes attitudes and practices that work in favor of diversity, equity, inclusion, and access, but does not demonstrate them.	Does not demonstrate attitudes and practices that work in favor of diversity, equity, inclusion, and access.
	3.3. Applies practices appropriate to one's own field of study/profession for fostering diversity, equity, inclusion, and access.	Applies practices appropriate to one's own field of study/profession for fostering diversity, equity, inclusion, and access.	Justifies how specific examples of practices appropriate to one's own field of study/profession have fostered diversity, equity, inclusion, and access.	Provides examples appropriate to one's own field of study/profession that demonstrate how diversity, equity, inclusion, and access can be fostered.	Does not apply practices appropriate to one's own field of study/profession for fostering diversity, equity, inclusion, and access.

Learning Outcomes	Indicators	Exemplary	Developing	Emergent	Not Evident
4. Evaluate real-world situations in the context of ethical frameworks that work to promote integrity in action.	4.1 Analyzes widely recognized ethical frameworks, including disciplinary-specific frameworks.	Analyzes details of different ethical frameworks, and accurately compares and contrasts frameworks, including their own personal framework.	Explains a widely recognized ethical framework in relationship to their own personal ethical framework.	Names major widely recognized ethical frameworks; describes their own personal ethical framework.	Does not analyze widely recognized ethical frameworks, including disciplinary-specific frameworks.
	4.2 Applies widely recognized ethical frameworks to analyze actions occurring in a real-world/disciplinary-specific situation.	Explains strengths and limitations of the framework, justifies the choice of framework, and provides plausible reasons for the actions taken.	Describes strengths and limitations of the framework, attempts to justify the choice of framework and provides plausible reasons for actions taken.	Explains how major ethical frameworks could be applied to real-world situations, but does not describe strengths and limitations, make a choice of framework, or address actions taken.	Does not apply widely recognized ethical frameworks to analyze actions occurring in a real-world/disciplinary-specific situation.
	4.3 Craft or improve upon one's own code of ethics.	Formulates, or revises, one's own personal code of ethics in an educated and informed manner, taking into account strengths and weaknesses of existing ethical frameworks.	Formulates, or revises, one's own code of ethics and can begin to justify it within the context of existing ethical frameworks.	Identifies connections between one's own personal values and existing ethical frameworks, without making revisions to the former.	Does not craft or improve upon one's own code of ethics.
	4.4 Evaluate possible actions in the context of one's personal code of ethics and other ethical frameworks.	Determines an appropriate ethical framework for a given situation and questions whether one's own personal code of ethics is compatible to suggested actions.	Identifies actions consistent with own personal code of ethics and provides reasons for the strengths and limitations of those actions.	Applies some aspects of own personal code of ethics, but also considers other ethical frameworks as appropriate for situation.	Does not evaluate possible actions in the context of one's personal code of ethics and other ethical frameworks.