DRAFT Diversity VALUE RUBRIC

Developed from the a) Intercultural Knowledge and Competence; and b) Global Learning rubrics to address diversity learning outcomes at Western Oregon University for more information, please contact value@aacu.org

Definitions

Diversity, as described in this rubric, integrates the definitions of intercultural knowledge/with that of competence and global learning presented in the AACU LEAP rubrics. Intercultural Knowledge and Competence is "a set of cognitive, affective, and behavioral skills and characteristics that support effective and appropriate interaction in a variety of cultural contexts." (Bennett, J. M. 2008. Transformative training: Designing programs for culture learning. In *Contemporary leadership and intercultural competence: Understanding and utilizing cultural diversity to build successful organizations*, ed. M. A. Moodian, 95-110. Thousand Oaks, CA: Sage.) Global learning is a critical analysis of and an engagement with complex, interdependent global systems and legacies (such as natural, physical, social, cultural, economic, and political) and their implications for people's lives and the earth's sustainability. Through global learning, students should: 1) become informed, open-minded, and responsible people who are attentive to diversity across the spectrum of differences; 2) seek to understand how their actions affect both local and global communities, and 3) address the world's most pressing and enduring issues collaboratively and equitably.

Framing Language

The call to integrate intercultural knowledge and competence into the heart of education is an imperative born of seeing ourselves as members of a global community, knowing that we share the future with others. Beyond mere exposure to culturally different others, the campus community requires the capacity to: meaningfully engage ~~those~~ *with* others, place social justice in historical and political context, and put culture at the core of transformative learning. The intercultural knowledge and competence rubric suggests a systematic way to measure our capacity to identify our personal cultural patterns, compare and contrast them with others, and adapt empathically and flexibly to unfamiliar ways of being.

Global learning is based on the principle that the world is a collection of interdependent yet inequitable systems and that higher education has a vital role in expanding knowledge of human and natural systems, privilege and stratification, and sustainability and development to foster individuals' ability to advance equity and justice at home and abroad. Effective and transformative global learning offers students meaningful opportunities to analyze and explore complex global challenges, collaborate respectfully with diverse others, apply learning to take responsible action in contemporary global contexts, and evaluate the goals, methods, and consequences of that action. Global learning should enhance students' sense of identity, community, ethics, and perspective-taking.

It is also important to understand that issues of diversity are more complex than what is reflected in this rubric. This rubric identifies key components of intercultural knowledge/competence and global learning, but there are other components as identified in the Deardorff model and in other research. Intercultural knowledge/competence and global learning cannot be achieved in a single course or a single experience but are acquired cumulatively across students' entire college career through an institution's curricular and co-curricular programming. As this rubric is designed to assess intercultural knowledge/competence and global learning on a programmatic level across time, the benchmarks (levels 1-4) may not be directly applicable to a singular experience, course, or assignment. Depending on the context, there may be development within one level rather than growth from level to level.

Glossary

- **Applications:** in the context of cultural diversity, the application of an integrated and systemic understanding of the interrelationships between contemporary and past challenges facing people and the natural world (i.e., contexts) on the local and global levels. An ability to apply knowledge and skills gained through higher learning to real-life problem-solving both alone and with others.
- **Cultural rules and biases:** Boundaries within which an individual operates in order to feel a sense of belonging to a society or group, based on the values shared by that society or group, including groups that have been marginalized and discriminated against on the basis of racism, sexism, classism, linguicism, ableism, ageism, heterosexualism, religious intolerance and/or xenophobia.
- **Culture:** The collection of human practices in any given context (e.g., social, historical, geographic) that includes both what people do in common and also what people do that seeks to depart from, deny, transgress or resist dominant practices.
- **Empathy:** "Empathy is the imaginary participation in another person's experience, including emotional and intellectual dimensions, by imagining his or her perspective (not by assuming the person's position)". Bennett,J. 1998. Transition shock: Putting culture shock in perspective. In Basic concepts of intercultural communication, ed. M. Bennett, 215-224. Yarmouth, ME: Intercultural Press.
- **Global Systems:** the complex and overlapping worldwide systems, including natural systems (those systems associated with the natural world including biological, chemical, and physical sciences) and human systems (those systems developed by humans such as cultural, economic, political, and built), which operate in observable patterns and often are affected by or are the result of human design or disruption. These systems influence how life is lived and what options are open to whom. Students need to understand how these systems 1) are influenced and/or constructed, 2) operate with differential consequences, 3) affect the human and natural world, and 4) can be altered.
  - **Intercultural/cultural differences:** Differences in practice between people acting in different contexts. Cultural differences may be variously expressed or represented by differences in rules, behaviors, communication, and values that define what people do in different contexts.
- **Intercultural experience:** The experience of an interaction with an individual or groups of people act different from yourself.
- **Personal and Social Responsibility:** the ability to recognize one's responsibilities to society--locally, nationally, and globally--and to develop a perspective on ethical and power relations both across the globe and within individual societies. This requires developing competence in ethical and moral reasoning and action.
- **Suspends judgment in valuing their interactions with culturally different others:** Postpones assessment or evaluation (positive or negative) of interactions with people culturally different from oneself, disconnecting from the process of automatic judgment and taking time to reflect on possibly multiple meanings.
- **Worldview:** The cognitive and affective lens through which people construe their experiences and make sense of the world around them.

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	Capstone 4	Milestones 3	2	Benchmark 1
Knowledge *Self-awareness*	Articulates insights into familiar cultural rules, biases, and identity in local and/or global contexts	Recognizes new perspectives about familiar cultural rules, biases, and identity and the impact of individual actions in local and/or global contexts.	Identifies familiar cultural rules, biases, or identity in local and/or global contexts	Shows minimal awareness of familiar cultural rules, biases, and identity in local and/or global contexts (even biases and rules shared with a cultural group(s)
Knowledge *Cultural worldview frameworks*	Demonstrates sophisticated understanding of the complexity of elements important to what people do in different contexts in relation to history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates adequate understanding of the complexity of elements important to what people do in different contexts in relation to history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates partial understanding of the complexity of elements important to what people do in different contexts in relation to history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates surface understanding of the complexity of elements important to what people do in different contexts in relation to history, values, politics, communication styles, economy, or beliefs and practices.
Skills *Empathy*	Interprets and applies more than one worldview and demonstrates ability to act in a supportive manner that recognizes the feelings of another cultural group within human and natural systems..	Recognizes intellectual and emotional dimensions of more than one worldview and sometimes uses more than one worldview in interactions or investigations of subjects within human and natural systems.	Identifies and explains components of other cultural perspectives but responds in all situations with own worldview when exploring subjects within natural or human systems..	Views and identifies the experience of others but does so through own worldview.
Skills *Verbal and nonverbal communication*	Articulates a complex understanding of worldview and other cultural differences in verbal and nonverbal communication (e.g., demonstrates understanding of the degree to which people use physical contact while communicating in different contexts or use direct/indirect and explicit/implicit meanings) and is able to skillfully negotiate a shared understanding based on those differences.	Recognizes and participates in worldview and other cultural differences in verbal and nonverbal communication and begins to negotiate a shared understanding based on those differences.	Identifies some worldview and other cultural differences in verbal and nonverbal communication and is aware that misunderstandings can occur based on those differences but is still unable to negotiate a shared understanding.	Has a minimal level of understanding of worldview and other cultural differences in verbal and nonverbal communication; is unable to negotiate a shared understanding.
Attitudes *Curiosity*	Asks complex questions about others, including others' worldviews, experiences, and power structures, as well as seeks out and articulates answers to these questions that reflect multiple cultural perspectives.	Asks deeper questions about others, including others' worldviews, experiences and power structures as well as, seeks out answers to these questions.	Asks simple or surface questions about others, including others' worldviews, experiences and power structures.	States minimal interest in learning more about others, including others' worldviews, experiences and power structures.
Attitudes *Openness*	Initiates and develops interactions with culturally different others. Suspends judgment in valuing her/his interactions with culturally different others.	Begins to initiate and develop interactions with culturally different others. Begins to suspend judgment in valuing her/his interactions with culturally different others.	Expresses openness to most, if not all, interactions with culturally different others. Has difficulty suspending any judgment in her/his interactions with culturally different others. Is aware of own judgment and expresses a willingness to change.	Receptive to interacting with culturally different others. Has difficulty suspending any judgment in her/his interactions with culturally different others, and? is unaware of own judgment.
Applications *Personal and social responsibility*	Takes informed and responsible action to address ethical, social, cultural, and environmental challenges in global systems and evaluates the local and broader consequences of individual and collective interventions.	Analyzes the ethical, social, cultural, and environmental consequences of global systems and identifies a range of actions informed by one's sense of personal and civic responsibility.	Explains the ethical, social, cultural, and environmental consequences of local and national decisions on global systems.	Identifies basic ethical dimensions of some local or national decisions that have global impact.
Applications *Understanding global systems*	Applies knowledge and skills to implement sophisticated, appropriate, and workable solutions to address complex global problems using interdisciplinary perspectives independently or with others.	Plans and evaluates more complex solutions to global challenges that are appropriate to their contexts using multiple disciplinary perspectives (such as cultural, historical, and scientific).	Formulates practical yet elementary solutions to global challenges that use at least two disciplinary perspectives (such as cultural, historical, and scientific).	Defines global challenges in basic ways, including a limited number of perspectives and solutions.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.