

LO 4.1 DIVERSITY AND CULTURAL AWARENESS VALUE RUBRIC

The Diversity and Cultural Awareness VALUE rubric is adapted from ACC&U VALUE rubric on Intercultural Knowledge and Competence.

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

	Mastered 4	Accomplished 3	Developing 2	Beginning 1
Knowledge: Cultural self-awareness	Articulates profound insights into own cultural and social group.	Articulates proficient insight into own cultural and social group.	Articulates beginning insight into own cultural and social group.	Articulates superficial insight into own cultural and social group.
Knowledge: Knowledge of diverse cultural and social groups and their worldviews	Describes in depth elements important to other diverse cultural and social groups; identifies impact of concepts such as diversity, equity, inclusion, and/or social justice.	Names several elements important to other cultural and social groups; recognizes and uses concepts such as diversity, equity, inclusion, and/or social justice.	Names a few elements important to other cultural and social groups; recognizes concepts such as diversity, equity, inclusion, and/or social justice.	Recognizes at least one element important to another cultural or social group but fails to recognize concepts such as diversity, equity, inclusion, and/or social justice.
Skills: Empathy	Interprets intercultural experience from the perspectives of own and more than one worldview in interactions; demonstrates proficiency in engaging in dialogue and acting in a supportive, empathetic manner that recognizes the thoughts, beliefs, feelings, and cultural practices of members of other cultural or social groups.	Recognizes multiple worldviews and sometimes uses more than one worldview in intercultural interactions; demonstrates competence in engaging in dialogue and acting in a supportive, empathetic manner that recognizes the thoughts, beliefs, feelings, and cultural practices of members of other cultural or social groups.	Identifies components of other cultural perspectives but responds in intercultural interactions with own worldview. Articulates a need to engage in dialogue and act in a supportive, empathetic manner that recognizes the thoughts, beliefs, feelings, and cultural practices of members of other cultural or social groups but fails to act accordingly.	Views the experience of others through own cultural worldview.
Skills: Verbal and non-verbal communication	Articulates a complex understanding of cultural differences in verbal and nonverbal communication and negotiates skillfully a shared understanding based on those differences.	Recognizes cultural differences in verbal and nonverbal communication and begins to negotiate a shared understanding based on those differences.	Identifies some 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 cultural differences in verbal and nonverbal communication and is unable to negotiate a shared understanding.
Attitudes: Reverence	Suspends judgment in seeking out and articulating answers to questions that reflect multiple worldviews while emphasizing reverence, integrity, and openness.	Suspends judgment in seeking out answers to questions while maintaining reverence, integrity, and openness.	Demonstrates beginning (or initial) attempts at reverence, integrity, and openness, and is willing to try to suspend judgment.	Demonstrates superficial attempts at reverence and integrity but is unable or unwilling to suspend judgment.
Attitudes: Curiosity	Demonstrates respectful curiosity and asks complex questions about other cultural and social groups.	Demonstrates curiosity and asks deeper questions about other cultural and social groups.	Demonstrates beginning (or initial) curiosity and asks simple or surface questions about other cultural and social groups.	Shows superficial interest in learning more about other cultural and social groups.

N.B. This rubric will be used for the Core assessment that takes place every three years; faculty are welcome, but not required, to use the AAC&U VALUE rubric for individual course assessment.

Approved May 2018