

Diversity Learning and Intercultural Competence Rubric

MOTIVATION	ADVANCED	COMPETENT	EMERGING	BEGINNING
<ul style="list-style-type: none"> • Demonstrate drive/motivation to learn about and interact with people from diverse groups and worldviews and engage in diversity activities. • Demonstrate drive/motivation to engage in academic discourse on diversity. 	<ul style="list-style-type: none"> • Express a strong desire to interact with diverse groups and cultures and learn about different worldviews. • Demonstrate strong initiative to seek out and engage in meaningful diversity activities. <ul style="list-style-type: none"> ✓ Often attend events independently • Demonstrate skill and comfort whenever interacting with diverse groups and people different from themselves • Demonstrate comfort in engaging in complex academic discourse on diversity. 	<ul style="list-style-type: none"> • Express interest in interacting with diverse groups and cultures and learning about different worldviews. • Show some initiative to seek out and engage in meaningful diversity activities and attend events. • Demonstrate skill and comfort most of the time when interacting with diverse groups and people different from themselves. • Show some initiative to seek out and engage academic sources sufficient to develop meaningful questions on diversity. 	<ul style="list-style-type: none"> • Express open-mindedness toward interacting with diverse groups and cultures or in learning about different worldviews. • Express minimal or no interest in engaging in relevant diversity activities. <ul style="list-style-type: none"> ✓ Have not yet attended events or have done so only when required. • May exhibit some awkwardness when interacting with diverse groups and people different from themselves. • Express some interest in engaging in relevant academic discourse on diversity. 	<ul style="list-style-type: none"> • Express minimal or no interest in interacting with diverse groups and cultures or in learning about different worldviews. • Express minimal or no interest in engaging in relevant diversity activities and rarely or never attend events • Exhibit awkwardness when interacting with diverse groups and people different from themselves. • Express minimal or no interest in engaging in academic discourse on diversity.

KNOWLEDGE	ADVANCED	COMPETENT	EMERGING	BEGINNING
<ul style="list-style-type: none"> • Demonstrate ability to articulate insights about their own culture and identity in multiple contexts • Demonstrate understanding of key concepts of diversity such as privilege, power, access, and social construction of identity. • Demonstrate understanding of theories and sources relevant to traditions of thought on diversity. 	<ul style="list-style-type: none"> • Articulate clearly how elements of their cultures and identities shape their interactions with others, including <ul style="list-style-type: none"> ✓ Key concepts of diversity ✓ power, privilege, and access • Articulate how the concepts impact their lives and the lives of others. • Able to explain how the complex identities of privilege and power interplay with key concepts and how they impact their lives and the lives of others. • Articulate the issues that arise from the interaction of theories and sources applicable to questions of diversity. 	<ul style="list-style-type: none"> • Articulate the complexities of their own cultures and identities and an emerging awareness of how these complexities shape and influence their lives and interactions with others. • Discuss and illustrate key concepts of diversity, including <ul style="list-style-type: none"> ✓ the social construction of identity ✓ power, privilege, and access. • Articulate how these concepts impact their lives and the lives of others. • Summarize a range of traditions of thought on diversity. 	<ul style="list-style-type: none"> • Identify elements of their own identities and describe, at a beginning level, how their cultures and identities shape and influence their lives and the lives of others. • Articulate some of the key concepts of diversity, including <ul style="list-style-type: none"> ✓ The social construction of identity ✓ power, privilege, and access • Begin to articulate how these concepts impact their lives and the lives of others. • Identify theories and sources relevant to traditions of thought on diversity. 	<ul style="list-style-type: none"> • Unaware or minimally aware of their own cultures and identities. • Unable to describe/name how their cultures and identities shape and influence their lives and interactions with others. • Unable to name any key concepts of diversity. • Unaware or minimally aware of theories and sources relevant to traditions of thought on diversity.

SKILLS AND ABILITIES	ADVANCED	COMPETENT	EMERGING	BEGINNING
<ul style="list-style-type: none"> • Demonstrate ability to see things from others' perspectives. • Demonstrate ability to use appropriate language and behavior while interacting across differences. • Demonstrate the ability to suspend judgment in order to ask and/or address questions of diversity. 	<ul style="list-style-type: none"> • Demonstrate sophisticated understanding of social and cultural perspectives in multiple social and cultural contexts. • Demonstrate ability to skillfully negotiate understanding inclusive of differences. • Demonstrate the ability to skillfully engage multiple perspectives on questions of diversity. 	<ul style="list-style-type: none"> • Describe similarities and differences among cultural perspectives. • Describe cultural differences and begin to negotiate understanding despite differences. • Include multiple perspectives on questions of diversity. 	<ul style="list-style-type: none"> • Identify components of other cultural perspectives. • Identify appropriate language and behavior when interacting across differences, but often only able to respond through their own perspectives on questions of diversity. 	<ul style="list-style-type: none"> • Unaware or minimally aware of different cultural and/or social behaviors. • Respond from their own cultural lens, reflecting judgment, bias, or stereotyping. • Unaware or minimally aware of appropriate language and behavior when interacting across differences. • Unaware of minimally aware of own judgment on questions of diversity.
ACTION/CITIZENSHIP	ADVANCED	COMPETENT	EMERGING	BEGINNING
<ul style="list-style-type: none"> • Demonstrate ability to interact meaningfully and build effective relationships with individuals and groups across differences. • Demonstrate ability to recognize and transform conflict in an intercultural setting. • Demonstrate ability to contribute to scholarship about questions. 	<ul style="list-style-type: none"> • Able to engage skillfully with people different from themselves in order to develop a pluralist domestic and world view. • Able to transform conflict across individual and group differences for constructive purposes. • Able to formulate policy and theory on questions of diversity. 	<ul style="list-style-type: none"> • Able to interact with people different from themselves to learn and grow. • Able to manage conflict across individual and group differences. • Able to connect scholarship to questions of diversity. 	<ul style="list-style-type: none"> • Display curiosity and interest in interacting with people different from themselves. • Begin to recognize limitations of their own views and the value of interacting with people different from themselves. • Begin to recognize conflict. • Begin to see the connection between scholarship and questions of diversity. 	<ul style="list-style-type: none"> • Display little or no interest in interacting with people different from themselves. • Unaware or minimally aware of the need or value of interacting with people different from themselves. • Unable to recognize conflict. • See little or no connection between scholarship and questions of diversity.

The Diversity Learning and Intercultural Rubric was developed by a group of 30 UW-Whitewater faculty, staff and students representing all four Colleges (The College of Arts and Communications, the College of Business And Economics, The College of Education, and the College of Letters and Sciences) as well as staff from offices as diverse as The Dean of Students, Career and Leadership Development, Multicultural Affairs and Student Success, Student Government, Academic Affairs, the Diversity Committee, and others; with the support of the Chancellor's Office, the Office of the Provost and the Office of Associate Vice Chancellor for Academic Affairs. Development of the rubric was guided by the question: "What do we want our students to know and be able to do in regards to Diversity by the time they graduate from the University of Wisconsin-Whitewater?" The rubric articulates fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment, following models of diversity and other rubrics developed across the country, as well as the AAC&U Intercultural Knowledge and Competence Value Rubric.

Definition

The range of individual and group differences that is evolving, overlapping, and intersecting in a variety of contexts. Understandings of diversity should consider identity as it relates to power, privilege, and access.

Glossary

The definitions that follow were developed to clarify terms and concepts used in this rubric only.

- **Culture:** Knowledge and values shared by a group.¹
- **Intercultural experience:** The experience of an interaction with an individual of people whose culture is different from your own.²
- **Identity:** The distinguishing character or personality of an individual.
- **Identities:** We (the committee members who developed the rubric) distinguish between "identity" (as defined above), and "identities" in the sense that we may move in multiple identity spaces.
- **Power and privilege:** Refers to the relationship that, in certain contexts, defines the interaction between minority/majority subject, where the majority subject often occupies a position of power and privilege over the minority subject.

¹ This definition originates from the AAC&U Value Rubric.

² AAC&U Value Rubric