

Global and Intercultural Engagement Rubric

Demonstrate openness, inclusiveness, sensitivity, and the ability to interact respectfully with all people while understanding individual differences. Comprehend how one's actions affect both local and global communities. Build meaningful connections and interrelationships in order to address the world's most pressing and enduring issues collaboratively and equitably.

- Being Culturally Self-Aware
- Understanding Culturally Specific Knowledge
- Having Sociolinguistic Awareness
- Grasping Global Issues and Trends
- Listening, Observing, and Evaluating
- Analyzing, Interpreting, and Relating
- Critical Thinking
- Respecting
- Possessing Openness
- Having Curiosity
- Discovering

	Elements	Beginning 1	Developing 2	Accomplished 3	Exemplary 4	Score
	[Also see "Global" and "Intercultural" rubrics from other organizations and universities: •AAC&U Civic Engagement Rubric •AAC&U Global Learning Rubric •AAC&U Intercultural Knowledge Rubric •Lake Washington Institute of Technology Intercultural Appreciation Rubric •McKendree University Awareness of Diverse Individuals and Cultures Competency					

	<ul style="list-style-type: none"> •Rollins College Community Engagement Rubric •Rollins College Intercultural Knowledge Rubric •Texas A&M Diversity Rubric •Wagner College Intercultural Engagement Rubric •Weber State University Cultural Competency Rubric •Winona State University Cultural Literacy Rubric •Winona State University Global Awareness Rubric 					
Being Culturally Self-Aware		<ul style="list-style-type: none"> •Never articulates how one's own culture has shaped one's identity and world view 	<ul style="list-style-type: none"> •Rarely articulates how one's own culture has shaped one's identity and world view 	<ul style="list-style-type: none"> •Sometimes articulates how one's own culture has shaped one's identity and world view 	<ul style="list-style-type: none"> •Almost always articulates how one's own culture has shaped one's identity and world view 	
Understanding Culturally Specific Knowledge		<ul style="list-style-type: none"> •Never analyzes and explains basic information about other cultures (history, values, politics, economics, communication styles, beliefs, and practices) 	<ul style="list-style-type: none"> •Rarely analyzes and explains basic information about other cultures (history, values, politics, economics, communication styles, beliefs, and practices) 	<ul style="list-style-type: none"> •Sometimes analyzes and explains basic information about other cultures (history, values, politics, economics, communication styles, beliefs, and practices) 	<ul style="list-style-type: none"> •Almost always analyzes and explains basic information about other cultures (history, values, politics, economics, communication styles, beliefs, and practices) 	

Having Sociolinguistic Awareness		<ul style="list-style-type: none"> •Never acquires basic local language skills, articulating differences in verbal/nonverbal communication and adjusting one’s speech to accommodate nationals from other cultures 	<ul style="list-style-type: none"> •Rarely acquires basic local language skills, articulating differences in verbal/nonverbal communication and adjusting one’s speech to accommodate nationals from other cultures 	<ul style="list-style-type: none"> •Sometimes acquires basic local language skills, articulating differences in verbal/nonverbal communication and adjusting one’s speech to accommodate nationals from other cultures 	<ul style="list-style-type: none"> •Almost always acquires basic local language skills, articulating differences in verbal/nonverbal communication and adjusting one’s speech to accommodate nationals from other cultures 	
Grasping Global Issues and Trends		<ul style="list-style-type: none"> •Never explains the meaning and implications of globalization and relates local issues to global forces 	<ul style="list-style-type: none"> •Rarely explains the meaning and implications of globalization and relates local issues to global forces 	<ul style="list-style-type: none"> •Sometimes explains the meaning and implications of globalization and relates local issues to global forces 	<ul style="list-style-type: none"> •Almost always explains the meaning and implications of globalization and relates local issues to global forces 	
Listening, Observing, and Evaluating		<ul style="list-style-type: none"> •Never uses patience and perseverance to identify and minimize ethnocentrism •Never seeks out cultural clues and meaning 	<ul style="list-style-type: none"> •Rarely uses patience and perseverance to identify and minimize ethnocentrism •Rarely seeks out cultural clues and meaning 	<ul style="list-style-type: none"> •Sometimes uses patience and perseverance to identify and minimize ethnocentrism •Sometimes seeks out cultural clues and meaning 	<ul style="list-style-type: none"> •Almost always uses patience and perseverance to identify and minimize ethnocentrism •Almost always seeks out cultural clues and meaning 	
Analyzing, Interpreting, and Relating		<ul style="list-style-type: none"> •Never seeks out linkages, causality, and relationships using comparative techniques of analysis 	<ul style="list-style-type: none"> •Rarely seeks out linkages, causality, and relationships using comparative techniques of analysis 	<ul style="list-style-type: none"> •Sometimes seeks out linkages, causality, and relationships using comparative techniques of analysis 	<ul style="list-style-type: none"> •Almost always seeks out linkages, causality, and relationships using comparative techniques of analysis 	
Critical Thinking		<ul style="list-style-type: none"> •Never views and interprets the world from other cultures’ points of view •Never identifies one’s own point of view 	<ul style="list-style-type: none"> •Rarely views and interprets the world from other cultures’ points of view •Rarely identifies one’s own point of view 	<ul style="list-style-type: none"> •Sometimes views and interprets the world from other cultures’ points of view •Sometimes identifies one’s own point of view 	<ul style="list-style-type: none"> •Almost always views and interprets the world from other cultures’ points of view •Almost always identifies one’s own point of view 	

Respecting		<ul style="list-style-type: none"> •Never seeks out other cultures' attributes •Never values cultural diversity •Never thinks comparatively and without prejudice about cultural differences 	<ul style="list-style-type: none"> •Rarely seeks out other cultures' attributes •Rarely values cultural diversity •Rarely thinks comparatively and without prejudice about cultural differences 	<ul style="list-style-type: none"> •Sometimes seeks out other cultures' attributes •Sometimes values cultural diversity •Sometimes thinks comparatively and without prejudice about cultural differences 	<ul style="list-style-type: none"> •Almost always seeks out other cultures' attributes •Almost always values cultural diversity •Almost always thinks comparatively and without prejudice about cultural differences 	
Possessing Openness		<ul style="list-style-type: none"> •Never suspends criticism of other cultures •Never invests in collecting "evidence" of cultural difference •Is never disposed to be proven wrong 	<ul style="list-style-type: none"> •Rarely suspends criticism of other cultures •Rarely invests in collecting "evidence" of cultural difference •Is rarely disposed to be proven wrong 	<ul style="list-style-type: none"> •Sometimes suspends criticism of other cultures •Sometimes invests in collecting "evidence" of cultural difference •Is sometimes disposed to be proven wrong 	<ul style="list-style-type: none"> •Almost always suspends criticism of other cultures •Almost always invests in collecting "evidence" of cultural difference •Is almost always disposed to be proven wrong 	
Having Curiosity		<ul style="list-style-type: none"> •Never seeks out intercultural interactions •Never views difference as a learning opportunity •Is never aware of one's own ignorance 	<ul style="list-style-type: none"> •Rarely seeks out intercultural interactions •Rarely views difference as a learning opportunity •Is rarely aware of one's own ignorance 	<ul style="list-style-type: none"> •Sometimes seeks out intercultural interactions •Sometimes views difference as a learning opportunity •Is sometimes aware of one's own ignorance 	<ul style="list-style-type: none"> •Almost always seeks out intercultural interactions •Almost always views difference as a learning opportunity •Is almost always aware of one's own ignorance 	
Discovering		<ul style="list-style-type: none"> •Never tolerates ambiguity and views it as a positive experience •Is never willing to move beyond one's comfort zone 	<ul style="list-style-type: none"> •Rarely tolerates ambiguity and views it as a positive experience •Is rarely willing to move beyond one's comfort zone 	<ul style="list-style-type: none"> •Sometimes tolerates ambiguity and views it as a positive experience •Is sometimes willing to move beyond one's comfort zone 	<ul style="list-style-type: none"> •Almost always tolerates ambiguity and views it as a positive experience •Is almost always willing to move beyond one's comfort zone 	

Rubric based on *What is intercultural competence?* by Sabine McKinnon, Global Perspectives Project, GCU LEAD https://www.gcu.ac.uk/media/gcalwebv2/theuniversity/centresprojects/globalperspectives/Definition_of_Intercultural_competence.pdf

Her work was adapted from the “Pyramid Model of Intercultural Competence” from “The Identification and Assessment of Intercultural Competence as a Student Outcome of Internationalization at Institutions of Higher Education in the United States” by Dr. Darla K. Deardorff in *Journal of Studies in International Education*, Fall 2006, 10, p. 241-266 and in *The SAGE Handbook of Intercultural Competence*, 2009 (Thousand Oaks: Sage).