



General Education Outcome 3: Cultivate inclusion by recognizing, examining, and reflecting on the diversity of cultural and individual experiences.

Framing language: We live in multicultural society with a shared future. As such, it is important for students to be inclusive of different cultures. To cultivate inclusion, students need to develop cultural self-awareness, knowledge of cultural world views, empathy, curiosity, and openness. It's also imperative that students go beyond experiencing new cultures and develop self-awareness and identity in order to respect diversity as essential to community success.

Glossary:

- Culture: All knowledge and values shared by a group.
- Cultural norms: 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.
- Cultural biases: The tendency to interpret and judge phenomena in terms of the distinctive values, beliefs, and other characteristics of the society or community to which one belongs. This sometimes leads people to form opinions and make decisions about others in advance of any actual experience with them.
- Worldview: Worldview is the cognitive and affective lens through which people construe their experiences and make sense of the world around them.
- 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.
- Emotional dimensions: The emotional dimension recognizes awareness and acceptance and healthy expression of one's feelings such as happiness, hope, love, joy, sadness, anger, fear, and/or stress.
- Intercultural experience: The experience of an interaction with an individual or groups of people whose culture is different from your own.
- Intercultural/ cultural differences: The differences in rules, behaviors, communication, and biases based on cultural values that are different from one's own culture.

	Proficient (4)	Developing (3)	Developing (2)	Novice (1)
Cultural self-awareness (Knowledge / Recognizing)	Articulates insights into own cultural norms and biases (e.g. questioning cultural norms and biases; demonstrating awareness of how her/his/their experiences have shaped these norms, and recognizing and responding to cultural biases, resulting in a shift in self-description.)	Recognizes new perspectives about own cultural norms and biases (e.g. not looking for sameness; comfortable with the complexities that new perspectives offer.)	Identifies own cultural norms and biases (e.g. with a strong preference for those rules shared with own cultural group and seeks the same in others.)	Shows minimal awareness of own cultural norms and biases (even those shared with own cultural group(s)) (e.g. uncomfortable with identifying possible cultural differences with others.)
Knowledge of cultural worldview frameworks (Knowledge / Recognizing)	Demonstrates sophisticated understanding of the complexity of elements important to members of other cultures in relation to its history, values, politics, verbal and nonverbal communication styles, economy, or beliefs and practices.	Demonstrates adequate understanding of the complexity of elements important to members of other cultures in relation to history, values, politics, verbal and nonverbal communication styles, economy, or beliefs	Demonstrates partial understanding of the complexity of elements important to members of other cultures in relation to history, values, politics, verbal and nonverbal communication	Demonstrates surface understanding of the complexity of elements important to members of other cultures in relation to its history, values, politics, verbal and

		and practices.	styles, economy, or beliefs and practices.	nonverbal communication styles, economy, or beliefs and practices.
Empathy (Skills / Examining)	Interprets intercultural experience from their own perspective and multiple worldviews and demonstrates ability to act in a supportive manner that recognizes the feelings of other cultural groups.	Recognizes intellectual and emotional dimensions of more than one worldview and sometimes uses more than one worldview in interactions.	Identifies components of other cultural perspectives but responds in all situations with own worldview.	Does not recognize the intellectual and emotional dimensions of others.
Identity Development (Skills/Examining)	Identifies, reflects and articulates sophisticated understanding of one's membership in social and cultural groups and how membership affects behavior, attitudes, and self-awareness. Thoroughly recognizes the multi-dimensional attributes of identity.	Identifies, reflects and articulates adequate understanding of one's membership in social and cultural groups and how membership affects behavior, attitudes, and self-awareness. Partially recognizes the multi-dimensional attributes of identity.	Identifies, reflects and articulates partial understanding of one's membership in social and cultural groups and how membership affects behavior, attitudes, and self-awareness. Demonstrates limited recognition of the multi-dimensional attributes of identity.	Does not recognize how membership in cultural groups affects behavior, attitudes, and self-awareness Demonstrates no recognition of the multi-dimensional attributes of identity.
Curiosity (Attitudes/Reflecting)	Asks complex questions about other cultures, seeks out and articulates answers to these questions that reflect and include multiple cultural perspectives.	Asks deeper questions about other cultures and seeks out answers to these questions, but reflection and integration of multiple cultural perspectives is limited.	Asks simple or surface questions about other cultures.	Demonstrates minimal interest in learning more about other cultures.
Openness (Attitudes/Reflecting)	Initiates and develops interactions with culturally different people. Suspends judgment in valuing her/ his/their interactions with culturally different people.	Begins to initiate and develop interactions with culturally different people. Begins to suspend judgment in valuing her/ his/their interactions with culturally different people.	Expresses openness to most, if not all, interactions with culturally different people. Has difficulty suspending any judgment in her/ his/their interactions with culturally different people, and is aware of own judgment and expresses a willingness to change.	Has difficulty interacting with culturally different people and suspending any judgment in her/ his/their interactions with culturally different people, but is unaware of own judgment.

Inspiration drawn from:

- AAC&U Intercultural Knowledge and Competence Value Rubric: <https://www.aacu.org/sites/default/files/files/VALUE/InterculturalKnowledge.pdf>