

Rubric

	Global Engagement Student Learning Outcomes	Capstone 4	Milestone 3	Milestone 2	Benchmark 1	0	N/A
Problem solving (Knowledge)	1: Students will explain environmental, historical, social, economic, political and/or cultural factors relevant to understanding a contemporary issue(s) within a global framework.	Evaluates why the relationships among the contributing factors (e.g., environmental, historical, social, economic, political and/or cultural) are important to understanding the issue.	Analyzes why the contributing factors are important to the selected global issue.	Explains why the contributing factors (e.g., environmental, historical, social, economic, political and/or cultural) are important to the selected global issue.	Identifies one or more contributing factors (e.g., environmental, historical, social, economic, political and/or cultural) to the selected global issue.	Does not show knowledge of contributing factors to contemporary issues within a global framework.	
Ethical Reasoning (Knowledge)	2: Students will compare and contrast at least two different ethical perspectives on a salient and contemporary issue in a global context.	Evaluates relationships between/among two or more competing ethical perspectives on a global issue.	Analyzes the impact of two or more ethical perspectives on a global issue.	Explains why two or more ethical perspectives are relevant to a global issue.	Identifies one or more ethical perspectives on a global issue.	Demonstrates little to no knowledge of an ethical perspective.	
Cultural Openness (Attitude)	3: Students will demonstrate a willingness to engage in diverse cultural situations.	Recognizes the value of reciprocally engaging in diverse cultural situations and develops meaningful relationships within those contexts.	Recognizes the value of reciprocally engaging in diverse cultural situations and shows willingness to develop relationships within those contexts.	Expresses willingness to engage in diverse cultural situations.	Expresses marginal willingness to engage in interactions in diverse cultural situations.	Does not show evidence of willingness to engage in diverse cultural situations.	
Communication (Skills)	4: Students will demonstrate the ability to communicate in a culturally informed manner in international, intercultural and/or multicultural contexts.	Based on understanding of cultural differences in verbal and/or nonverbal communication, consistently demonstrates the ability to communicate in a culturally informed manner.	Begins to identify specific cultural differences in verbal and/or nonverbal communication; demonstrates the ability to communicate in a culturally informed manner.	Demonstrates some awareness of cultural differences in verbal and/or nonverbal communication; is able to demonstrate some ability to communicate in a culturally informed manner.	Demonstrates rudimentary awareness of cultural differences in verbal and/or nonverbal communication; demonstrates rudimentary ability to communicate in a culturally informed manner.	Demonstrates no awareness of cultural differences in verbal and/or nonverbal communication; is unable to demonstrate the ability to communicate in a culturally informed manner.	

Note: Raters should read from left to right to evaluate students' work based on the highest rating.

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What is Global Engagement?

We define global engagement at UNCG as a level of global learning that results in our students' acquiring the necessary knowledge, skills and attitudes to engage effectively in the world community. (Quality Enhancement Plan, Global Engagement for Global Learning, p. 15)

What is the Global Engagement Rubric?

UNCG's Global Engagement rubric was developed by teams of faculty experts from departments across the university through a process that began in 2010 – 2011, when core global learning competencies were identified as part of the ACE Internationalization Task Force. The foundation for this rubric was adapted from the American Association of Colleges and Universities (AAC&U) VALUE rubrics. The four Global Engagement Student Learning Outcomes (SLOs) were developed in 2013 – 2014 by the QEP faculty design team. The rubric was developed in the summer of 2014 by the UNCG QEP Assessment Workgroup.

The levels of this rubric are informed in part by M. Bennett's Developmental Model of Intercultural Sensitivity (Bennett, M.J. 1993. Towards ethno-relativism: A developmental model of intercultural sensitivity. In *Education for the intercultural experience*, ed. R. M. Paige, 22-71. Yarmouth, ME: Intercultural Press). In addition, the criteria in this rubric are informed in part by D.K. Deardorff's intercultural framework which is the first research-based consensus model of intercultural competence (Deardorff, D.K. 2006. The identification and assessment of intercultural competence as a student outcome of internationalization. *Journal of Studies in International Education* 10(3): 241-266). It is also important to understand that intercultural knowledge and competence is more complex than what is reflected in this rubric. This rubric identifies four of the key components of intercultural knowledge and competence, but there are other components as identified in the Deardorff model and in other research.

What Does It Measure?

This rubric measures UNCG's four Global Engagement Student Learning Outcomes. They are: 1) Knowledge of contemporary issues within a global framework (Knowledge); 2) Knowledge of the diverse ethical and value dimensions of issues within a global framework (Knowledge); 3) Openness to seeking and experiencing new ways of thinking and engaging diverse cultural situations (Attitudes); and 4) Ability to engage in a culturally appropriate manner in international, cross-cultural and/or multicultural contexts. (Skills).

What is the Rubric For and Why Should I Use It?

The Global Engagement rubric is intended for campus-wide use, both curricular and co-curricular in evaluating and discussing student learning, including for grading. The intent of the Global Engagement rubric is to position learning at all undergraduate levels within a basic framework of expectations such that evidence of learning can be shared through a common dialogue and understanding of student success.

Glossary

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

- **Analyze:** “Separation of a complex idea into its constituent parts and an understanding of organization and relationship between the parts. Includes realizing the distinction between hypothesis and fact as well as between relevant and extraneous variables.” (Bloom’s Taxonomy of Educational Objectives)
- **Comprehensive Internationalization:** “Comprehensive internationalization is a commitment, confirmed through action, to infuse international and comparative perspectives throughout the teaching, research, and service missions of higher education. It shapes institutional ethos and values and touches the entire higher education enterprise. It is essential that it be embraced by institutional leadership, governance, faculty, students, and all academic service and support units. It is an institutional imperative, not just a desirable possibility. Comprehensive internationalization not only impacts all of campus life but the institution’s external frames of reference, partnerships, and relations. The global reconfiguration of economies, systems of trade, research, and communication, and the impact of global forces on local life, dramatically expand the need for comprehensive internationalization and the motivations and purposes driving it.” (Hudzik, 2011, p. 10)
- **Culturally Informed:** “In order to solve problems in a global environment, students must be able to use diverse cultural frames of reference. This skill arises in part from an attitude that is open to alternative cultures and does not automatically privilege one’s own culture over others.” (Quality Enhancement Plan, Global Engagement for Global Learning, p. 19)
- **Engage:** “to do or take part in something.” (Merriam-Webster's Learner's Dictionary)
- **Ethics:** Ethics are “the rules of conduct recognized in respect to a particular class of human actions or a particular group, culture, etc.” (Dictionary.com)
- **Ethical Perspective:** “Beyond understanding the canon of human rights, this competency speaks to the students’ appreciation of ethical perspectives on critical global issues that are different from their own and that must be understood if common ground is to be found to solve problems in contemporary society. It also requires the student to... [recognize] the tension of competing ethical and value principles that must be balanced in personal decision-making.” (Quality Enhancement Plan, Global Engagement for Global Learning, p. 19) By *ethical perspective*, we mean the consideration of the experiences and interests that inform a party/parties’ position(s) on an issue when used as a basis for representing a viewpoint.
- **Explain:** To explain is to “translate, interpret, extrapolate, but not see full implications or transfer to other situations, closer to literal translation.” (Bloom’s Taxonomy of Educational Objectives)
- **Evaluate:** “To make a judgment of ideas or methods using external evidence or self-selected criteria substantiated by observations or informed rationalizations.” (Bloom’s Taxonomy of Educational Objectives)
- **Global Framework:** “UNCG graduates ought to know the timely issues of the day at all levels of human activity (global, regional, national and local) and be able to address them intellectually and practically as issues that are part of an interconnected and interdependent world.” (Quality Enhancement Plan, Global Engagement for Global Learning, p. 18)
- **Globalization:** “[Globalization]... is the process that is increasing the flow of people, culture, ideas, values, knowledge, technology, and economy across borders, resulting in a more interconnected and interdependent world. Globalization affects each country in different ways and can have positive and/or negative consequences, according to a nation’s specific history, traditions, culture, priorities, and resources” (Knight, 2008, x).

- **Global Learning:** “[Global learning is] the knowledge, skills, and attitudes that students acquire through a variety of experiences that enable them to understand world cultures and events; analyze global systems; appreciate cultural differences; and apply this knowledge and appreciation to their lives as citizens and workers” (Olson, Green, and Hill, 2006, v).
- **Identify:** “To recognize a problem, need, fact, etc. and to show that it exists.” (Cambridge Advanced Learner’s Dictionary and Thesaurus)
- **Intercultural:** “[K]nowledge which includes knowledge that one has a particular culturally bounded perspective that shapes one’s perceptions, values, beliefs, actions and even the questions one asks, joined to the reciprocal recognition that the same is true for others.” (Quality Enhancement Plan, Global Engagement for Global Learning, p. 16)
- **Intercultural Knowledge and Competence:** “[Intercultural 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, 2008)
- **Marginal:** “close to the lower limit of qualification, acceptability, or function: barely exceeding the minimum requirements.” (Merriam-Webster’s Learner’s Dictionary)
- **Meaningful:** “[H]aving real importance or value.” (Merriam-Webster’s Learner’s Dictionary)
- **Recognize:** “to accept that something is true, important, or legal.” (Cambridge Academic Content Dictionary)
- **Rudimentary:** “basic or simple.” (Merriam-Webster’s Learner’s Dictionary)
- **Willingness:** “To be successful in the global community the graduate must be flexible, empathetic, and tolerant toward ambiguity arising from unfamiliarity with other cultures.” (Quality Enhancement Plan, Global Engagement for Global Learning, p. 19)