**LBCC GEO-Cultural Sensitivity and Diversity Rubric**

**Adapted from Intercultural Knowledge and Competence VALUE Rubric**

**Definition:** Appreciate and promote respect of individual differences that embraces the complex ways people integrate into societies, cultures, and subcultures in order to participate in both our society and in diverse group activities.

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<tr>
<th>Achievement Criteria</th>
<th>Accomplished 4 points</th>
<th>Practiced 3 points</th>
<th>Developing 2 points</th>
<th>Introduced 1 point</th>
<th>Not Applicable</th>
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| **Awareness**
  Cultural Self Awareness (awareness of potential ethnocentrism and development of empathy) | Articulates insights into own cultural rules and biases (e.g. seeking complexity; aware of how her/his experiences have shaped these rules, and how to recognize and respond to cultural biases, resulting in a shift in self-description) | Recognizes new perspectives about own cultural rules and biases, as well as background norms and social expectations | Identifies own cultural rules and biases, as well as, clearly able to describe own background norms and social expectations | Shows minimal awareness of own cultural rules and biases. Nominally conscious of own background’s norms and expectations | |
| **Knowledge**
  Knowledge of cultural worldview frameworks (development of cultural relativism) | Demonstrates sophisticated understanding of the complex elements important to members of another culture. Examines cultural and phenotypic differences in comparison with own cultural rules and biases. | Demonstrates adequate understanding of the complexity of elements important to members of another culture. Identifies and analyzes cultural and phenotypic differences. | Demonstrates partial understanding of the complexity of elements important to members of another culture. Identifies stereotypes about other cultural groups. | Demonstrates surface understanding of the complexity of elements important to members of another culture. Recognizes that people are different, but has minimal interest in learning more about these differences. | |
| **Skills**
  Recognize verbal and non-verbal communication of diverse cultures | Articulates a complex understanding of cultural differences in verbal and non-verbal communication (e.g. demonstrates understanding of the degree to which people communicating in different cultures or uses direct/indirect and explicit/implicit meanings) and is able to skillfully negotiate a shared understanding based on those differences | Recognizes and participates in cultural differences in verbal and non verbal communication and begins to negotiate a shared understanding based on those differences. | Identifies some cultural differences in verbal and non verbal 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 non verbal communication; is unable to negotiate a shared understanding. | |
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<tbody>
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<td>4 points</td>
<td>3 points</td>
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<tr>
<td>Cultural Attitudes</td>
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<td>Social conduct</td>
<td>Initiates and develops interactions with culturally different others. Suspends judgment in valuing her/his interactions with culturally different others.</td>
<td>Begins to initiate and develop interactions with culturally different others. Begins to suspend judgment in her/his valuing interactions with culturally different others.</td>
<td>Expresses openness to most if not all interactions with culturally different others. Has difficulty with culturally different others, and is aware of own judgment and expresses a willingness to change.</td>
<td>Receptive to interacting with culturally different others. Has difficulty suspending any judgment in her/his interactions with culturally different others, but is unaware of own judgment.</td>
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**Glossary:** The definitions below were adopted to clarify the terms and concepts use in this rubric only.

- **Culture:** All knowledge and values shared by a group
- **Cultural Attitudes:** Attitudes of individuals or groups with respect to cultural objects or phenomena such as persons, races, institutions, or traits.
- **Cultural rules and biases:** 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 relativism:** not judging a culture but trying to understand it on its own terms.
- **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 Bennett, M., Ed. Basic concepts of intercultural communication. Yarmouth ME: Intercultural Press, 215 – 224.
- **Ethnocentrism:** the use of one’s own culture as a yardstick for judging the ways of other individuals or societies, generally leading to a negative evaluation of their values, norms, and behaviors.
- **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.
- **Suspends judgment in valuing their interactions with culturally different others:** Postpones assessment or evaluation (positive or negative) of interactions with people culturally different from one self. Disconnecting from the process of automatic judgment and taking time to reflect on possibly multiple meanings.
- **Worldview:** Worldview is the cognitive and affective lens through which people construe their experiences and make sense of the world around them.

**Possible Artifacts:** May include but is not limited to:

- Essays
- Term papers
- Presentations
- Group projects
- Service learning project
- Student survey

**Examples of Assignments:**

1. Student class discussion about one's own personal cultural background and recent experiences
2. Small group discussion comparing/contrasting members’ cultural background and experiences
3. Paper identifying and explaining cultural and phenotypic differences between two cultural backgrounds with citation on specific experiences from both cultures