

LINDENWOOD UNIVERSITY

OFFICE OF INSTITUTIONAL EFFECTIVENESS

DIVERSE PERSPECTIVES RUBRIC

Institutional Learning Outcome 2.5: “Lindenwood graduates can apply diverse perspectives.”

Definition: Diverse Perspectives is a habit of mind demonstrated by considering ethnicity, religion, culture, class, race, gender, age, sexuality, and/or ability within the context of a subject, topic, question, challenge, problem, opportunity, etc.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not include evidence of the criterion.

	Capstone 4	Milestones		Benchmark 1
		3	2	
Knowledge <i>Knowledge of cultural worldview frameworks</i>	Demonstrates sophisticated understanding of the complexity of elements important to members of another community or culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates adequate understanding of the complexity of elements important to members of another community or culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates partial understanding of the complexity of elements important to members of another community or culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates minimal understanding of the complexity of elements important to members of another community or culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.
Skills <i>Empathy</i>	Interprets intercultural experience from the perspectives of own and more than one worldview and demonstrates ability to act in a supportive manner that recognizes the feelings of another group.	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.	Views the experience of others but does so through own cultural worldview.
Skills <i>Verbal, written, or nonverbal communication</i>	Articulates a complex understanding of cultural differences in verbal, written, or nonverbal communication (e.g., demonstrates understanding of the degree to which people use physical contact while communicating in different cultures or use 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, written, or nonverbal communication and begins to negotiate a shared understanding based on those differences.	Identifies some cultural differences in verbal, written, or nonverbal 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, written, or nonverbal communication; is unable to negotiate a shared understanding.

Attitudes <i>Curiosity</i>	Asks complex questions about other cultures or communities, seeks out and articulates answers to these questions that reflect multiple cultural perspectives.	Asks deeper questions about other cultures or communities and seeks out answers to these questions.	Asks simple or surface questions about other cultures or communities.	States minimal interest in learning more about other cultures or communities.
Attitudes <i>Openness</i>	Suspends judgment in valuing their interactions with other cultures or communities.	Begins to suspend judgment in valuing their interactions with other communities.	Has difficulty suspending any judgment in their interactions with different cultures or communities, and is aware of own judgment and expresses a willingness to change.	Has difficulty suspending any judgment in their interactions with different cultures or communities, but is unaware of own judgment.

Revised 10/9/20