University Student Learning Goal 3: Global Literacy Rubric

A globally literate student will demonstrate the ability to understand and analyze issues on multiple scales and from diverse perspectives, acknowledging interconnectivity and complexity. As globally literate, students should 1) become informed and open-minded people who are attentive to diversity across the spectrum of differences, 2) seek to understand how human actions impact the human and natural world on multiple scales, and 3) address the most pressing and enduring global challenges while considering context, complexity, and interconnectivity.

<table>
<thead>
<tr>
<th>Global Literacy</th>
<th>What is being assessed</th>
<th>Beginning</th>
<th>Developing</th>
<th>Proficient</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1 Global Awareness</td>
<td>Awareness of the scales of human impact on the natural/human world</td>
<td>Recognizes that human action impacts the natural and human world on a single scale</td>
<td>Recognizes that human action impacts the natural and human world on multiple scales</td>
<td>Analyzes some relationships between multiple scales to understand how human actions impact the natural and human world</td>
<td>Analyzes the complexity of relationships between multiple scales to understand how human actions influence the natural and human world</td>
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<tr>
<td>3.2 Perspective Taking</td>
<td>Awareness of diverse perspectives and open-mindedness</td>
<td>Little/no recognition of multiple perspectives</td>
<td>Recognizes the existence of multiple perspectives while maintaining a value preference for one perspective</td>
<td>Analyzes topics from multiple perspectives while valuing contributions from these perspectives</td>
<td>Synthesizes multiple perspectives to analyze complex topics</td>
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<tr>
<td>3.3 Cultural Diversity</td>
<td>Knowledge of cultural diversity across a spectrum of difference.</td>
<td>Little/no knowledge of cultural diversity</td>
<td>Demonstrates some knowledge of different cultures while maintaining a value preference for one culture</td>
<td>Recognizes commonalities between cultures while respecting cultural differences</td>
<td>Analyzes in depth patterns of commonalities and differences in cultures using a culturally relativistic lens</td>
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<tr>
<td>3.4 Understanding Global Systems</td>
<td>Ability to examine global systems</td>
<td>Little/no knowledge of global institutions, processes, or trends</td>
<td>Demonstrates some knowledge of global institutions, processes, or trends</td>
<td>Recognizes interactions between multiple global institutions, processes, or trends</td>
<td>Analyzes the complexity of interactions between multiple global institutions, processes, or trends</td>
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<tr>
<td>3.5 Applying Knowledge to Contemporary Global Contexts</td>
<td>Ability to apply knowledge to address global challenges from diverse perspectives</td>
<td>Little/no knowledge of global challenges</td>
<td>Demonstrates basic knowledge of global challenges and/or awareness of simplistic solutions</td>
<td>Analyzes global challenges while demonstrating awareness of more complex solutions</td>
<td>Develops or evaluates more complex solutions to global challenges that are appropriate to the context</td>
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Note: The levels of competency in this rubric are meant to follow a progression of student development in each particular criterion.

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1. **Multiple scales:**
Human relations and relations with the natural environment take place on multiple scales and have consequences that may differ from one scale to the next. By scale, we are referring to identifiable differences in the degree or level of social organization or differences in geographic scope. This spectrum often ranges from local to global. From a human dimensions perspective, the local scale may be an individual, a household, family, friends, or a geographically narrow scope (i.e., a community, a city, a state, etc.). The global scale encompasses interactions among multiple local groups across a wide geographic scope (i.e., secondary groups with institutional or formal ties such as interactions among nation-states, international organizations like the UN, multinational corporations like Google, globally integrated civil society groups such as the International Labor Organization, geographically dispersed ethnic communities, etc.). From a natural environment perspective, the local scale could include a farmer’s plot, a patch of forest, or a wetland. The global scale could include the biosphere as the sum of all ecosystems on earth or a component of the entire biosphere such as the atmosphere.

2. **Perspective taking:**
   The ability to engage and learn from perspectives and experiences different from one’s own and to understand how one’s place in the world both informs and limits one’s knowledge. Perspective taking involves the capacity to understand the interrelationships between multiple perspectives, such as personal, social, cultural, disciplinary, environmental, local, and global.

   Perspective – such as cultural, disciplinary, and ethical.
   Synthesis – the creation of a new perspective from the combination of two or more valued perspectives.

3. **Culturally relativistic lens:**
   A culturally relativistic lens is a perspective that acknowledges the need to understand the beliefs, behaviors, and values of others from the perspective of the culture from which they originate not solely from the perspective of one’s own culture.

4. **Global systems:**
   The complex and overlapping worldwide systems, including natural systems (those systems associated with the natural world (ecosystems) including biological, chemical, and physical sciences) and human systems (those systems developed by humans such as cultural, economic, political, and built), which operate in observable patterns and often are affected by or are the result of human design or disruption. These systems influence how life is lived and what options are open to whom. An understanding of these systems involves knowledge of how they 1) are influenced and/or constructed, 2) operate with differential consequences, 3) affect the human and natural world, and 4) can be altered.

5. **Global challenges:**
   Global challenges are complex, social, or environmental problems that are transnational in scale and require the cooperation of several institutions for their solution. Examples include climate change, food insecurity, financial crises, extreme poverty, rich-poor gaps, status of under-represented groups, urbanization, water scarcity, energy security, migration, and population growth.

References: