

## Diversity and Social Justice Rubric

Adapted from AAC&U Value Rubrics

**“Cultural” includes “racial/ethnic,” which is aligned with the case study materials chosen for the 2015-2016 Westmont Diversity ILO assessment**

#		Capstone (Highly developed) 4	Milestones		Benchmark (Initial) 1
			(Developed) 3	(Emerging) 2	
A	<b>Self-Awareness</b> <i>Cultural</i>	Effectively evaluates and analyzes significant issues in one’s environmental and social context based on integrating and articulating insights into one’s own cultural rules and biases.	Evaluates issues in one’s environmental and social context based on one’s own cultural rules and biases.	Analyzes ways that human actions influence decision-making in certain environmental and social context issues.	Identifies some connections between an individual’s personal decision-making and certain cultural issues.
B	<b>Cultural Diversity</b> <i>Cultural</i> <b>Worldview</b> <i>Curiosity</i> <b>Openness</b>	Adapts and applies a complex understanding of cultural differences, their intersection with class and gender, and multiple worldviews to ask complex questions of and about culturally different others.	Uses an adequate understanding of cultural differences, their intersection with class and gender, and multiple worldviews to ask questions of and about culturally different others.	Uses a partial understanding and acceptance of culturally different others.	Demonstrates a limited understanding and acceptance of culturally different others.
C	<b>Empathy</b> <i>Perspective</i> <b>Taking</b>	Utilizes diverse perspectives to interpret intercultural experiences in a manner that recognizes and honors viewpoints of different cultural groups.	Recognizes and honors more than one perspective in intercultural experiences.	Identifies components of other perspectives in intercultural experiences but responds in all situations with one’s own perspective.	Views all perspectives in intercultural experiences through one’s own perspective.

<b>D</b>	<b>Social Responsibility Communication</b>	Demonstrates commitment to addressing cultural inequalities through experience or reflective insights/analysis about the aims and accomplishments of one's imagined possible actions.	Demonstrates commitment to addressing some cultural inequalities or the ability to reflect upon the aims and accomplishments of one's imagined possible actions.	Demonstrates partial commitment to addressing some cultural inequalities or begins to reflect how one's imagined possible actions may benefit individual(s) or communities.	Demonstrates little internalized understanding of cultural inequalities and little commitment to future action.
<b>E</b>	<b>Understanding Systems</b>	Utilizes deep knowledge of historical, political, economic, and cultural human organizations to understand how these organizations impact cultural experiences.	Utilizes knowledge of historical, political, economic, and cultural human organizations to develop partial understanding of how these organizations impact cultural experiences.	Understands historical, political, economic, and cultural human organizations in general terms but is unable to explain how these organizations impact cultural experiences.	Limited understanding of historical, political, economic, and cultural human organizations and their impact on cultural experiences.
<b>F</b>	<b>Faith</b>	Articulates and applies deep knowledge of one's own and other's faith to effectively nuance an understanding of cultural diversity and reconciliation.	Uses adequate knowledge of one's own faith to nuance an understanding of cultural diversity and reconciliation.	Uses partial knowledge of one's own faith to understand cultural diversity and reconciliation.	Limited or no knowledge of how one's own faith impacts an understanding of cultural diversity and reconciliation.

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