Civic and Global Responsibility Rubric

The Civic and Global Responsibility rubric articulates what Syracuse University students should know and be able to demonstrate by the time they graduate through four learning outcomes and specific indicators. The Civic and Global Responsibility rubric was created by a community of practice with faculty, librarians, staff, and students from across the University. This rubric is intended for institutional-level use in assessing and reflecting on undergraduate student learning. Faculty teaching courses with a Civic and Global Responsibility course tag may refer to the learning outcomes when developing course learning objectives, signature assignments, and other learning experiences for students. This rubric will continue to evolve as Syracuse University collects feedback from faculty who utilize it to reflect on student learning.

Civic and Global Responsibility Framing Language

Knowledge, exploration, and analysis of the complexity surrounding interdependent local, national, and global affairs. Engagement in responsible, collaborative, and inclusive civic and cross-cultural learning, with an emphasis on public, global, and historical issues.

Preamble and Guidance

This rubric is meant to provide faculty and students with specific learning outcomes for Civic and Global Responsibility. The indicators associated with each learning outcome are broadly worded so each discipline has the flexibility to apply them in their own context. Within the rubric, "the civic" and "the global" are deliberately treated as intertwined concepts to avoid a binary conceptualization of civic as "the local" and global as "the international.". Rather, the rubric is premised on the idea that as denizens of the world, each of us has a responsibility to perform our "civic duty." This requires us to weigh in on, and potentially work with others to address, issues and problems that transcend the individual to impact the collective. These issues and problems can be detected in many localities across the entire planet and require close scrutiny as well as an appreciation for how they are connected but can manifest differently. A uniform model for approaching them does not suffice. Learning outcomes 1 through 3, therefore, stress the development of the student's ability to describe and investigate civic issues–past and present, near and far. Learning outcome 4 then invites the student to plan for and practice taking action.

Civic and global systems: the idea that people, institutions, histories, geographies, events, and structures are interconnected in ways that give rise to, and reinforce, enduring social, economic, political, and cultural structures and practices. Systems can become entrenched as part of a "status quo" and have the potential to generate as many problems as they solve.

Power dynamics: the idea that the concentration of control over resources (natural, economic, human, cultural, and knowledge) makes some individuals, groups, places, institutions, and companies more influential than others.

Intervention: the idea that power dynamics and entrenched status quo systems can be sustained, modified, leveraged, and even dismantled entirely through deliberation, strategic planning, and collective and individual action.

Plan: the idea that a course of action to address a particular issue or problem can be deliberately designed to 1) sequence a justifiable assembling of resources, 2) anticipate the potential results, and 3) measure the action's impact. A plan can be a list, flow chart, decision tree/matrix, memorandum, or report.

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Learning Outcomes	Indicators	Exemplary	Developing	Emergent	Not Evident
1. Describe the parts, power dynamics, and interconnections of civic and global systems.	1.1 Describes the parts of a system (e.g., people, institutions, histories, geographies, events, and structures).	Accurately describes and provides details of key elements in the system.	Describes all key elements in the system.	Describes limited elements within the system.	Does not describe the parts of a system.
	1.2 Explains the power dynamics within the system (e.g., how power is distributed across actors and contexts).	Explains the full complexity of how power manifests in privilege, oppression, access, and resource distribution within the system.	Explains with limitations how power manifests in privilege, oppression, access, and resource distribution within the system.	Identifies power dynamics broadly.	Does not explain power dynamics within the system.
	1.3 Analyzes the interconnections across the system.	Effectively analyzes the interactions among parts and dynamics of the system.	Analyzes connections across the system and identifies some patterns of interaction.	Analyzes connections across the system but not the ways in which they are interconnected.	Does not analyze interconnections across the system.

Learning Outcomes	Indicators	Exemplary	Developing	Emergent	Not Evident
2. Investigate complex civic and global challenges/opportunities and the consequences of interventions.	2.1 Gathers data/information that indicates trends/patterns over time and place (e.g., statistics, observation, analyses).	Locates, compares, and organizes valid and reliable data/information from multiple sources to identify patterns.	Locates, compares, and organizes valid and reliable data/information from at least two sources to identify patterns.	Locates and organizes data/information but does not compare trends/patterns over time and place.	Does not gather data/information that indicates trends/patterns over time and place.
	2.2 Identifies factors contributing to challenges/opportunities (e.g., social structures, cultural interactions, policies, practices, and/or environmental conditions).	Accurately identifies and draws connections across multiple and/or significant factors contributing to challenges/opportunities.	Accurately identifies and begins to draw connections across factors contributing to challenges/opportunities.	Identifies a limited set of factors contributing to challenges/opportunities.	Does not identify factors contributing challenges/opportunities.
3. Examine one's civic/global identity and commitment to ethical public action.	3.1 Analyzes one's positionality in relation to the context.	Examine one's identities in relation to the people, place, or community in context.	Explains that one's identities and positionality are shaped by others' perspectives, values, and practices.	Identifies multiple dimensions of one's identities and positionality.	Does not analyze one's positionality in relation to the context.
	3.2 Articulates the relationship between one's disciplinary field(s) and civic/global identity.	Connects specific disciplinary theories and practices to conditions and situations outside of the University learning environment.	Connects broad disciplinary theories and practices to conditions and situations outside of the University learning environment.	Identifies disciplinary theories and practices to conditions but does not connect the two elements.	Does not articulate the relationship between one's disciplinary field(s) and civic/global identity.

Learning Outcomes	Indicators	Exemplary	Developing	Emergent	Not Evident
4. Pursue reciprocal and ethical actions to address challenges/opportunities in civic and global systems.	4.1 Collaborates within and across diverse groups to design strategic actions.	Designs strategic actions by demonstrating all of the skills below: • Promotes shared knowledge and resources in collective endeavors • Treats members with respect • Synthesizes ideas from all group members • Manages conflict • Contributes to the group's work as assigned • Listens and adapts to other's ideas • Incorporates feedback to shape actions	Designs strategic actions by demonstrating most of the skills below: • Promotes shared knowledge and resources in collective endeavors • Treats members with respect • Synthesizes ideas from all group members • Manages conflict • Contributes to the group's work as assigned • Listens and adapts to other's ideas • Incorporates feedback to shape actions	Designs strategic actions by demonstrating at least one of the skills below: • Promotes shared knowledge and resources in collective endeavors • Treats members with respect • Synthesizes ideas from all group members • Manages conflict • Contributes to the group's work as assigned • Listens and adapts to other's ideas • Incorporates feedback to shape actions	Does not collaborate within and across diverse groups to design strategic actions.
	4.2 Proposes a responsive plan to address civic and global challenges/opportunities.	Proposes a plan responsive to the initial conditions developed in consultation with partners.	Proposes a plan that addresses limited aspects of the challenges/opportunities.	Proposes a plan without consultation with partners.	Does not propose a responsive plan to address civic and global challenges/opportunities.
	4.3 Tailors the plan in response to challenging or changing conditions.	Adjusts the plan in light of the full complexity, changing conditions, and feedback from stakeholders.	Adjusts aspects of the plan to address conditions with limitations.	Identifies changes needed in response to conditions and feedback but does not adjust the plan.	Does not tailor the plan in response to challenging or changing conditions.
	4.4 Analyzes the plan, actions, and impact including all ethical implications.	Examines the full complexity of the plan, actions, and impact including all ethical implications.	Accounts for the plan, actions, and impact including some ethical implications.	Identifies limited aspects of the plan, actions, impact, and ethical implications.	Does not analyze the plan, actions, and impact including all ethical implications.