

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 and adapted to align with Syracuse University's strategic plan, Leading with Distinction. 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

Exploration and analysis of a complex and changing world. Engagement in responsible, collaborative, and inclusive intercultural learning, with an emphasis on self-reflection, civil discourse, reciprocity, and participating as engaged citizens in local and global contexts.

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 and 2 stress the development of students' ability to reflect on their commitment to engaged citizenship and investigate civic and global issues and interventions. Learning outcomes 3 and 4 invite students to engage in deliberative democracy and civil discourse to plan for and practice taking action.

Rubric

Learning Outcomes	Indicators	Exemplary	Developing	Emergent	Not Evident
<p>1. Analyze one’s civic/global identity and commitment to being an engaged citizen.</p>	<p>1.1 Examines one’s civic/global identity in relation to the context.</p>	<p>Examine one’s civic/global identity in relation to the people, place, and/or community in context.</p>	<p>Explains how one’s civic/global identity is shaped by the people, place, and/or community in context.</p>	<p>Identifies multiple dimensions of one’s civic/global identity but does not make connections to the context.</p>	<p>Does not examine one’s civic/global identity in relation to the context.</p>
	<p>1.2 Examines one’s development of and commitment to engaged citizenship.</p>	<p>Compares and contrasts civic/global learning experiences in detail and clarifies one’s commitment to engaged citizenship.</p>	<p>Explains civic/global learning experiences and begins to make connections to one’s commitment to engaged citizenship.</p>	<p>Identifies factors of engaged citizenship but does not reflect on one’s own civic/global learning experiences or commitment.</p>	<p>Does not examine one’s development of and commitment to engaged citizenship.</p>
	<p>1.3 Articulates the relationship between one’s disciplinary field(s) and civic/global engagement.</p>	<p>Connects specific disciplinary theories and practices to civic/global engagement experiences.</p>	<p>Connects broad disciplinary theories and practices to civic/global engagement experiences.</p>	<p>Identifies disciplinary theories and practices but does not connect to civic/global engagement experiences.</p>	<p>Does not articulate the relationship between one’s disciplinary field(s) and civic/global experiences.</p>
<p>2. Investigate complex civic and global challenges/opportunities and the consequences of interventions.</p>	<p>2.1 Acquires data/information that indicates trends/patterns over time and place (e.g., statistics, observation, analyses).</p>	<p>Locates, examines, and organizes data/information from multiple sources to identify trends/patterns over time and place.</p>	<p>Locates, examines, and organizes data/information from at least two sources to identify trends/patterns over time and place.</p>	<p>Locates and organizes data/information but does not compare trends/patterns over time and place.</p>	<p>Does not acquire data/information that indicates trends/patterns over time and place.</p>
	<p>2.2 Analyzes factors contributing to challenges/opportunities and the consequences of interventions (e.g., social structures, cultural interactions, policies, practices, and/or environmental conditions).</p>	<p>Accurately identifies and draws connections across multiple and/or significant factors contributing to challenges/opportunities and the consequences of interventions.</p>	<p>Accurately identifies and begins to draw connections across factors contributing to challenges/opportunities.</p>	<p>Identifies a limited set of factors contributing to challenges/opportunities.</p>	<p>Does not analyze factors contributing to challenges/opportunities and the consequences of interventions.</p>

Learning Outcomes	Indicators	Exemplary	Developing	Emergent	Not Evident
3. Examine principles of deliberative democracy to advance civic/global engagement.	3.1 Identifies an inclusive group of stakeholders to participate in collective decision-making.	Identifies a comprehensive and representative group of stakeholders to participate in collective decision-making.	Identifies a comprehensive group of stakeholders but misses key contributors to make it representative.	Identifies a group of stakeholders but is not contextually comprehensive or representative.	Does not identify an inclusive group of stakeholders to participate in collective decision-making.
	3.2 Explains power dynamics within the system (e.g., how power is distributed across stakeholders 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.
4. Engage in thoughtful and respectful civic discourse.	4.1 Demonstrates effective advocacy and/or facilitation skills to foster open dialogue around complex topics.	Demonstrates all of the skills below: <ul style="list-style-type: none"> • Active listening • Maintains an environment where all perspectives and ideas are welcome and respected • Summarizes and/or clarifies varying points of view • Manages conflict • Mitigates power differentials to ensure broad participation 	Demonstrates most of the skills below: <ul style="list-style-type: none"> • Active listening • Maintains an environment where all perspectives and ideas are welcome and respected • Summarizes and/or clarifies varying points of view • Manages conflict • Mitigates power differentials to ensure broad participation 	Demonstrates at least one of the skills below: <ul style="list-style-type: none"> • Active listening • Maintains an environment where all perspectives and ideas are welcome and respected • Summarizes and/or clarifies varying points of view • Manages conflict • Mitigates power differentials to ensure broad participation 	Does not demonstrate effective advocacy and/or facilitation skills to foster open dialogue around complex topics.
	4.2 Collaborates within and across diverse groups to achieve collective goals.	Demonstrates all of the skills below: <ul style="list-style-type: none"> • Promotes shared knowledge and resources in collective endeavors • Synthesizes perspectives and ideas from all group members for decision-making purposes • Incorporates feedback to shape actions 	Demonstrates most of the skills below: <ul style="list-style-type: none"> • Promotes shared knowledge and resources in collective endeavors • Synthesizes perspectives and ideas from all group members for decision-making purposes • Incorporates feedback to shape actions 	Demonstrates at least one of the skills below: <ul style="list-style-type: none"> • Promotes shared knowledge and resources in collective endeavors • Synthesizes perspectives and ideas from all group members for decision-making purposes • Incorporates feedback to shape actions 	Does not collaborate within and across diverse groups to achieve collective goals.