**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 reciprocal 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.

| Learning Outcomes | Indicators | Where in the course or learning experience do students demonstrate the indicator? |
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| 1. Analyze one’s civic/global identity and commitment to being an engaged citizen. | 1.1 Examines one’s civic/global identity in relation to the context. |  |
| 1.2 Examines one’s development of and commitment to engaged citizenship. |  |
| 1.3 Articulates the relationship between one’s disciplinary field(s) and civic/global engagement. |  |
| 2. Investigate complex civic and global challenges/opportunities and the consequences of interventions. | 2.1 Acquires data/information that indicates trends/patterns over time and place (e.g., statistics, observation, analyses). |  |
| 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). |  |
| 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. |  |
| 3.2 Explains power dynamics within the system (e.g., how power is distributed across stakeholders and contexts). |  |
| 4. Engage in thoughtful and respectful civic discourse. | 4.1 Demonstrates 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. |  |