**Version 2: USO2 Rubric: Globally Minded – Respect diverse religious, cultural, philosophical, and aesthetic experiences and perspectives.**[[1]](#footnote-1)

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|  | **0**  **No evidence found** | **1 (FR)—GE**  **Emerging** | **2 (SO)—GE**  **Developing** | **3 (JR)—Major**  **Demonstrating** | **4 (SR)—Major**  **Proficient** | **5 (MAST)**  **Mastery** | **6 (DOCT)**  **Generative** |
| **Knowledge**  *Diverse Religious Experiences and Perspectives* | No evidence found for this dimension. | Student describes the experiences and beliefs of others historically or in contemporary contexts primarily through one religious perspective, demonstrating some openness to learning about other worldviews. | Student explains and connects the experiences and perspectives of adherents of two or more religions historically or in contemporary contexts with some acknowledgement of the value of beliefs and practices that the student does not personally espouse and participate in. | Student analyzes substantial connections among different religious worldviews, experiences, and perspectives historically or in contemporary contexts, incorporating respectful interactions with adherents of other religions or with diverse practitioners within one religion. | Student adapts and applies a deep understanding of multiple religious experiences and perspectives through a meaningful interaction with the beliefs, values, and practices of others to address human, natural, or supernatural issues. | Student shows the ability to advocate for and reflect on diverse religious experiences and perspectives on behalf of themselves and others through a major research project or culminating experience that addresses a significant human, natural, or supernatural issues. | Student generates new knowledge about diverse religious experiences and perspectives through an original research project or culminating experience that analyzes the implications of this new knowledge for a significant human, natural, or supernatural issues as related to the divine endowment of God’s image in all humans as a means that all humans have inherent dignity and value |
| **Knowledge**  *Diverse Cultural Experiences and Perspectives* | No evidence found for this dimension. | Student describes the experiences of others historically or in contemporary contexts primarily through one cultural perspective, demonstrating some willingness to interact with and learn about cultures and worldviews outside of their own. | Student explains and connects two or more cultures historically or in contemporary contexts with some acknowledgement of power structures, demonstrating respectful interaction with varied cultures and worldviews outside of their own. | Student analyzes substantial connections among the worldviews, power structures, and experiences of multiple cultures historically or in contemporary contexts, incorporating respectful interactions with other cultures. | Student adapts and applies a deep understanding of multiple worldviews, experiences, and power structures in historical or contemporary contexts while initiating meaningful interaction with other cultures to address significant cultural issues. | Student advocates for and reflects on diverse cultural experiences and perspectives on behalf of themselves and others through a major intercultural research project or culminating experience that addresses a significant cultural issue. | Student generates new intercultural knowledge through an original research project or culminating experience, analyzing the implications of this knowledge for interactions with others’ diverse cultural experiences and perspectives. |
| **Knowledge**  *Diverse Philosophical Experiences and Perspectives* | No evidence found for this dimension. | Student describes others’ patterns of thinking, whether historically or in contemporary contexts, primarily through one interpretive or theoretical lens, demonstrating some openness to diverse philosophical experiences and perspectives. | Student explains and connects two or more historical or contemporary philosophical traditions with some acknowledgement of the value of understanding patterns of thinking that the student does not espouse. | Student analyzes substantial connections among the historical or contemporary philosophical traditions, incorporating respectful summaries of other patterns of thinking and interpretations for understanding the world and elements of it. | Student adapts and applies a deep understanding of diverse philosophical experiences and perspectives to address significant theoretical, interpretive, or ideological issues, expressing agreement or disagreement respectfully in their written or oral communication. | Student advocates for and reflects on diverse philosophical experiences and perspectives on behalf of themselves and others through a major research project or culminating experience that addresses a significant theoretical, interpretive, or ideological issue. | Student generates new philosophical knowledge through an original research project or culminating experience, analyzing the implications of this knowledge in light of diverse philosophical experiences and perspectives, while holding firmly to his or her convictions. |
| **Knowledge**  *Diverse Aesthetic Experiences and Perspectives* | No evidence found for this dimension. | Student describes beauty, particularly in the realm of visual artistic expression, primarily through one aesthetic perspective, demonstrating some openness to diverse aesthetic experiences and perspectives but with little recognition of how particular, non-universal factors may shape divergent aesthetic judgments. | Student explains and connects two or more historical or contemporary aesthetic traditions with some acknowledgement of the value of evaluating and appreciating beauty outside of their individual context, experiences, and beliefs, demonstrating some recognition of the particular, non-universal factors that may shape divergent aesthetic judgments. | Student analyzes substantial connections among historical or contemporary aesthetic traditions, incorporating respectful summaries of divergent aesthetic judgments and demonstrating some insight on how particular, non-universal factors may shape those judgments. | Student adapts and applies a deep understanding of diverse aesthetic experiences and perspectives, including analysis of the particular, non-universal factors that may shape divergent aesthetic judgments. | Student advocates for and reflects on diverse aesthetic experiences and perspectives on behalf of themselves and others through a major research project or culminating experience that addresses a significant aesthetic issue. | Student generates new knowledge about or approaches to aesthetics through an original research project or culminating experience, analyzing the implications of this knowledge in light of the diverse aesthetic experiences and perspectives. |
| **Skill**  *Perspective Taking* | No evidence found for this dimension. | Student identifies multiple perspectives while maintaining a value preference for own positioning (such as religious, cultural, philosophical, and aesthetic). | Student identifies and explains multiple perspectives (such as religious, cultural, philosophical, and/or aesthetic) when exploring subjects within human, natural, and/or supernatural systems. | Student synthesizes other perspectives (such as religious, cultural, philosophical, and/or aesthetic) when investigating subjects within human, natural, and/or supernatural systems. | Student evaluates and applies diverse perspectives to complex subjects within human, natural, and/or supernatural systems in the face of multiple and even conflicting positions (i.e., religious, cultural, philosophical, and/or aesthetic). | Student advocates for diverse perspectives on behalf of themselves and others through a major research project or culminating experience that addresses multiple and even conflicting positions (i.e., religious, cultural, philosophical, and/or aesthetic), analyzing the implications of these interrelationships. | Student generates new knowledge about or methods for addressing diverse and even conflicting positions (i.e., religious, cultural, philosophical, and/or aesthetic) through an original research project or culminating experience, analyzing how their place in the world both informs and limits knowledge. |
| **Attitudes**  *Respect* | No evidence found for this dimension. | Student expresses openness to some interactions with others’ religious, cultural, philosophical, and/or aesthetic perspectives and experiences but has difficulty suspending judgment about these perspective and experiences, especially for those expressed by culturally different others, and may have difficulty showing respect for the feelings of persons expressing alternate views. | Student expresses openness to many, if not all, interactions with diverse religious, cultural, philosophical, and/or aesthetic perspectives and experiences, expressing difficulty with suspending judgment while also evincing a willingness to begin considering the perspectives and experiences of culturally different others. Begins to respond with respect for the feelings of persons expressing alternate views. | Student begins to initiate and develop interactions with diverse persons and ideas, listening to, learning about, and exchanging differing opinions and perspectives while being increasingly able to suspend judgment while learning about diverse religious, cultural, philosophical, and/or aesthetic perspectives and experiences. Articulates a recognition of the feelings of persons with alternate views and a commitment to listening respectfully to divergent views. | Student initiates and develops interactions with diverse persons and ideas, suspending judgment while learning about diverse religious, cultural, philosophical, and/or aesthetic perspectives and experiences. Consistently analyzes issues from more than one worldview and demonstrates sophisticated understanding of the complexity of elements important to persons with differing worldviews, expressing agreement or disagreement through respectful written and oral skills. | Student advocates for and deepens interactions with diverse persons and ideas, demonstrating a frequent commitment to esteeming the culturally different other as well as to learning about, listening to, and exchanging differing opinions about diverse religious, cultural, philosophical, and/or aesthetic perspectives and experiences. | Student advocates for and deepens interactions with diverse persons and ideas, demonstrating a consistent commitment to esteeming the culturally different other as well as to learning about, listening to, and exchanging differing opinions about diverse religious, cultural, philosophical, and/or aesthetic perspectives and experiences in order to traverse cultural and other boundaries in order to bridge differences and collaboratively reach common goals. |
| **Attitudes**  *Curiosity* | No evidence found for this dimension. | Student states minimal interest in learning about others’ religious, cultural, philosophical, and/or aesthetic perspectives and experiences. | Student asks simple or surface questions about others’ religious, cultural, philosophical, and/or aesthetic perspectives and experiences. | Student asks deeper questions about others’ religious, cultural, philosophical, and/or aesthetic perspectives and experiences and seeks out answers to these questions. | Student asks complex questions about others’ religious, cultural, philosophical, and/or aesthetic perspectives and experiences and articulates answers that both reflects and demonstrates respect for multiple perspectives. | Student frequently initiates study of about others’ religious, cultural, philosophical, and/or aesthetic perspectives and experiences, and also articulates a value of curiosity about culturally different others due to their inherent human dignity. | Student consistently incorporates study of others’ religious, cultural, philosophical, and/or aesthetic perspectives and experiences into curricular, co-curricular, and extra-curricular interactions with culturally different others, consistently articulating a value of curiosity about culturally different others due to their inherent human dignity. |

**The Sausage-Making USO2 Rubric: Globally Minded**

**Respect diverse religious, cultural, philosophical, and aesthetic experiences and perspectives.**

Demonstrating respect for the views of others is an obligation for all followers of Jesus. The divine endowment of God’s image in all humans means that all humans have inherent dignity and value. In some fashion, the diversity of human experiences come together to inform the world about the God who created it. Jesus’s call to neighbor- and enemy-love are surely founded on this ethic of inherent dignity. Respect does not diminish conviction, nor does it require acquiescence to positions that undermine the historic teaching of the Christian church. Rather, respect proceeds from firm conviction rooted in courageous humility. Courage is required to hold firmly one’s convictions in spite of influences that might draw one away from faithful obedience to God. Humility is required in order to maintain a critical self-awareness and a posture of learning that may result in shifting one’s perspectives. As students interact with diverse religious, cultural, philosophical, and aesthetic experiences and perspectives throughout their time at CBU, they must also be taught to demonstrate respect with both courage and humility, regardless of contrary opinion. In doing so, they demonstrate the inherent value of all humans and obey Jesus’s call to sacrificial love.

As a university committed to the Great Commission (Matthew 28:19-20) through Christ, California Baptist University (CBU) acknowledges, celebrates and works towards the unity of every nation, tribe, people and language (Revelation 7:9). CBU stands against cultural and ethnic injustice, intolerance, and inequity (Ephesians 2:14-15), while promoting diversity, equity, and access through Biblical justice as described in Matthew 25:35-40. CBU is committed, with a steadfast devotion to the gospel, to be a campus of multicultural and multiethnic diversity that serves as a paragon of equity and access in the context of Biblical justice that compels students, faculty, and staff to love and serve others, including those who are marginalized (Psalm 82:3-4). CBU encourages students, faculty, and staff to be world Christians who recognize, celebrate, and draw upon the wealth of multicultural and multiethnic diversity. The Lancer Nation is a kingdom-minded community, sensitive to and understanding of cultural and ethnic differences and thankful for the blessings that these God-given differences can bring in this life and in eternity (Revelation 7:9).

While this commitment does not entail that all students will reach similar conclusions about the nature and practice of Biblical justice, it does require that all students be educated in a way that is consistent with, and resulting in, a knowledge of Biblical justice framed by the Biblical injunction to view all peoples as equally created in the image of God and worthy of love, respect, and service. This commitment thus entails exposing students to the concepts of this USO, provided below, via curricular, co-curricular, and extra-curricular encounters with diverse ideas, practices, and peoples. While some courses or disciplines may more readily involve explicit, concentrated learning experiences related to this USO, students should be taught and assessed to demonstrate the performance expectations below through their entire CBU journey, whether at the undergraduate, master’s, or doctoral level. The rubric thus attempts to provide tools for measuring the concepts of this USO and progresses from introducing and demonstrating basic concepts to requiring more complex, sophisticated, and nuanced applications of these concepts.

**Definitions**

**Respect: (Option 1)** The valuing of the incorporation of diverse perspectives (etc.) in Christ-based intellectual exchange though students are not required to assume or embrace such perspectives. Respect also requires the full willingness to listen to those with diverse perspectives with Christ-based love and care and to grant each person dignity despite their perspective.

**(Option 2)** The value of exchanging and considering diverse perspectives in Christ-centered intellectual exchange. To exchange intellectual ideas like Christ is to carefully consider and present nuances the way Christ would help Pharisees and others to consider ideas that fell outside of the religious, ethnic, and cultural box of their context. This necessitates a complete willingness to listen to individuals and groups with diverse perspectives. Such willingness exhibits Christ-like love and care that is rooted in the intrinsic image-bearing dignity of every individual.

(Option 3, AC suggestion based on interaction with above options 1 and 2) *The virtue of discerningly valuing others’ perspectives (etc.) regardless of agreement or disagreement through listening, learning, and the humble interchange of differing opinions and perspectives, founded on Jesus’s example, in light of inherent human dignity.*

**Diverse:** Pertaining to differences that may be observed, experienced, or studied in regards to ideas, practices, and peoples and which may imply distinctness or separation but with multiple points of overlap or may imply contrast or contrariness of such a degree that the differences are unlikely to be reconciled due to the incongruity or incompatibility of those differences. Preparing students to be globally minded thus entails equipping them to encounter and evaluate ideas, practices, and peoples, including those of the historically marginalized, that may differ in degree or kind from students’ implicitly or explicitly held beliefs about, and expectations for, what is normative. Within this educational context, evaluating diverse experiences and perspectives also means cultivating students’ discernment, enabling them to weigh competing worldviews, beliefs, values, and ways of knowing/being by making informed judgments resulting from careful study rather than by relying primarily or solely on appeals to tradition, to authority, to personal experience, or to other factors that cannot readily be measured.

**Religious:** Relating to the organization of shared metaphysical, epistemological, and ethical values that assist in the formation of how one interacts with and views the world one lives in. Religious adherents may participate in activities such as prayer, reading religious texts, gathering in spaces created for worship, or sharing their views with others.

**Cultural:** Relating to the products humans create in the arenas of behavior, communication, environment, societal organization, and values. Culture matures overtime, requires interpretation for shared understanding, and allows for the vantage point of all people groups to be made known and understood.

**Philosophical:** Pertaining to or representing various historic philosophic traditions or patterns of thinking, both formal and informal. Including but not limited to the diversity of interpretative approaches through which one apprehends and understands the world and elements of it (e.g., hermeneutics, phenomenology, epistemology).

**Aesthetic**: Pertaining to principles or methods for evaluating and appreciating beauty, especially in the realm of visual artistic expressions, within a context that acknowledges how these principles and methods can be informed by particular, non-universal cultural, social, and/or other experiences and beliefs.

**Experiences:** Knowledge or skills gained through witnessing or participating in events and activities, leading to an understanding of facts and truths that can be shared, examined, discussed, and debated.

**Perspectives:** A point of view that indicates a person or group’s understanding, attitude, belief, or judgment on things, events, ideas, and/or people, reflecting a viewpoint or orientation stemming from that person or group’s particular, non-universal context.

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**USO2 Rubric: Globally Minded – Respect diverse religious, cultural, philosophical, and aesthetic experiences and perspectives.**

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|  | **0**  **No evidence found** | **1 (FR)—GE**  **Emerging** | **2 (SO)—GE**  **Developing** | **3 (JR)—Major**  **Demonstrating** | **4 (SR)—Major**  **Proficient** | **5 (MAST)**  **Mastery** | **6 (DOCT)**  **Generative** |
| **Respects Diverse Religious Experiences and Perspectives** | No evidence found for this dimension. | Student demonstrates respect for diverse religious experiences and perspectives by | Student demonstrates | Student demonstrates | Student demonstrates | Student demonstrates | Student demonstrates |
| **Respects Diverse Cultural Experiences and Perspectives** | No evidence found for this dimension. | Student demonstrates respect for diverse cultural experiences and perspectives by | Student demonstrates | Student demonstrates | Student demonstrates | Student demonstrates | Student demonstrates |
| **Respects Diverse Philosophical Experiences and Perspectives** | No evidence found for this dimension. | Student demonstrates respect for diverse philosophical experiences and perspectives by | Student demonstrates | Student demonstrates | Student demonstrates | Student demonstrates | Student demonstrates |
| **Respects Diverse Aesthetic Experiences and Perspectives** | No evidence found for this dimension. | Student demonstrates respect for diverse aesthetic experiences and perspectives by | Student demonstrates | Student demonstrates | Student demonstrates | Student demonstrates | Student demonstrates |

1. The Globally Minded USO2 Rubric is adapted in part from the CBU Statement on Diversity (<https://calbaptist.edu/about/cbu-statement-on-diversity>) as well as the American Association of College and Universities’ Intercultural Knowledge VALUE Rubric and Global Learning VALUE Rubric (<https://www.aacu.org/initiatives/value-initiative/value-rubrics>). [↑](#footnote-ref-1)