



Core Capacity Subcommittee Worksheet

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PLEASE SEE CAPACITY FEEDBACK FROM PROGRAMS:

https://docs.google.com/spreadsheets/d/10rUpRAvDF-3oo_LVtga3gFwD1jkZkNXj5pA049kSAzc/edit?usp=sharing

Subcommittee Charge

The purpose of this subcommittee is to refine and develop your assigned core capacity, including a recommended **capacity** description, 3-5 **measurable proficiencies**, and a **developmental rubric** to be used in assessing student learning (see **glossary** below). Your subcommittee will complete this work while considering feedback from academic programs and make recommendations to the Transforming General Education Task Force by February 26. Working from your recommendations, the Task Force will finalize a proposal to move forward to the Faculty Senate.

Please note: *while students have not been assigned to the subcommittees, faculty are welcome and encouraged to invite student involvement.*

Your assigned capacity is:

EQUITY, DIVERSITY, AND INCLUSION

The capacity for Equity, Diversity, and Inclusion prepares students to engage in a lifelong, intentional, and continuous process of learning culturally affirming ways of being, interacting, and behaving that contribute to equitable living outcomes in both global and local communities. EDI prioritizes the critical awareness of historical and contemporary structural inequity and its causes; encourages the development of empathy, respect, and skills for communicating across differences (including but not limited to: race, ethnicity, Indigeneity, gender, gender identity or expression, disability, body size, age, sexuality, social class, religion, and nationality); and develops tools in service of a diverse, equitable, and inclusive society.

As you work on your capacity, its proficiencies, and its rubric for assessment, please keep the following in mind:

First, it is not expected that our general education program alone will give students sufficient opportunities to develop this capacity to their fullest potential. Indeed, our general education program will be designed to introduce students to the importance of this capacity and provide them with the tools necessary to continue to develop their capacity throughout their college education and their lives.

Second, as you develop the proficiencies that are necessary to your capacity, remember that all of those proficiencies will need to be addressed in each approved capacity course. Please try to be realistic about what can be achieved in general education courses.

Third, when setting rubric benchmarks, the “skillfully developed” and “exceptionally developed” capacity goals should describe our aspirations for students as they mature into lifelong learners beyond their undergraduate career at SOU, not necessarily the achievement we expect to see in general education assessment. Developmental rubrics should recognize that students will enter general education courses with varying levels of capacity development. Some may even enter with advanced skills.

Glossary

Developing a shared language for thoughtful discussion about equity is critical for all of our work. We recommend adopting the Key Equity Terms from the Center for Study of Social Policy (with small editorial changes such as capitalizing Native/Indigenous/Tribe):

<https://cssp.org/wp-content/uploads/2019/09/Key-Equity-Terms-and-Concepts-vol1.pdf>

CAPACITY — *a student’s ability to learn, retain, apply, and continuously refine a framework of cross-disciplinary knowledge, skills, and/or dispositions.*

CROSS-DISCIPLINARY — *not particular to a specific discipline.*

DEVELOPMENTAL RUBRIC — *a measurement tool utilizing clear level descriptions to convey proficiency development, with standards for each desired proficiency.*

DISPOSITIONS — *the learned habits of mind that shape the way students receive, respond to, value, organize, internalize, and act upon information and ideas.*

MEASURABLE — *able to be evaluated as “not developed,” “developing,” “developed,” “skillfully developed,” or “exceptionally developed” based on the collection of quantitative or qualitative data drawn from student work.*

PROFICIENCY — *measurable knowledge, skills, and/or dispositions within a broader capacity (“students will be able to ...”).*

Notes on the terms *equity*, *diversity*, and *inclusion*

EQUITY - The SOU Strategic Plan notes that “Equity refers to the qualities of justness, fairness, impartiality, and even-handedness for all people. *Equity is often confused with equality*, which refers to equal sharing and exact division.”

The Center for the Study of Social Policy defines equity as “The effort to provide different levels of support based on an individual’s or group’s needs in order to achieve fairness in outcomes. Working to achieve equity acknowledges unequal starting places and the need to correct the imbalance” (CSSP p. 5).

DIVERSITY - We did not find a clear definition in SOU’s strategic plan. We suggest something like “Diversity is a quality of a population and represents how much difference there is between members of that population.”

The Center for the Study of Social Policy defines diversity as “A synonym for variety. A diversity focus emphasizes ‘how many of these’ we have in the room, organization, etc. Diversity programs and cultural celebrations/education programs are not equivalent to racial justice or inclusion. It is possible to name, acknowledge, and celebrate diversity without doing anything to transform the institutional or structural systems that produce, and maintain, racialized injustices in our communities” (CSSP p. 5).

INCLUSION - We did not find a clear definition in SOU’s strategic plan. We suggest something like “engagement within a community where the equal worth and inherent dignity of each person is honored. An inclusive community promotes and sustains a sense of belonging; it affirms the talents, beliefs, backgrounds, and ways of living of its members” (Krownapple, *Belonging through a Culture of Dignity*, p. 35).

The Center for the Study of Social Policy similarly defines inclusion as “A state of belonging, when persons of different backgrounds and identities are valued, integrated, and welcomed equitably as decision-makers and collaborators. Inclusion involves people being given the opportunity to grow and feel/know they belong. Diversity efforts alone do not create inclusive environments. Inclusion involves a sense of coming as you are and being accepted, rather than feeling the need to assimilate” (CSSP p. 6).

Subcommittee Tasks

1. Refine the name, definition, and description of your assigned capacity, informed by feedback from programs across campus.

2. Identify and define 3-5 measurable proficiencies required to demonstrate the capacity as you have defined it. These proficiencies will need to be developed and assessed in all approved capacity courses.
3. Using the template provided, draft a developmental rubric that could be used to assess your 3-5 measurable proficiencies.
4. Consider additional questions assigned by the Transforming General Education Task Force, submitted by university faculty, or raised in subcommittee discussions.
5. Develop a glossary for any capacity-specific terms that should be defined for students and faculty alike.
6. Submit your recommendations to the Transforming General Education Task Force no later than February 26.

Additional Direction & Capacity-Specific Questions

Please see our answers below each question:

The EDI capacity is deeply tied to SD4 in our strategic plan and to state mandates regarding “cultural competency,” but development of the capacity proficiencies presents a number of challenges. Should an intersectional perspective be required?

Yes. This should be a requirement for courses that meet this capacity and should be central in other general education courses as well (e.g., USEM).

Does the content and inclusion of marginalized voices need to be considered (e.g., a certain percentage of reading is from scholars with marginalized identities who also do this work)?

Yes! This is not a student proficiency in itself -- it's a criterion for developing courses. The student proficiency would be something like drawing on and valuing diverse perspectives in one's academic work that ends up in the portfolio, which is addressed proficiency #4 below. Additional, separate criteria should be developed for EDI course approval.

Beyond knowledge of marginalized groups and structural inequity, what skills are essential?

These are the proficiencies we have outlined below.

How can this capacity be addressed within a wide variety of disciplines?

EDI fields themselves are already both disciplinary *and* interdisciplinary. For instance, Ethnic and Racial Studies or Gender, Sexuality, and Women's Studies are both disciplines in themselves as well as highly interdisciplinary fields that draw from work across many disciplines. We recommend that, when considering how EDI is addressed interdisciplinarily, general education should attend to the years of complex development of these interdisciplinary fields. This means, for instance, that not all faculty will be already prepared to teach EDI courses without significant professional development, as simply teaching about 'other' races or cultures does not suffice for EDI. However, faculty with sufficient and ongoing experience and expertise in EDI (e.g., through graduate work and/or significant professional development) can and should come from all disciplines.

What professional development is required to qualify faculty to teach in this capacity?

See our recommendations below.

Early in Winter term, the Task Force will provide your subcommittee with additional feedback from academic programs to consider.

We have considered, and tried to incorporate, feedback from all the programs that provided it. We are nonetheless concerned that this feedback -- and hence our work here -- may not be not inclusive of the entire campus community.

Please Complete This Sheet & Return by 02/26/2021

- A. Recommended Capacity Name: Equity, Diversity, and Inclusion**
- B. Please write a recommended definition/description of the capacity in no more than one paragraph:**

EQUITY, DIVERSITY, AND INCLUSION

The capacity for Equity, Diversity, and Inclusion prepares students to engage in a lifelong, intentional, and continuous process of learning culturally affirming ways of being, interacting, and behaving that contribute to equitable living outcomes in both global and local communities. EDI prioritizes the critical awareness of historical and contemporary structural inequity and its causes; encourages the development of empathy, respect, and skills for communicating across differences (including but not limited to: race, ethnicity, Indigeneity, gender, gender identity or expression, disability, body size, age, sexuality, social class, religion, linguistic background, and nationality); and develops tools in service of a diverse, equitable, and inclusive society. Equity,

Diversity, and Inclusion involves the active *combination* of each of these frameworks; it is not to be interpreted as equity, diversity, or inclusion.

- C. In a clear manner, as if writing to a student advisee, explain why this subcommittee believes this capacity is important for students to develop and exhibit in life:**

SOU sees the Equity, Diversity, and Inclusion capacity as a critical part of your college education and future professional training. Through it, you will become more aware of the types of inequities in our contemporary world, and the histories that have created them. This capacity will help you understand the many ways in which humans experience the world and help you communicate with a diversity of people across differences, such as race, ethnicity, Indigeneity, gender, disability, sexuality, and more. These are essential skills for bridging gaps in cross-cultural understanding and communicating in a diverse, global workplace. This capacity also emphasizes not just recognizing diversity, but actively participating in efforts to create a more equitable and inclusive world. This is necessary preparation for graduate programs, international experiences, a variety of career fields, and lifelong community engagement.

- D. Please list no fewer than 3 and no more than 5 measurable proficiencies that should be developed in order to demonstrate this capacity.**

Students will be able to:

1. **Define** concepts and conceptual frameworks fundamental to EDI (e.g., diversity, equality v. equity, inclusion, bias, stereotype, race, racism, anti-racism, colonization, decolonization, intersectionality, privilege, oppression, sexism, heterosexism, cissexism, ableism...); **articulate** how race is a social and cultural construct and not a biological category; and **describe** places as Indigenous peoples' land and the unique relationship between Sovereign Tribal Nations and the United States. (knowledge)
2. **Recognize...**
 - a. *specific examples* of bias, stereotypes, prejudice, privilege, omission, and erasure;
 - b. *systemic patterns* of oppression (e.g., racism, ethnocentrism, settler colonialism, sexism, cissexism, heterosexism, ableism, classism, and so on);

- c. the *intersectional* impacts of multiple systems of oppression (e.g., racism, ethnocentrism, settler colonialism, sexism, cissexism, heterosexism, ableism, classism, and so on) in shaping societal, group, and individual experiences of privilege and oppression; and
 - d. *evidence* of equity, diversity, and inclusion. (knowledge)
- 3. **Self-actualize:** identify intersecting factors (e.g., race, ethnicity, Indigeneity, gender identity and expression, sexuality, ability, class, nationality, and so on) that affect one's own identities and how one is perceived by others, and how systems of privilege/power impact one's personal experiences and shape one's perceptions of the world and of others. This proficiency includes the disposition of humility -- cultural humility, openness, self-awareness, self-critique, and an awareness of 'not knowing. (knowledge and disposition)
- 4. **Communicate and collaborate** effectively across social differences and cultures (e.g., race, ethnicity, language background, Indigeneity, gender, sexuality, disability, class, nationality, etc.); actively seek out cross-cultural experiences from which to learn; and value and learn from perspectives of historically marginalized communities, scholars, activists, and artists. This proficiency includes the valuing of diverse and historically marginalized perspectives and voices. (skill and disposition)
- 5. **Advocate with and work in solidarity with** diverse perspectives and experiences; amplify diverse voices and historically marginalized perspectives in service of greater equity, diversity, inclusion and deeper understandings; and engage in global, regional, and local-community issues using an equity-and-advocacy lens that contributes to rectifying historic injustices and promotes decolonization and anti-racism. (skill)

E. RUBRIC: Please find rubric at the end of this document.

F. Professional development recommendations

We believe there are some foundational things that need to be in place in order for faculty to help students develop in the EDI capacity, and for courses to work synchronously across the curriculum to positively impact students' learning and development. Following are some of the things we feel are essential to consider, to ensure development of the EDI capacity in our students:

- Every faculty member should have an understanding of how systemic racism works in society today, including the history of slavery, colonialism, and oppression that operates throughout our contemporary institutions.
- Every faculty member should understand how cisheteropatriarchy influences ideas and beliefs about what is 'valued, 'normal' or 'standard'.

- Faculty need training *that includes practice* in talking with each other *about* issues of identity, racism, bias, and prejudice -- and communicating *across our own differences* of race, gender, ethnicity, language background, political orientation, etc.
- Every faculty member should understand that we are living and working on Native lands. Faculty need assistance in framing land statements, engaging with Native communities, and including Native voices and perspectives in curriculum across disciplines.
- Professional development for faculty must be experiential, not knowledge-based. See above bullet. Learning ‘about’ EDI is not the same thing as learning to apply an EDI lens in all of our personal actions and interactions.
- Faculty need resources to develop courses: disciplinary scholarship and pedagogical resources that could be incorporated into curricula.
- We recommend that faculty professional development be facilitated by professionals from outside the university, who are selected in consultation with key faculty members. The EDI subcommittee would be happy to engage in discussions with CATL about this process.
- ***For all the above reasons, we strongly believe that SOU needs a full-time high-level leadership position in EDI to ensure that this work is infused across the curriculum, especially in general education courses.***

G. Concerns and general recommendations

We had many conversations speculating that the existing ‘strand’ system itself may not have been the problem with our general education curriculum. Rather, the problem may have been in the implementation of the existing system. We are not convinced that the new ‘capacities’ system will necessarily be stronger. At times we asked: Are we replacing too much? Might we productively re-imagine the “strands” using new “capacities”?

That said, we are proud of our work articulating five “proficiencies” that might comprise the EDI “capacity”. We worked hard to ensure we included relevant knowledge, understandings, dispositions, and applied skills. In the process, some recommendations and concerns emerged:

- Based on feedback from programs across campus, we are concerned that many faculty do not understand what EDI is (it is not simply a matter of “respecting each other” or “valuing diversity”), why it’s important, or even believe that it matters. Until all faculty are committed to EDI, we won’t be able to successfully infuse EDI into all students’ experiences and understanding. Respondents to the questionnaire were not actively resistant to EDI, but did not indicate a strong

understanding of what it entails. Many programs say they have courses that could contribute to EDI. Others are not sure, or fear not being included, “depending on how it’s implemented.” This tells us that emphasizing all three components is important: equity AND diversity AND inclusion. Also, it tells us that professional development (as outlined above) is critical for *inclusion* of all programs on campus. EDI must not become the purview or specialty of a few programs; it is not its own ‘thing’. Rather, EDI is a lens that should be applied to all programs. But in order for this to manifest, professional development (as described in “F” above) is critical.

- Directly related to the above, we are concerned about putting EDI in a check-off box rather than infusing it through all of our practices (and USem, foundational work in common for all students). We want to challenge, not reinforce, the assumption that this capacity can be developed in one class, or is the sole purview of a particular course, department, etc. If a student could take one EDI-approved course, and never fully engage with systemic racism, intersectionality, and issues of race in the US, this is a problem.
- We recommend that one (or more) entire term of USem be dedicated to an EDI curriculum for all students, to establish a common foundation and ensure integration of knowledge and skills. Requiring only one or two EDI-focused classes in a general education curriculum may reinforce the misconception that EDI is its own ‘thing’. Integrating an EDI lens (with common readings, common essential questions, and common assignments) in a first-year course would develop an EDI discourse in a critical mass of students that would carry over into their major studies.
- SOU needs more faculty of color in order for us to do this work together -- both in courses with students, and in our interactions with each other (Intellectual and embodied practices).
- For all Gen Ed courses that are approved to fulfill the capacities, we suggest including a question on the student learning survey that directly assesses students’ experience learning the various capacities.

We also have some concerns about the tasks we were assigned as a subcommittee. Effective rubrics are notoriously difficult to design. In particular, some of us were concerned that the task of developing a rubric, before we knew what the product was that the rubric would assess, was a bit like putting the proverbial cart before the horse. We ultimately had varying opinions about the utility of the rubric that we are including below. Without a description of the product a rubric is intended to assess, it is difficult to fill in the ‘boxes’ under each *level* of each proficiency in a somewhat ‘objective’ way. We thus ended up with some general descriptors that are subject to interpretation. How is “partial” different from “surface” understanding? Or “adequate” from “sophisticated”? In

order to make this a more *usable* rubric, some of us felt that we would need to include more specific descriptors. But in order to do that, we would need to know more about the product the rubric is designed to assess. The degree of proficiency across levels needs to be carefully distinguished in concrete terms, and the gradations of difference clearly articulated between levels. Presumably, the same people would be assessing students' portfolios for all six capacities. In the best case scenario, all six rubrics would align in *design* and *language* across the four 'levels' of achievement.

When multiple rubrics are involved in a single program (like gen ed) it gets even more complicated: the alignment among rubrics is also important. This is why -- in addition to concerns about the utility of the rubric we have developed -- we have concerns about asking multiple subcommittees to develop rubrics to assess a single hypothetical product across six capacities.

If these rubrics will be used to assess students' portfolios across the capacities, we feel it will be important to ensure assessment in each capacity is done by faculty with expertise in that capacity, in order to translate the rubric descriptors into concrete evidence in each portfolio.

Finally, because EDI is an ongoing, lifelong process (not a 'thing' to check off a box, or 'one and done' professional development), we highly recommend that this document be viewed as a 'living document', to be revisited and amended frequently and regularly. This is another reason we strongly advocate for a high-level, full-time university leadership position at SOU, to ensure continuous attention to this work.

RUBRIC

This rubric is not intended for assignment grading but for developing general education courses and assessing student portfolios. Quotation marks below indicate language from AACU rubric.

	No evidence - 0	Developing - 1	Developed - 2	Skillfully Developed - 3	Exceptionally Developed - 4
Proficiency 1 Description: Define concepts and conceptual frameworks fundamental to EDI (e.g., diversity, equality v. equity, inclusion, bias, stereotype, race, racism, anti-racism, colonization, decolonization, intersectionality, privilege, oppression, sexism, heterosexism, cissexism, ableism...); articulate how race is a social and cultural construct and not a biological category; and describe places as Indigenous peoples' land and the unique relationship between Sovereign Tribal Nations and the United States. (knowledge)	Does not demonstrate an understanding of EDI concepts and conceptual frameworks.	"Demonstrates surface understanding" of complex EDI concepts and conceptual frameworks, including but not limited to understanding, articulating, and describing: <ul style="list-style-type: none"> • Equity, diversity, inclusion, intersectionality, privilege, and oppression • race as a social and cultural construct • places as Indigenous people's land, and relationships between Sovereign Tribal Nations and the United States. 	"Demonstrates partial understanding" of complex EDI concepts and conceptual frameworks, including but not limited to understanding, articulating, and describing: <ul style="list-style-type: none"> • Equity, diversity, inclusion, intersectionality, privilege, and oppression • race as a social and cultural construct, places as Indigenous people's land, and relationships between Sovereign Tribal Nations and the United States. 	"Demonstrates acceptable understanding" of complex EDI concepts and conceptual frameworks, including but not limited to understanding, articulating, and describing: <ul style="list-style-type: none"> • Equity, diversity, inclusion, intersectionality, privilege, and oppression • race as a social and cultural construct, places as Indigenous people's land, and relationships between Sovereign Tribal Nations and the United States. 	"Demonstrates sophisticated understanding" of complex EDI concepts and conceptual frameworks, including but not limited to understanding, articulating, and describing: <ul style="list-style-type: none"> • Equity, diversity, inclusion, intersectionality, privilege, and oppression • race as a social and cultural construct, places as Indigenous people's land, and relationships between Sovereign Tribal Nations and the United States.
Proficiency 2 Description: Recognize... a. <i>specific examples</i> of bias, stereotypes, prejudice, privilege, omission, and erasure; b. <i>systemic patterns</i> of oppression (e.g., racism, ethnocentrism, settler	Does not demonstrate an understanding and analysis of <i>specific</i> examples of bias, stereotypes, prejudice, privilege, omission, and erasure; <i>systemic patterns</i> of oppression;	"Demonstrates surface understanding" and analysis of <i>specific</i> examples of bias, stereotypes, prejudice, privilege, omission, and erasure; <i>systemic patterns</i> of oppression;	"Demonstrates partial understanding" and analysis of <i>specific</i> examples of bias, stereotypes, prejudice, privilege, omission, and erasure; <i>systemic patterns</i> of oppression;	"Demonstrates adequate understanding" and analysis of <i>specific</i> examples of bias, stereotypes, prejudice, privilege, omission, and erasure; <i>systemic patterns</i> of oppression; the <i>intersectional</i> impacts	"Demonstrates sophisticated understanding" and analysis of <i>specific</i> examples of bias, stereotypes, prejudice, privilege, omission, and erasure; <i>systemic patterns</i> of oppression;

<p>colonialism, sexism, cissexism, heterosexism, ableism, classism, and so on);</p> <p>c. the <i>intersectional</i> impacts of multiple systems of oppression (e.g., intersections of racism, ethnocentrism, settler colonialism, sexism, cissexism, heterosexism, ableism, classism, and so on) in shaping societal, group, and individual experiences of privilege and oppression; and</p> <p>d. <i>evidence</i> of equity, diversity, and inclusion. (knowledge)</p>	<p>the <i>intersectional</i> impacts of multiple systems of oppression in shaping societal, group, and individual experiences of privilege and oppression; and <i>evidence</i> of equity, diversity, and inclusion. (knowledge).</p>	<p>the <i>intersectional</i> impacts of multiple systems of oppression in shaping societal, group, and individual experiences of privilege and oppression; and <i>evidence</i> of equity, diversity, and inclusion. (knowledge).</p>	<p>of multiple systems of oppression in shaping societal, group, and individual experiences of privilege and oppression; and <i>evidence</i> of equity, diversity, and inclusion. (knowledge).</p>	<p>the <i>intersectional</i> impacts of multiple systems of oppression in shaping societal, group, and individual experiences of privilege and oppression; and <i>evidence</i> of equity, diversity, and inclusion. (knowledge).</p>
<p>Proficiency 3 Description: Self-actualize: identify intersecting factors (e.g., race, ethnicity, Indigeneity, gender identity and expression, sexuality, ability, class, nationality, and so on) that affect one's own identities and how one is perceived by others, and how systems of privilege/power impact one's personal experiences and shape one's perceptions of the world and of others.</p> <p>This proficiency includes the disposition of humility -- cultural humility, openness, self-awareness, self-critique, and an awareness of 'not knowing. (knowledge and disposition)</p>	<p>Does not demonstrate an awareness of intersecting factors related to one's own identities, how one is perceived by others, and how systems of privilege and power impact one's own experiences.</p> <p>Demonstrates a lack of humility in relation to self-awareness and social structures.</p>	<p>"Shows minimal awareness" of intersecting factors related to one's own identities, how one is perceived by others, and how systems of privilege and power impact one's own experiences.</p> <p>Inconsistently demonstrates humility through the process of self-awareness in relation to social structures.</p>	<p>"Identifies" intersecting factors related to one's own identities, how one is perceived by others, and how systems of privilege and power impact one's own experiences.</p> <p>Demonstrates some sense of humility through the process of self-awareness in relation to social structures.</p>	<p>"Recognizes and incorporates new perspectives" on intersecting factors related to one's own privileged and oppressed identities, how one is perceived by others, and how systems of privilege and power impact one's own experiences.</p> <p>Demonstrates a strong sense of humility through the process of self-awareness in relation to social structures.</p>
<p>Proficiency 4 Description: Communicate and</p>	<p>Is not receptive to interacting with others</p>	<p>"Inconsistently receptive to interacting with others"</p>	<p>"Begins to initiate and develop" effective,</p>	<p>"Initiates and develops" effective, collaborative</p>

<p>collaborate effectively across social differences and cultures (e.g., race, ethnicity, language background, Indigeneity, gender, sexuality, disability, class, nationality, etc.); actively seek out cross-cultural experiences from which to learn; and value and learn from perspectives of historically marginalized communities, scholars, activists, and artists. This proficiency includes the valuing of diverse and historically marginalized perspectives and voices. (skill and disposition)</p>	<p>across social differences and cultures; does not seek out cross-cultural experiences from which to learn; and does not value or learn from perspectives of historically marginalized communities, scholars, activists, and artists.</p>	<p>across social differences and cultures; “inconsistently receptive to” cross-cultural experiences from which to learn; and “inconsistently receptive to” perspectives of historically marginalized communities, scholars, activists, and artists.</p>	<p>communication across social differences and cultures; participates in cross-cultural experiences from which to learn; and somewhat values and learns from perspectives of historically marginalized communities, scholars, activists, and artists.</p>	<p>collaborative communication across social differences and cultures; engages in cross-cultural experiences from which to learn; and values and learns from perspectives of historically marginalized communities, scholars, activists, and artists.</p>	<p>communication across social differences and cultures; actively seeks out cross-cultural experiences from which to learn; and highly values and learns from perspectives of historically marginalized communities, scholars, activists, and artists.</p>
<p>Proficiency 5 Description: Advocates with and works in solidarity and partnership with diverse perspectives and experiences; amplify diverse voices and historically marginalized perspectives in service of greater equity, diversity, inclusion and deeper understandings; and engage in global, regional, and local-community issues using an equity-and-advocacy lens that contributes to rectifying historic injustices and promotes decolonization and anti-racism. (skill)</p>	<p>Does not support diverse perspectives and experiences; does not support diverse voices and historically marginalized perspectives in service of greater equity, diversity, inclusion and deeper understandings; and/or does not engage in global, regional, and/or local-community issues using an equity-and-advocacy lens that contributes to rectifying historic injustices and promotes decolonization and anti-racism.</p>	<p>Minimally supports diverse perspectives and experiences; minimally supports diverse voices and historically marginalized perspectives in service of greater equity, diversity, inclusion and deeper understandings; and minimally engages in global, regional, or local-community issues using an equity-and-advocacy lens.</p>	<p>Somewhat supports diverse perspectives and experiences; somewhat supports diverse voices and historically marginalized perspectives in service of greater equity, diversity, inclusion and deeper understandings; engages in global, regional, and/or local-community issues using an equity-and-advocacy lens that contributes to rectifying historic injustices and promotes decolonization and anti-racism.</p>	<p>Supports and encourages diverse perspectives and experiences; supports diverse voices and historically marginalized perspectives in service of greater equity, diversity, inclusion and deeper understandings; and engages in global, regional, and/or local-community issues using an equity-and-advocacy lens that contributes to rectifying historic injustices and promotes decolonization and anti-racism.</p>	<p>Advocates with and works in solidarity with diverse perspectives and experiences; amplifies diverse voices and historically marginalized perspectives in service of greater equity, diversity, inclusion and deeper understandings; and engages in global, regional, and local-community issues using an equity-and-advocacy lens that contributes to rectifying historic injustices and promotes decolonization and anti-racism.</p>