

Diversity and Global Awareness Rubric Glossary of Terms

Rationale: This glossary of terms was created to enhance understanding of diversity related terms and help faculty/staff more effectively use the Diversity and Global Awareness Rubric. A subcommittee was created to review terms and AAT reviewed and approved the glossary at the meeting on March 26, 2014.

Framing Language:

The call to integrate intercultural knowledge and competence into the heart of education is an imperative born of seeing ourselves as members of a world community, knowing that we share the future with others. Beyond mere exposure to culturally different others, the campus community requires the capacity to: meaningfully engage those others, place social justice in historical and political context, and put culture at the core of transformative learning. Reprinted [or Excerpted] with permission from *Assessing Outcomes and Improving Achievement: Tips and tools for Using Rubrics*, edited by Terrel L. Rhodes. Copyright 2010 by the Association of American Colleges and Universities.

Culture: “The relatively specialized lifestyle of a group of people-consisting of their values, beliefs, artifacts, ways of behaving, and ways of communication-that is passed on from one generation to the next.” DeVito, J. (2012). *Human Communication The Basic Course*, 12th ed. Pearson: Boston.

Worldview: “Worldview is the cognitive and affective lens through which people construe their experiences and make sense of the world around them.” Reprinted [or Excerpted] with permission from *Assessing Outcomes and Improving Achievement: Tips and tools for Using Rubrics*, edited by Terrel L. Rhodes. Copyright 2010 by the Association of American Colleges and Universities.

Intercultural Communication: “Intercultural communication is a symbolic, interpretative, transactional, contextual process in which people from different cultures create shared meanings.” Lustig, M. Q. & Koester, J. (2013). *Intercultural Competence: Interpersonal communication across cultures*, 7th ed. Pearson: Boston.

Self-Awareness: “We believe that in order for you to be self-reflexive and know from where you are coming when you enter into an intercultural interaction, you must have learned to (1) know your culture, (2) know your perceptions, (3) know how you act out those perceptions, and (4) monitor yourself.” Samovar, L. A., Porter, R. E. & McDaniel, E. R. (2010). *Communication Between Cultures*, 7th ed. Wadsworth, Boston.

Enculturation: “The process by which you learn the culture into which you were born (your native culture). Parents, peer groups, schools, religious institutions, and government agencies are the main teachers of culture.” DeVito, J. (2012). *Human Communication The Basic Course*, 12th ed. Pearson: Boston.

Acculturation: “The process by which you learn the rules and norms of a culture different from your native culture.” DeVito, J. (2012). *Human Communication The Basic Course*, 12th ed. Pearson: Boston.

Ethnocentrism: “...the notion that the beliefs, values, norms, and practices of one’s own culture are superior to those of others. All cultures teach their members the ‘preferred’ ways to respond to the world, which are often labeled as ‘natural’ or ‘appropriate’. Thus, people generally perceive their own experiences, which are shaped by their own cultural forces, as natural, human and universal.” Lustig, M. Q. & Koester, J. (2013). *Intercultural Competence: Interpersonal communication across cultures*, 7th ed. Pearson: Boston.