PCC is taking action to be sure that our confidential staff are culturally aware and responsive leaders who possess cultural humility. This Intercultural Competence Assessment tool is part of the action. As an organization and as individuals, we recognize the need for continuous development and evolution. This is your tool! As our understanding of equity and inclusion evolves, so will this tool.

Confidential staff member being assessed: For this assessment, you will be developing at least one goal for action this year. (Don't worry! The self-assessment is much longer than the goal you will write.) To do this:

—   Get ideas by reading through the questions and example action items listed next to each area of intercultural competence.

—   Take some time to reflect on your own attitudes, beliefs, and actions at PCC, recognizing that we have groups or individuals who challenge us.

—   Choose at least one area in which you would like to improve your knowledge, skills, or performance. Your action may apply to multiple categories of intercultural competence in the tool.

—   Write a goal for the coming year.

>   Example:
>   After reading the descriptions, I found much of the vocabulary was new to me and was unsure how to answer many of the questions. Therefore, I think I should start with cultural awareness. My goals for this next year are to 1) take a Disability Services training to learn how to create documents that reduce barriers for those experiencing disabilities, and 2) begin to apply one strategy from the training to my position. (I cannot identify the strategy in that I have not learned it yet.)

—   At the next assessment, you will talk to your manager about this goal. This will be the basis of a conversation with your manager.

Acronyms used in the document:
AT = Access Technology   **CRT** = Critical Race Theory   **TLC** = Teaching Learning Center
FDC = Faculty Department Chair   **MC** = Multicultural Center   **PDAR** = Purposeful Dialogues about Race
QRC = Queer Resource Center   **SACC**= Subject Area Curriculum Committee   **WRC** = Women's' Resource Center
DS = Disability Services   **NCORE** = National Conference on Race and Ethnicity

Intercultural Competence Categories	Reflection Questions	Example Action Items; Example application examples are in *italics*. (Individual responses will differ.)
<u>Knowledge:</u> Cultural Self-Awareness (Knowing how my own identities and background shape how I look at the world)	— How are my interactions at work shaped by my own identities and culture (e.g., age, gender, religion, race, nationality, sexual orientation, ability, gender identity, size, positional status, education level, gender expression, socioeconomic status, full- or part-time status, language, seniority, parental status, marital status, political affiliation, etc.)? For example, does the way that being male, white, and a single parent affect my way of looking at work situations? — How do I identify my own biases? — What practices do I use to check my biases?	"I will attend a College workshop to identify my own cultural background and factors affecting my own worldview and biases. *I will apply this information to check my biases when making workplace decisions.*" "I will attend a College workshop focusing on cultural competence *and apply ideas recommended there to my own decision-making at work.*" "I will take a self-assessment, such as the <u>Harvard Implicit Association Test</u> or the <u>Intercultural Effectiveness Scale</u> to learn more about my biases and where my strengths and areas for growth are*. I will apply this information to how I respond across differences.*" "I will ask my manager for permission to research and *lead a discussion for staff on microaggressions.*"
<u>Knowledge</u>: Knowledge of Cultural Worldview Frameworks (Knowing how other people's identities and backgrounds shape how they look at the world)	Understanding multiple aspects of identity and culture[i] is complex. — How do I discover the authentic perspectives of others? — How do I incorporate the elements of other people's identities and culture (e.g. relation to their history, values, politics, communication styles, economy, and/or beliefs and practices) into my responsibility as an AP and into my programming? — What kinds of materials do I use with students to help them discover the perspectives of others? — How do I consider the effects of dominant culture on individuals and groups at PCC?	"I will attend a training offered through <u>Disability Services</u> to better understand how to reduce barriers for people with disabilities *and hold meetings with my coworkers to begin to take action on reducing those barriers.*" "I will use the resource list to find and show a series of videos on multiple world views *and have ongoing discussions about implications with my coworkers.*" "I will become an Inclusion Advocate for hiring committees *and guide committees to be inclusive.*"

Intercultural Competence Categories	Reflection Questions	Example Action Items; Example application examples are in *italics*. (Individual responses will differ.)
Skill: Empathy (Understanding and sharing another person's situation or feelings without making assumptions)	Empathy is developed through relationships, especially through deep, focused listening. — How can I attempt to understand and validate another individual's feelings in relation to a given situation? — How can I build empathy in myself and others in my classes and in my department? — What are the limits of empathy? — How can I build on empathy towards becoming an ally, advocate, and accomplice?	"*I will talk with someone who does not share many of my identities one hour per week* to encourage mutual understanding." "I will attend QRC and Illumination Project events and *discuss with my coworkers and implement ideas to be more inclusive of gender identities.*" "I will work with my coworkers to learn about identities that are different than mine and share this information in a staff meeting."
Skill: Verbal and Nonverbal Communication (Understanding and using cultural cues in behavior and language to enhance communication)	— How do I adjust my verbal and nonverbal communication when I am communicating with a person whose identity and/or culture are different from my own to ensure we understand each other? — How do I know how I am being perceived? — For faculty, have you reviewed your syllabus for tone? — How can I make sure that coworkers know that I am available? — How do I recognize and respond to communication challenges related to cultural and identity differences?	"I will attend the Disability Cultural Competency, session or one of the sessions on authoring accessible documents to learn how to make documents, emails, websites, and other communications accessible for people with disabilities *and then take direct action on making our department's materials accessible*." "I will reflect on the ways that implicit bias may be affecting my verbal and nonverbal communication, and *I will apply what I learned to how I routinely communicate*." "I will work with my coworkers to learn about different communication styles and share this work my work team." "I will reflect on verbal or nonverbal feedback from my coworkers, educate myself on my misstep, and *apply what I learned to how I routinely communicate*."

Intercultural Competence Categories	Reflection Questions	Example Action Items; Example application examples are in *italics*. (Individual responses will differ.)
<u>Attitude</u>: Curiosity (Desiring to learn about other identities, cultures, and perspectives)	— How do I challenge myself in learning about cultures and identities different from my own? — How do I do so without making it a burden on others who represent the groups I am curious about? — What am I doing with the information that I learn? — How do I model curiosity? — How do I support the development of curiosity among others?	"I will learn how to create <u>Accessible Documents</u> and share this information with my coworkers." "I will check the <u>Disability Services library guide</u> to identify an article or video to better understand the disability experience and *adapt our department procedures accordingly*." "I will talk to a <u>DS counselor</u> or the <u>QRC</u>, <u>MC</u>, <u>VRC</u>, <u>WRC</u>, <u>DREAMers</u> to learn more about cultures and identities different from my own and *how I can make my workplace more comfortable for all*."
<u>Attitude</u>: Openness (Suspending judgment and recognizing the validity of multiple and differing perspectives across cultures and identities)	— How do I share my own experiences in an effort to connect with others? — How flexible am I? Am I willing to consider other points of view? — How do I suspend judgments to nurture relationships with people whose identity and/or cultures are different from my own? — How do I examine policies and practices (in my department and at PCC in general) regarding their effects on people whose cultures and/or identities differ from my own?	"I will consult with <u>Disability Services</u> in order to *ensure the information my department gives out is accessible*." "I will *convene a support team of interested coworkers to meet regularly and* debrief *'awkward moments' and 'chance encounters' that involved cultural or identity-related misunderstandings*." "I will read Paul Kivel's book, <u>Uprooting Racism: How White People Can Work for Racial Justice</u>," and *apply this to my own decision making* OR read this with my coworkers and *apply this information to help our department be more welcoming and inclusive*."

This tool is adapted from the Association of American Colleges and Universities Intercultural Knowledge and Competence VALUE Rubric. Example Action Items are fluid and may fit more than 1 category.

S.M.A.R.T. Intercultural Competence Sample Goals

S – Specific
M – Measurable
A – Achievable
R – Realistic
T- Timeframe

Resources

PCC's Library Resource Page provides a wide range of resources including videos, articles, and books you can check out from the library:

— http://guides.pcc.edu/inclusionatwork (Inclusion in the Workplace: Get Started)
— https://guides.pcc.edu/c.php?g=847076&p=6056609 (Culturally Responsive Teaching Resources)
— https://guides.pcc.edu/CRTinEducation (Critical Race Theory in Education)

Books

Bucher, R. & Bucher, P. (2008). Building Cultural Intelligence CQ. New York, NY: Pearson/Prentice Hall.

Ferdman, B. & Deane, B. (2013). Diversity at Work the Practice of Inclusion: Hoboken, N.J.: Wiley.

Kivel, Paul. (2011). Uprooting racism: How White People Can Work for Racial Justice. British Columbia, Canada: New Society Publishers.

Mason, C.N. (2016). Born bright: A Young Girl's Journey from Nothing to Something in America. New York, NY: St. Martin's Press.

Oluo, I. (2018). So You Want to Talk About Race. New York, NY: Seal Press.

Online Articles and Videos:

Detour Spotting - A Helpful Article
World Trust TV (YouTube channel)
Microaggressions (YouTube channel)

Professional Development Opportunities

Internal	External
Throughout the year: Alliance of White Anti-Racist Educators (AWARE), Southeast Bridge 13 Training (contact your TLC coordinator) Diversity and Inclusion Certificate Program Diversity Equity and Inclusion Speakers/Practitioners Bureau Disability Services Professional Development Series	CORA Learning YouTube Channel Dr. Kathy Obear Events (some webinars are free) National Conference on Race and Ethnicity (NCORE) Race Talks: Opportunities for Dialogue (Monthly at the Kennedy School; free) White Privilege Conference

OEI-sponsored trainings
Illumination Project
Purposeful Dialogues About Race (PDAR), Cascade
Support, Engage, Empower (SEE), an affinity group for staff
and faculty of color, Southeast (check with OIE to see if there
is a BIPOC affinity group at your PCC location).
Teaching to Men of Color and Supporting Men of Color in the
Community College (online training; check with POD for
availability)

Regularly scheduled workshops through the:
- Diversity Councils
- Disability Services
- DREAMers Resource Center
- Multicultural Centers
- Queer Resource Centers
- Teaching Learning Centers
- Veterans Resource Center
- Women's Resource Centers

Winter
Winter Powwow -Sylvania
Anderson Conference - varies
Black History Month - varies
Cascade Festival of African Films -Cascade
Disability History Exhibit -varies

Spring
cultureSEast - Southeast
Semana de la Raza -Rock Creek

Link to definitions of key terms: http://www.pcc.edu/about/equity-inclusion/documents/diversity-definitions.pdf

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i Aspects of identity and culture include: age, gender, religion, race, nationality, sexual orientation, ability, gender identity, size, positional status, education level, gender expression, socioeconomic status, full- or part-time status, language, seniority, parental status, marital status, political affiliation, etc.