

# University of Central Florida

## Office of Diversity Initiatives



### **Performance Standards for UCF's Cultural Competencies**

Cultural competency is the ability to function effectively in the presence of socio-cultural diversity. In 2008, Diversity Track (Summer Faculty Development Conference) scholars proposed 21 "core" cultural competencies as learning objectives for the University of Central Florida's students, as well as potential areas of growth for faculty and staff. These cultural competencies encompass three domains of learning – cognitive, affective, and skill-building.

The purpose of the Diversity Track of the 2013 Summer Faculty Development Conference was to expand and refine the cultural competencies to include details that would facilitate infusion into curricula. In particular, Diversity Track scholars developed Performance Standards for each of the 21 "core" cultural competencies.

The cultural competencies and associated Performance Standards are detailed in this document.

# **COGNITIVE DOMAIN**

## **Cultural Competency: C1**

**Define and understand vocabulary as it relates to diversity and inclusion**

### Performance Standards (Indicators)

The culturally competent individual will:

- be able to define and understand "diversity."
- be able to define and explain "inclusion" and "exclusion."
- be able to define and understand the differences between "stereotype" and "prejudice."
- be able to define and explain "discrimination."
- be able to define and explain "racism."
- be able to define and explain "ethnocentrism."
- be able to define and explain "sexism."
- be able to define and explain "age-ism."
- be able to define and explain "heterosexism" and "homophobia."
- be able to define and explain "marginalization."
- be able to define and explain "power and privilege."
- be able to define and explain "oppression" and "internalized oppression."
- understand "sensitivity" and "insensitivity."

## **Cultural Competency: C2**

**Understand that diversity is represented by all the ways in which human beings differ**

### Performance Standards (Indicators)

The culturally competent individual will:

- be familiar with the Diversity Wheel.
- understand that race affects our lives and the way we view other people.
- understand that ethnicity affects our lives and the way we view other people.
- understand that sexual orientation affects our lives and the way we view other people.
- understand that disabilities affect our lives and the way we view other people.
- understand that age affects our lives and the way we view other people.
- understand that gender affects our lives and the way we view other people.

- understand that all other dimensions of diversity affect our lives and the way we view other people.

### **Cultural Competency: C3**

#### **Define power, privilege, and discrimination and evaluate their effects on personal behavior, relationships with others, and society**

##### Performance Standards (Indicators)

The culturally competent individual will:

- be able to define "power."
- be able to define "privilege."
- be familiar with the Cycle of Oppression.
- be able to define "stereotype."
- be able to define "prejudice."
- be able to define "discrimination."
- be able to define "oppression."
- be able to define "internalized oppression."
- be able to define "social justice."
- be able to analyze examples of power, privilege, discrimination, oppression, internalized oppression, and social justice.
- be able to recognize stereotypes and prejudices.
- be able to define and critically analyze the theory of intersectionality.
- be able to identify strategies that lead to a more socially just society.

### **Cultural Competency: C4**

#### **Recognize the elements of “culture” and apply their knowledge by comparing and contrasting similarities and differences among cultures**

##### Performance Standards (Indicators)

The culturally competent individual will:

- demonstrate an understanding of the elements of culture; i.e., elements of surface culture (personalities, food, holidays, arts, and folklore) and elements of deep culture (feelings, thoughts, attitudes, behavior patterns, values/customs, and beliefs).
- recognize the similarities and differences between cultures as they relate to surface culture elements.
- recognize the similarities and differences between cultures as they relate to deep culture elements.
- be able to research and analyze information with respect to similar and different cultural elements and apply this information to real life situations.

- demonstrate a willingness to use newly acquired knowledge when interacting with people of different cultures.
- be able to adjust behavior in response to learning about one's individual cultural biases.
- be able to adjust behavior in response to learning about similarities and differences between cultures.

**Cultural Competency: C5**

**Identify their own racial/ethnic heritages and associated culture and demonstrate how their perspectives affect interactions with others**

Performance Standards (Indicators)

The culturally competent individual will:

- consider the racial/ethnic heritages and associated cultures with which she/he identifies (if any).
- demonstrate understanding of her/his own racial/ethnic heritage(s) by sharing information and seeking interactions with members of different, self-identified, racial/ethnic heritages.
- reflect on how racial/ethnic heritage(s) and associated culture(s) influence interactions with others from a similar or different background.

**Cultural Competency: C6**

**Understand how international events influence their lives and apply this awareness to evaluate impacts on global society**

Performance Standards (Indicators)

The culturally competent individual will:

- demonstrate an awareness of current events.
- engage in opportunities for exposure to international events.
- identify opportunities to volunteer at events with an international and cross-cultural focus.
- develop awareness of the impact of international events on global society.
- engage in reading newspapers or tapping other news sources of various countries.
- recognize the need for using adult interpreters when working with individuals who speak a foreign language.

**Cultural Competency: C7**

**Understand that differences in communication patterns exist among and within**

## **cultures and analyze how differences in communication may lead to misunderstandings**

### Performance Standards (Indicators)

The culturally competent individual will:

- analyze and recognize her/his own intracultural communication patterns.
- recognize and learn about intercultural communication patterns.
- demonstrate attentive, active, and affirmative listening when interacting with people from various cultures.
- understand words can have multiple meaning across various cultures.
- recognize that there are multiple realities in the world because people from various cultures see things differently.
- understand that definitions of time vary from culture to culture.
- recognize subtle differences in nuances and accentuation can cause misunderstandings during intercultural communication.
- understand that cultures may have hidden cultural rules.

## **AFFECTIVE DOMAIN**

### **Cultural Competency: A1**

#### **Respectfully listen with appreciation to others' diverse life experiences and demonstrate understanding**

### Performance Standards (Indicators)

The culturally competent individual will:

- demonstrate an awareness of personal, ideological, and emotional biases.
- demonstrate awareness that each person has a unique perspective.
- demonstrate awareness that one's knowledge (beliefs), experiences (including behavioral patterns, values/customs), thoughts, and emotions affect listening.
- use verbal behaviors that demonstrate willingness to listen to messages when variables such as setting, speaker, or topic may not be conducive to listening.
- use nonverbal behaviors such as posture, gestures, and facial expressions that demonstrate willingness to listen to messages when variables such as setting, speaker, or topic may not be conducive to listening.
- use appropriate proxemic elements (interpersonal distance and spatial arrangement) that demonstrate willingness to listen to messages when variables such as setting, speaker, or topic may not be conducive to listening.

- demonstrate comprehension by formulating questions that clarify or qualify the speaker's content and affective intent.
- demonstrate comprehension by paraphrasing the speaker's message with language that augments the speaker's content, promotes the purpose and the receiver's understanding.

### **Cultural Competency: A2**

**Engage in interactions with people of different “cultures” and share examples of their own life experiences, values, beliefs, and feelings**

#### Performance Standards (Indicators)

The culturally competent individual will:

- examine one's role as the lifelong learner in the area of diversity and culture.
- assume the role of learner when interacting with others.
- gain self-awareness to reduce the influence of personal biases and values in working with diverse groups.
- transform behavior in response to a recognition of biases based on difference and culture.
- maintain a climate of openness, inquiry, fairness, and support of diverse populations to encourage all members of a group to share life experiences, values, beliefs, and feelings.
- recognize and communicate understanding of the importance of difference in shaping life experiences.
- deepen and enrich understanding of diverse populations.
- recognize the extent to which a culture's structure and values may oppress, marginalize, alienate, or enhance power and privilege.
- adapt the learning environment to accommodate the differing and diverse needs of others.
- modify and adapt mainstream knowledge and interventions to meet the needs of diverse populations and that challenge oppression.
- apply strengths and empowerment perspectives as practice approaches with diverse groups at multiple levels.
- model clear, acceptable oral and written communication between diverse populations.

### **Cultural Competency: A3**

**Show receptivity to exploring cross-cultural communication styles**

#### Performance Standards (Indicators)

The culturally competent individual will:

- demonstrate sensitivity to people from different cultures.
- acknowledge and appreciate the experiences of people from different cultures.
- use cultural diversity experiences during cross-cultural communications.
- demonstrate willingness to listen to people from other cultures.
- demonstrate respect when interacting with and listening to people from different backgrounds and other cultures.
- collaborate with people to achieve successful cross-cultural communication.
- actively participate in community building.
- respect differences in opinion, thoughts, and cultural background.
- explore cultural differences and intercultural challenges.
- integrate elements from other cultures into her/his life.

#### **Cultural Competency: A4**

**Gain new understanding and insights about the points of view of others and evaluate how these different perspectives influence behavior and relationships**

##### Performance Standards (Indicators)

The culturally competent individual will:

- recognize that there are multiple perspectives of the same situation.
- recognize the value of various points of view.
- demonstrate openness to listening to other points of view that are not the dominant one.
- be aware of one's own biases and stereotypes.

#### **Cultural Competency: A5**

**Consider instances in which they have been stereotyped and share with others the emotional impacts these views had on them**

##### Performance Standards (Indicators)

The culturally competent individual will:

- be able to define "stereotype" and provide examples.
- articulate and describe experiences of having been stereotyped.
- demonstrate self-awareness of the emotional impact of stereotypes.
- recognize the unspoken expectation to speak for all members of a group.
- demonstrate an awareness of the pressure of having to represent one's cultural group.
- evaluate the sources of stereotypes.
- demonstrate comprehension of Chimamanda Adichie's *The Danger of a Single Story*.
- describe internalized oppression.

**Cultural Competency: A6**

**Recognize instances in which they have stereotyped others, consider the emotional effects of these stereotypes on others, and assume responsibility for their behavior**

Performance Standards (Indicators)

The culturally competent individual will:

- understand the definition of “stereotype.”
- recognize when people are using stereotypes.
- recognize when she/he is using a stereotype to define someone else.
- realize instances when people are speaking in terms of “us” vs “them.”
- recognize when and why we stereotype others.
- recognize that one member of a group does not represent every person in that group.
- be willing to talk about stereotypes with those who are using them.
- talk about her/his own past use of stereotyping.
- engage in conversations to help others explore when and why members of a group stereotype others.

**Cultural Competency: A7**

**Acknowledge, with respect, individual opinions and feelings about diversity-related conflict and recognize these conflicts may generate emotional reactions**

Performance Standards (Indicators)

The culturally competent individual will:

- appreciate and value opinions, feelings, and backgrounds of people from different cultures.
- demonstrate respect toward individuals from other cultures and their opinions and experiences.
- learn to recognize conflict situations.
- acknowledge the tensions of the individuals involved in conflict.
- recognize and understand differences in conflict styles.
- employ active listening skills when communicating across cultures.
- demonstrate respect, empathy, and care toward those from different cultures.



## **SKILL-BUILDING DOMAIN**

### **Cultural Competency: S1**

#### **Practice listening to others in attentive, active, and affirmative ways**

##### Performance Standards (Indicators)

The culturally competent individual will:

- use nonverbal behaviors (kinesic elements - posture, gesture, and facial expression) that demonstrate willingness to listen to messages when variables such as setting, speaker, or topic may not be conducive to listening.
- use verbal behaviors (paralanguage - extraverbal elements of voice) that demonstrate willingness to listen to messages when variables such as setting, speaker, or topic may not be conducive to listening.
- use appropriate proxemic elements (interpersonal distance and spatial arrangement) that demonstrate willingness to listen to messages when variables such as setting, speaker, or topic may not be conducive to listening.
- demonstrate attentive listening by giving the speaker full attention and demonstrating appropriate non-verbal behaviors.
- demonstrate active listening by formulating questions that clarify or qualify the speaker's content and affective intent.
- demonstrate active listening by paraphrasing the speaker's message with language that augments the speaker's content, promotes the purpose and the receiver's understanding.
- demonstrate affirmative listening by validating the person and by showing caring, empathy, and respect.

### **Cultural Competency: S2**

#### **Describe, practice, and demonstrate actions that may be taken when confronted with stereotypes**

##### Performance Standards (Indicators)

The culturally competent individual will:

- understand the definition of "bias."
- understand what a stereotype is.
- recognize oversimplified images and statements that are applied to a group of people without regard to individual differences.
- know that stereotypes affect everyone.
- recognize the many reasons that people remain silent when others stereotype.

- understand that “silent collusion” (remaining silent) appears to indicate agreement.
- speak up when stereotyping is witnessed by:
  1. asking a question.
  2. interrupting the person and redirecting the conversation.
  3. broadening the conversation by focusing on universal human behaviors.
  4. working to make the conversations individual, rather than directed at a group.

**Cultural Competency: S3**

**Reflect on their own cultural heritage and biases and develop and refine skills to recognize biases in others**

Performance Standards (Indicators)

The culturally competent individual will:

- be able to define "cultural heritage."
- be able to define "cultural bias."
- be able to describe her/his cultural heritage.
- be able to describe her/his cultural bias.
- identify cultural bias within interactions.
- identify cultural bias between interactions.
- develop the skill set (communication, interaction, and interpersonal) that identifies others' biases.
- apply the skill set (communication, interaction, and interpersonal) in personal situations.
- apply the skill set (communication, interaction, and interpersonal) in professional situations.

**Cultural Competency: S4**

**Use inclusive language in classroom, social, and professional settings**

Performance Standards (Indicators)

The culturally competent individual will:

- be able to define "inclusive" language.
- synthesize how inclusive language styles are utilized in specific group settings.
- be able to apply inclusive language styles.
- be willing to use inclusive language styles in intercultural communication settings.
- pay attention to the individuals who are marginalized in each setting and treat them inclusively.

### **Cultural Competency: S5**

#### **Apply conflict resolution skills when presented with disagreements related to diversity issues**

##### Performance Standards (Indicators)

The culturally competent individual will:

- listen and understand multiple perspectives when conflicts and disagreements emerge.
- demonstrate the ability to resolve conflicts in a way that is respectful of the individuals involved.
- be able to describe conflict resolution skills and methodologies.
- be willing to share conflict resolution skills with others.
- be willing to share the experiences of conflicts and disagreements with others.
- be willing to openly discuss and share misunderstandings and misconceptions with everyone trying to seek a solution.
- be able to apply her/his cultural knowledge and the cultural knowledge of others to reach an answer to a conflict.
- apply intercultural communication skills in situations where there are conflicts and disagreements.
- apply sensitivity, empathy, sympathy, and care when solving intercultural conflicts and misunderstandings.

### **Cultural Competency: S6**

#### **Demonstrate diversity leadership by providing constructive feedback to create more inclusive spaces**

##### Performance Standards (Indicators)

The culturally competent individual will:

- demonstrate an understanding of the emotional (affective) and logical (cognitive) dimensions of communication.
- engage in open, direct, and respectful conversations with others.
- ask questions to elicit preferences and respond appropriately to feedback.
- draw valid inferences from the information as evidence to support varying views.
- analyze the information and inferences in order to draw conclusions and specify the implications for the speaker, audience, and society at large.
- integrate appropriately differing viewpoints and experiences for optimum development, growth, and performance.
- actively strategize ways to counteract biases.

## **Cultural Competency: S7**

### **Bridge differences and build communities through the acquisition of “ally” skills**

#### Performance Standards (Indicators)

The culturally competent individual will:

- understand the definition of “ally.”
- advocate for oppressed groups whether or not she/he is a member of those groups.
- risk speaking up for others when they are stereotyped.
- show respect for others.
- understand the difference between being a bystander and an “upstander,” someone who shows respect and speaks up for others.
- practice being an “upstander” when witnessing instances of stereotyping or disrespectful behavior.
- know—and practice—the five skills of an ally:
  1. be able to identify culture and core gifts.
  2. solve problems creatively.
  3. understand and be able to evoke, tell, and listen to stories that convey the other side of an issue.
  4. stand by people who are being stereotyped or oppressed.
  5. create welcoming places and spaces for people who may be experiencing stereotyping or oppression.

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