



INTERCULTURAL KNOWLEDGE AND COMPETENCE RUBRIC

This rubric was adapted by an interdisciplinary team representing Columbia Gorge Community College through a process that examined and modified the AACU Intercultural Knowledge and Competence Value Rubric to meet the needs of CGCC's Institutional Learning Outcomes assessment. The rubric articulates fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment. The rubric is intended for institutional-level use in evaluating and discussing student learning, not for grading. The CGCC team agrees with the utility of the AACU Value rubric, which "is to position learning at undergraduate levels within a basic framework of expectations such that evidence of learning can be shared nationally through a common dialog and understanding of student success".

Institutional Learning Outcome #4

Through their respective disciplines, CGCC students who earn a degree can: Use an understanding of cultural differences to constructively address issues that arise in the workplace and community. (Intercultural Knowledge and Competence)

Definition

Intercultural competence is "a set of cognitive, affective, and behavioral skills and characteristics that support effective and appropriate interaction in a variety of cultural contexts." (Bennett, J. M. 2008. Transformative training: Designing programs for culture learning. In *Contemporary leadership and intercultural competence: Understanding and utilizing cultural diversity to build successful organizations*, ed. A. Moodian, 95-110. Thousand Oaks, CA: Sage.)

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. The intercultural knowledge and competence rubric suggests a systematic way to measure our capacity to identify our own cultural patterns, compare and contrast them with others, and adapt empathically and flexibly to unfamiliar ways of being.

The levels of this rubric are informed in part by M. Bennett's Developmental Model of Intercultural Sensitivity (Bennett, M.J. 1993. Towards ethnorelativism: A developmental model of intercultural sensitivity. In *Education for the intercultural experience*, ed. R. M. Paige, 22-71. Yarmouth, ME: Intercultural Press). In addition, the criteria in this rubric are informed in part by D.K. Deardorff's intercultural framework which is the first research-based consensus model of intercultural competence (Deardorff, D.K. 2006. The identification and assessment of intercultural competence as a student outcome of internationalization. *Journal of Studies in International Education* 10(3): 241-266). It is also important to understand that cultural awareness is more complex than what is reflected in this rubric. This rubric identifies six of the key components of cultural awareness, but there are other components as identified in the Deardorff model and in other research.

Glossary

The definitions that follow were developed to clarify terms and concepts used in this rubric only.

- **Culture:** The knowledge and values shared by a group.
- **Cultural rules and biases:** Boundaries within which an individual operates in order to feel a sense of belonging to a society or group, based on the values shared by that society or group.
- **Empathy:** "Empathy is the imaginary participation in another person's experience, including emotional and intellectual dimensions, by imagining his or her perspective (not by assuming the person's position)". Bennett, J. 1998. Transition shock: Putting culture shock in perspective. In Basic concepts of intercultural communication, ed. M. Bennett, 215-224. Yarmouth, ME: Intercultural Press.
- **Intercultural experience:** The experience of an interaction with an individual or groups of people whose culture is different from your own.
- **Intercultural/cultural differences:** The differences in rules, behaviors, communication and biases, based on cultural values that are different from one's own culture.
- **Suspends judgment in valuing their interactions with culturally different others:** Postpones assessment or evaluation (positive or negative) of interactions with people culturally different from one self. Disconnecting from the process of automatic judgment and taking time to reflect on possibly multiple meanings.
- **Worldview:** Worldview is the cognitive and affective lens through which people construe their experiences and make sense of the world around them.

Criteria	4	3	2	1	Not Demonstrated 0 (Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark level one performance.) Not demonstrated can be assigned to individual students	Not Applicable (Evaluators are encouraged to assign “not applicable” if student work was not required to address a category. If assignment is used for assessment of all students, all students should be scored as N/A in this category and an explanation is required in space provide on web form.)
Cultural self- awareness	Articulates insights into own cultural realities and biases (such as seeking complexity; aware of how experiences have shaped these rules, and how to recognize and respond to cultural biases.)	Recognizes perspectives about own cultural realities and biases (such as not looking for sameness; comfortable with the perspectives that complexities offer).	Identifies own cultural realities and biases (such as with a strong preference for those rules shared with own cultural group and seeks the same in others).	Shows minimal awareness of own cultural realities and biases (such as uncomfortable with identifying possible cultural similarities/differences with others).	Shows no awareness of own cultural realities and biases.	Demonstration of cultural self-awareness not required for the assignment.
Knowledge of cultural worldview frameworks <i>(such as its history, values, politics, communication styles, economy, or beliefs and practices.)</i>	Articulates sophisticated understanding of the complexity of elements important to members of another culture is demonstrated.	Recognizes proficient understanding of the complexity of elements important to members of another culture is demonstrated.	Identifies limited understanding of the complexity of elements important to members of another culture is demonstrated.	Shows bare minimal understanding of the complexity of elements important to members of another culture is demonstrated.	Shows no understanding of the complexity of elements important to members of another culture is demonstrated.	Demonstration of the complexity of elements important to members of another culture is not required for the assignment
Cultural Empathy <i>(awareness of other cultural perspectives or recognition of the experience of others)</i>	Articulates intercultural experience and demonstrates ability to act in a supportive manner that recognizes the feelings of another cultural group.	Recognizes intellectual and emotional dimensions exist within different cultures and are expressed differently.	Identifies components of other cultural perspectives but still responds in most situations with own viewpoint.	Acknowledges the experience of others, but is limited to own cultural viewpoint.	Shows no cultural empathy.	Awareness of cultural empathy is not required for the assignment.

Faculty may need to use multiple assessments to assess all criteria. Resources/ideas for prompts and activities that could be used to assess for the various criteria are available from the Academic Assessment Coordinator, Kristen Kane: kkane@cgcc.edu

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Verbal/written or nonverbal communication <i>(non-verbal communication demonstrates understanding of the degree to which people use physical contact and/or personal space while communicating in different cultures or use direct/indirect and explicit/implicit meanings)</i>	Articulates an understanding of cultural differences in communication and is able to skillfully negotiate a shared understanding.	Recognizes and is aware of cultural differences in communication; contributes to a shared understanding.	Identifies cultural differences in communication with awareness that miscommunication can impact shared understanding.	Demonstrates minimal understanding of cultural differences in communication; attempts to negotiate a shared understanding.	Shows no awareness of cultural differences in communication; unwilling or unable to negotiate a shared understanding.	Demonstration of this skill is not required for assignment.
Curiosity	Asks complex questions about other cultures, seeks out and articulates answers that reflect multiple cultural perspectives .	Asks deeper questions and seeks out answers about other cultures.	Asks simple or basic questions about other cultures.	Demonstrates minimal interest in learning more about other cultures.	Shows no interest in learning more about other cultures.	Cultural curiosity is not required for the assignment.
Openness <i>(Seeks interactions with culturally different others, demonstrates awareness of own judgments, shows ability to suspend judgement)</i>	Develops and seeks out more complex interactions with culturally different others.	Initiates developing interactions with culturally different others. Values other perspectives.	Identifies difficulty suspending judgment in interactions with culturally different others and is aware of own judgment. Expresses a willingness to explore other perspectives.	Demonstrates receptiveness to interacting with culturally different others. Is unaware of own judgment.	Shows no interest in interacting with culturally different others.	Openness is not required for this assignment.

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