

CULTURAL COMPETENCY

The mission of the UWC movement makes cultural competency fundamental to all that is done at UWC-USA. Though cultural competency is unquestionably a large and complex construct, it is central to successful interactions between culturally diverse people. UWC-USA identifies cultural competence as central to the success, viability, and vitality of the School, understanding that in order to fulfill the mission, they must value diversity in all parts of the community. The committee noted how aspects of cultural competency are embedded into the UWC-USA curriculum, residential program, and Experiential Education (ExEd). In particular, students gain a greater awareness of themselves and how to effectively work with those that are culturally different through the IB program, residential programming, and experiences through ExEd. The community is committed to developing cultural competency amongst faculty, staff, administration, and students to ensure the school is well-positioned for its future and continues to honor the mission and identity that distinguish the UWC-USA experience from other ISAS schools.

Commendations

The Visiting Committee strongly commends the deliberate commitment and considerable evidence of diversity of the student body at UWC-USA as part of the global United World College movement.

The Visiting Committee recognizes vibrant discussions in classrooms that embrace and affirm the international culture and global diversity of the students of the School and provide them an opportunity to share their experiences in a safe and secure environment. This safe and secure environment is also seen in the residential community and experiential education.

The Visiting Committee commends the School for creating smaller regional communities and encouraging a wide variety of international celebrations, activities, programs, and special events meant to ensure a sense of belonging for the students.

Recommendations

Although UWC-USA is actively working to increase the percentage of diverse faculty and improve the climate of the working environment, efforts must be strengthened for recruitment and retention, accessing diversity hiring firms and ISAS regional offerings. Despite significant progress, achieving the desired level of racial, cultural, and economic diversity should remain a high priority in hiring. UWC-USA must also recruit and retain administrators with a background in cultural competency, as well as increase the

representation and visibility of people of color in senior administrative and academic positions. While some progress has been made in this area, more is needed.

The connection to the UWC movement and IB curriculum gives UWC-USA a natural gateway to diversity, and being sensitive to the cultures of others is only a first step. To create a broader and lasting impact on the UWC-USA community, regular training in areas of cultural competency and DEI that address cultural awareness across the full spectrum of diversity should be institutionalized and made accessible to all students, employees, and staff of UWC-USA. Included in this work should be an expansion of the definition of diversity to include: socioeconomic, gender, and sexual orientation, alternative viewpoints, and religion.

To support the commitment to cultural competency, it is recommended that UWC-USA develop a framework for developing cultural competency to advance equity and excellence at UWC-USA. The committee suggests exploring more diverse teaching methods and cross-cultural resources to use with faculty, staff, and students to assist with the development and implementation of this framework.