

# Assessment to Support Development of Intercultural, Global, and Inclusive Competence

*Facilitator: Chris Cartwright*

*Guest lecturers: Mafalda Arias, Joanne Barnes, Nancy Buchan, Horane Antoney Holgate, Hazel Symonette, Dawn Whitehead, Katherine Yngve*

Supporting people to live, learn, and work in our interconnected and diverse world can seem an impossible challenge. Adopting an assessment practice can offer the learner, the instructor, and the institution a baseline and, where needed, a measurable outcome. In these workshops, a diverse team of experts offer an overview of assessment practices that support the development of intercultural, global, and inclusive competencies.

Each learner presents a unique story, full of cultural nuance and insights. When we employ a competency assessment practice, we shine a light on the cultural frames that inform their stories and their capacities to engage effectively across differences. The data we gather deepens the learners' stories and focuses the learner and our instructional design toward growth and transformation. Step Up as an assessment leader by engaging with this cohort and team of mentors to learn about the range of assessment options available, the benefits of making various choices, and some criteria for making those decisions.

## **Tier One: An Invitation to Assessment to Support the Development of Intercultural, Global, and Inclusive Competence**

Adopting an assessment practice can offer the learner, the instructor, and the institution a baseline and, where needed, a measurable outcome. In this introduction to the series of workshops on assessment, we invite participants to step into the realm of assessment best practices. We will create a foundation of knowledge to build on in the Tier 2 sessions by developing awareness of the value of assessment, defining some key constructs, and identifying a range of options for instruments that measure and support growth and development of intercultural, global, and inclusive competencies.

*In this session, participants will:*

- Become aware of the ways to frame assessment work in their practice
- Consider the value and benefits of an assessment practice in this arena
- Understand the roles of formative and summative assessment work, as well as when and how to employ them
- Learn the definitions and outcomes of intercultural, global, and inclusive competence
- Become cognizant of the variety of assessment tools available in the intercultural, global, and inclusive competency realm and how to access them

## **Tier Two: Intercultural, Global, and Inclusive Competence Assessment in Practice**

Assessing intercultural, global, and inclusive competence is complex, but it is an accessible practice. It takes deft skill to balance the learners' identities, the cultural context, the sequencing of the treatment and the measures, as well as the scale that is required. Through careful framing, execution, and analysis it is possible to support the learners, the instructor, and the institution in identifying and developing intercultural, global, and inclusive competencies.

Panels of guest facilitators from different backgrounds, and with expertise in different types of assessment, will share their experience and discuss equitable framing, case-study data focusing on direct and indirect measures, psychometric and qualitative tools, and formative and summative analysis. You will have ample opportunities to analyze assessment data in small groups, apply decision-making criteria to assessment planning for your own context, and ask questions of our team. Please bring your intercultural assessment challenges and we will work on them together.

*In this session, participants will:*

- Examine a variety of assessment tools available in the intercultural, global, and inclusive competency realm and how to access them
- Explore how an assessment practice could be adopted in their own context that could support intercultural, global, and inclusive competence
- Identify the role of the instructor as assessor and the institution as the host of the assessment practice, the lenses they bring to these practices, and their capacity to engage equitably in assessment
- Become aware of the ways to frame assessment work in their practice
- Examine roles of formative and summative assessment work, as well as when and how to employ them
- Define and identify outcomes of intercultural, global, and inclusive competence

### **Tier Three: Assessment for Inclusive Excellence**

*In this session, participants will:*

- Become aware of best practices in Inclusive Excellence in Assessment work
- Be able to articulate the principles and practices of Culturally Responsive and Equity in Evaluation
- Become aware of several assessment tools and practices that can be employed to identify and develop inclusive competency and equity mindsets in individuals and organizations
- Have the opportunity to share and discuss their own challenges in this arena
- Work together with expert facilitators to design their own assessment for inclusive excellence practice

#### **Facilitator Bio:**



Chris Cartwright, MPA, Ed.D. is a consultant and instructor supporting individuals and organizations in assessing and developing intercultural competence, global leadership, and inclusive leadership capacity. He has 40+ years of experience in multiple sectors. He recently completed three book chapters, as well as a peer reviewed journal article on a longitudinal study on assessment of intercultural competence and its impact on learning outcomes. He is an associate of Aperian Global, the Connective Leadership Institute, icEdge, and the Kozai Group.

He is an adjunct faculty for the Portland State University, Minerva at KGI, as well as Middlebury Institute of International Studies at Monterey, and Pepperdine University. He recently served as Director of Intercultural Assessment and Associate Director of the Graduate Program for the Intercultural Communication Institute for 10 years. Prior to this work, he has served as the Dean of Academic Programs for the International Partnership for Service Learning and Leadership.