Decentering the Whiteness of Intercultural Competence Assessment, Training & Pedagogy

Facilitators: Dr. Dawn F. Stinchcomb and Katherine Yngve

TIER 2 -- DECENTERING THE WHITENESS OF INTERCULTURAL COMPETENCE ASSESSMENT, TRAINING & PEDAGOGY

TUESDAY, 7/12; THURSDAY, 7/14; TUESDAY, 7/19—3:30PM-5:30PM EDT (6 HOURS TOTAL)

Overview

In January 2021, NAFSA articulated and published an Anti-Racist Framework for Education Abroad, drawing attention to office policies, advising and unconscious institutional bias as areas worthy of attention and change. While this Framework is an inspirational start, it is also an incomplete effort. It is when educators seek to define standards of excellence that we are most likely to fall prey to culturally ingrained habits of unconscious bias that impair us from confronting the institutionalized structures of inequity.

Drawing upon the work of feminist, Black and native scholars and practitioners, this 6 hour, intermediate-level SUZ workshop, led by two facilitators of differing disciplinary training, age profiles and race will create a brave and shame-free space of collaboration with participants. Together we will explore ways the ways in which Whiteness influences the core frameworks and increasing “assessment-ification” of Intercultural Competence education (as it is most often called in Education Abroad circles) and Cultural Competence/ Multicultural Awareness education (as it is often called in Diversity and Inclusion contexts).

Active-learning components of the workshop will include (but surely note be limited to) taking and being debriefed on the Inclusive Behaviors Inventory, deconstructing examples of study abroad recruitment literature as a De-Centering Whiteness exercise and re-configuring the methodologies of selected published intercultural competence research in accordance with the principles of Data Feminism.

Finally, the facilitators will briefly discuss communities of scholarly practice which actively work to dismantle, subvert or decenter Whiteness (in assessment) in order to provide inspiration to participants, before turning to second session of this workshop, jointly producing an action plan or a set of group accountability structures for turning our reflections and insights into social change.

Learning Outcomes

By the end of this Tier Two opportunity, participants will be able to:

1. Identify characteristics of Whiteness
2. Recognize the Whiteness values that impair the ability of International Education to be inclusive and equitable
3. Identify a partner or ally with whom to take realistic, time-anchored, and specific action as described below.
Taking Action

- Facilitators will call upon international educators to reflect on the Whiteness of intercultural competence work, and will build post-event accountability structures that will support doing at least one of the following within a month:
  - Implement an intercultural competence tool in their course/program/research that doesn't center Whiteness,
  - Draft an article, conference proposal or a blog piece about the influence of Whiteness in Intercultural Competence work
  - Join an existing community of practice that strives to de-center Whiteness in academe, or
  - Found a working group to change policies and practices in their own International Education work context
  - Come up with another concrete action plan that is specific, measurable, attainable, realistic and time-bound

Notes

The cost of the workshop does not include the cost of the Inclusive Behaviors Inventory (IBI). Participants will be contacted after June 1 with instructions for taking the IBI. The cost of the IBI is $65.00 USD. Please email cilmarr@purdue.edu if you have taken the IBI assessment in the last 6 months.

FACULTY

Katherine Yngve, MA

In a long and rewarding higher education career, I've been an academic advisor, a study abroad advisor, a university relations manager for a study abroad provider, a doctoral student of intercultural and experiential education, and a senior international officer at an overseas American-style university.

Also, since about 2014, I've served Purdue as an institutional researcher who specializes in the assessment of intercultural learning. Since 2019, I've become increasingly involved in helping institutions identify assessment tools that advance inclusion and equity, and in advancing the assessment for social justice movement.

Dawn F. Stinchcomb, PhD

To learn more, please go to Dr. Stinchcomb's website.