Incentivizing Faculty-led Study Abroad and Intercultural Learning Outcomes: A Grant Program Model

Michael A. Brzezinski, Dean, International Programs
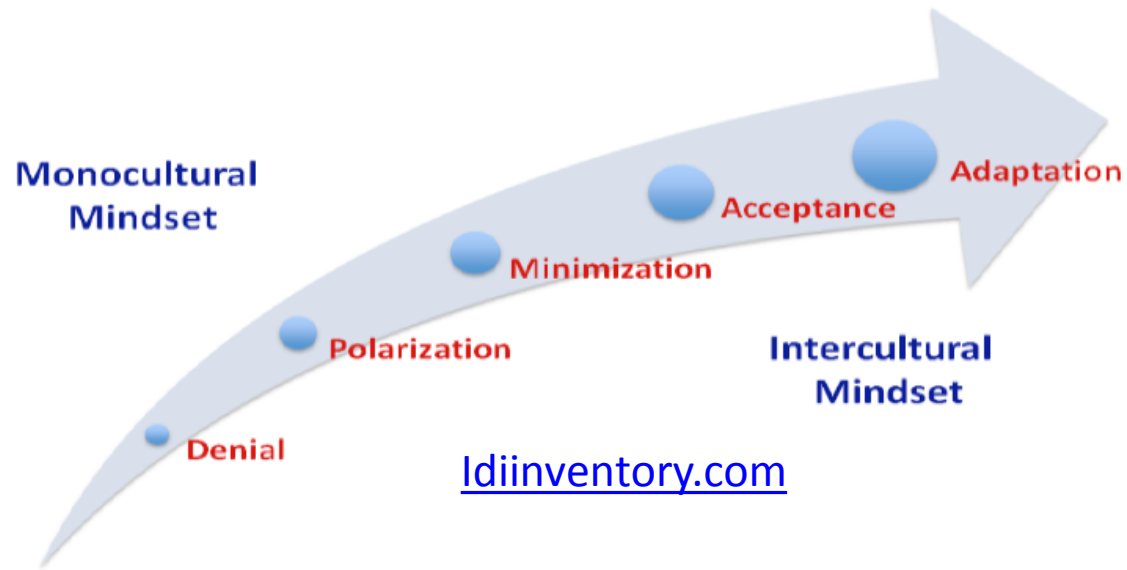
Kris Acheson- Clair, Intercultural Learning Specialist, International Programs

Robert F. Cox, Associate Dean for Globalization, Purdue Polytechnic Institute

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- Study abroad directors as intercultural mentors (Paige, 2015)
  - Strategies for cross-cultural learning
  - Opportunities to reflect on experience
- Balancing challenge and support (Sanford, 1966)
- Good pedagogy
  - Clear objectives (AAC&U rubrics)
  - Backward design (Fink, 2000)
  - Formative assessments (IDI, BEVI, M-GUDS, etc.)
- Train the trainer approach

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Intercultural Development Continuum

Monocultural Mindset

Denial

Polarization

Minimization

Acceptance

Adaptation

Intercultural Mindset

Idiinventory.com

Mick Vande Berg's 4 Tasks

1. Increasing self-awareness
2. Increasing other-awareness
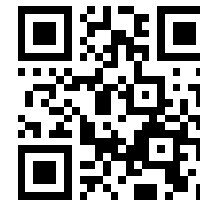3. Managing our emotions
4. Bridging cultural gaps

AAC&U Association of American Colleges & Universities
VALUE Rubrics Intercultural knowledge and competence

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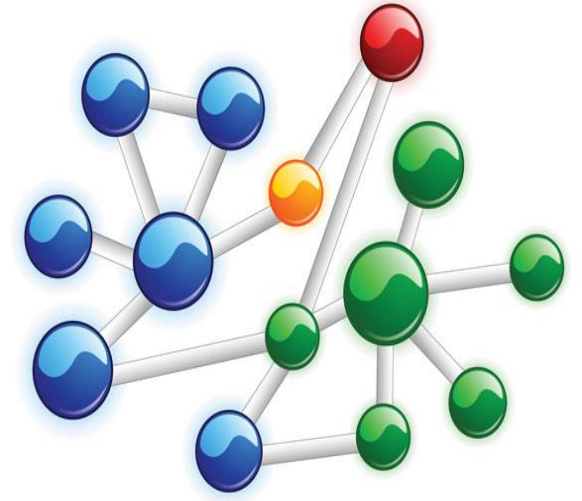**PURDUE** UNIVERSITY

Domain	Competency
Knowledge (Cognitive)	Self-Awareness Worldview Frameworks
Skills (Behavioral)	Empathy Verbal and Nonverbal Communication Skills
Attitudes (Affective)	Curiosity Openness

- **Purdue Faculty Led Trips in 2015 (n=75)**
  - Worldview – 62
  - Openness and Curiosity – 59
  - Communication Skills - 50

- **Purdue ENG Students (n=550)**
  - Most Difficult - Worldview
  - Most Important for ENG - Openness

Your Opinion: Which are most important to work on in study abroad? http://etc.ch/WYWK

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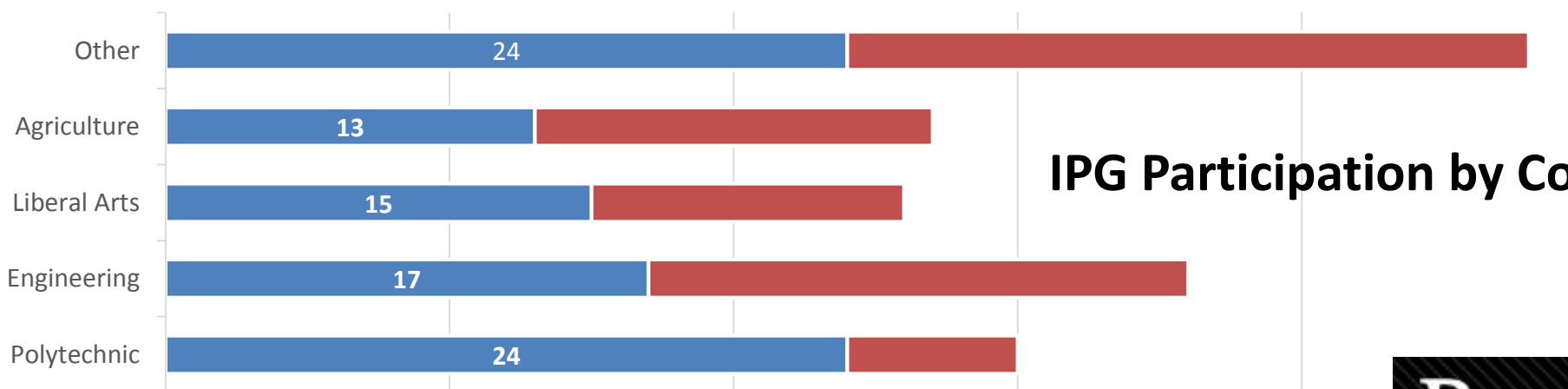
- Introductory Unit
    - Online readings and interactive assessment
    - Individual IDI debriefing

Percentage Developmental Orientation

High Adaptation	0.0%
Adaptation	4.3%
Cusp of Adaptation	3.2%
Acceptance	14.9%
Cusp of Acceptance	10.6%
Minimization	51.1%
Cusp of Minimization	3.2%
Polarization	12.8%
Cusp of Polarization	0.0%
Denial	0.0%

Percentage Developmental Orientation

High Adaptation	0.0%
Adaptation	0.0%
Cusp of Adaptation	0.0%
Acceptance	25.0%
Cusp of Acceptance	0.0%
Minimization	25.0%
Cusp of Minimization	0.0%
Polarization	37.5%
Cusp of Polarization	0.0%
Denial	12.5%

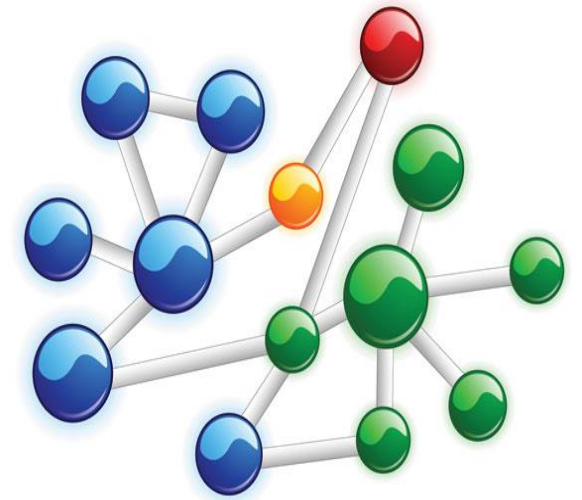|	
Other	24
Agriculture	13
Liberal Arts	15
Engineering	17
Polytechnic	24

IPG Participation by College

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- ## Introductory Unit
  - Online readings and interactive assessment
  - Individual IDI debriefing

- ## Four two-hour workshops
  - Examples of Experiential learning + Reflection
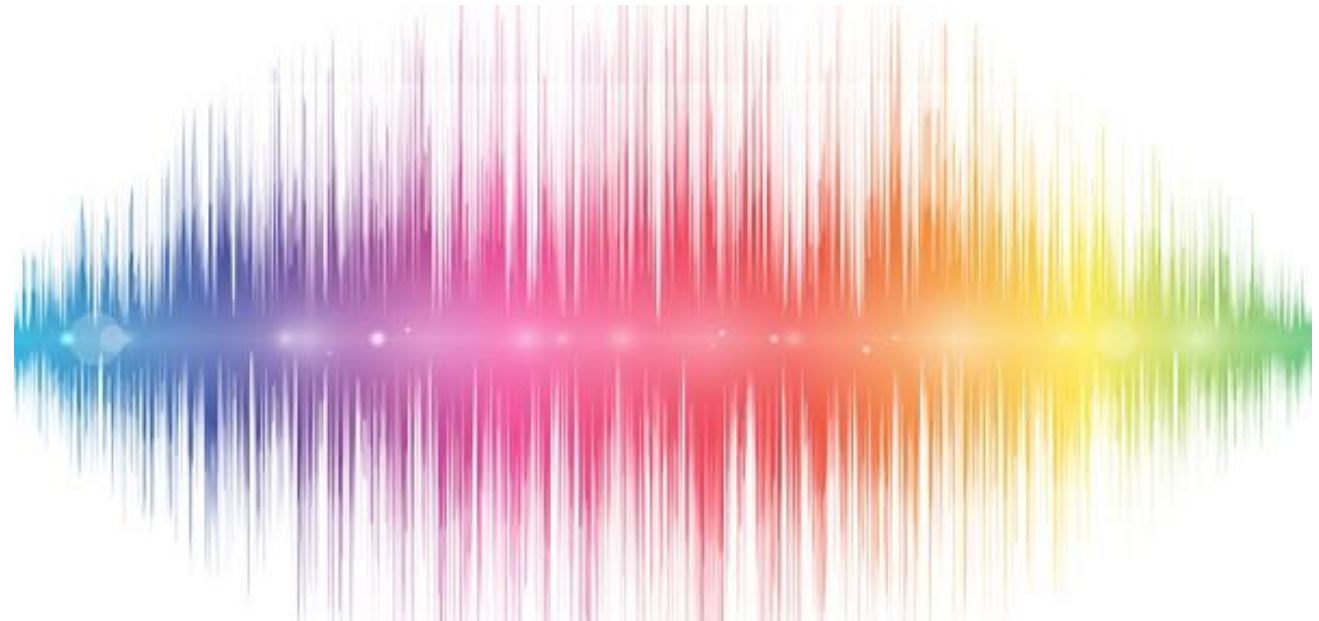 - Consideration of specific contexts and sharing of expertise

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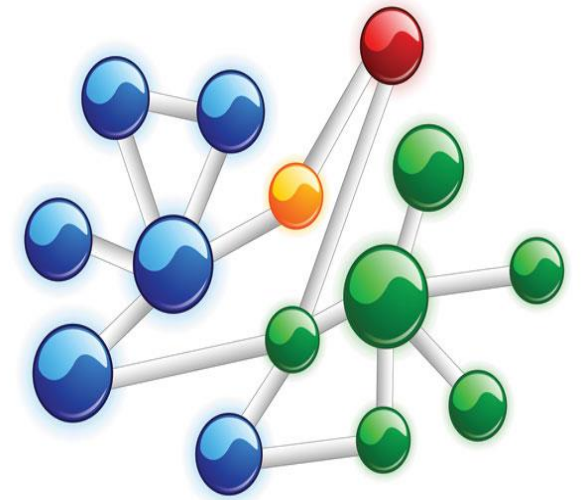
- ## Cultural Values Continuum
  - Active Learning + Thiagi Debrief
  - Adaptable
  - Self and Other Awareness

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- ## Introductory Unit
  - Online readings and interactive assessment
  - Individual IDI debriefing

- ## Four two-hour workshops
  - Examples of Experiential learning + Reflection
  - Consideration of specific contexts and sharing of expertise

- ## Action plan for intercultural learning
  - Backwards design planning
  - Data report due before funding released

- Logistics
- Communication
- Data Management
- Sustainability

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BACKGROUND: The Charge of the Purdue Polytechnic's Global Transformation

Students must have the experience of being immersed in an environment that is culturally, economically, or socially different from their own and has a different way of thinking about challenges and solutions.

This goal can be met many ways and this team will develop an innovative and non-traditional programs to provide students with a global experience.

Reality: Not ALL Polytechnic Students will go abroad

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PURDUE
POLYTECHNIC

"SALES PITCH": To Purdue Polytechnic's Stakeholders

Administration:

- *Desire for validated, measureable outcomes to assess decisions and actions pertaining to curriculum and study abroad offerings*

Faculty:

- *Assessment to aid in the enhancement of student experiences*
- *Aid in enhancing <u>faculty member's own</u> abroad experiences*
- *<u>Training was made mandatory</u> and announced 1 year in advance*
- *Study abroad subsidies were leveraged by Office for Globalization*
- *Incentives offered at University ($3K) and College ($1K) levels*

Keeping in mind that faculty are usually competitive!

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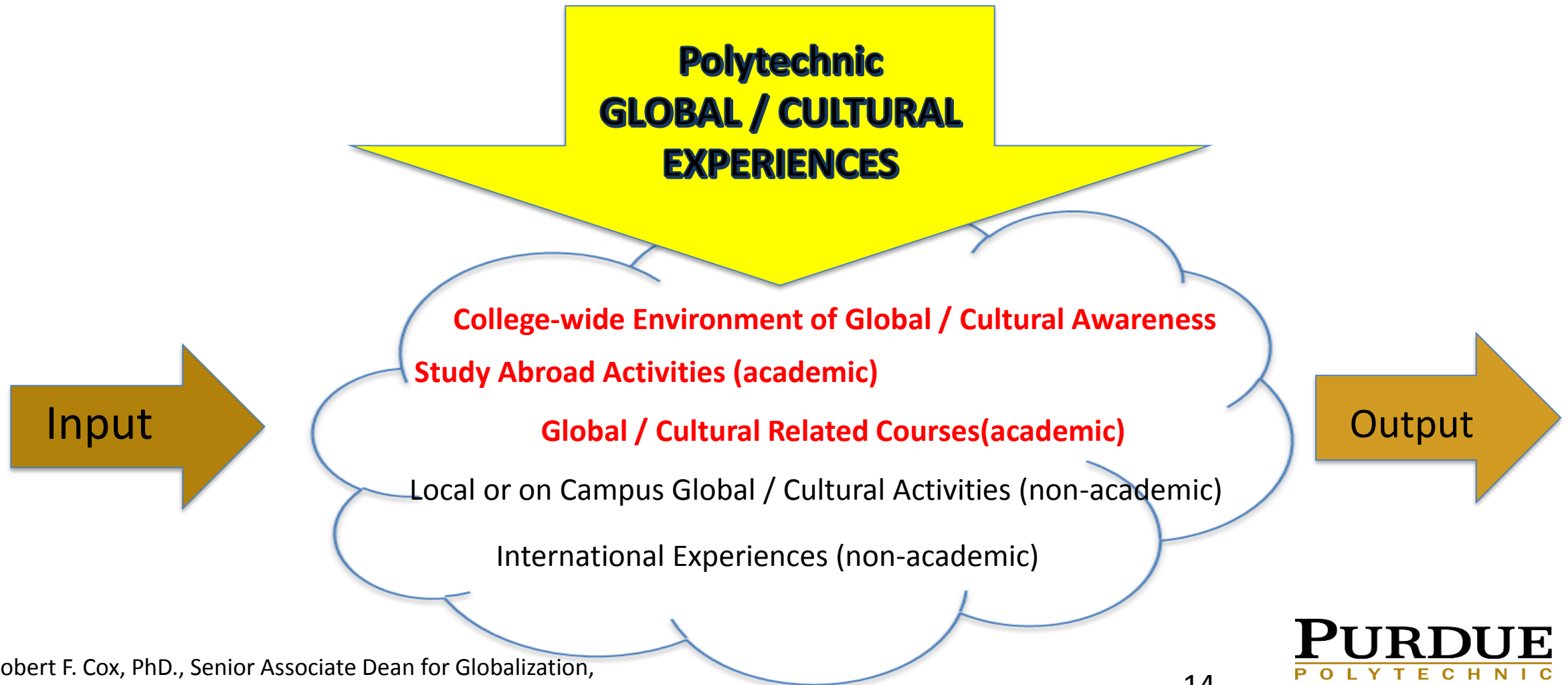POLYTECHNIC

BUY-IN: Polytechnic Results To-Date

Administration:

- *Dean of the college is enrolled in next IDI-QA training session*
- *Administrative Leadership team (school and department heads) affirmed IDI pre-and-post assessment for all students beginning fall 2017 entering class*

Faculty:

- *24 Study abroad program leaders are in the IPG training for 2017 programs leveraging $141,000 SAIL Grants with $68,000 from college ($35K in SAIL cost-shares and $33K additional program subsidies)*
- *12 Polytechnic Faculty and Staff members participated in Intercultural Activity Train-the-Trainers session on January 18th*

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POLYTECHNIC

Broader Implications: Faculty Champions are Enhancing ALL GLOBAL / CULTURAL EXPERIENCES

Polytechnic GLOBAL / CULTURAL EXPERIENCES

Input

College-wide Environment of Global / Cultural Awareness

Study Abroad Activities (academic)

Global / Cultural Related Courses(academic)

Local or on Campus Global / Cultural Activities (non-academic)

International Experiences (non-academic)

Output

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Broader Implications: Overall Strategy

1ST year Baselines

Identified University Core courses that directly address the four core competencies.

2nd year Individual Development Plans and further course selections based on IDP ONLY for Students choosing advanced certificates or minor degree

4th year Mapping Experiences and overall Effectiveness for Plans of Study

4th year Outcomes

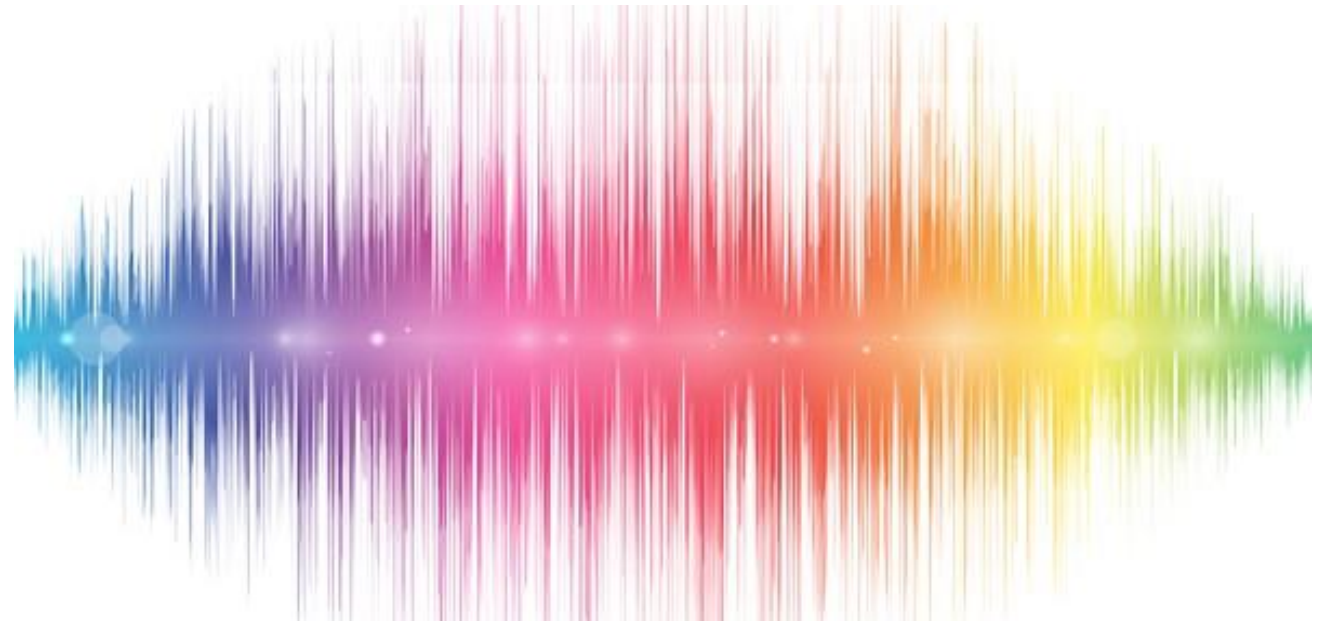Exit level IDI Assessment and BEVI Results

THE DELTA IS RELEVANT

PURDUE POLYTECHNIC

DISCUSSION

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- Cultural Values Continuum
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    - Adaptable
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- Logistics
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- Sustainability

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