

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

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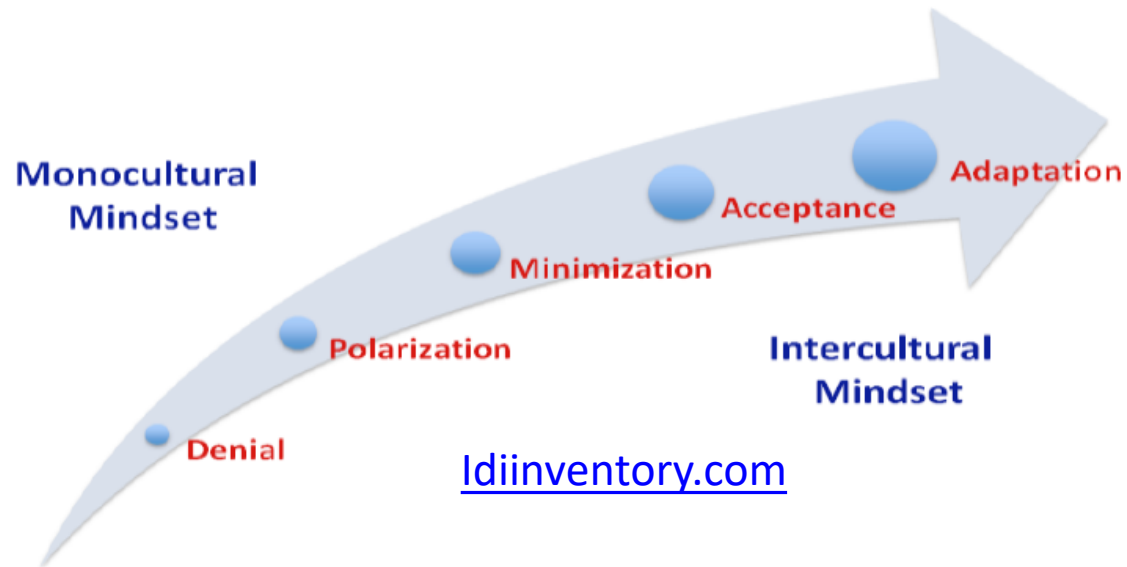
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- Study abroad directors as intercultural mentors (Paige, 2015)
 - Strategies for cross-cultural learning
 - Opportunities to reflect on experience
- Balancing challenge and support (Sanford, 1966)
- Good pedagogy
 - Clear objectives
 - Backward design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



Intercultural Development Continuum



Idiinventory.com

Mick Vande Berg's 4 Tasks

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



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

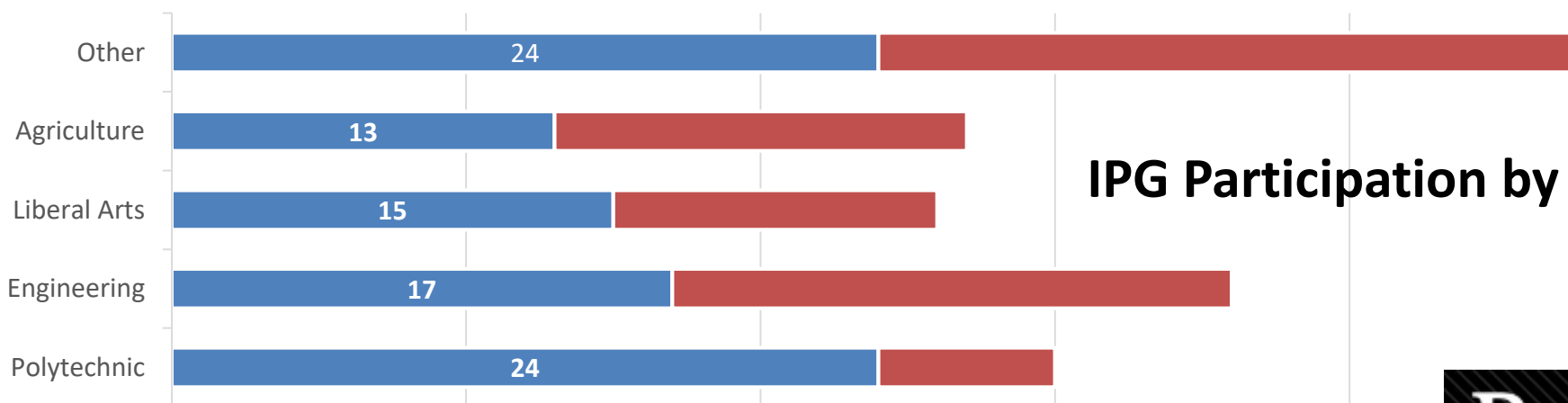
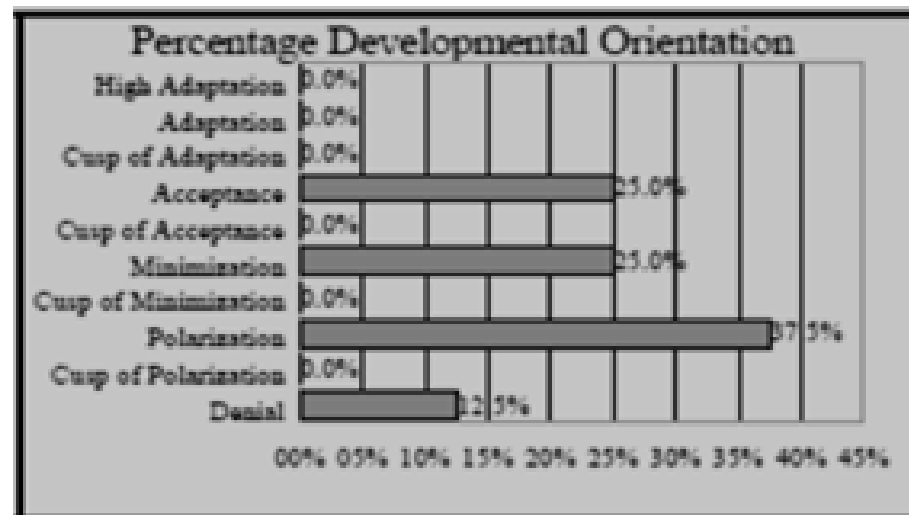
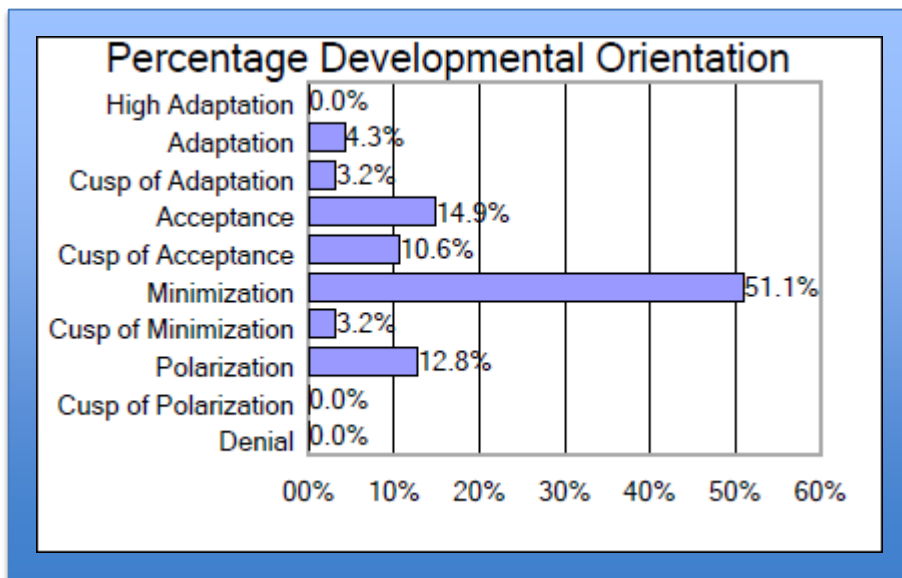
AAC&U VALUE Rubric Intercultural Knowledge and Competence

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 - Openness

The Participants

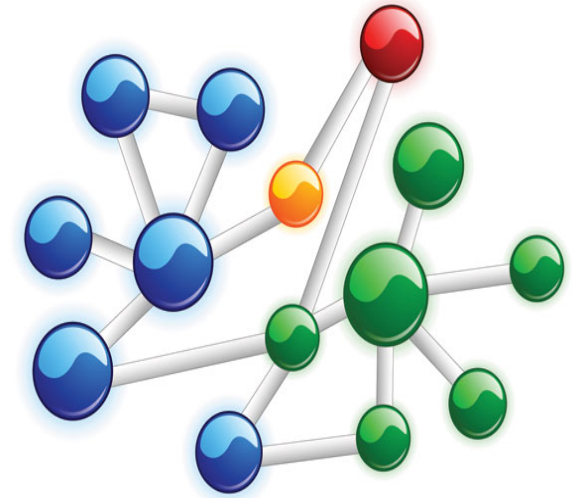
Intercultural Pedagogy Grant



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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



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.

Reality: Not ALL Polytechnic Students will go abroad

“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 faculty member’s own abroad experiences*
- *Training was made mandatory 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!

BUY-IN: Polytechnic Results To-Date

Administration:

- *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*

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



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

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DISCUSSION

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