



**AIEA 2014 Annual Conference**  
**February 16-19, 2014**  
**Washington, DC**

UNIVERSALIZING GLOBAL LEARNING IN THE 21ST-CENTURY ACADEMY

# Three Strategies for Faculty Engagement in Internationalizing the Curriculum

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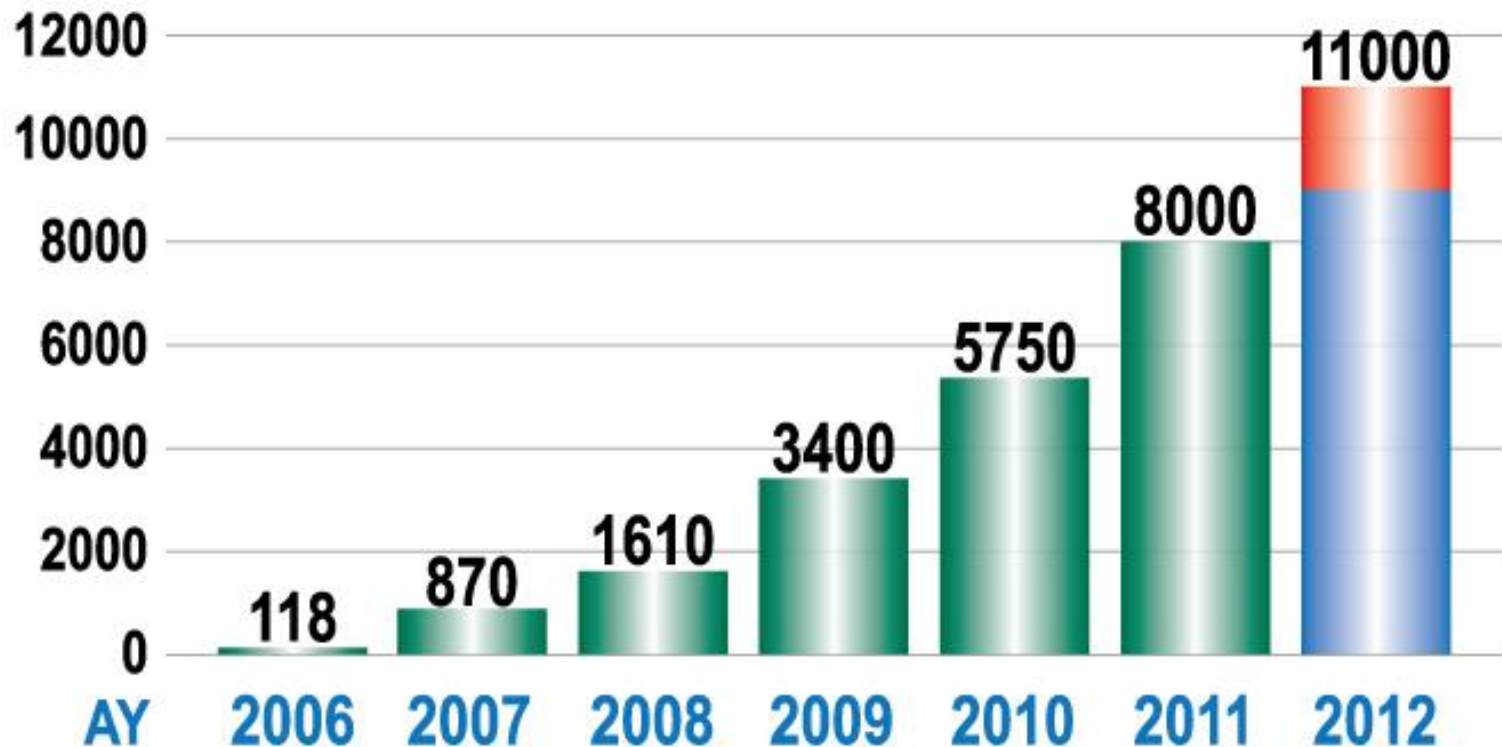
# Georgia Gwinnett College

- Univ. System of Georgia (USG) Institution
- Opened Aug 2006 with 118 juniors
- Public, 4yr, Baccalaureate degrees only
- Diversity

<b>Hispanic</b>	<b>Asian</b>	<b>Black</b>	<b>White</b>
14.4	9.1	29.0	42.4

# Facilities Limit Enrollment to 9500

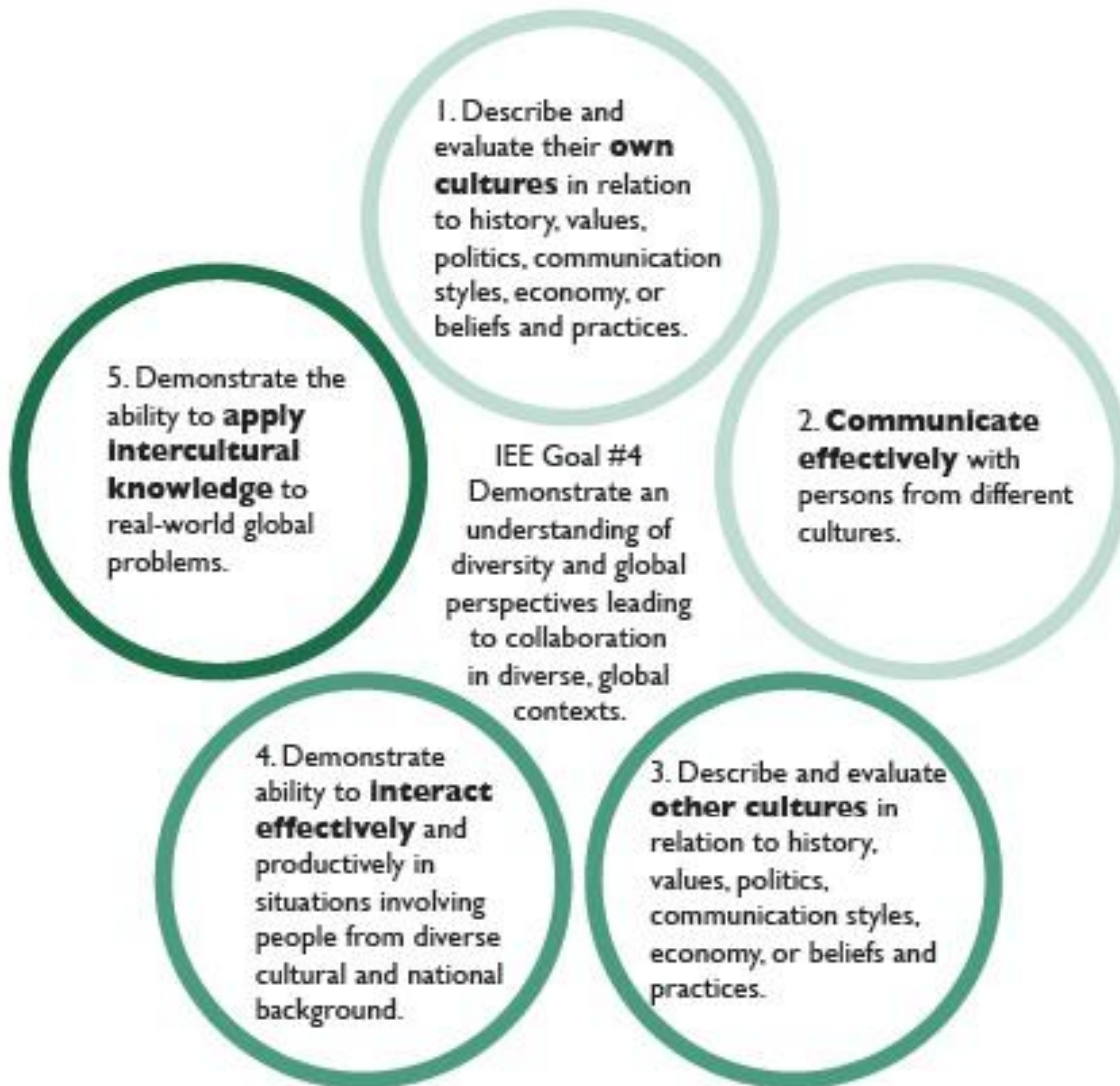
## Enrollment Headcount Historic and Projected



# GGC Integrated Educational Experience SLOs

- IEE-1** Clearly communicate ideas in written and oral form.
- IEE-2** Demonstrate creativity and critical thinking in inter- and multi-disciplinary contexts.
- IEE-3** Demonstrate effective use of information technology.
- IEE-4** Demonstrate an understanding of diversity and global perspectives leading to collaboration in diverse, global contexts.
- IEE-5** Demonstrate an understanding of human and institutional decision making from multiple perspectives.
- IEE-6** Demonstrate an understanding of moral and ethical principles.
- IEE-7** Demonstrate and apply leadership principles.
- IEE-8** Demonstrate competence in quantitative reasoning.





# QEP SLOs

Describe

Evaluate

Communicate

Interact

Apply

# Three Critical Strategies

- Provide** → Clear Institutional Direction
- Provide** → Multiple Entry Points
- Build** → Team of Stakeholders

# Clear Institutional Direction

## Message

President or Provost:

- Movement toward Internationalizing the Curriculum (IoC)

## Demonstrate

What's already being done?

- IoC via mapping and gap analysis

## Roadmap

Where we are going? Where we are?

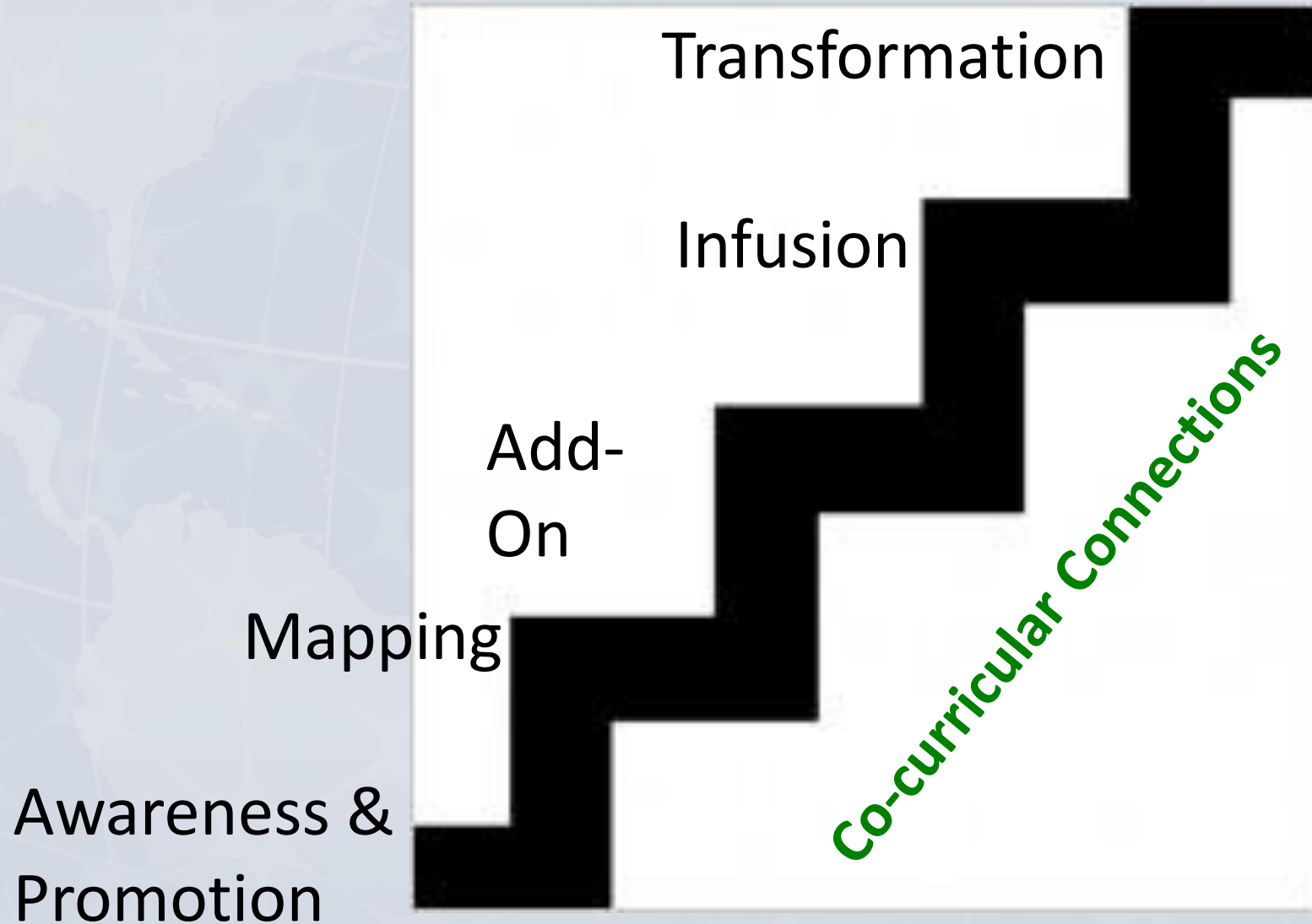
How to get involved?

# Multiple Entry Points

- Message** Clearly illustrate faculty engagement opportunities
- CTE Support** Web-based training/information, self directed learning, etc.
- Training** Faculty within each discipline trained to become resource persons



# Faculty Engagement Opportunities



# Build Critical Stakeholders



Office of Internationalization

Executive Leadership

Center For Teaching Excellence

Institutional Effectiveness/Research

Student Affairs – Co-curricular

# Internationalization of the Curriculum at GGC

*i*-Courses Development

Global Studies Certification Program

Faculty Professional Development

QEP Assessment Plan



# Assessment & QEP

## Student Learning Outcomes



- QEP SLOs Development
  - IEE 4
  - AAC&U Value Rubric
- *i*-Course Rubric
  - Inter-cultural Competence
- Assessment Team's Focus
  - Faculty Evidence



# QEP Timeline

## 2010 - 2011 **Phase I: Topic Identification**

- Data analysis (IEE SLOs, NSSE, strategic priorities)
- Input from Campus Constituencies (including students)
- **QEP TOPIC:** Internationalization of the Curriculum (IoC): Engaging the World to Develop Global Citizens.

**2011**

## **Phase II: Developed Management Structure**

- Steering Committee, Main Committee, Subcommittees



# QEP Timeline

## 2011-2013 **Phase III: Topic Development**

- Listening sessions, research, retreats
- QEP Committee and Subcommittee work
- Liaison efforts with IEE 4 Committee

## **8 IEE Goals (Integrated Educational Experience) Student Learning Outcomes**

**IEE – 4:** Demonstrate an understanding of diversity and global perspectives leading to collaboration in diverse and global contexts.

# QEP Timeline

## 2013 **Phase IV: Final Design of QEP**

- The QEP consists of
  - *i*-Courses
  - Global Studies Certification
  - Faculty Development

## 2013 - 2018 **Phase V: Involvement of Campus in Implementation**

- Why you are here today!
- On-site Review by Southern Association of Colleges & Schools – Commission on Colleges (SACS-COC) in October 2013
- Implementation, Modifications & Assessment

# QEP Faculty Development

## Faculty Facilitators

6 Faculty, 1 Staff

30 hrs training

20 hrs workshop

## Mandatory Training

FT Faculty                      340

Sessions                              15

Duration                              4 hrs

# QEP Faculty Development

## Faculty Learning Outcomes

- Understand the intent of the QEP
- Aware of QEP's five (5) SLOs
- Aware of various level of faculty involvement
- Aware of various pathways for *i*-course development & documentation

# QEP Faculty Development

## Assessment – 331 faculty responses

- Intent of QEP > 95%
- QEP's five (5) SLOs > 91%
- various levels faculty involvement > 84%
- various pathways for *i*-course > 77%



# QEP Faculty Development

## Assessment – 331 faculty responses

- 57% -- more interested in being involved in QEP effort
- 46% -- interested in year-long faculty development program
  - *Internationalized Learning Certificate*

# GGC Links



## Office of Internationalization

- <http://www.ggc.edu/about-ggc/departments/office-of-internationalization/>
- [apinder@ggc.edu](mailto:apinder@ggc.edu)
- <http://www.ggc.edu/about-ggc/directory/anthony-pinder>

## Office of Institutional Effectiveness

- <http://www.ggc.edu/about-ggc/departments/office-of-institutional-effectiveness/>
- [rjacks10@ggc.edu](mailto:rjacks10@ggc.edu)
- <https://pathbrite.com/portfolio/PxpgFPB9/professional-background>



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# A Global Journey with

# ***PUPIL***

Purdue University's Passport to Intercultural Learning

Employees are looking  
to hire graduates with  
**INTERCULTURAL  
KNOWLEDGE &  
COMPETENCY!**





# Relevance

## Core Curriculum Learning Outcomes Assessment

Purdue's core curriculum includes among its foundational and embedded learning outcomes **Human Cultures, Global Citizenship and Social Responsibility, and Intercultural Knowledge and Effectiveness.**

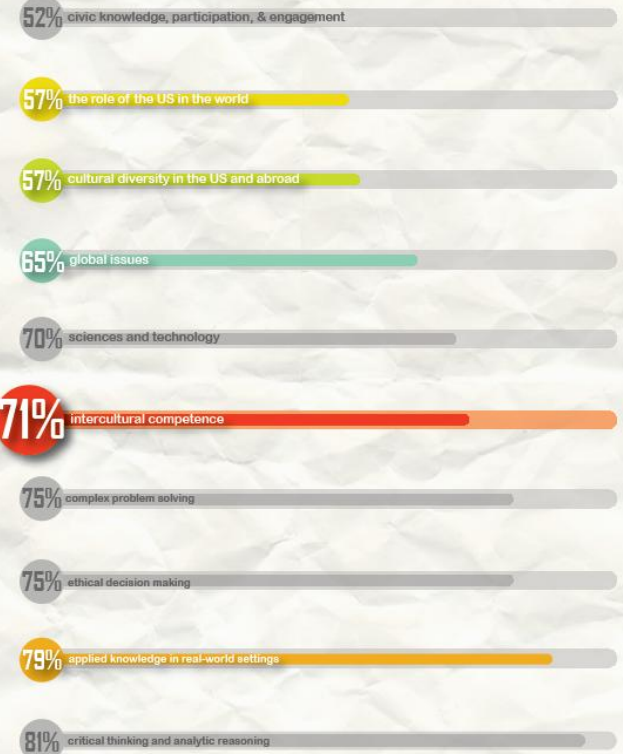
PUPIL is a tool to assist faculty and students in assessing and documenting the acquisition of these very important skills specific to **Intercultural Knowledge and Effectiveness.**

## Preparing Global Citizens

Employees are looking to hire graduates with **INTERCULTURAL LEARNING** skills



## WHAT EMPLOYERS WANT MORE EMPHASIS ON FROM HIGHER EDUCATION



**FIGURE: CIVIC LEARNING OUTCOMES & WORKFORCE EXPECTATIONS**

Percentages of employers who want colleges to "Place more emphasis" on essential learning outcomes

SOURCE: Data from Hart Research Associates, 2010  
Taken from: Association of American Colleges and Universities, www.aacu.org



# Employers of Purdue Graduates

“We live in a global world and at the end of the day every student needs to be able to show that they have the cross cultural skill set. Having a cross cultural skill set will enable the students to be successful and to differentiate themselves among their peers.”

- Antony Denhart, General Electric  
February 26, 2013



# Employers of Purdue Graduates

These skills along with many others are what GE looks for in every employee:

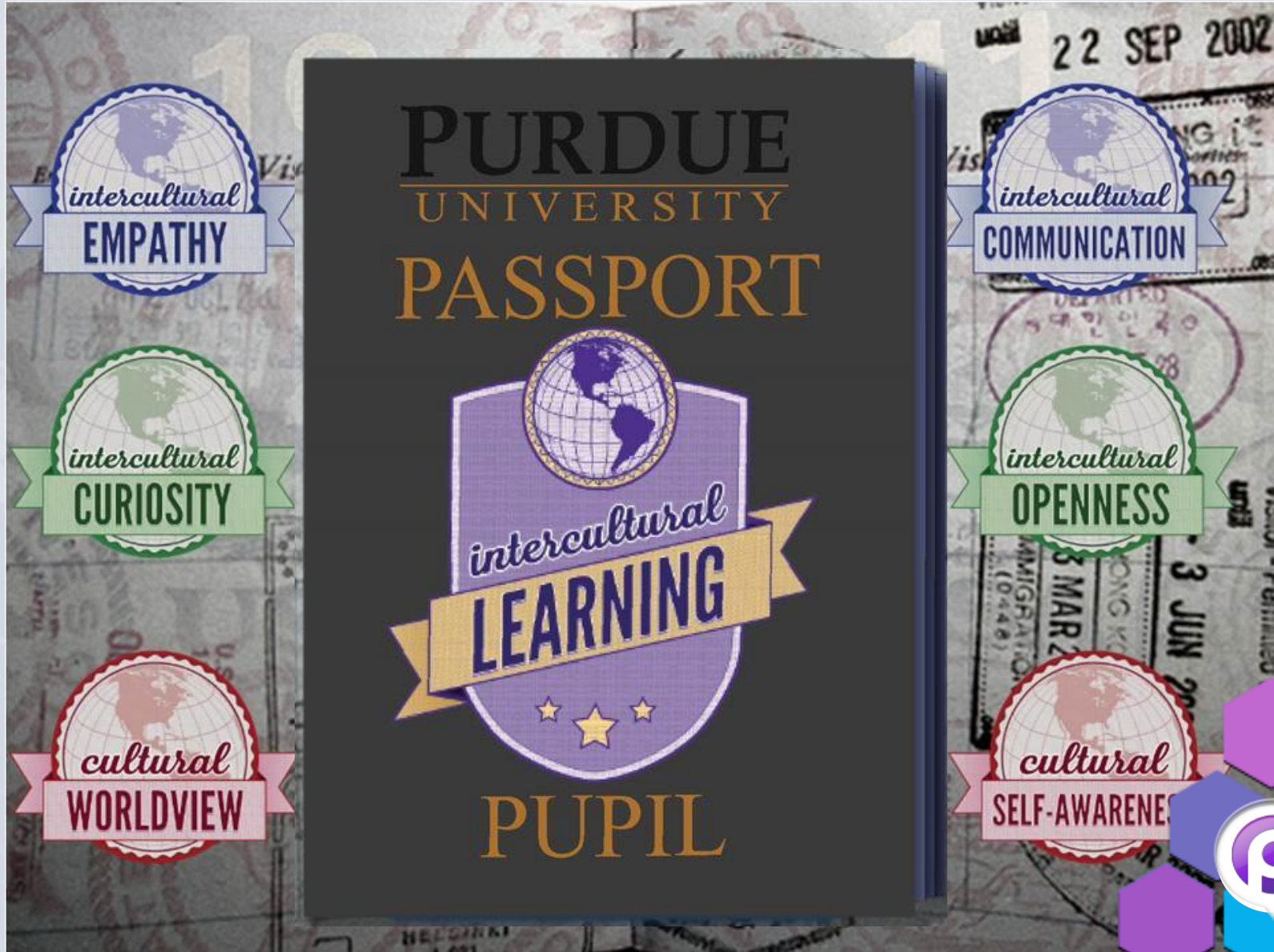
- Ability to work in a multicultural group
- Ability to work in a multilingual environment
- Ability to build rapport with others of diverse backgrounds in multicultural settings
- Respect for difference and diversity
- Sensitivity to cultural context
- Perseverance

- Antony Denhart, General Electric  
February 26, 2013



***PUPIL*** will help you show that you  
Purdue University's Passport to Intercultural Learning  
**have acquired these skills!**







# What is PUPIL?

- Purdue University's Passport to Intercultural Learning (**PUPIL**) is an innovative way for students to assess and document their development of intercultural skills.



# Uses

- Technological Assessment Tool
- Pedagogical Tool
- Professional Tool


# Project Overview

**PUPIL** is housed at the Purdue digital badge tool system called *Passport*. **PUPIL** presents the students with seven intercultural learning challenges and the students earn a badge after completing each challenge.

In the current Digital Age, **PUPIL** can be used by students as a compliment to their online portfolios to share their accomplishments with colleagues and potential employers on any electronic device such as an iPad.

# Sample e-Portfolios

AT&T
11:23 AM
92%



















**Claire Patel**

My background: I am an undergraduate student in the program of Civil Engineering at Purdue University. I am from Clinton, IL.  
 My associations: Board member of Institute of Civil Engineers, Boiler STeam, Society of Business Engineers, Sailing Club.  
 My dream job: Managing the Cubs or, more realistically, Engineer for a fun company that is involved with something I love.  
 Favorite book: The Kite Runner.

14

badges earned

# Assessment of Intercultural Learning

**PUPIL** uses as its base the *Intercultural Knowledge And Competence Value Rubric* created by the Association of American Colleges and Universities (AAC&U).

The rubric gives guidelines on how to evaluate each of the 6 Intercultural Learning Skills and gives examples on the various benchmarks and milestones encountered throughout the Intercultural Learning process.

# Intercultural Learning Challenges

## Intercultural Openness



Being able to initiate and develop interactions with culturally different others and begin to suspend judgment in valuing our own interactions with culturally different others.

## Intercultural Curiosity



Asking complex and deep questions about other cultures and seeking answers to these questions.

## Cultural Self-Awareness



Ability to recognize new perspectives about own cultural rules and biases (e.g. not looking for sameness; being comfortable with the complexities that new perspectives offer.)

## Cultural Worldview

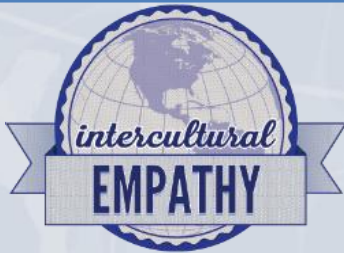


Demonstrating adequate understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.



# Intercultural Learning Challenges

## Intercultural Empathy



Being able to recognize intellectual and emotional dimensions of more than one worldview and using more than one worldview in interactions.

## Intercultural Communication

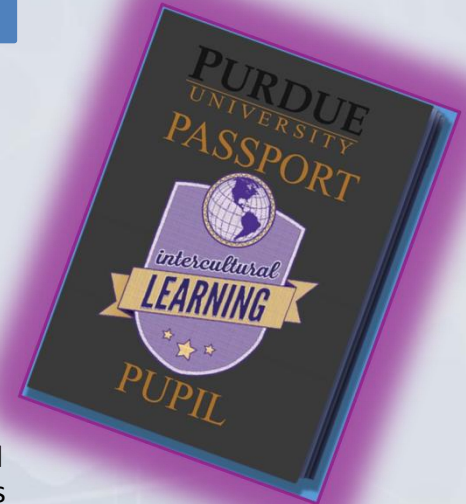


Being able to recognize and participate in cultural differences using verbal and nonverbal communication; and begin to negotiate a shared understanding based on those differences.

## Intercultural learning



The final benchmark composed of the person's set of behaviors, attitudes, and understanding of policies that come together in order to be able to work efficiently in cross-cultural situations.





This badge will show that you are open to initiate and develop interactions with culturally different others and that you suspend judgment in valuing your interactions with them.





This badge will show that you have an attitude of Intercultural Curiosity.

- This means that you ask complex questions about other cultures and articulate answers to these questions that reflect multiple cultural perspectives.







This badge will show that you have knowledge of Cultural Self-Awareness.

- This means that you articulate insights into your own cultural rules, assumptions, and biases and that you are aware of how your experiences have shaped these rules, assumptions, and biases.





Knowledge of Cultural Worldview demonstrates your sophisticated understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.



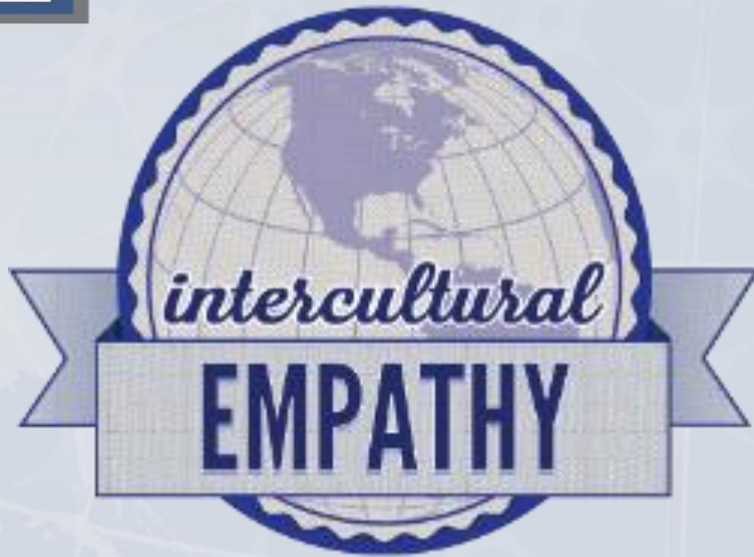




This badge will show your skills of Intercultural Verbal and Nonverbal Communication.

- When you have these skills, you can articulate a complex understanding of cultural differences in verbal and nonverbal communication and you are able to skillfully negotiate a shared understanding based on those differences.





This badge will show that you have Intercultural Empathy.

- This means that you can interpret intercultural experience from the perspectives of your own and more than one worldview and demonstrates your ability to act in a supportive manner that recognizes the feelings of another cultural group.



# Earning a Badge: The 7 Tasks

After completing an intercultural learning experience or an assignment:

- Complete a pre self-assessment (n=23)
- Answer 4 reflection questions
- Complete a post self-assessment (n=23)
- Answer final summative assessment items

# A Specific Example



- This badge will show that you are open to initiate and develop interactions with culturally different others and that you suspend judgment in valuing your interactions with them.



# Pre and Post Self-Assessment

I am able to communicate effectively with people from different cultures

Strongly Disagree (1)

Disagree (2)

Not Sure (3)

Agree (4)

Strongly Agree (5)



I understand the challenges faced by people from different cultures

I avoid imposing values that may conflict with cultural groups other than my own

I could not easily get accustomed to living in another country

I can easily relate to people that are different from me

Traveling allows me to understand different cultures

In the future, I will travel to other countries to better understand culture and diversity

Rate yourself on respect or valuing other cultures

Poor (1)

Below Average (2)

Average (3)

High (4)

Very High (5)

Rate yourself on openness to intercultural learning and to people from other cultures

Rate yourself on tolerance for ambiguity

Rate yourself on flexibility in using appropriate communication styles and behaviors in intercultural situations

Rate yourself on curiosity and discovery

Rate yourself on withholding judgment

Rate yourself on cultural self-awareness/understanding

Rate yourself on understanding others' worldviews



Rate yourself on culture-specific knowledge

Rate yourself on sociolinguistic awareness or awareness of using other languages in social contexts

Rate yourself on skills to listen, observe and interpret

Rate yourself on skills to analyze, evaluate, and relate

Rate yourself on empathy or do unto others as they would have done unto them

Rate yourself on adaptability to different communication styles/behaviors

Rate yourself on adaptability to new cultural environments

Rate yourself on intercultural communication skills or appropriate AND effective communication in intercultural settings

# 4 Reflection Questions

"I learned that Intercultural Openness **IS** ..."

"I learned Intercultural Openness **WHEN** ..."

"This learning on Intercultural Openness matters **BECAUSE** ..."

"Due to Intercultural Openness learning, **I WILL** ..."

# Summative True/False Questions

As a result of this intercultural learning experience and reflection I will initiate interactions with culturally different others.

As a result of this intercultural learning experience and reflection I will develop interactions with culturally different others.

As a result of this intercultural learning experience and reflection I will suspend judgment in valuing my interactions with culturally different others.



**After you complete all challenges and get the first six badges, you can earn the capstone badge...**

To begin your journey, visit:

[PUPIL WEBSITE](#)





## Vital Links:

<http://www.purdue.edu/cie>

<http://www.purdue.edu/cie/learning/global>

<https://www.openpassport.org>