

Last semester I witnessed a dream come true. I conducted a series of intercultural learning faculty development sessions for instructors of 500+ international students completing two required courses on language and culture. Four years ago I could only dream of this present reality.

Five years ago I was offered a new position at Purdue. The main purpose of this position was to respond to the significant and ongoing increase of international undergraduates and freshmen to the West Lafayette campus. This new position was to increase the potential of international student success and react to corresponding issues by creating programs that assist faculty in maximizing the classroom experience; creating materials for faculty development; designing and coordinating corresponding workshops and meetings; creating a campus coalition for strategically bringing together all support units and systems to assist international students in their success.

So I exchanged my twelve-year-old hat as a teaching professor in College of Health and Human Sciences for a global learning faculty development hat in the Purdue University Center for Instructional Excellence (CIE). My background included 25+ years in human service administration, supervising counseling practicum for graduate students, teaching multi-cultural courses, being member of the Purdue Teaching Academy, and being a Purdue Diversity Fellow.

To start the conversation, please note that 10,000+ international students come to Purdue to study. Purdue like most universities claimed to be graduating global citizens although there was no discussion on how that happened or even what constituted a global citizen or how might domestic and international students integrate on campus and in classes or outside of class. We did have a vague and under publicized adoption by a faculty core curriculum committee of the AAC&U VALUE Rubric on Intercultural Knowledge & Competence to guide our non-discussion.

Initially, we did a number of things to collect data and opinions to guide our first steps. We surveyed a four college sample of 11,000 international and domestic undergraduate students replicating a survey conducted by the University of Illinois. We conducted focus groups with international students and faculty. We contacted and traveled to consult with Darla K. Deardorff. That summer, I attended two sessions at the Summer Institute for Intercultural Communication (SIIC) in Portland, OR. It was at SIIC, that I discovered the DMIS, IDI, and Mick Vande Berg, the lead PI of the Georgetown Consortium research on intercultural competency in study abroad.

A major first step in early 2012 was to research and compile a teaching tips brochure on teaching international students for faculty and instructors. We mailed this booklet to every instructor and faculty person teaching at Purdue.

With feedback from the campus survey and focus groups with faculty and students, we began to work across the silos on campus and focused on four areas: 1. English as a Second or Foreign Language challenges, 2. teaching pedagogies across diverse cultures, 3. diversity of academic cultures, and 4. intercultural competency and learning for faculty, staff advisers, and ALL students. Following is a partial listing of programs responding in the last few years to the significant numbers of international students on campus based on these four areas:

*1. ESL/EFL:*

Purdue Languages and Cultural Exchange (PLaCE)  
ESL College Teaching Workshop II (CTWII) Series  
Expansion of Purdue Online Writing Lab (OWL) to serve international students  
Increase ENG 106i sections

*2. Intercultural Pedagogy:*

PLaCE  
Teaching Tips Brochure  
Online teaching tips  
Teaching International Students Workshops  
One-on-one faculty consultations  
New faculty orientation

### 3. Diverse Academic Cultures

Spring 2012 student survey

Spring 2012 students and faculty focus groups

PLaCE

OWL

BGRi & BGR

Academic Integrity workshops

Dean of Students and academic integrity efforts and approach

New faculty orientation

### 4. Intercultural Learning

Spring 2012 student survey

Spring 2012 students and faculty focus groups

BGRi & BGR

Global Partners Program to China

Integration Community of Practice partnerships

Academic Integrity workshops

Dean of Students and academic integrity efforts and approach

IDI professional development for faculty, staff and advisors

Center for Intercultural Learning, Mentorship, and Research

#### **Key take-a-ways:**

1. *Provide supporting resources: time, training, instructional tools, and money*
2. *Identify and clarify the “real” issue: 3 deficits, integration or intercultural or both, ESL or culture, academic integrity or culture*
3. *Backward Design: What can your graduates do as “Global Citizens”?*
4. *Need for “ONE”: Research based theoretical model, process (4 competencies), and set of constructs (AAC&U rubric with attitudes, skills and knowledge)*
5. *Takes financial investment (\$): Big Moves at Purdue, Study Abroad grants, IPG funding, IDI funding, MVB workshops*
6. *“Organic” process across multiple silos on campus ... capture low hanging fruit*
7. *Need influential “Champion”: administrator, Dean, or key person*
8. *Connect to the promotion and tenure process: “Mentoring”*

#### **Debrief:**

How do I feel? Positive, encouraged, hopeful

Describe what happened: See narrative above

What did I learn? See Key take-a-ways above

How does this apply to the real world? Not everyone is at an R1 university with resources and funding; some institutions have different missions, visions, and strategic plans (example: small Liberal Arts Colleges)

What if? Purdue had no internationals on campus; no “Big Moves” by the President; no additional \$2000 international student fee; faculty had a teaching and learning focus vs a research/grant funding focus in P&T

What is next? Scaling up; progress beyond just counting numbers; using formative assessment; requiring learning outcomes; continue to progress on the “Driving Change” rubric