Institutionalizing Intercultural Competence: Strategies for Broad Integration of New Learning Outcomes

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Minnesota’s Story
Strategy: Infusing the “inter”

1. Faculty: Internationalizing Teaching and Learning
2. Faculty & Staff: Intercultural Competency Development
3. Staff: International Student Advisory Board – Jointly with Office of Student Affairs
4. Students: Culture Corps
5. Students: Student Leadership Development
6. Galvanizing: Best Practices on Integrating
Strategy: Using Data Wisely

1. Guided by 13 data and research projects
2. Prioritized findings into students’ top needs: [http://undergrad.umn.edu/international_fee/research.html](http://undergrad.umn.edu/international_fee/research.html)
3. Conduct Listening Sessions
4. Require use of research to receive funding
5. Liaise with projects funded by international undergraduate fee
Lessons Learned
Intercultural Learning at Purdue

Students:
- curricular – (in collaboration with faculty)
- co-curricular – (integration & ICL in every event)

Faculty:
- IPG (Intercultural Pedagogy Grant)
- IDI (Intercultural Developmental Inventory Certification)

Staff:
- PICLCoP (Purdue InterCultural Learning Comm. of Practice)
- GPP (Global Partner’s Program)

Community:
- IFP (International Friendship Program)
- CC (Crosswalk Commons)

When the Stars are Aligned…

Context for Purdue’s Model:

- Institutional commitment (found in the “Big Moves”)
  - Affordability, 
  - STEM Leadership,
  - Transformative Ed.
  - World Changing Research,
- Favorable status with Key Leadership
  - Record of success
  - Longevity and consistency
- Substantial budget
  - Student funding
  - Faculty funding
- Responding to Needs and Trends
“Transformative Education”

- Transforming Teaching and Learning
- International Experiences (found in curriculum)  
  ...Embedded outcomes
  ...Study Abroad
- Living and Learning
- Year-Round University
University of Kansas – the “Global Learning Project”

**Goal:** to encourage and facilitate the development of intercultural competence in all areas of the institution

**Target populations:**
* faculty
* students
* staff

**Strategic avenues to each group?**
Identify existing mandates
An Institutional Mandate...

The “KU Core” comprises mandated learning outcomes for all undergraduate degrees & majors  kucore.ku.edu/

**Advanced Education Goal 4**: Respect human diversity and expand cultural understanding and global awareness

+ **Learning outcome 2 – Global Diversity:**

  Students will be able to (b) examine a variety of perspectives in the global community, (b) distinguish their own cultural patterns, and (c) respond flexibly to multiple worldviews.
"Mandate-Leveraging": Faculty

Faculty must present data in August 2018 showing how their 4.2-approved course meets the learning outcome.

**Strategy:** create and offer helpful tools & resources

(a) Blackboard course shell shared with all 4.2 faculty
   - intro to concept of ICC with respect to 4.2
   - assessment methods and instruments
   - suggestions for data collection
   - syllabus language, assignments, activities
   - bibliography

(b) Course redesign seminar with CTE
“Mandate-Leveraging”: Students

Strategy: infuse required courses, large-scale student programs, and career services

(a) Content in Goal 4.2 courses (over 300 courses)
(b) Large Co-curricular programs
   - Global Awareness Program
   - First Year Experience
   - Service Learning
(c) Career preparation: KU Employability Curriculum
“Mandate-Leveraging”: Staff

Strategy: create and promote staff training workshops that strengthen the “core competencies” HR uses to evaluate all employees

(a) Nine specified competencies (humanresources.ku.edu)
(b) Situate ICC training in relationship to…
   - Adaptability
   - Customer Focus
   - Inclusiveness
(c) Build a community of practice over time
Ohio State University

(to be added)
Q & A

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(Resource slides follow)
Purdue links & resources

KU links & resources

- [http://kucore.ku.edu/goals](http://kucore.ku.edu/goals)
- [https://humanresources.ku.edu/university-core-competencies](https://humanresources.ku.edu/university-core-competencies)
- [https://career.ku.edu/employability](https://career.ku.edu/employability)
- [https://career.ku.edu/cap](https://career.ku.edu/cap)
- [http://gap.ku.edu/](http://gap.ku.edu/)
Ohio State links & resources

(to be added)
Resources

Summaries and full reports of data and research projects undertaken at University of Minnesota:

Available On-Line: z.umn.edu/edimpact

Study of the Educational Impact of International Students in Campus Internationalization at the University of Minnesota

Phase One – Focus Groups and Interviews Over-Arching Report on Phase One Findings

Report by Diana Yefanova, Linnea Baird and Mary Lynn Montgomery
Principal Investigators: Diana Yefanova, Gayle Woodruff, Barbara Koppler, and Chris Johnston

Study Number: 132646644

February 2015

Study of the Educational Impact of International Students in Campus Internationalization at the University of Minnesota

Phase Two (January - May 2015) – Case Studies of Instructional Strategies to Enhance Cross-National Interactions at the University of Minnesota

Report prepared by Diana Yefanova, Mary Lynn Montgomery, Sunitha Ramachandran, and Linnea Baird
Principal Investigators: Diana Yefanova, Gayle Woodruff, Barbara Koppler, and Chris Johnston

Study Number: 132646644

December 2015
References

