Using a Cross-Cultural Toolkit to Internationalize Your Curriculum

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Getting to know you!

1. How many of you are SIOs and how many are faculty?

2. On your campus, do SIOs interact directly with faculty?

3. Do you think SIOs are “siloed” in such a way that hinders some of these interactions?
Our philosophical approach....We believe that:

- Internationalization of the curriculum should be grounded in outcome-based learning
- Cross-cultural skill building is a critical goal
- Directed skill-building activities are integral to internationalizing the curriculum
- Cross-cultural skill-building programs should be designed so that outcomes are measurable
Elements of the Cross-Cultural Toolkit

- Rubric: 8 cross-cultural skills, definitions & benchmarks
- Pre- and Post-questionnaire
- Faculty Guide
- Activity Guide

http://www.crossculturetoolkit.org/
Step 1: An SIO Role: Reach out to Faculty

• Connect with faculty to interest them in cross-cultural skill building

• Discuss topics of interest/culture(s)/country or region to target with individual faculty

• Document information provided; include rationalization for course/program/project in proposal

• Provide tools to facilitate internationalization
The principles of skill assessment can apply to semester-long programs that are not necessarily tied to specific faculty.
Align curricular activities to target cross-cultural skills

- Faculty members construct syllabi connecting global topics to cross-cultural skills
- Assignments include reflection activities targeting chosen skill(s)
- This process applies to:
  - On-campus courses
  - Faculty-led programs abroad
  - Community engagement/service learning projects/internships
  - Collaborative Online International Learning (COIL) projects
Sample Objectives: **Field Studies in Agricultural Business**

**Skills**: General Connections of Personal Experience to growth

**Skills**: General Transfer of Knowledge and Skills

**Course Objectives:**

- Relate agricultural business concepts to actual application abroad
- Describe diverse elements in U.S. and international agricultural industries
Collecting Data

- Journals
- Group discussions
- Blogs
- Essays
- Hands-on activities
Assessment: Making sense of the data

- Use Cross-Cultural Toolkit rubric to assign scores to student responses
- Consider starting point at which students first approach global/cross-cultural activity

Demographic surveys can be conducted prior to activity to determine individual baselines
Sample Data from **Field Studies in Agricultural Business**

“The trip allowed me to analyze agricultural operations in Costa Rica, compare them to ones in the United States, and also see new places that I wouldn’t have otherwise been able to.”

“On this trip, I found myself saying, “how” and “why” about so many things that we learned and saw. It truly sparked my intellectual curiosity about how different (but yet so similar) cultures and traditions across the globe can be.”
Knowledge into action: Institutional Uses of Cross-cultural assessment data

Improve program design

“Global ambassador” program for returned study abroad students

- Encouragement of peers to study abroad

Student re-integration into the campus community
Advantages of documentation

• **Students have record of cross-cultural learning**

• **Assessment results help career building**

• **Cross-cultural skill-building can be recorded**
  - Transcript
  - International education certificate
  - Badge on resume or LinkedIn profile
# Lessons Learned from Pilot Study

## Strengths of pilot program:
- encouraged intercampus collaboration
- encouraged multifunctional teams
- great way to test out lots of different technologies
- encouraged campuses to demonstrate buy-in to faculty-led ideas for innovative instruction
- encouraged demonstration of institutional buy-in

## Weaknesses of pilot program:
- did not financially compensate faculty involved in creating these projects adequately
- year-long grant program did not allow for in-depth projects that could be sustainable
- much of the technology gathered dust
- did not tackle tenure system that values publication over innovative instruction
Questions

1. What steps have you taken to engage faculty in efforts to internationalize the curriculum?

2. What type of programs/incentives do you offer to faculty to help them internationalize the curriculum? What are the components of these programs?

3. How do you build support for internationalization of the curriculum in your strategic plan and from upper administration?