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

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The Ohio State University
Students' Learning Experience

Five Essential Skills for Developing Globally Competent Students:

- Ability to work effectively in international setting
- Awareness of and adaptability to diverse cultures, perceptions and approaches
- Understanding of major currents of global change and the issues they raise
- Capacity for effective communication across cultural and linguistic boundaries
- Ability to comprehend the international dimension of one’s field of study
Global Option
A College Wide Curriculum

• Global enrichment distinction program offer within the college
• Specific academic requirements as well as languages, education abroad, cultural interactions
• A capstone research/thesis/field/intern project in field of study
• Systematic evaluation, university wide assessment and an e-portfolio including self-reflection

Value added: notation on diploma, enhanced résumé for job prospects
Global Engagement

• Increase opportunities for international students to get involved in co-curricula
• Facilitate growing relationships between international students and the campus community through social, cultural and educational activities.
• Develop cross-cultural interaction

A Global Engagement newsletter is emailed to all interested students on a weekly basis. The newsletter includes information about upcoming cultural activities on campus and in Columbus, and resources available to students.
Cross-Cultural Programming

- Global Engagement Night
- English Conversation Partners
- Student leadership opportunities
- Orientation leaders
- Global Leadership Initiative
- Peer advisors
- Global ambassadors
Assessment

• Ohio State University has designed its own instrument to benchmark and evaluate the impact of students’ intercultural experiences (both instructional and co-curricular).

• To assess outcomes the instrument was constructed using the OSU five competences in terms of knowledge, attitudes, skills, and aspirations (KASA).

• This assessment employs institutional data on survey respondents to identify how these competencies vary by student demographics, coursework, personal experience, social networks, co-curricular experiences, colleges, and distinctions such as the Global Option.
This research provides a better understanding of how students respond to different types of formal & informal learning experiences for Broad Cultural Development.
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
3. Conduct Listening Sessions
4. Require use of research to receive funding
5. Liaise with projects funded by international undergraduate fee
Lessons Learned
Purdue: 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
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)

“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 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/](http://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 (a) 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 support

(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” used by HR to evaluate all employees

(a) Nine specified competencies (humanresources.ku.edu)

(b) Situate ICC training in relationship to...
   - Adaptability
   - Effective communication
   - Customer Focus
   - Inclusiveness

(c) Build a community of practice over time
Q & A

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(Resource slides follow)
Ohio State links & resources

- https://oia.osu.edu/internationalization/global-option.html
- https://oia.osu.edu/international-students/4541-apply-to-be-a-global-ambassador-2.html
- https://oia.osu.edu/pre-arrival-and-orientation/student-leadership-positions/orientation-leaders.html
- http://ehe.osu.edu/international/osu-students/
- https://engineering.osu.edu/students/undergraduate-students/global-option-engineering
- http://csw.osu.edu/degrees-programs/international-programs/
- http://glenn.osu.edu/undergraduate/global/
- https://www.fisher.osu.edu/global-opportunities/undergraduate/global-option-business
Purdue links & resources

Center for Intercultural Learning, Mentorship, Assessment & Research: CILMAR
https://www.purdue.edu/IPPU/CILMAR/

CILMAR Faculty Staff Resources
https://www.purdue.edu/IPPU/CILMAR/Research/index.html

Center for Instructional Excellence
Global Learning
http://www.purdue.edu/cie/learning/global/
KU links & resources

- http://kucore.ku.edu/goals
- https://humanresources.ku.edu/university-core-competencies
- https://career.ku.edu/employability
- https://career.ku.edu/cap
- http://gap.ku.edu/
U. Minnesota 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 Kippler, and Chris Johnston

Study Number: 1529E6544

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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 Kippler, and Chris Johnston

Study Number: 1529E6544

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U. Minnesota References

