Incentivizing Faculty-led Study Abroad and Intercultural Learning Outcomes: A Grant Program Model

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• Study abroad directors as intercultural mentors (Paige, 2015)
  • Strategies for cross-cultural learning
  • Opportunities to reflect on experience
• Balancing challenge and support (Sanford, 1966)
• Good pedagogy
  • Clear objectives
  • Backward design (Fink, 2000)
  • Formative assessments
• Train the trainer approach
Mick Vande Berg’s 4 Tasks

1. Increasing self-awareness
2. Increasing other-awareness
3. Managing our emotions
4. Bridging cultural gaps
### AAC&U VALUE Rubric  
**Intercultural Knowledge and Competence**

<table>
<thead>
<tr>
<th>Domain</th>
<th>Competency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge (Cognitive)</td>
<td>Self-Awareness</td>
</tr>
<tr>
<td></td>
<td>Worldview Frameworks</td>
</tr>
<tr>
<td>Skills (Behavioral)</td>
<td>Empathy</td>
</tr>
<tr>
<td></td>
<td>Verbal and Nonverbal Communication Skills</td>
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<tr>
<td>Attitudes (Affective)</td>
<td>Curiosity</td>
</tr>
<tr>
<td></td>
<td>Openness</td>
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</tbody>
</table>

- **Purdue Faculty Led Trips in 2015 (n=75)**
  - Worldview – 62
  - Openness and Curiosity – 59
  - Communication Skills - 50

- **Purdue ENG Students (n=550)**
  - Most Difficult - Worldview
  - Most Important - Openness

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Workshop Structure

- **Introductory Unit**
  - Online readings and interactive assessment
  - Individual IDI debriefing

- **Four two-hour workshops**
  - Examples of Experiential learning + Reflection
  - Consideration of specific contexts and sharing of expertise

- **Action plan for intercultural learning**
  - Backwards design planning
  - Data report due before funding released

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Challenges

- Logistics
- Communication
- Data Management
- Sustainability
BACKGROUND: The Charge of the Purdue Polytechnic’s Global Transformation

Students must have the experience of being immersed in an environment that is culturally, economically, or socially different from their own and has a different way of thinking about challenges and solutions.

Reality: Not ALL Polytechnic Students will go abroad

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“SALES PITCH”: To Purdue Polytechnic’s Stakeholders

Administration:

• Desire for validated, measureable outcomes to assess decisions and actions pertaining to curriculum and study abroad offerings

Faculty:

• Assessment to aid in the enhancement of student experiences
• Aid in enhancing faculty member’s own abroad experiences
• Training was made mandatory and announced 1 year in advance
• Study abroad subsidies were leveraged by Office for Globalization
• Incentives offered at University ($3K) and College ($1K) levels

Keeping in mind that faculty are usually competitive!

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Administration:

- Administrative Leadership team (school and department heads) affirmed IDI pre-and-post assessment for all students beginning fall 2017 entering class

Faculty:

- 24 Study abroad program leaders are in the IPG training for 2017 programs leveraging $141,000 SAIL Grants with $68,000 from college ($35K in SAIL cost-shares and $33K additional program subsidies)
- 12 Polytechnic Faculty and Staff members participated in Intercultural Activity Train-the-Trainers session on January 18th

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**Broader Implications: Overall Strategy**

1st year Baselines

2nd year Individual Development Plans and further course selections based on IDP ONLY for Students choosing advanced certificates or minor degree

Identified University Core courses that directly address the four core competencies.

4th year Mapping Experiences and overall Effectiveness for Plans of Study

Exit level IDI Assessment and BEVI Results

THE DELTA IS RELEVANT
DISCUSSION

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