



**Go Intercultural! *Communicate. Collaborate. Celebrate.***  
**Quality Enhancement Plan**

**Institution:**  
East Carolina University

**Southern Association of Colleges and Schools Commission on Colleges**  
**On-Site Review Dates:**  
March 27-30, 2023

**Dr. Philip Rogers**, Chancellor  
**Dr. Robin Coger**, Provost and Senior Vice Chancellor for Academic Affairs  
**Dr. Cynthia Bellacero**, Accreditation Liaison  
**Dr. Purificación Martínez**, QEP Director  
**Dr. Laura Levi Altstaedter**, QEP Associate Director

**Contents**

|  |    |
|--|----|
| I. Executive Summary   | 3  |
| II. Focus of the QEP   | 4  |
| III. Identification of the Topic                                     | 18 |
| IV. Support for the Topic  | 23 |
| V. Institutional Commitment to the Topic                             | 29 |
| V. I. Review of Best Practices from the Literature                   | 29 |
| V. II. Organization of the QEP with Actions to be Taken and Timeline | 35 |
| V. III. Outline of Resources to be Committed                         | 44 |
| VI. Assessment   | 47 |
| VII. Appendices  | 56 |
| VII. I. Abbreviations  | 56 |
| VII. II. Tables and Figures  | 57 |
| VII. III. QEP Co-Directors Job Descriptions                          | 58 |
| VII. IV. Working Groups  | 59 |
| VII. V. Communication Group  | 62 |
| VII. VI. Evaluation of Assessment Practices                          | 63 |
| VII. VII. References   | 64 |

## I. Executive Summary

The Quality Enhancement plan for East Carolina University, “Go Intercultural! Communicate. Collaborate. Celebrate” seeks to increase the intercultural competence (IC) of our students by teaching them the knowledge, attitudes, and skills necessary to work and be agents of social change in the diverse cultural world of the 21<sup>st</sup> century. The QEP advances ECU’s mission to become a national model for student success, public service, and regional transformation through the establishment of curricula designed to develop the intercultural competence of students. The topic was selected based on ECU’s mission and strategic plan, as well as recent ECU trends, successes, challenges, and institutional assessment data.

The goal of “Go Intercultural!” is to develop the intercultural competence of students. This will be done by developing in them the cognitive, affective, and behavioral skills and characteristics that support effective and appropriate interaction in a variety of cultural contexts. To achieve this goal, we have designed a measurable program by which students can become an interculturally competent individual through: 1) self/cultural awareness, or the ability to articulate their own cultural rules, values, perspectives and biases, 2) knowledge, or the capability to analyze and explain global and domestic issues using an intercultural competence framework, 3) attitudes, or the openness to initiate and develop interactions with culturally different others, and 4) skills, or the capability to communicate in a culturally informed manner in intercultural and/or multicultural contexts.

To achieve the anticipated student learning outcomes, the QEP has established four programmatic goals targeting the curriculum. These goals are: 1) provide students with an introduction to intercultural competence through first year seminars where they will design a personalized intercultural self-development plan, 2) reinforce their development in newly intercultural competence designated courses in all levels of the curriculum, 3) master intercultural competence in IC designated high-impact practices such as redesigned study abroad programs, intercultural competence focused undergraduate research, and community engagement, and 4) recognize progress and mastering of competence via badges and certifications.

Significant human and financial resources are dedicated to support the student success, professional development, and assessment of the “Go Intercultural!” QEP. Several new professional development opportunities, including the Intercultural Summer Institute and the Intercultural Fellows Program, will be developed to support faculty and staff in redesigning programs and curricula.

Assessment of student learning outcomes within the “Go Intercultural!” project relies on nationally recognized instruments such as the Intercultural Development Inventory and the AAC&U Intercultural Value Rubric. Other internal indirect measures such as *Perspective-taking*, *Inquisitiveness and Openness*, *Respectfulness*, *Adaptability*, *Tolerance for Ambiguity*, *Empathy*, *Self-Awareness* (P.I.R.A.T.E.S.) Framework will also be employed.

The “Go Intercultural!” project was developed over the course of a year and represents the work of all university constituencies, faculty, staff, students, and administrators. Through a competitive process of selection, surveys, town halls, and many formal and informal presentations at Deans Council, Faculty Senate, Staff Senate, Student Government Association Senate, College Councils meetings, and committee meetings, we have created an inclusive QEP that advances ECU’s mission and will prepare our students with the knowledge, attitudes, and skills necessary to be successful after they graduate.

## II. Focus of the QEP

This QEP has adopted J. M. Bennet ‘s (2008) definition of intercultural competence: “a set of cognitive, affective, and behavioral skills and characteristics that support effective and appropriate interaction in a variety of cultural contexts” (p. 97). The specific skills and characteristics that will be developed in students are described in Section V. I. Review of Best Practices from the Literature.

Since 2014, intercultural competence has been implicit in [ECU’S Mission](#), which states that the institution “prepares students with the knowledge, skills and values to succeed in a global, multicultural society.” In agreement with this mission, the 2017-2022 Strategic Plan Commitment 1 Maximize Student Success, University Goal 1.4 states “we will reflect a global workplace and society by diversifying our faculty, staff, and students. We will increase the number of international students on our campus. We will provide 25 percent of ECU graduates with study-abroad experience and increase scholarship opportunities to improve accessibility. We will increase those with competency in a second language and leverage our success with the Global Partners in Education.”





Deeply rooted in ECU’s Mission, this QEP provides a common framework to already existing curricular initiatives and fosters the development of highly innovative curricular interventions that will result in the development in our students of very sought-after skills in university graduates.

In the next three subsections, the following topics will be discussed: 1) a brief description of the proposed Student Learning Outcomes and designed curricular interventions, 2) existing ECU initiatives related to intercultural competence that are the supporting pillars of this QEP, and 3) the process by which a baseline for the QEP was established.

### *Summary of QEP Actions*

The analysis of the institutional data detailed in Section IV. Support for the Topic, the IDI baseline data presented in Section II. Focus of the QEP, and the review of best practices discussed in Section V. I. Literature Review of Best Practices from the Literature have informed the identification of the following Student Learning Outcomes for undergraduate students:

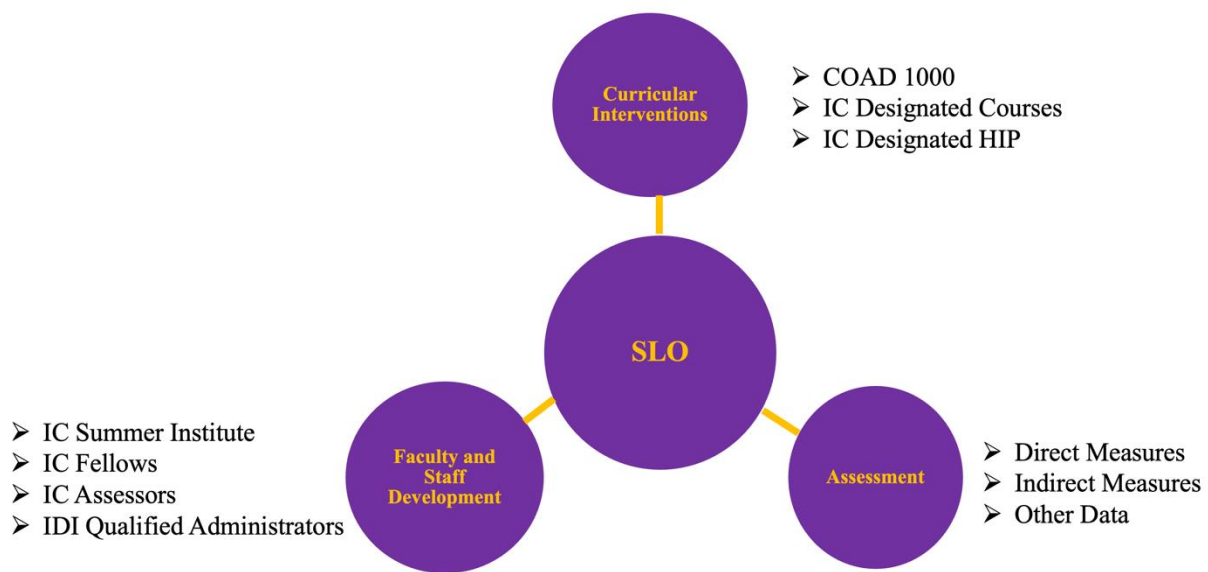
**Table 1: Student Learning Outcomes**

|   |   |
|---|---|
|  | <p><b><u>SLO 1: Self/Cultural Awareness</u></b><br/>Students will be able to articulate their own cultural rules, values, perspectives, and biases.</p>                 |
|  | <p><b><u>SLO 2: Knowledge</u></b><br/>Students will be able to analyze and explain contemporary global/domestic issues using an intercultural competence framework.</p> |
|  | <p><b><u>SLO 3: Attitudes</u></b><br/>Students will demonstrate openness to initiate and develop interactions with culturally different others.</p>                     |
|  | <p><b><u>SLO 4: Skills</u></b><br/>Students will articulate a complex understanding of cultural commonalities and differences.</p>                                      |

Depending on the level of participation in curricular and high-impact practices, students will develop different levels of competence in each one of the areas, as explained in Section VI. Assessment. All curricular interventions and high-impact practices will allow the development of the four Student Learning Outcomes, as will be seen in Section V. II. Organization of the QEP with Actions to be Taken and Timeline.

To achieve the development of the intercultural competence of students and the acquisition of the knowledge, attitudes, and skills as articulated in the student learning outcomes, the QEP has designed an array of coordinated actions organized into three areas: curricular actions, assessment, and training and development actions. The interconnection of the three can be better understood in this visual representation:

**Table 2: QEP Actions**



The schematic of the relationship of the different components of the project and how it will advance can be found in the following logic model:

**Table 3: QEP Logic Model**

| <b>Student Learning Outcomes</b> | <b>Program actions</b>  | <b>Responsible for program actions</b>  | <b>Assessment method</b> | <b>Assessment instrument</b>   | <b>Assessment criteria/ Rubric</b>               | <b>Responsible for assessment</b>  |
|----------------------------------|---|---|--------------------------|--|--|------------------------------------|
| Self/Cultural Awareness          | Facilitate faculty-created IC modules (including assignments) | QEP Team (director and/or associate director) and faculty/staff participating in QEP training (for example, Summer Institute) | Direct                   | Assignments (e.g.: journals, portfolios, presentations, performances, and photo-essays, among others, and may include the use of multiple forms of media such as various forms of art, multimedia artifacts, essays, stories, games, or simulations). Each artifact submitted as part of these course-embedded assignments will be accompanied by a reflection (written or videorecorded). | Adaptations of the VALUE rubric                  | IC-trained faculty/staff assessors |
| Self/Cultural Awareness          | Implement pre- and post-IDI                                   | QEP Team (director and/or associate director)   | Direct and Indirect      | Intercultural Development Inventory (IDI)  | IDI report                                       | IDI                                |
| Self/Cultural Awareness          | Develop and implement QEP Portfolio                           | QEP Team (director and/or associate director)   | Indirect                 | Student-created portfolio with curated artifacts   | Adaptation of the VALUE rubric (self-assessment) | Students                           |
| Knowledge                        | Faculty/staff-created IC modules (including assignments)      | Faculty and staff teaching IC-designated course and leading HIP experiences   | Direct                   | Assignments (see description above). Each artifact submitted as part of these course-embedded  | Adaptation of the VALUE rubric                   | IC-trained faculty/staff assessors |

|           |   |   |          |  |  |                                    |
|-----------|---|---|----------|--|--|------------------------------------|
|           |   |   |          | assignments will be accompanied by a reflection (written or videorecorded).  |  |                                    |
| Knowledge | Implement pre- and post-IDI                                   | QEP Team (director and/or associate director)   | Direct   | Intercultural Development Inventory (IDI)  | IDI report                                       | IDI                                |
| Knowledge | Develop and implement QEP Portfolio                           | QEP Team (director and/or associate director)   | Indirect | Student-created portfolio with curated artifacts   | Adaptation of the VALUE rubric (self-assessment) | Students                           |
| Attitudes | Implement pre- and post-IDI                                   | QEP Team (director and/or associate director)   | Direct   | Intercultural Development Inventory (IDI)  | IDI report                                       | IDI                                |
| Skills    | Facilitate faculty-created IC modules (including assignments) | QEP Team (director and/or associate director) and faculty/staff participating in QEP training (for example, Summer Institute) | Direct   | Assignments (e.g.: journals, portfolios, presentations, performances, and photo-essays, among others, and may include the use of multiple forms of media such as various forms of art, multimedia artifacts, essays, stories, games, or simulations). Each artifact submitted as part of these course-embedded assignments will be accompanied by a reflection (written or videorecorded). | Adaptations of the VALUE rubric                  | IC-trained faculty/staff assessors |

|        |                                     |   |                     |  |  |          |
|--------|-------------------------------------|---|---------------------|--|--|----------|
| Skills | Implement pre- and post-IDI         | QEP Team (director and/or associate director) | Direct and Indirect | Intercultural Development Inventory (IDI)        | IDI report                                       | IDI      |
| Skills | Develop and implement QEP Portfolio | QEP Team (director and/or associate director) | Indirect            | Student-created portfolio with curated artifacts | Adaptation of the VALUE rubric (self-assessment) | Students |

A detailed explanation of the QEP logic model and the components of Curricular Interventions and Faculty and Staff Development can be found in Section VI. II. Organization of the QEP with Actions to be Taken and Timeline. A detailed account of Assessment actions is present in Section VI. Assessment. The QEP will use a student portfolio to house all students’ artifacts and to allow their evaluation by IC assessors, as described in Section VI. Assessment and Section VII. IV. Appendices Evaluation of Assessment Practices.

*Supporting Pillars of the QEP: Existing ECU Initiatives Related to Intercultural Competence*

The mission and strategic plans are a crystallization of ECU’s long-standing commitment to diversity as an essential component of educational excellence. The university promotes diversity in culture and curriculum, aims to attract a more diverse student body, and encourages students to broaden their knowledge of the world through travel and study. Since 2012 and for 11 consecutive years ECU has been a recipient of the [Higher Education Excellence in Diversity \(HEED\) Award](#). The award recognizes colleges and universities that demonstrate an outstanding commitment to diversity and inclusion. For the first time, ECU has been recognized as a [Diversity Champion](#). Diversity Champions are institutions that set the standard for thousands of other campus communities striving for diversity and inclusion.

ECU’s commitment to diversity is also demonstrated in another important institutional effort, such as [Chancellor’s Commission on Diversity, Equity, and Inclusion](#), which aims to “engage a broad set of constituencies across the university community, including students, faculty, staff, alumni, donors, administrators, community members, and Trustees, in a collaborative and comprehensive effort in addressing issues of race, diversity, equity, inclusion, and social justice at our university.”

As a result of its mission and commitments, the institution has invested in a significant expansion of the curriculum in areas directly related to intercultural competence, such as courses with a focus on community engagement, diversity, and internationalization. The QEP will collaborate with the appropriate Faculty Senate Committees, the Division of Student Affairs, and the Office of Global Affairs to strengthen those initiatives under the umbrella of intercultural competence.

Co-Curricular and Curricular Community Engagement

In 2008, ECU received the [Carnegie Foundation Community Engagement Classification](#), which has been maintained to this day. The classification recognizes institutions committed to collaboration with their communities with purposes, among others, to “prepare educated, engaged citizens ...(and) address critical societal issues.” ECU’s understanding of community engagement is congruent with the Carnegie Foundation definition: “Community engagement describes collaboration between institutions of higher



education and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity.”

The Center for Leadership and Civic Engagement in the Division of Student Affairs organizes multiple co-curricular community engaged learning opportunities that range from one-time events to intensive immersion experiences and service-learning courses. These opportunities are designed with an educational focus to support students as they learn about themselves and their community, take action through community engagement, and advocate for lasting positive social change. In semester-long programs, students are trained either by the instructor of the course or the community partner. During the semester, they must engage in reflection through different venues, such as journaling, presentations, case studies, etc. At the end of the semester, students complete a comprehensive Self-Assessment Survey. In the “Day of Service” program, students receive an on-site orientation by a student leader, who discusses a particular social issue with them. Participants complete a very brief Self-Assessment Survey, where they are encouraged to engage in self-reflection about themselves, and the value of community engagement. The Center for Leadership and Civic Engagement programs include a wide range of opportunities, with some directly related to intercultural competence.

The curricular part of community engaged learning is represented in courses with a “Service Learning (SL)” designation. Service-Learning courses often serve individuals with diverse backgrounds, and they contribute to students’ success in a diverse and multicultural society. These courses bring positive diversity outcomes (Holsapple, 2012). The Faculty Senate Service-Learning Committee is charged with recommending courses for the SL designation. The Service-Learning Committee is constantly looking for ways to increase the number of courses with SL designation, and to increase the visibility and recognition of faculty and students who are part of the Service-Learning Program. The table below helps understand the scope of the SL designation:

**Table 4: Fall 2022 SL Designation**

| Fall 2022   |                       |
|---|-----------------------|
| Catalog courses/sections of courses with SL designation | 17                    |
| Number of SL courses/sections offered                   | 9 courses/51 sections |
| Number of Students enrolled in SL courses/sections      | 917                   |

Currently, there are no common Student Learning Outcomes for the SL program. To obtain approval, the proposal must provide descriptions of the community partner and activities and explain how students will carry out structured reflections of the service. No institutional body oversees the overall assessment of the effectiveness of the program, and once approved by the committee, there is no review to determine if courses adhere to current best practices. Courses that carry SL designation have been identified as a priority by the QEP, as it is described in Section V. II. Organization of the QEP with Actions to be Taken and Timeline. Working with the Faculty Senate, the QEP will encourage and support the transformation of these courses into IC courses. Their assessment will then take place under the assessment framework created for the QEP.

#### Diversity requirement

In April 2012, following recommendations by the Chancellor’s Diversity Leadership Cabinet, the Faculty Senate approved the revision of a three-hour diversity requirement with a six-hour diversity requirement with two components, three hours in Domestic Diversity (DD) and three hours in Global Diversity (GD),

and Student Learning Outcomes for both designations were included in the Faculty Senate resolution. The requirement was aligned with other schools in the UNC System and Higher Education in general.

However, the program had no established goals, and, since its inception, has struggled to meet student demand, particularly with DD courses and online delivery. In 2019 the Faculty Senate, with support from the Office for Equity and Diversity and the Office of Global Affairs, overwhelmingly reaffirmed the need for a six-hour graduation diversity requirement. It was then that the Office of the Provost, in collaboration with the Faculty Senate General Education and Instructional Effectiveness Committee, launched a university-wide initiative that resulted in the approval of over one hundred courses. Also at that time, the Student Learning Outcomes were revised with the objective of increasing the number of courses with the designation.

In Fall 2022, all colleges have courses bearing Diversity Designation. The courses offered are at all levels of study, 1000-4000, and are offered in different delivery formats.

**Table 5: Fall 2022 DD and GD Designation**

| Fall 2022                                 |      |
|---|------|
| <b>Domestic Diversity (DD)</b>            |      |
| Catalog courses with DD designation       | 126  |
| Number of DD courses offered              | 76   |
| Number of Students enrolled in DD courses | 5383 |
| <b>Global Diversity (GD)</b>              |      |
| Catalog Courses with GD Designation       | 214  |
| Number of GD Courses Offered              | 69   |
| Number of Students enrolled in GD courses | 2969 |

While the approval process of new, existing, and transfer courses has been streamlined and the number of courses seems to be adequate, the effectiveness of the program has not undergone assessment. Courses that carry diversity designations have been identified as a priority by the QEP, as it is described in Section V. II. Organization of the QEP with Actions to be Taken and Timeline. Working with the Faculty Senate, the QEP will encourage and support the transformation of these courses into IC courses. Their assessment will then take place under the assessment framework created for the QEP.

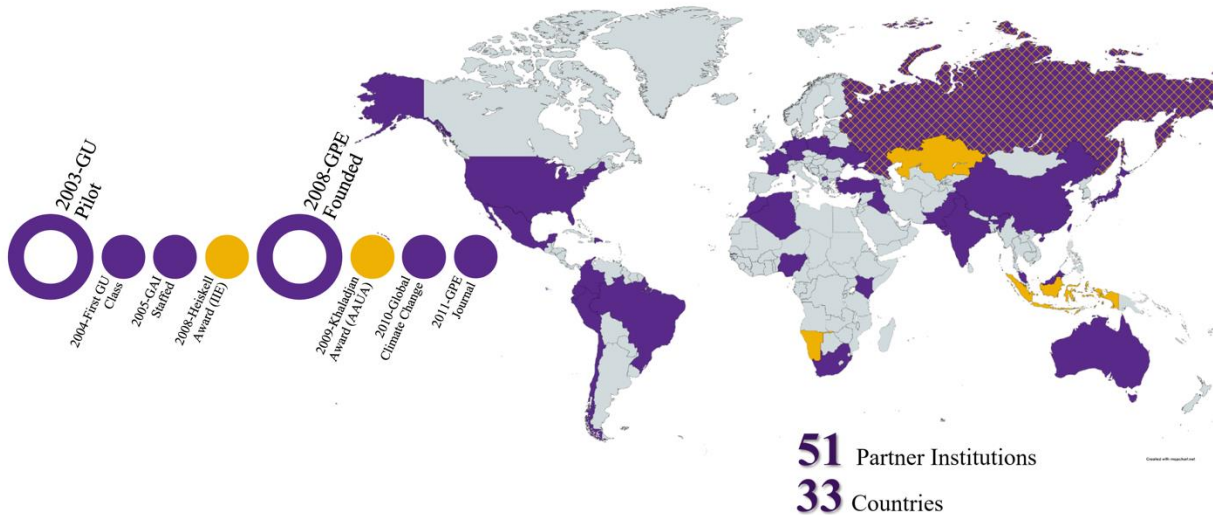
The struggles with the diversity requirement at ECU and the need to make it sustainable were the impetus of this QEP proposal.

[Internationalization](#)

ECU’s internationalization efforts are led and coordinated by the Office of Global Affairs (OGA), and its four administrative units: Education Abroad, Global Academic Initiatives, International Enrollment and Engagement, and the ECU Language Academy. The Office of Global Affairs’ mission is to amplify the global impact of ECU, its faculty, staff, and students. To fulfill its mission, the Office of Global Affairs has supported academic units and faculty in the development of study abroad experiences, has grown and assessed the Global Understanding Program, and has expanded ECU’s [internationalization at home programs](#) via collaboration with 51 partner institutions in 33 countries in International Virtual Exchange (IVE) programs. IVE Programs are technology enabled international experiences between geographically

separated entities that are peer-to-peer, facilitated, collaborative, and sustained. The development of virtual exchange at ECU is reflected in the figure below:

**Figure 1: Virtual Exchange at ECU**



In 2003, ECU created the first Global Understanding courses at ECU, based on a definition of global competence that was three pronged: “cognitively acquire basic knowledge about other cultures; affectively become more open-minded towards other cultures; behaviorally acquire real time interactive and collaborative experiences with students from other cultures.” (Chia, Poe, & Yang, 2011, p.1), which has developed into ECU’s world-known and award-winning [Global Understanding Program](#). The Global Understanding Program is a high-impact, multi-lateral program that follows the Core Curriculum Model (CCM) of International Virtual Exchange (IVE). As will all Core Curriculum Model programs, the Global Understanding Program is centrally coordinated by the Office of Global Affairs and relies on stand-alone courses that have 18 contact hours of synchronous work plus asynchronous collaborative work among students over an entire semester. The content of the courses is pre-defined by The Office of Global Affairs. The Office also provides the logistics, scheduling, technology, partners, contacts, and resources. Global Understanding courses are sustainable and scalable and offer excellent quality control. Courses in the Global Understanding Program provide students a direct opportunity to build IC competence. They also fulfill the diversity requirement at ECU, since all of them carry the Global Diversity (GD) designation.

Beginning in Academic Year 2021-2022, and building upon the Global Understanding model, the Office of Global Affairs created the Global *Business, Education, Environment, and Health International Virtual Exchange* ([Global BEEHIVE](#)). The Global BEEHIVE is a set of four topic-specific Global Virtual Exchange courses designed by multi-country teams of faculty. As the name of the initiative indicates, the topics of the four courses are: Global Business, Global Education, Global Environment, and Global Health. Similar to the Global Understanding courses, the Global BEEHIVE is a CCM program (centrally organized by the Office of Global Affairs, with 18 hours of synchronous work plus more asynchronous collaboration during the entire semester).

Also in Academic Year 2021-2022, ECU began expanding their offerings of Collaborative Online International Learning (COIL) courses by training and supporting faculty interested in this decentralized

approach to IVE. COIL courses are not coordinated by the Office of Global Affairs. The partnering faculty assume the responsibility for the coordination, content, and delivery of the course. The interaction among the students of the partnering institutions is embedded in existing courses. There must be 3 hours of synchronous work plus asynchronous collaborative work among students over at least 4 weeks. COIL courses are flexible and specialized.

Preliminary evaluation of the COIL courses offered by ECU indicate that besides intensive training of faculty, extensive follow-up and assessment is also necessary to ensure quality and success of the initiative. The Office of Global Affairs and the QEP will collaborate in the support and development of further COIL courses at ECU and together they will provide appropriate follow-up and assessment of courses developed.

For Academic Year 2021-2022 the number of classes and students in the programs described above are as follows:

**Table 6: AY 2021-2022 OGA Programs**

| Academic Year 2021-2022 |                      |                |      |
|-------------------------|----------------------|----------------|------|
| Program                 | Global Understanding | Global BEEHIVE | COIL |
| Number of Classes       | 27                   | 3              | 9    |
| Number of Students      | 447                  | 47             | 243  |

The Office of Global Affairs and the QEP will collaborate in the support and development of further COIL courses at ECU and together they will provide appropriate follow-up and assessment of courses developed.

The Office of Global Affairs is researching the growth in self-awareness in students enrolled in courses in the Global Understanding program. Although assessment data is not yet available, others in the field have examined the issue and found that, in general, IVE courses lead to growth in self-awareness (Lenkaitis, & Loranc-Paszylk, 2021; Commander, Schloer, & Cushing, 2022; Duffy, Stone, Townsend, & Cathey, 2022). However, prior research conducted by the Office of Global Affairs demonstrated the effectiveness of IVE courses in student success measures. Using anonymized data from all students attending ECU between 2008-2012, research demonstrated that after taking an IVE course, students showed sustained improvement in grade point average, retention rate and graduation rate (Lee, Leibowitz, Rezek, & Millea, 2022). IVE students were approximately twice as likely to subsequently study abroad as non-IVE students (Lee, Leibowitz, & Rezek, 2022).

Efforts to quantify the impact of IVE courses and to link it to ECU’s mission led to the development of the *Perspective-taking, Inquisitiveness and Openness, Respectfulness, Adaptability, Tolerance for Ambiguity, Empathy, Self-Awareness (P.I.R.A.T.E.S.) Framework*. Research using the P.I.R.A.T.E.S. Framework shows some evidence that IVE improves intercultural empathy and perspective-taking, although only among female students (Leibowitz, Rezek, & Howard, 2022). Global Diversity courses are not promoting empathy and perspective-taking skills as much as might be expected (Lee, Leibowitz, & Rezek, 2022).

As a response to the 2017-2022 Strategic Plan, all academic units included in their own strategic plans the goal to grow study abroad experiences for undergraduate students, an effort that led to an increase in students participating in international experiences. In pre-pandemic Academic Year 2018-2019, 3.311% (764 out of 23,071 undergraduates) students enrolled in curricular international opportunities, a

percentage that is above the national average of 2.14%. Because of the Covid 19 pandemic, and in line with what is happening at the national level, ECU has experienced a decline in the number of students studying abroad. NAFSA: Association of International Educators reports “International education continues to grapple with the short- and long-term effects of the pandemic, some of which will only become clear years from now.” (Hendley, 2022).

In 2022, ECU resumed study abroad initiatives, and ECU has created The ECU Global Fellows Program, where a selected group of first year students are part of the Global Living and Learning Community and receive economic support to study abroad. However, it is still difficult to predict trends for the future. Similar to national trends, minority students at ECU are still greatly [underrepresented in study abroad](#).

Students favor short-term experiences led by ECU faculty versus semester-long programs with students and faculty from other institutions. The Office of Global Affairs organizes pre-travel sessions for all students going abroad, and intercultural competence is covered in those sessions. However, pre- and post-travel self-reflections are established by the instructor of each program, and it is difficult to determine to what extent they happen. Faculty-led Study Abroad programs have been identified as a priority by the QEP, as it is described in Section V. II. Organization of the QEP with Actions to be Taken and Timeline. Working with the Office of Global Affairs, the QEP will encourage and support the incorporation of best practices in study abroad related to development of intercultural competence. Assessment of the programs will take place under the assessment framework created for the QEP.

### *Establishment of a Baseline*

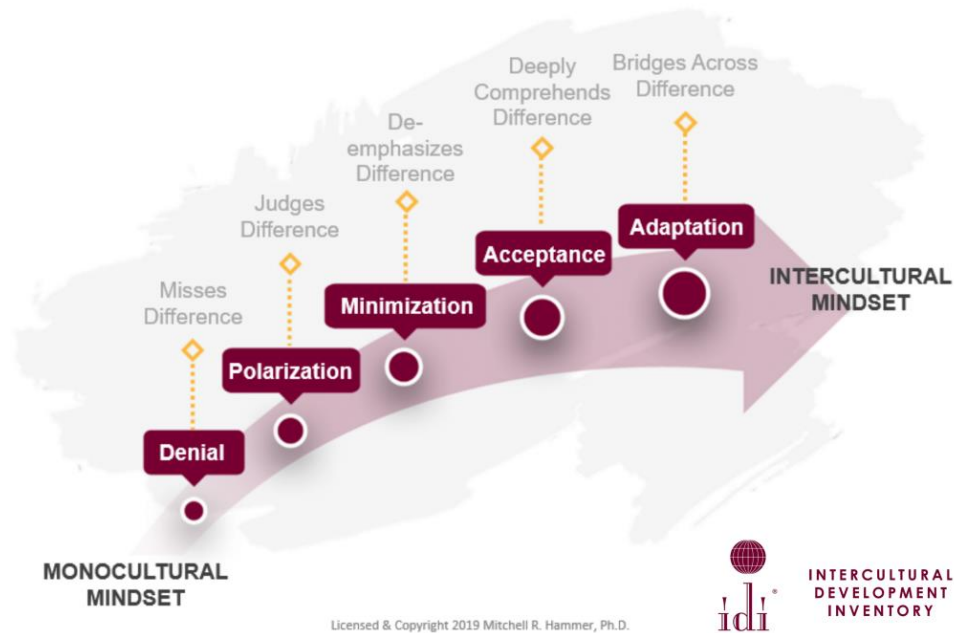
As mentioned above, assessment of effectiveness courses designated as Service-Learning, Domestic, or Global Diversity has not been done at the institutional level, but at the course or program level. The same applies to Study Abroad experiences. Other institutional data related to intercultural competence relies heavily on students’ self-reports. Because of these challenges, it was necessary to establish a reliable baseline for intercultural competence in ECU students before the design and implementation of curricular interventions. The [Intercultural Development Inventory® \(IDI®\)](#) was selected as the appropriate tool.

The IDI is a cross-culturally valid, reliable, and generalizable measure of intercultural competence along the validated intercultural development continuum (adapted, based on IDI research, from the Developmental Model of Intercultural Sensitivity, DMIS, originally proposed by M. Bennett) (Hammer, Bennett, & Wiseman, 2003; Hammer, 2009, 2012). Furthermore, the IDI has been demonstrated, through research, to have high predictive validity to both bottom-line cross-cultural outcomes in organizations and intercultural goals. The IDI is a 50-item questionnaire. The results generate group, subgroups, and individual reports. The IDI measures 5 core mindsets and behaviors toward cultural difference: denial (misses differences), polarization (judges differences), minimization (de-emphasizes difference), acceptance (deeply comprehends difference) and adaptation (bridges across differences).



Figure 2: The IDI Continuum

### Intercultural Development Continuum (IDC™)



In group reports, the IDI measures the following aspects:

- The Perceived Orientation reflects who the group sees itself when interacting with culturally diverse individuals and groups. For the duration of the QEP, the Perceived Orientation will be used as an indirect method of assessment, as described in Section VI. Assessment below.
- The Developmental Orientation is the perspective that the group most likely uses in those situations where cultural differences and commonalities need to be bridged. For the duration of the QEP, the Developmental Orientation will be used as a direct method of assessment, as described in Section VI. Assessment below.
- The Orientation Gap is the difference between the Perceived Orientation and the Developmental Orientation. The larger the gap, the more likely the group may misread how effective they are in bridging across cultural differences. A Perceived Orientation score that is higher than the Developmental Orientation score indicates an overestimation of the group's intercultural competence. That is, the group feels more adaptive than they likely are. Any gap above seven score points is considered meaningful. For the duration of the QEP, the Orientation Gap will be used as an indirect method of assessment, as described in Section VI. Assessment below.
- The Range of Developmental Orientations. For the US, the range is the following: 2% Denial, 15% Polarization, 66% Minimization, 15% Acceptance, 2% Adaptation
- The Leading Orientations are the next steps to take in further development of intercultural competence.

For purposes of establishing a statistically valid, internationally recognized instrument, the IDI was sent to different groups of students during the Fall 2022 semester and the Spring 2023 semester. During the

Fall 2022 semester, it was sent to all sections of Student Development and Learning in Higher Education (COAD) 1000, except for students enrolled in the Innovative Early College High School sections. A total of 1000 students received the IDI in the Fall semester. During the Spring 2023 semester, it was sent to students in selected 4000 level courses.

### COAD 1000

COAD 1000, or Student Development and Learning in Higher Education, is a 1 credit hour elective course taken by approximately 25% of first year students. The course is an introduction to student life at ECU and focuses on development of academic skills, learning processes, career decision-making, and personal attributes essential for student success. Taking aside the Innovative Early College High School sections, in the Fall 2022 semester there were 66 sections of the course taught by 52 instructors. Only one section was taught by a faculty member; the rest were taught by academic professionals. Most of them were advisors (26), with instructors working in Campus Life being the second largest group (10). Other areas of campus life were also represented, such as Athletics, Global Affairs, Library Services, Dean of Students, Greek Life. Some sections of COAD 1000 were open to all students, others were for specific student populations as follows:

- 7 sections open to all students
- 15 sections for Living Learning Communities: Pirate Academic Student Center (3), Nursing, Business, Art & Design (2), Education (2), Impact Leadership (3), Quest/Transfer students, Biology, The League/Male interested in sports
- 6 sections for Major Advisement Program/Undecided
- 4 sections for Residence Halls
- 3 sections for Student Athletes
- 4 sections for Gear Up NC (low-income students)
- 2 sections for intended Communication majors
- 4 sections for intended Business majors
- 3 sections for intended Nursing majors
- 6 sections for intended majors in College of Engineering and Technology
- 1 section for Global Fellows
- 1 section for first generation students

### IDI Administration to COAD 1000 Students

At the beginning of the Fall 2022 semester, IDI Qualified Administrators visited all sections of COAD 1000, except for the Innovative Early College High School sections. During the visit, students were introduced to the QEP and the IDI. Students received information about how the results would be used. Participation was voluntary, and students were guaranteed anonymity, confidentiality, and the right to know the results of their responses.

The IDI was sent to all selected first-year students, 1000 in total. The group report was generated on December 7<sup>th</sup>. At that time, 297 or 29.7% of students had completed the IDI. The percentage of completion is aligned with other electronic university surveys such as the Survey of Student Opinion of Instruction.

The IDI Group Profile indicated the following:

- The group's Perceived Orientation Score (117.97 points out of 145) indicates that the group rated its own intercultural competence orientation as Acceptance.
- The group's Developmental Orientation Score (85.24 points out of 145) indicates that the group's intercultural competence orientation is Minimization. The Orientation Gap score was 32.72. This means that the group has significantly overestimated their intercultural competence capabilities.
- The Range of Developmental Orientation in the group varies significantly from the US range indicated above: 16.6% Denial, 32.1% Polarization, 46.6% Minimization, 4.1% Acceptance, 0.7% Adaptation. The group is firmly placed in a monocultural mindset (95.3%). There is a narrow range of Orientations, since most of the students (78.7%) are placed in two of the orientations.
- The Leading Orientations are Acceptance through Adaptation.

#### 4000 Level Courses

In the Spring 2023 semester, a group of 4000 level courses were selected for the administration of the IDI to advanced students at ECU, in order to have a better understanding of the effectiveness of current curricular and co-curricular interventions related to intercultural competence and diversity. 4000 level courses from each one of the colleges were selected based on their level of enrollment with the objective of collecting data of around 300 advanced students. The following courses were selected:

- Accounting (ACC) 4611 in the College of Business, with 41 students enrolled.
- Biology (BIOL) in the Thomas Harriot College of Arts and Sciences, with 56 students enrolled.
- Construction Management (MGT) 4200 in the College of Engineering and Technology with 45 students enrolled.
- Communication (COMM) 4080, in the College of Fine Arts and Communication, with 28 students enrolled.
- Communication Sciences and Disorders (CSDI) 4110, in the College of Allied Health Sciences, with 52 students enrolled.
- Education Technology (EDTC) 4001, in the College of Education, with 71 students enrolled.
- Kinesiology (KINE) 4809, in the College of Health and Human Performance, with 67 students enrolled.
- Nursing (NURS) 4010, in the College of Nursing, with 57 students enrolled.

The faculty teaching the courses had different ranks and titles; this was not considered when selecting the courses.

#### Administration of the IDI to 4000 Level Students

At the beginning of the Spring 2023 semester, instructors teaching the courses selected were contacted and visits by IDI Qualified Administrators were scheduled for the first weeks of the semester. Students were introduced to the QEP and the IDI. Students received information about how the results would be used. Participation was voluntary, and students were guaranteed anonymity, confidentiality, and the right to know the results of their responses.

Prior to the visits, the IDI was sent to all students in the courses, 414 in total. Students were given time to complete the IDI during the visits, which was not possible during the visits to COAD 1000 sections



because of logistical reasons. The group report was generated on February 1, 2023. At that time, 322 of the 414 students who received the IDI completed it.

The IDI Group Profile indicated the following:

- The group's Perceived Orientation Score (118.54 points out of 145) indicates that the group rated its own intercultural competence orientation as Acceptance.
- The group's Developmental Orientation Score (86.41 points out of 145) indicates that the group's intercultural competence orientation is Minimization. The Orientation Gap score was 32.12 points. This means that the group has significantly overestimated their intercultural competence capabilities.
- The Range of Developmental Orientation in the group varies significantly from the US range indicated above: 15.8% Denial, 32.9% Polarization, 45.3% Minimization, 5% Acceptance, 0.9% Adaptation. The group is firmly placed in a monocultural mindset (94%). There is a narrow range of Orientations, since most of the students (78.2%) are placed in two of the orientations.
- The Leading Orientations are Acceptance through Adaptation.

### Analysis of IDI Results

The results of the IDI students demonstrate that a coordinated approach to diversity and inclusion must be implemented at ECU if we are to succeed in fulfilling our mission and strategic plans. Using the IDI as both a direct and indirect measure during the duration of the QEP will allow us to track how students develop their intercultural competence and move from a monocultural mindset towards a multicultural mindset, which is the objective of the QEP.

The QEP will have to take into consideration that since only 4.8% of first year students and 5.9% of senior level students have an intercultural mindset, there will not be a significant number of student allies that can model an intercultural framework for the group. The need to start a change in students' mindsets must take place as soon as they arrive on campus, in COAD 1000 first and in General Education courses second. In both first-year students and senior students there is a significant difference between the group self-perception and their actual capabilities. This indicates that self-awareness must be a key component in all the curricular interventions created. Finally, since there are significant percentages of students in the Denial and Polarization orientations in both groups of students, not all curricular interventions can be designed toward the Acceptance and Adaptation orientations, because they maybe be too challenging, potentially resulting in students withdrawing from or even regressing in their development.

Depending on the level of participation in curricular and high-impact practices, students will develop different levels of competence in each one of the areas, as explained below in Section VI Assessment. All curricular interventions and high-impact practices will allow the development of all outcomes, as will be seen in Section V. II Organization of the QEP with Actions to be Taken and Timeline.

A detailed explanation of the components of Curricular Interventions and Faculty and Staff Development can be found in Section VI. II. Organization of the QEP with Actions to be Taken and Timeline. A detailed account of Assessment actions is present in Section VI Assessment. The QEP will use a student portfolio to house all students' artifacts and to allow their evaluation by IC assessors, as described in Section VI. Assessment and Section VII. IV. Appendices Evaluation of Assessment Practices.

### III. Identification of the Topic

ECU’s QEP selection process spanned fourteen months to garner broad-based support from all institutional stakeholders. In April 2020, ECU’s SACSCOC Reaffirmation Work Group met to create the institution’s QEP process. During that meeting, the SACSCOC liaison reviewed the five elements of the QEP framework with the group and presented a plan to establish a QEP Selection Committee by Summer 2020. The group determined that before the QEP Selection Committee would be formed, ECU’s Provost and Academic Council would need to decide on a member selection process, the number of members, a QEP project manager, and the committee’s charge.

Also, in Spring 2020, the QEP Timeline was developed by the SACSCOC Reaffirmation Workgroup in consultation with ECU’s senior administration (Academic Council, composed of the Provost and Senior Vice Chancellor for Academic Affairs; Vice Chancellor Vice Chancellor for Health Sciences; and Vice Chancellor for Research, Economic Development and Engagement), accounting for each step of the process.

**Table 7: QEP Timeline**

| <b>QEP PROCESS TIMELINE</b>        |   |
|------------------------------------|---|
| August 2020                        | QEP selection committee to meet and vet QEP forms and rubrics   |
| Late August/early September 2020   | Call for QEP concept papers   |
| September 2020                     | Hold QEP concept paper information workshop   |
| January 2021                       | QEP concept papers due  |
| February 2021                      | QEP selection committee recommends concepts to Academic Council; Academic Council invites chosen concepts to move to proposal stage |
| March 2021                         | Final concept papers announced and writing full proposal begins   |
| October 2021                       | Full proposal due   |
| October/ 2021                      | QEP proposal campus-wide presentation event   |
| November 2021                      | Final QEP proposal selected   |
| January 2022 through December 2022 | QEP development and writing   |
| December 2022                      | Final QEP due to IPAR   |
| January 2023 through March 2023    | QEP submitted to SACSCOC  |

In addition to consulting with ECU’s Academic Council to establish the QEP timeline, the SACSCOC Liaison and Associate Vice Chancellor of Institutional Planning, Assessment and Research met with them in Summer 2020 to discuss membership on the QEP committee, which resulted in institution-wide representation detailed below.

**Table 8: QEP Selection Committee Unit Representation**

| <b>QEP SELECTION COMMITTEE UNIT REPRESENTATION</b> |   |
|--|---|
| Academic Planning and Accreditation/IPAR           | Faculty Senate  |
| Administration and Finance                         | Honors College  |
| Brody School of Medicine                           | Institutional Assessment/IPAR                                       |
| College of Allied Health Sciences                  | Institutional Planning, Assessment and Research                     |
| College of Arts and Sciences                       | Integrated Coastal Programs   |
| College of Business                                | Office of Faculty Excellence  |
| College of Education                               | Office of the Provost Representative (College of Arts and Sciences) |
| College of Engineering and Technology              | School of Dental Medicine   |
| College of Fine Arts and Communication             | Student Affairs   |
| College of Nursing                                 | Student Government Association                                      |

In its first meeting of a total of six from September 2020 – March 2021, the official charge established for the QEP Selection Committee was presented to the committee, tasking the members to determine the required elements of the Full Proposal and create a rubric to be used to evaluate proposals. In Fall 2020, members of the SACSCOC Reaffirmation Work Group held kick-off presentations for various units across the university. Specifically, presentations were provided in early Fall 2020 for the SACSCOC QEP Selection Committee, the Chairs Council, and the Division of Student Affairs. In addition, members of the Academic Planning and Accreditation staff held multiple QEP Concept Paper Workshops open to anyone in the campus community who was interested in learning about ECU’s QEP selection and development process. Information about these workshops was disseminated to the campus community via campus email several times leading up to the workshops. These presentations provided important information to equip proposal developers, emphasizing the major content areas for inclusion and concise discussion in the concept papers:

- Summary
  - Relationship of topic to student learning/success
  - Data/evidence
  - How topic will improve student learning/success
  - Importance of the topic
- Relationship to University Mission and Goals
  - Mission
  - Strategic Plan
  - General Education Outcomes
  - Program Learning Outcomes
- Available ECU Expertise
  - Experience with the topic
  - Other unit contribution

Also, during Fall 2020, the SACSCOC Reaffirmation Work Group and the QEP Selection Committee vetted templates and rubrics for the Concept Paper phase and the proposal phase (see Appendix). On October 1, 2020, the Academic Council issued a call for Quality Enhancement Plan concepts, which would be evaluated using the following criteria:

- Coherence of topic
- Relationship to student learning/success
- Importance improving student learning/success in topic area
- Use of data to support topic
- Clarification of relationship of topic to University Mission and Goals
- Broad-based support for topic across campus

In January 2021, four concept papers were submitted to the QEP selection committee for review: *All Aboard: Building an Inclusive Pirate Nation*, *Building Major and Career Confidence*, *ECU Learns: Universal Design for Learning*, and *Pirate Pathways in Mathematics: A Student Success Initiative*. Three were recommended to the Academic Council for further consideration. After careful review of the concept papers, scoring rubrics, and QEP Selection Committee feedback, the Academic Council invited two concepts to move forward to the proposal stage of the QEP selection process. *All Aboard: Building an Inclusive Pirate Nation* and *Pirate Pathways in Mathematics: A Student Success Initiative*.

Proposal Developers attended a QEP Concept Paper feedback meeting in March 2020 with selected members of the QEP Selection Committee to respond to questions and receive suggestions for resources for the proposal phase of the QEP selection process. Later in March 2020, a QEP Full Proposal Workshop was hosted by IPAR's Academic Planning and Accreditations staff on the QEP Selection Committee for the proposal developers. During that workshop, proposal developers were given details about the required proposal elements:

- Program Design
  - Description of actions to implement: Where, when, how
  - Offices/departments involved: Involved parties and their roles
  - Target population of students: Expected benefit
  - Logistics and timeline
- Congruency with University Mission and Strategic Plan
- Current State of the Issues
  - Institutional data
  - External data
  - Literature review
- Student Learning Outcomes
- Assessment Plan
  - Assessment methods and instruments
  - Link between methods, instruments and expected outcomes
- Budget
  - Cost of plan
  - Existing resources and new resources

Also, during that workshop, presenters highlighted specific institutional resources to assist developers with institutional data, assessment, and budget-related elements of the proposal, as well as the proposal rubric criteria:

- Clear identification of outcomes
- Detailed description of importance of topic
- Congruence with ECU's Mission and Strategic Plan
- Ability to describe scope, stakeholders, and roles
- Appropriate and measurable assessment plan

- Strengths and weaknesses of plan

Specifically, the following questions were emphasized during the workshop:

- Does the proposal provide evidence that the topic is viable as a QEP?
- Does it address student learning and/or student success?
- Are the actions assessable?
- Is the topic important for ECU?
- Is the topic interesting and broad enough to generate widespread support?

Following that workshop, the SACSCOC Liaison met with the *Pirate Pathways in Mathematics: A Student Success Initiative* proposal developers for feedback and suggestions, and each proposal group had opportunities to meet with IPAR staff from Institutional Research and Institutional Assessment for consultations to support their proposal development

In October 2021, QEP Full Proposal developers presented their proposals to the institution in an event hosted by IPAR's Academic Planning and Accreditation staff. This event was held in a hybrid format to provide access for in-person and virtual participation. The presentation was also recorded and shared via campus email announcements after the event to maximize participation opportunities by institutional stakeholders. The campus was also given a two-week window to offer comments and pose questions via an electronic Qualtrics QEP Proposal Feedback Survey. In November 2021, survey results were compiled in a final report of recommendations and sent to the Academic Council for QEP topic selection. The Academic Council announced the Final QEP Topic in January 2022.

Prior to the virtual presentations at the Black Box Theater and via Microsoft Teams Live, an electronic feedback survey was distributed to all faculty and staff via ECU Official listserv emails that provided access to the survey's QR code and link. The presentations were also recorded, with a link to the recording and feedback survey also sent out to all faculty and staff via ECU Official. The feedback survey asked the attendees for comments on strengths and weaknesses of the proposed QEP topic, as well as recommendations for the faculty planners. Fifty attendees completed the feedback survey, which included a question asking if they supported each proposal as the topic for the institution's next QEP.

Following the QEP Proposals campus-wide presentation, the QEP Selection Committee Leadership team met with affected parties from both presentations to solicit feedback and ascertain support. Their feedback was integrated into the proposal survey report.

Following the selection of the Final QEP Topic, the SACSCOC Reaffirmation Work Group met to identify appropriate individuals to serve on the QEP Development Committee. In January 2022, that list of individuals was presented to the faculty proposers of the selected QEP to finalize the membership of the QEP Development Committee. That committee was given the official charge during its first meeting to write, develop, and market QEP within one year (January 2022 – December 2022). The QEP Development Committee was a faculty-driven committee with cross-campus representation, including participation from Student Affairs, the Office of Global Affairs, the Office for Faculty Excellence, Library Services, and incorporate student involvement.

**Table 9: QEP Development Committee Unit Representation**

| <b>QEP DEVELOPMENT COMMITTEE UNIT REPRESENTATION</b> |   |
|--|---|
| Academic Planning and Accreditation/IPAR             | Faculty Senate                                  |
| Institutional Research/IPAR                          | Department of Foreign Languages and Literatures |
| Space Planning/IPAR                                  | Department of Health Education                  |
| Institutional Assessment/IPAR                        | Department of Educational Leadership            |
| Office for Faculty Excellence                        | Department of Construction Management           |
| Student Affairs                                      | Honors College                                  |
| Office of Global Affairs                             | School of Communication                         |
| Library Services                                     | Department of Management                        |
| Student(s) – Student Government Association          | Department of Nutrition Sciences                |
| Office for Equity and Diversity                      |   |

#### IV. Support for the Topic

##### *Campus Support*

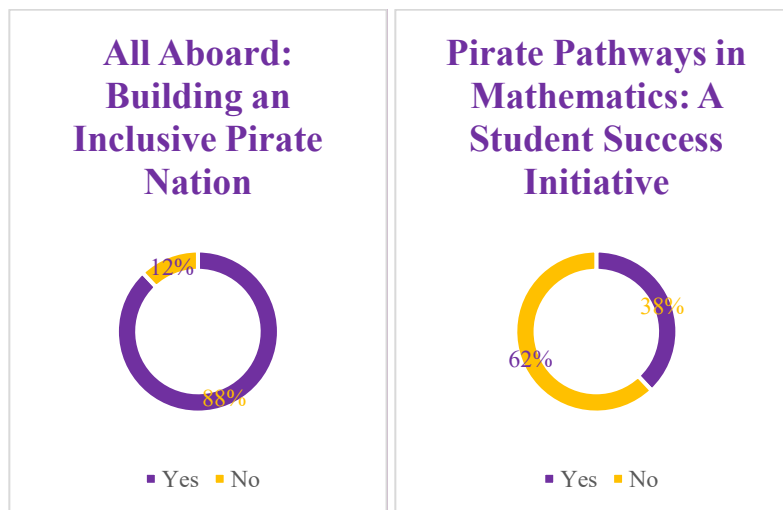
During its January 29, 2021, meeting, the QEP Selection Committee discussed QEP tips gathered by a committee member during the 2020 SACSCOC Annual Meeting. That discussion emphasized the importance of scope and assessment to assist the committee in its discussion of the four concept papers that had been submitted by proposal developers. The four proposals that were submitted covered a range of institutional interests: *Pirate Pathways in Mathematics: A Student Success Initiative*, *All Aboard: Building an Inclusive Pirate Nations*, *Building Major and Career Confidence*, and *ECU Learnings: Universal Design for Learning*. The committee discussed the strengths of each proposal, as well as concerns with use of the QEP Concept Paper Rubric, which was used by all members to score each proposal and submit completed rubrics ahead of the committee’s discussion.

Committee members noted that most proposals were clearly connected to the university’s mission; however, several concerns emerged for each, ranging from student population definition and challenging assessment to unclear plans for implementation and gaining across-campus support. Based on members’ review and discussion, three were selected to be presented to the Academic Council for consideration, and the committee’s feedback was provided by the SACSCOC liaison to all proposal developers.

As previously described in Section III. Identification of the Topic, the Academic Council invited two concepts to move forward to the proposal stage of the QEP selection process, *All Aboard: Building an Inclusive Pirate Nation* and *Pirate Pathways in Mathematics: A Student Success Initiative*. The QEP Selection Committee discussed the strengths and weaknesses of both proposals and used the QEP Proposal Rubric to score each. During the presentation phase of the proposal process, feedback gathered from the survey results were tabulated and incorporated into the data sent to the Academic Council for the final selection of the QEP topic.

Results are as follows:

**Table 10: Graphic of Survey Results**





**Table 11: Table of Survey Results**

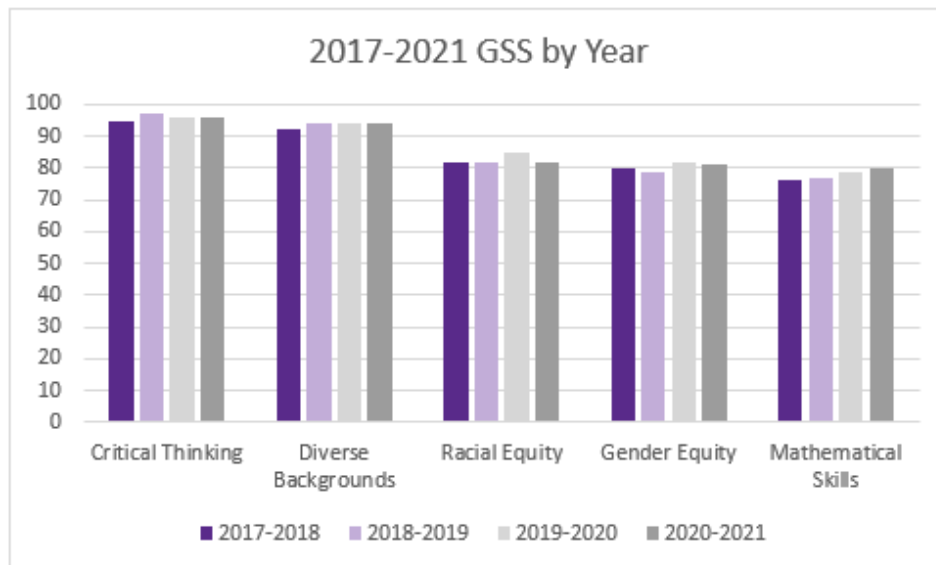
| Do You Support the Topic's Selection as next QEP? | All Aboard: Building and Inclusive Pirate Nation | Pirate Pathways in Mathematics: A Student Success Initiative |
|---|--|--|
| Yes   | 88%  | 29   |
| No  | 12%  | 4  |
| Total   | 100%   | 33   |

Besides the support indicated in the survey, other institutional data indicates the appropriateness of the proposal selected. The data includes results from the Graduation and the National Survey of Student Engagement (NSSE) results

*Institutional Data*

Data collected in the [Graduating Senior Survey](#) does not specifically address intercultural competence in graduating seniors, although some of the questions in the Knowledge, Skills and Personal Growth section are useful in establishing a baseline for the QEP. In this section, students are asked “To what extent do you think your college education contributed to your knowledge, skills, and personal development in each of the following areas.” Response choices include *not at all*, *very little*, *somewhat*, *very much*, and *don't know*. There are three items of interest: *ability to work with people from diverse backgrounds*, *sensitivity to issues associated with racial equity*, and *sensitivity to issues associated with gender equity*. Table 11 shows the percentage of students who responded positively (i.e., *somewhat* or *very much*) for these items over the past four academic years. Two additional items with the highest and lowest percentage of positive ratings (*using critical thinking skills* and *using mathematical skills*) are shown for comparison.

**Table 12: 2017-2021 Graduating Senior Survey (GSS) by Year**



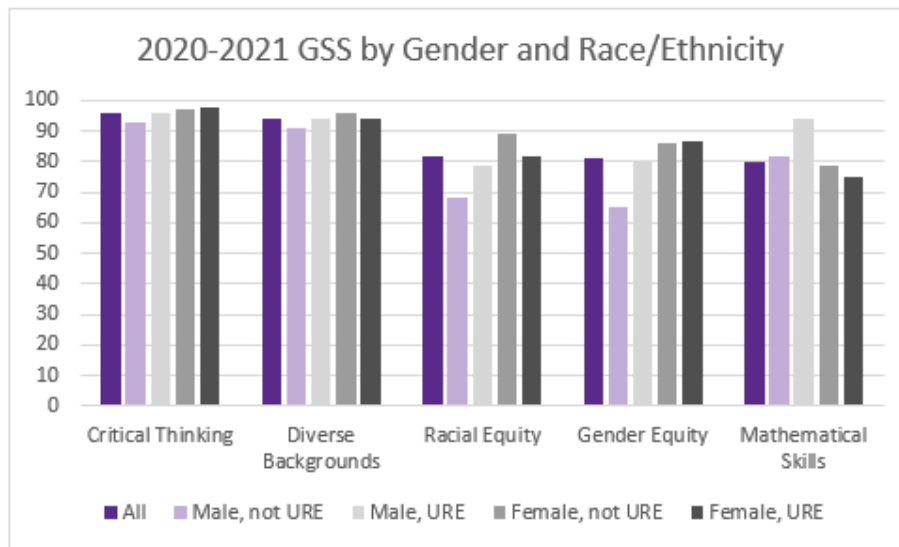
*Using critical thinking skills* consistently received the most positive responses, with 95% or more of respondents selecting *somewhat* or *very much* over the past four years. Responses were nearly as positive



for *ability to work with people from diverse backgrounds*, with 92% to 94% of respondents selecting *somewhat* or *very much*. *Sensitivity to issues associated with racial equity* received considerably fewer positive responses, ranging from 82% to 85%. *Sensitivity to issues associated with gender equity* received even fewer positive responses, ranging from 79% to 82%. For comparison, the item with lowest proportion of positive responses was *using mathematical skills*, ranging from 76% to 80%. Results from the Graduating Senior Survey show high levels of student satisfaction overall, but also demonstrate that ECU needs to focus efforts on issues related to intercultural competence. Further differences become evident when the results are disaggregated by student gender and race/ethnicity. Table 12 shows the percentage of positive responses to the four questions listed previously, disaggregated by gender (male or female) and whether the student self-identifies as a member of an underrepresented race/ethnicity (URE). Underrepresented race/ethnicity includes American Indian/Alaska Native, Black/African American, Hispanic or Latino, or Native Hawaiian/Pacific Islander, or Two or More Races.

When asked to evaluate *sensitivity to issues associated with racial equity*, male students from an underrepresented race/ethnicity responded 79% positive, while male students not from an underrepresented race/ethnicity responded 68% positive. Similarly, *sensitivity to issues associated with gender equity* received 80% positive responses from male students from an underrepresented race/ethnicity, compared to 65% positive for male students not from an underrepresented race/ethnicity. For female students in both race/ethnicity groups, the percent of positive responses was greater than or equal to that of all students.

**Table 13: 2020-2021 Graduating Senior Survey (GSS) by Gender and Race/Ethnicity**



Researchers in intercultural competence would argue that without sensitivity to issues such as racial or gender equity a student is not capable of working effectively with people from different backgrounds, and ECU data demonstrates the need to focus on them if development of students is to be achieved (Sorrell, 2020; Chen, & Starosta, 1997, 2000).

Besides the Graduating Senior Survey, the [National Survey of Student Engagement](#) (NSSE) offers another perspective that allows us to evaluate whether students have been involved in meaningful opportunities related to intercultural competence. For the purpose of the QEP, the results for four questions were compared in reports from 2015, 2018, and 2021: *Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments*; *Participate in a study abroad program*; *Participate in an internship, co-op, field experience, student teaching, or clinical placement*; *About how many of your courses at this institution have included a community-based project (service-learning)?* The literature is clear about the fact that High-impact Practices such as internships and community engaged learning projects are excellent means of developing intercultural competence (Deardorff, 2009).

**Table 14: 2015-2021 NSSE Results**

| NSSE Question   | Class      | Response                 | 2015 | 2018 | 2021 |
|---|------------|--------------------------|------|------|------|
| <i>Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments</i> | First-Year | “Often” or “Very Often”  | 55%  | 51%  | 50%  |
| <i>Participate in a study abroad program</i>  | Senior     | “Done or in progress”    | 12%  | 13%  | 7%   |
| <i>Participate in an internship, co-op, field experience, student teaching, or clinical placement</i>                         | Senior     | “Done or in progress”    | 52%  | 61%  | 24%  |
| <i>About how many of your courses at this institution have included a community-based project (service-learning)?</i>         | Senior     | “Some,” “Most,” or “All” | 69%  | 74%  | 51%  |

The reduction in the number of students who said they had participated in items 2, 3, and 4 is directly related to the suspension of those activities for much of the pandemic. When compared to Peer Institutions and those within the UNC system, ECU’s results have remained stable. ECU student responses are similar to the responses from students in both comparison groups, however there is still room for improvement on each of these items.

### *Development of QEP*

Once the QEP topic was chosen in November 2021, the QEP Development Committee undertook an 18-month process to write, develop, and market the QEP.

**February 2022:** Kicking off the development committee’s work in February 2022, the QEP’s co-chairs met with faculty and staff representatives from across the institution to discuss the committee’s charge and membership, as well as requirements for the full QEP document, resources, and a timeline for completion.

**March – August 2022:** Several meetings continued during the spring and summer with a smaller working group to further define the scope, baseline data collections, assessment, budget, and writing of the plan for submission to SACSCOC.

During a series of intensive working sessions, the QEP co-chairs; Office of Global Affairs; Office for Faculty Excellence; Division of Students Affairs (specifically, the offices of Intercultural Affairs and Student Transitions); Institutional Planning, Assessment Research personnel; and Division of Academic Operations worked to determine and synthesize ECU's intercultural-focused programs and opportunities in support of a sustainable vision for the QEP's goals and student learning outcomes.

Dr. Robin Coger was named Provost and Senior Vice Chancellor for Academic Affairs during the summer of 2022. Dr. Allen Guidry, Interim Associate Chancellor for Academic Operations and Dr. Ying Zhou, Associate Provost of Institutional Planning, Assessment, and Research liaised among the working group and the provost regarding existing and needed resources for the QEP, and the QEP co-chairs presented a plan, including a multi-year budget (2022-2023 through 2027-2028), to the provost, receiving her support of the plan to continue its development and implementation beginning in Fall 2022.

Membership and responsibilities of the working groups participating in the intensive sessions can be found in Section VII. IV. Appendices. Working Groups.

**June-July 2022:** Meetings with Office of the Registrar to establish use of Degreeworks, the University's web-based degree audit tool that facilitates the monitoring of students' academic progress toward degree completion, for keeping records of students' intercultural competence activities. Meetings with Information, Technology and Computing Services (ITCS) for the use of interactive content builders by for the creation of virtual scenarios in courses and for the use of Portfolium, the University's e-portfolio platform, for housing student artifacts for QEP assessment needs.

**August 2022:** Led by the QEP co-chairs, writing of the final draft of the QEP draft continued, receiving input and contributions from members of the QEP Development Committee and Institutional Planning, Assessment and Research staff. In collaboration with the Division of Students Affairs, baseline data collection using the Intercultural Development Inventory survey initiated in the institution's COAD 1000-Student Development and Learning in Higher Education course.

**August 2022:** The QEP chairs began collaboration with the Office of Creative Services to develop a communication plan to include a trademark, campuswide awareness by college-level and higher-level administrative leadership, buy-in among faculty and student government leaderships, as well as presence (physical and virtual) to continue to QEP's development and successful implementation during the 2022-2023 academic year.

**August – November 2022:** In collaboration with the Office of Student Transitions in the Division of Students Affairs, the QEP co-chairs provided face-to-face presentations (How Interculturally Competent are ECU Students?) to COAD 1000 sections. Following the University's purchase of the Intercultural Development Inventory, the survey was deployed to collect baseline data.

**August 2022-February 2023:** With the support of the Provost and Senior Vice Chancellor for Academic Affairs and the Interim Associate Vice Chancellor for Academic Operations, the QEP co-chairs gave presentations to introduce the QEP to a variety of institutional stakeholders: Executive Council, Deans Council, Student Affairs leadership team, Campus Living team, Academic Success team, Faculty Senate Leadership, Staff Senate leadership, Student Government Association leadership, Faculty Senate, Staff Senate, Student Government Association, colleges faculty and/or department chairs. These presentations provided a pathway to expanding the institution's awareness of the QEP by scheduling future presentations with faculty in college and each leadership group's full bodies. Faculty expressed enthusiasm for the project; the most repeated questions were related to how faculty would obtain IC (Intercultural Competence) designation for their courses, how assessment of students' artifacts would take

place, and how the QEP would monitor students' progress. Faculty asked whether training opportunities would also be available for those teaching graduate programs and wanted to know if it was possible for a group of faculty working on the same project to participate in the training. Students also expressed enthusiasm for the project, their questions were centered on how intercultural competence courses related to General Education and Diversity courses. Students in health sciences and business were very interested in being part of the initiative.

QEP co-chairs also worked with ECU's Office of Creative Services to finalize the QEP logo and develop a plan to increase communication in the Spring 2023 semester. The membership, and duties of the Communication Strategy groups can be found in Section VI. V. Appendices. Communication Groups.

**October 2022 – November 2022:** QEP co-chairs collaborated with the Director of Intercultural Affairs, Dr. W. Dennis McCunney, and the Director of Student Transitions, Karen Smith to identify COAD 1000 instructors to receive IDI training to become Qualified Administrators and collaborate with the QEP co-chairs to develop a module for use in Fall 2023 COAD 1000 courses. QEP co-chairs also worked with the Director of the Office for Faculty Excellence (OFE), Dr. Sarah Williams, to establish a date for the 2023 QEP Summer Institute and design it to have integration points with OFE's CourseFIT Summer Institute.

**December 2022:** A keynote speaker for the Summer Institute was identified and invited. Results of the IDI were shared with the QEP Development Committee.

**January-February 2023:** Module designers for COAD 1000 courses selected; design of modules begins. Call for participation in Summer Institute is sent to campus community.

**March 2023:** Blast communication campaign

## V. Institutional Commitment to the Topic

### V. I. Review of Best Practices from the Literature

The development of intercultural competence is both a societal and employment imperative that must be taught in universities. Institutions of Higher Education play a dynamic societal role by producing an educated workforce with the necessary skills and knowledge to succeed in the 21<sup>st</sup> century and creating citizens with socially responsible attitudes and actions toward others (Gray, Connoly, & Brown, 2019). International organizations such as the United Nations Educational, Scientific and Cultural Organization (UNESCO) (2013) have indicated that “[t]he increasing diversity of cultures, which is fluid, dynamic, and transformative, implies specific competences and capacities for individuals and societies to learn, re-learn, and unlearn so as to meet personal fulfillment and social harmony” (p. 4). They have argued for the need for social actors with intercultural competence (p.16). Intercultural competence is a skill expected of college graduates. Since 2006, all the American Association of Colleges and Universities (AAC&U) reports regarding employers’ views on college graduates have included in one form or another the need of graduates to be able to solve problems working with people from different backgrounds. The latest report, reflects the same consensus, with some additional areas also related to intercultural competence that are emerging for the first time (AAC&U, 2021):

- 93% of employers agree that, regardless of their chosen field of study, all students should have the ability to work effectively in teams. There is a 14% gap between employers who think this is a very important skill and those who report that students are very well prepared for this skill.
- 89% of employers agree that college students should have the ability to communicate/work with people from different cultural backgrounds. There is a 10% gap between employers who think this is a very important skill and those who report that students are very well prepared for this skill.
- For the first time in the survey's history, employers younger than 40 place a significant value on the civil skill building and community engagement of college students.
- 94% of employers think that college should produce versatile students who can adapt to problems as they arise.
- 90% of employers think that college should encourage interactions with diverse groups of people.

Although some of the employers’ views might appear at a first glance not related to intercultural competence, research shows that in order to meet these needs, students must develop intercultural competence (Leask, 2015, p. 56).

Despite the consensus on what graduates need and efforts of institutions of higher learning to meet these needs, it is difficult to graduate students who are interculturally competent. Some of the challenges that specialists have noted are as follows:

- Defining Intercultural competence is complex. There are many definitions of intercultural competence. Many disciplines are interested in intercultural competence and there is little cross-referencing between research on the topic in the various fields (Arasaratnam-Smith, 2017). Therefore, each definition depends on the language and culture (Deardorff, 2009; Spitzberg, & Chagnon, 2009). This complexity can also be due to the difficulty of identifying the specific components of the concept (Deardorff, 2006, p. 241). Fantini (2009) and Bolten (2009) discuss at length these models and terminology.
- Intercultural competence is a process, or as Leask (2015) describes it, “a state of becoming, rather than a destination” (p. 63). Because of how the competence is gained, contact with diverse groups of people, courses with cultural diversity content, international experiences, or other [high-impact](#)

[practices](#) (HIP), do not necessarily lead to intercultural learning (Gregersen-Herman, 2017). Guided and purposeful pedagogical interventions are necessary to develop intercultural competence in Higher Education.

- Faculty themselves need to understand what intercultural competence is as they integrate it into the curriculum (Deardorff, 2011).
- Intercultural competence is a mix of knowledge, attitudes, and skills, although what researchers include in each category varies according to different research models (Bolten, 2020). These three legs of the stool cannot be developed concurrently (King, & Baxter Magolda, 2005). For example, having extensive knowledge of a culture does not lead to a high level of intercultural competence (Bennett, 2009).
- Because of the complexity of its components, intercultural competence is difficult to assess.

Therefore, it is necessary to delineate how the QEP defines intercultural competence and understands the knowledge, attitudes and skills that will be the focus of the curricular interventions.

### *Definition*

Since this QEP will use as a direct assessment method the AAC&U Intercultural Competence Rubric, it is appropriate to define intercultural competence in the same terms as they do: intercultural competence is “a set of cognitive, affective, and behavioral skills and characteristics that support effective and appropriate interaction in a variety of cultural contexts” (Bennet, 2008, p. 97).

In a higher education setting, intercultural competence can be developed in the *formal curriculum*, the *informal curriculum*, and the *hidden curriculum* (Gregersen-Herman, 2017; Deardorff, 2020). The *formal curriculum* refers to the syllabus and learner activities that are formally assessed and credit-bearing, the *informal curriculum* consists of all the support services and student life activities and options that are usually not assessed but that contribute to student learning and development. The *hidden curriculum* consists of unintended hidden messages to students and reflects the social structure and the dominant culture of the university (Gregersen-Herman, 2017).

This QEP is focused on interventions in the formal curriculum, beginning with COAD 1000, the first-year seminar, and progressing to senior-level courses in a variety of disciplines, including HIPs such as community engaged learning and internationalization of the curriculum. The QEP will benefit aspects of the informal curriculum by sharing with leaders in Student Affairs assessment results in the following areas: level of intercultural competence that first year students bring when they get to campus, evolution of intercultural competence development during their studies at ECU, and co-curricular activities that are effective at developing intercultural competence according to the students’ developmental needs. The QEP will demonstrate to students that the university is committed to fostering an environment of respect and collaboration among people from different backgrounds, thus helping to transform the hidden curriculum.

### *Characteristics*

There are lengthy lists that describe the knowledge, attitudes, and skills that constitute intercultural competence, but those lists do not appropriately address how to apply them to complex interactions with culturally different others (Bennet, 2009). The Student Learning Outcomes established by the QEP and the knowledge, attitudes and skills that will be targeted in the curricular interventions are based on two main frameworks of intercultural competence: M. Byram’s and D.K. Deardorff’s.

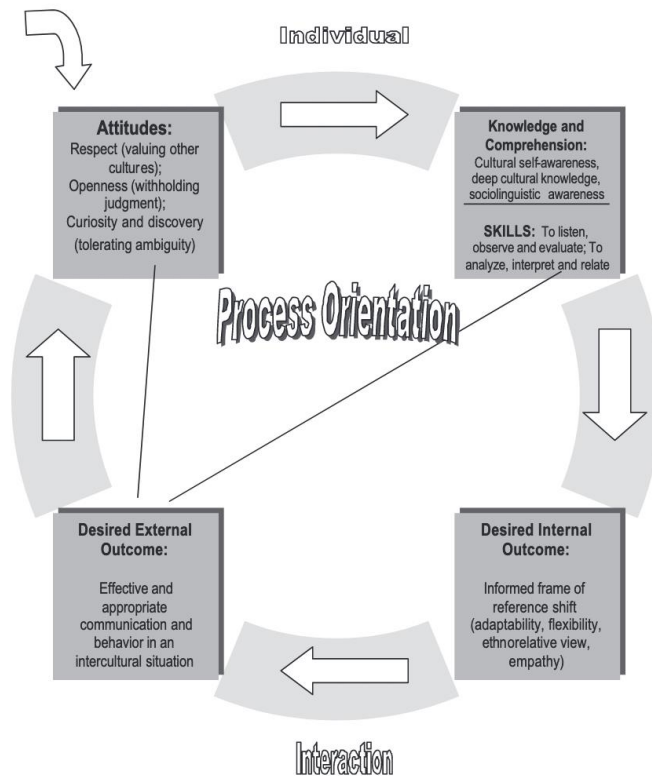
In 1997, Byram proposed one of the first models for acquiring intercultural communicative competence in an educational setting. The 2021 revision is discussed here. A key component of Byram's framework deals with foreign language learning, thus the inclusion of the term "communicative." But Byram's framework also proposes a range of skills, knowledge and attitudes that must accompany language learning to develop and acquire intercultural communicative competence (62). These *savoirs*, as Byram calls them, and the objectives attached to them, are especially useful when designing comprehensive implementation of an intercultural curriculum. Byram defines these objectives as follows:

- Attitudes (*savoir être*) refer to curiosity and openness, readiness to suspend disbelief about other cultures and belief about one's own.
- Knowledge (*savoirs*) refers to specific knowledge of social groups and their products and practices in one's own and in one's interlocutor's country, and of the general knowledge of processes of societal and individual interaction.
- Skills of interpreting and relating (*savoir comprendre*) refer to the ability to interpret a document or event from another culture, to explain it and relate it to documents from one's own.
- Skills of discovery and interaction (*savoir apprendre et faire*) refer to the ability to acquire new knowledge of cultural practices and the ability to apply knowledge, attitudes, and skills under the constraints of real-time communication and interaction.
- Critical cultural awareness/political education (*savoir s'engager*) refers to an ability to evaluate, critically and based on an explicit, systematic process of reasoning, values present in one's own and other cultures and countries.

In 2006, Deardorff proposed the first study to document consensus among top intercultural scholars and academic administrators on what constitutes intercultural competence and the best way to measure it (p. 242). The final data was organized and displayed in the following process model:

**Figure 3: Deardorff Process Model of Intercultural Competence**

Process Model of Intercultural Competence (Deardorff, 2006, 2009):



Notes:

- Begin with attitudes; move from individual level (attitudes) to interaction level (outcomes)
- Degree of intercultural competence depends on acquired degree of attitudes, knowledge/comprehension, and skills

Copyright 2006 by D.K. Deardorff

Deardorff's model helps the practitioner to understand the process of developing intercultural competence and to map curricular interventions and assessment accordingly. The dimensions provided by Byram and Deardorff are still broad, so it is necessary to develop each aspect into more specific characteristics.

### *Self-Awareness*

The process of intercultural competence must begin with self/cultural awareness. UNESCO (2013) defines self-awareness as “understanding the lens through which we view the world” (p. 24). Only by seeing one's positionality can the process of seeing and respecting other world perspectives begin (Antor, 2020; Green, & Whitsed, 2015). Attention must be paid to ensuring that self-reflection and self-assessment take place over time. To make this self-assessment feasible, there must be targeted interventions that permit it (Deardorff, 2011).

As described below, the QEP incorporates both of these aspects.



### *Knowledge*

Knowledge about one's own culture and other cultures is an important requisite in the development of intercultural competence. The individual must be knowledgeable about their own cultural background and those that do not conform to it. The specific knowledge required to engage in meaningful intercultural exchanges will vary according to the student's area of study, but also be similar regardless of specialty. For students to develop intercultural competence, the instructors must teach interculturally (Lee, Poch, O'Brien, & Solheim, 2017). For instructors to teach interculturally, they must adopt an intercultural pedagogic approach to their courses. This intercultural pedagogic approach must not over-rely on the cognitive domain but must also provide opportunities for development of skills and attitudes (Bennet, 2009).

Research conducted by ECU's Global Affairs Office indicates that one of the main curricular interventions used at ECU to develop intercultural competence, ECU's Global Diversity designated courses, is not developing empathic skills and attitudes at the level that should be expected. It is reasonable to argue that these courses over-rely on the cognitive domain; that is, that these courses are not taught interculturally.

The QEP will carry comprehensive assessment of intercultural competence designated courses and high-impact practice which will allow the institution to assess the effectiveness of current and future programs designed to increase the intercultural competence of students. It will also permit ECU to change or recalibrate programs that are not achieving our goals.

### *Attitudes*

To gain intercultural competence, individuals must seek out or take up opportunities to engage with otherness (Byram 2021; Antor, 2020). Effective intercultural communicators "are *able* to show *interest*, make an *effort* to *talk* and *understand* and extend *help*" (Arasaratman, & Doerfel, p. 157, original emphasis); they must want to relate to others at a personal level; they must be curious about others and must be motivated to engage with otherness (Bennett, 2009).

Development of these attitudes in curricular interventions can begin using Universal Design Learning (UDL) as a basic framework to construct a course or module (Fritzgerald, 2020) but must go beyond it. To help students develop these attitudes, the instructors themselves must understand the social and cultural background of students, demonstrate in visible and invisible ways that diversity is valued in the course, present a wide range of perspectives in content and discussion, and design assignments that allow students to have positive experiences collaborating with peers from diverse cultural backgrounds (Fritzgerald, 2020; Holasapple, 2012; Meyers, Rowell, Wells, & Smith, 2019).

The training that faculty will receive to adapt or to create intercultural competence courses will ensure that courses with the Intercultural Competence (IC) designation specifically include the development of these attitudes.

### *Skills*

Students at ECU will encounter multiple variations in human cultures. To communicate successfully, they must understand what is unique about cultural environments that are unfamiliar to them, but also search for significant points of similarity within cultures (Calloway-Thomas, Arasaratnam-Smith & Deardorff, 2017). They must avoid adopting ethnocentric perspectives and be able to articulate their viewpoints and

act with empathy. Empathy is defined as “feeling in oneself the feelings of others” (Strayer, & Eisenberg, 1987, p. 391). In the formulation of the Scale of Ethnocultural Empathy (SEE), Wang, et al. (2003) argue that “in light of cultural differences between groups it seems critical to expand this definition to include culture” (p. 222); that is, ethnocultural empathy.

Intercultural competence does not refer exclusively to communicating appropriately with people from different ethnic or racial backgrounds. However, the development of empathy as understood in this QEP will focus on the same empathic components: intellectual empathy, or the ability to understand the thinking and/or feelings of a person from a cultural background different from your own; empathic emotions, or the ability to feel the other’s emotional condition from the point of view of that person’s culture; and communicative empathy, or the expression of empathic thoughts and feelings toward members of a cultural group different from one’s own. As with attitude development, instructors themselves need to develop empathy to successfully model it to students and incorporate it appropriately into their courses (Meyers, Rowell, Wells, & Smith, 2019).

In Spring 2022, the Office of Global Affairs offered their first workshop to faculty related to developing teacher empathy. As part of the workshop, they offered specific tools to develop students' empathy and began engaging faculty in developing their own. The work from the Office of Global Affairs will guide the QEP in these fundamental skills.

### *Moving forward*

Based on the review of literature and best practices, along with the findings of the institutional background discussed in Section II. Focus of the QEP, the QEP Development Committee identified a set of initiatives to implement a comprehensive incorporation of intercultural competence in the curriculum. The next section details these initiatives.

## V. II. Organization of the QEP with Actions to be Taken and Timeline

ECU's QEP seeks to increase the intercultural competence of students. To achieve this objective, the QEP includes an array of coordinated actions organized into three areas: curricular actions, assessment, and training and development actions. As discussed in previous sections, the QEP aims to provide multiple and varied intercultural competence opportunities, beginning with the first-year seminar, and including courses in minors and majors.





The QEP will also focus on three specific high-impact practices: internationalization at home learning, study abroad learning, and undergraduate research; community engaged learning, another high-impact practice, will be included in other categories of focus. Not all students will participate in every activity included in the QEP, but they will be able to select their activities from the opportunities provided to them.

Students will receive recognition of their development of intercultural competence via three badges: IC Introduction, IC Intermediate, and IC Advanced. Students who become deeply engaged in developing their intercultural competence will receive an Intercultural Competence Certification.

### *Student Learning Outcomes*

The QEP has identified the following student learning outcomes (SLO) for undergraduate students:

**Table 15: Student Learning Outcomes**

|   |   |
|---|---|
|  | <p><b><u>SLO 1: Self/Cultural Awareness</u></b><br/>Students will be able to articulate their own cultural rules, values, perspectives, and biases.</p>                 |
|  | <p><b><u>SLO 2: Knowledge</u></b><br/>Students will be able to analyze and explain contemporary global/domestic issues using an intercultural competence framework.</p> |
|  | <p><b><u>SLO 3: Attitudes</u></b><br/>Students will demonstrate openness to initiate and develop interactions with culturally different others.</p>                     |
|  | <p><b><u>SLO 4: Skills</u></b><br/>Students will articulate a complex understanding of cultural commonalities and differences.</p>                                      |

The SLOs are based on section V. I. Review of Best Practices from the Literature, and the analysis on the data presented in section II. Focus of the QEP. Depending on the level of participation in curricular and high-impact practices, students will develop different levels of competence in each one of the areas, but all curricular interventions and high-impact practices will allow the development of all outcomes.

### *Curricular Actions*

For assessment of curricular actions, please see section VI. Assessment.

The QEP has identified the following curricular actions:

### Module in COAD 1000

ECU will design a module for COAD 1000, a first-year seminar, where students will be specifically introduced to intercultural competence. The course has four overarching goals: to help students develop a sense of belonging, to teach academic skills, to assist students with life skills, and to begin the career development process.

The course has fifteen objectives, two of which are specifically related to diversity: students examine how their background and experiences impact their values and assumptions and explain the influence these have on their relationship with others, and students describe concepts of diversity and recognize diverse perspectives and describe principles of responsible citizenship within and beyond the campus community.

Instructors have flexibility to teach these objectives in a concentrated “module” format of 1-3 class periods or woven throughout the semester. Students have four common assignments; one of those, the Identity Mosaic Activity, is related to diversity, since it covers the two diversity objectives. In this activity students analyze their own multiple identities and become aware of one’s own norms and values. The Director of Student Transitions conducts among the instructors a yearly assessment of the course and gathers their feedback about the course. In the 2021 report, with regards to resources to teach the course, instructors indicated that they found extremely or very useful common activities, lessons plans and videos. They also expressed interest in having access to materials that would help them make the classes more engaging.

In collaboration with the Director of Student Transitions, the QEP will support the design of an intercultural module for COAD 1000 based on the strengths of the current content and with added elements highly valued by instructors, such as hands-on engaging activities. The module will be designed in Spring 2023 and implemented in Fall 2023.

Artifacts created by the students in COAD 1000 will begin their QEP Intercultural Portfolio. The module will include the following elements:

- *Identity Mosaic Activity to provide an opportunity to begin understanding what intercultural competence is and why it is needed.* The Twenty Statement Test may be used to help them brainstorm about their identities (Baumann, Mitchell, & Hodges Persell, 1989). Goto, Darius & Chan (2004) discuss how to use the test in developing intercultural competence. Instructors will receive materials and strategies on how to use the test in their course. This will begin the Intercultural Competence Passport part of the students’ IC portfolio.
- *Formal introduction to intercultural competence, including a reflection on what culture is and means.* Resources such as [What’s up with culture](#) or [What is culture](#), usually used in international learning, can be useful tools to engage students. The large group presentations currently used in COAD 1000 are an excellent vehicle to ensure that intercultural competence is presented to students by specialists.
- *Completion of IDI Questionnaire.* After completion, each student will receive a debrief about their individual results. After the debrief, students will begin working on their Intercultural Development Plan® (IDP®).
- *In class hands-on activities that will allow them to further explore how to complete their development plan.* Activities such as the Story Circles proposed by Deardorff (2020) are

appropriate. Instructors will receive support and training to implement them. This will begin the Dossier part of the students' IC Portfolio.

- *Submission of their individual IDP.* This will begin the IC biography part of the students' IC Portfolio.

Students who successfully complete all activities will be eligible to receive the first IC badge: IC Introduction.

### Intercultural competence courses and high-impact practices

ECU's QEP SLOs apply to what students will be able to do at the conclusion of their education. ECU will create opportunities for courses across the university for students to continue to develop their intercultural competence. As explained in section IV. I. Literature Review, intercultural competence is developed through time and with intentionally designed interventions. This competence can only be acquired if all knowledge, attitudes and skills are present in those interventions.

Beginning in Fall 2022, the QEP Co-Directors began collaboration with the Faculty Senate Leadership Team to introduce the creation of a special designation, Intercultural Competence (IC) to courses that fulfill the requirements established by the QEP. The creation of this designation will follow the same process that was used for the Service Learning (SL), Domestic Diversity (DD), and Global Diversity (GD) designations. It is not expected at this point that IC would be a graduation requirement. The Faculty Senate Leadership, in collaboration with the QEP Co-Directors, will identify the appropriate Faculty Senate Committee to work on the designation. The SLOs for the courses and the application package will need to be created. The designation will be presented to the Faculty Senate for recommendation to the Chancellor. Identification of the appropriate Faculty Senate Committee took place in January 2023. It is expected that the approval of the IC designation will be completed in Spring 2024. Until the designation is created, the QEP Co-Directors will work with the Office of the Registrar to appropriately record students' participation in intercultural competence courses in Degreeworks.

In February of 2023, and each year thereafter, there will be a call for applications to the Intercultural Competence Summer Institute. The faculty and staff who participate in the Institute commit to teaching their courses interculturally. ECU will target strategic courses and high-impact practices to use as models to create additional courses and curricula learning opportunities and courses. ECU will remain open to incorporating new ideas and models as they emerge during the QEP.

The targeted areas will be:

- *Service-Learning (SL), Domestic (DD) and Global Diversity (GD) designated courses.* As discussed in Section II. Focus of the QEP above, ECU has invested considerable efforts in expanding the availability of diversity courses. At this point, all undergraduate programs at ECU have courses with that designation, with most of them at the 1000 and 2000 level. Many of them are also designated as General Education Courses. As also discussed above, these courses seem focused on developing one of the SLOs of the QEP, knowledge, and do not always include other SLOs. Special emphasis will be placed on ensuring that intercultural attitudes and skills become part of the courses. Special consideration will be given to faculty teaching 1000- and 2000-level courses during years 1 and 2 of the Institute. Afterwards increasing participation from faculty teaching 3000- and 4000-level courses will be the target.
- *Internationalization at home courses (Global Understanding, Global Beehive, COIL).* These courses are high-impact practices. Data collected by the Office of Global Affairs indicates Global

Understanding courses are effective in developing the appropriate knowledge, attitudes, and skills necessary to develop intercultural competence. The QEP will collaborate with the Office of Global Affairs to ensure that other internationalization at home courses follow the Global Understanding model, incorporate the QEP SLOs, and design appropriate content and artifacts. Specially designated funds from the QEP budget will support the redesign of these courses.

- *Study abroad programs.* These programs are high-impact practices. The QEP will collaborate with the Office of Global Affairs in ensuring that IC-designated Study Abroad programs follow best practices (DeGraaf, 2015; Duke, 2014). Emphasis will be placed on ensuring that students reflect on their experiences before, during and after the study abroad experience. The level of student work will depend on the extent of the study abroad experience. Specially designated funds from the QEP budget will support the redesign of these courses.
- *Intercultural competence undergraduate research.* ECU offers many opportunities for undergraduate students to engage in [undergraduate research](#). However, as is the case at the national level, most of this research takes place in STEM or related fields disciplines. Students engaged in this research might not understand that they have an intercultural competence focus. All Course-based undergraduate research experiences (CUREs) are in STEM and presentations in the Research and Creative Achievement Week (RCAW) in fields such as the humanities and fine arts are in the minority. The same can be said about research presentations from undergraduate students related to their community engaged learning. The QEP, in collaboration with the Research, Economic Development and Engagement Office, will work on increasing the number of presentations related to intercultural competence. One of the objectives will be to educate students about their research work, since many in STEM or related fields disciplines, might not properly take into consideration that they are adopting an intercultural competence lens. The initial goal will be to include at least three IC-designated presentations in the first year of the QEP, with appropriate progress each year. Faculty interested in designing undergraduate research opportunities for students will be eligible to participate in the Intercultural Competence Summer Institute. Submission to RCAW or to CUREs designation will follow current procedures with an additional step to ensure that the QEP Leadership Team approves the IC designation.

Students who successfully complete the IC module in COAD 1000, and successfully complete one course on the 1000-, 2000-, or 3000- level, excluding high-impact practices, will receive the second badge, IC Intermediate. Students who did not enroll in COAD 1000, after successful completion of two courses in the 1000-, 2000-, or 3000-level, excluding high-impact practices, will receive the second badge, IC Intermediate. Part of the requirements for the course will be to continue development of the students' IC Portfolio.

Students who engage in one high-impact practice, such as study abroad, undergraduate research, an IVE course, or a Global Understanding course and complete a 4000-level course with post IDI will receive the third and final badge, IC Advanced, and an IC Certification. Part of the requirements for the courses and the high-impact practices will be to continue development of the students' IC Portfolio.

### *Non-curricular Badges and Certification*

ECU already has in place an [Standard Operating Procedure](#) (SOP) for the governance of co-curricular badging with a co-curricular badging Committee that oversees the approval of the badges. The QEP IC badges have been presented to the committee, and they determined that offering badges for intercultural competence is appropriate and follows within the scope of the SOP. ECU also has in place mechanisms to offer co-curricular certifications, which are different than curriculum certificates. Following the



mechanisms and procedures already in place at ECU, the university will reward students' development in intercultural competence in the following ways:

**Table 16: Certification in Intercultural Competence**

| <b>Certification in Intercultural Competence</b> |  |  |
|--|--|--|
|  | <b>COAD Path</b>   | <b>Alternative Path</b>  |
| Badge 1: IC Introduction                         | COAD 1000 with IDI   | 1 1000 IC course   |
| Badge 2: IC Intermediate                         | 1 2000 or 3000 IC course   | 1 2000 or 3000 IC course   |
| Badge 3: IC Advanced                             | 1 4000 IC course with post IDI<br>1 high-impact practice <ul style="list-style-type: none"> <li>• Global Understanding Course</li> <li>• IVE course</li> <li>• Undergraduate Research</li> <li>• Study Abroad</li> <li>• Community Engaged Learning</li> </ul> | 1 4000 IC course with post IDI<br>1 high-impact practice <ul style="list-style-type: none"> <li>• Global Understanding Course</li> <li>• IVE course</li> <li>• Undergraduate Research</li> <li>• Study Abroad</li> <li>• Community Engaged Learning</li> </ul> |

The QEP website will include information for students, so they will know the different paths available to them to obtain IC badges and certifications. Information during orientation and to advisors will be shared to ensure constant dissemination of IC courses, badges, and certifications.

The design of the curricular interventions will give students the flexibility to earn at different levels and to enter the certification in different stages of their academic careers. The target for certifications will be 25 students at the end of the QEP. Part of the work that the QEP will do with students who enroll in the certification includes showing them how to talk about their intercultural competence when applying for jobs or graduate studies.

### *Faculty and Staff Development*

For students to increase their intercultural competence, faculty and staff need to be trained in what intercultural competence is, how it is acquired. For this to occur, they need to be trained in how to teach interculturality. As faculty and staff receive and apply this training, the university as an institution will become more interculturally competent, and the sustainability of the QEP will be ensured. The QEP will support faculty and staff by training COAD 1000 instructors, hosting a yearly Intercultural Competence Summer Institute, creating the Intercultural Competence Fellowship Program, and training assessors of students' instruments. A section of resources in the QEP webpage will help faculty and staff interested in incorporating intercultural competence into their courses and programs begin their research. For examples links to bibliography, resources such as [HubILC](#), or discussion groups such as the [World Council on Intercultural and Global Competence](#) will be available to them.

### [COAD 1000 Instructors](#)

COAD 1000 will include a module related to intercultural competence. The main components of the module have been presented in this section above. In January 2023, the QEP Co-Directors, in

collaboration with the Director of Student Transitions, selected a group of 3-4 COAD instructors to design an intercultural module for the course. A call for candidates was circulated in December 2022.

Before beginning their work, the selected module designers will become IDI Qualified Administrators, an international license. The training received will build a common vocabulary and understanding of intercultural competence for the faculty and staff involved in the work of the QEP. They will also receive the IDI and their individual reports, which will familiarize them with the students' perspective of the project. During the IDI Qualified Administrators seminar, they will:

- Take the IDI and receive their Individual Profile Report and their individual Intercultural Development Plan
- Learn how the IDI differs from traditional measures of intercultural competence
- Learn how to interpret individual and group IDI results
- Practice giving IDI Profile Report debriefs in supportive role-play scenarios
- Receive the IDI Qualified Administrator license
- Get access to IDI resources and materials

Besides obtaining the license, the responsibilities of the selected module will be as follows:

- Attend a half a day mini retreat to plan the work during Spring 2023
- Attend by weekly meetings during Spring 2023
- Create a COAD 1000 module by May 2023
- Train COAD 1000 instructors on implementation of module during May and July 2023
- Be a resource to COAD 1000 instructors during Fall 2023

In support of their service, the module designers will receive a \$1,500 stipend, and the QEP will pay for the module designers to become IDI Qualified Administrators. Additionally, module designers will be eligible for consideration to become Intercultural Competence Fellows.

The QEP Co-Directors will be part of the redesign project and will offer the module designers materials to consider including in the module. The objective of the project is not only the initial design of the module, but also to provide all COAD 1000 instructors with materials and strategies to implement the module.

Module designers and COAD 1000 will have the opportunity to evaluate the effectiveness of the work produced. After implementation of module, COAD 1000 instructors will give feedback on effectiveness of module and materials created. The feedback will be used as formative assessment data for evaluating the QEP.

### [Intercultural Competence Summer Institute](#)

Every year, beginning with Summer 2023, the QEP will support the offering of a 5-day Intercultural Summer Institute. The institute will take place each summer and will last five days. The objective of the institute is to offer the participants access to experts in intercultural competence, resources related to intercultural competence in their field, and time to begin the design of their intercultural competence project. The institute will be hosted in collaboration with the Office of Faculty Excellence (OFE). The call for interested volunteers for the first IC Summer Institute will be distributed in February 2023 by OFE.



Before the seminar, the selected participants will become IDI Qualified Administrators, an international license. The training received will build a common vocabulary and understanding of intercultural competence for the faculty and staff involved in the work of the QEP. They will also receive the IDI and their individual reports, which will familiarize them with the students' perspective of the project.

Besides obtaining the license, the responsibilities of those selected for the IC Summer Institutes will be as follows:

- Attend the institute and begin designing their intercultural competence project
- Complete IC project over the summer and submit for consideration and feedback
- Deliver the project during the upcoming academic year, either Fall or Spring.
- Consult with QEP Co-Directors during the development and delivery of the project
- Provide summary of their assessment of the effectiveness of the institute and of their project.

In support of their service, the participants will receive a \$1,500 stipend. The QEP will pay for participants to become IDI Qualified Administrators. Institute participants will be eligible for consideration to become Intercultural Competence Fellows.

The number of participants in the institute will increase each year to ensure that teaching intercultural becomes part of the fabric of the institution, beginning with ten in the first summer institute and growing by at least five participants each year thereafter. Intercultural Competence Fellows will not be needed for the 2023 summer institute, but in subsequent summer institutes as participant numbers increase and faculty expertise expands, Intercultural Competence Fellows will work with the participants while they finish design and implementation of their project.

Participants in the institute will not need to have experience teaching intercultural. They might want to work on a variety of projects, such as entire courses, entire programs, IVE courses, Global Understanding courses, study abroad programs, community-engaged learning, etc. The institute will feature an extensive introduction to the QEP Student Learning Outcomes and why all must be incorporated into their redesign project. The QEP Co-Directors will facilitate a self-reflection by participants about what intercultural competence means in their discipline and how it can be incorporated into their teaching. Specific emphasis will be placed on training participants in interactive content builders for the creation of virtual scenarios in courses. Models of particular IC virtual scenarios will be provided to them as a template. Templates on how to incorporate intercultural competence development in community engaged learning, IVE courses, and study abroad will also be offered.

The Institute will feature a national expert on intercultural competence who will:

- Offer a keynote presentation open to the entire ECU community
- Offer a series of workshops during the institute to present resources to participants related to their field of expertise
- Provide individual consultations with participants to help them begin their project

#### [Intercultural Competence Fellowship Program](#)

Faculty and staff who have completed the summer institute, delivered high quality intercultural competence courses, and demonstrated their commitment to professional growth in the area of

intercultural competence will be eligible to be considered for the role of Intercultural Competence Fellows. The QEP will support four fellows per year.

The fellows’ responsibilities will be as follows:

- Lead sessions during the summer institutes and through the OFE during the academic year
- Disseminate their intercultural competence projects to other faculty on campus.
- Assist faculty and staff during the design and implementation of their projects
- Provide a peer project evaluation for emerging faculty projects
- Assist the QEP Co-Directors on initiatives related to the QEP as needed

Fellows can serve for more than one year depending on their qualifications, although regular rotation is desirable to increase the breadth of impact. In exchange for their service, fellows will receive a \$5,000 stipend.

Training of QEP Assessment Teams

Beginning in Year 2, the QEP Co-Directors will train faculty and staff to evaluate students' artifacts using the QEP rubric. During Year 2 the assessor training will serve a dual purpose, evaluate the work and calibrate the rubric, in case changes are needed. In support of their service, assessors will receive a \$1,500 stipend.

*Timeline*

The implementation process began in academic year 2022-2023 and will proceed over the next five years as detailed in Tables 14 and 15. For easy reading, the two major initiative areas are presented in two separate tables. Information about and visual representations of the timeline for assessment of QEP initiatives, and Student Learning Outcomes is provided in section VI. Assessment.

**Table 17: Curriculum Implementation Timeline**

| <b>Curricular Implementation</b>   |                   |                   |                   |                   |                   |                   |
|--|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|
| Activity   | Year 0<br>2022-23 | Year 1<br>2023-24 | Year 2<br>2024-25 | Year 3<br>2025-26 | Year 4<br>2026-27 | Year 5<br>2027-28 |
| Creation of IC COAD module   | ☒                 |                   |                   |                   |                   |                   |
| Establishment of criteria for IC designation beyond COAD 1000                  | ☒                 |                   |                   |                   |                   |                   |
| Approval by appropriate committees of IC designation, badges and certification | ☒                 | ☒                 | ☒                 |                   |                   |                   |
| Implementation of COAD module  |                   | ☒                 | ☒                 | ☒                 | ☒                 | ☒                 |
| IDI debriefs to students in COAD 1000  |                   | ☒                 | ☒                 | ☒                 | ☒                 | ☒                 |
| Student in COAD 1000 creates personal map to develop IC (via Portfolium)       |                   | ☒                 | ☒                 | ☒                 | ☒                 | ☒                 |
| Recruitment of IC participants if Summer Institute                             | ☒                 | ☒                 | ☒                 | ☒                 | ☒                 | ☒                 |
| IC Summer Institute  | ☒                 | ☒                 | ☒                 | ☒                 | ☒                 | ☒                 |
| Implementation of IC courses outside COAD 1000                                 |                   |                   | ☒                 | ☒                 | ☒                 | ☒                 |

**Table 18: Faculty and Staff Support Implementation Timeline**

| <b>Faculty and Staff Implementation</b>        |                           |                           |                           |                           |                           |                           |
|--|---------------------------|---------------------------|---------------------------|---------------------------|---------------------------|---------------------------|
| <b>Activity</b>                                | <b>Year 0<br/>2022-23</b> | <b>Year 1<br/>2023-24</b> | <b>Year 2<br/>2024-25</b> | <b>Year 3<br/>2025-26</b> | <b>Year 4<br/>2026-27</b> | <b>Year 5<br/>2027-28</b> |
| Identification of college, OGA, SA, IC liaison | ☒                         |                           |                           |                           |                           |                           |
| Summer Institute                               | ☒                         |                           |                           |                           |                           |                           |
| IC Fellows                                     | ☒                         | ☒                         | ☒                         | ☒                         | ☒                         | ☒                         |
| IC Assessors                                   |                           |                           | ☒                         | ☒                         | ☒                         | ☒                         |

### V. III. Outline of Resources to be Committed

The financial and other resources to support the implementation of the QEP are presented here, and this section has the approval and commitment of the Office of the Provost and Senior Vice Chancellor for Academic Affairs.

#### *Budget Narrative*

These are the projected fiscal resources committed to effectively implementing the QEP. The total budget is \$1,978,109 plus \$9,000 in discretionary funds over six years.

#### Personnel (\$1,043,572)

- The QEP Director and the Associate Director (QEP Co-Directors) are responsible for implementation, enhancement, assessment, and general oversight of the QEP, working closely with the Director of Institutional Planning and Accreditation and the Director of Institutional Assessment. The QEP Director works full time on the QEP and reports to the Associate Vice Chancellor for Academic Operations and the Associate Provost of Institutional Planning and Assessment. The Associate Director works part time on the QEP and for duties related to it reports to the Associate Vice Chancellor for Academic Operations. Selection and responsibilities can be found in Section VII. III. Co-Directors Job Descriptions.
- Beginning Spring 2023 and throughout the length of QEP, a Graduate Student will provide non-budgetary clerical support to the QEP Directors. The Office of the Associate Vice Chancellor for Academic Operations will provide budgetary clerical support.

#### Professional Development (\$733,393)

- IDI Qualified Administrator Seminars: During the life of the QEP, 135 faculty and staff will become IDI Qualified Administrators (QA). This initiative permits embedding Intercultural Competence in the fabric of the university.
- Intercultural Competence Module Development Fund: The Fund will be the primary way to support instructors teaching COAD 1000 and faculty from all disciplines to embed an IC-related focus into activities, assignments, discussions, and materials in selected courses. Faculty will explore, pilot, reflect, and prepare for delivering the content. An increasing number of individuals will be selected throughout the duration of the QEP.
- Intercultural Competence Fellows: Compensation for an exclusive, highly qualified cohort of ECU IC experts with a demonstrated record of excellence. The IC Fellows will help faculty in the development and implementation of IC modules and will help with delivery of specialized sessions in the IC Summer Institute
- Intercultural Summer Institute: The IC Module Development Program will begin at the IC Summer Institute. There will be common sessions related to IC delivered by experts in the field. Separate sessions designed to suit the participants' interests (modules for courses, Study Abroad pre and post training, IVE modules) will be coordinated by IC fellows and QEP Co-Directors. Completion of the IC Summer Institute paired with delivery of content will be recognized as a professional development activity. There are funds available to invite external consultants or experts to speak during the IC Summer Institute.
- Travel: Support for travel related to QEP research. QEP Directors and other key individuals will use the funds to attend and present original research at professional conferences.

#### Assessment (\$169,144)

- The Intercultural Development Inventory (IDI) will be used to collect baseline data—assessing the Intercultural Competence of incoming first year students and students taking 4000-level courses before the implementation of the QEP. The IDI will also be used to collect post-intervention data—assessing students’ growth in IC after the implementation of the QEP. The personal path of growth that the students will put together after completing the IDI will be one of the students’ artifacts that will be collected and assessed in the student’s portfolio.
- IC Assessors: IC faculty experts independent of instructors of record who will assess student artifacts. In Year 2, 5 assessors will assist in normalizing, calibrating, and evaluating the rubrics selected, fewer artifacts will be assessed. In Years 3-5 the number of assessors will increase.

#### Technology (\$16,000)

- Office and printing supplies
- Computer refreshment for QEP Directors according to ECU refreshment program

#### Marketing (\$16,000)

- Creation and distribution of materials to promote the QEP initiative across campus: Items include videos, websites, social media posting, electronic banners, printed flyers and swag. The marketing budget will be larger during years 0 and 1 of the QEP and will reduce significantly after these years.

#### Discretionary (\$9,000)

- Food and refreshments to participants in the IC Summer Institute, and the IC Assessors retreats

#### ***Budget Summary***

The following table permits to easily visualize the resources devoted to the QEP.

**Table 19: Budget Summary**

| <b>Budget</b>                             |                  |                  |                  |                  |                  |                  |                  |
|---|------------------|------------------|------------------|------------------|------------------|------------------|------------------|
|   | <b>2022-2023</b> | <b>2023-2024</b> | <b>2024-2025</b> | <b>2025-2026</b> | <b>2026-2027</b> | <b>2028-2029</b> | <b>TOTAL</b>     |
| <b>Personnel</b>                          |                  |                  |                  |                  |                  |                  |                  |
| QEP Director                              | 126,778          | 126,778          | 126,778          | 126,778          | 126,778          | 126,778          | 760,668          |
| QEP Associate Director (buy out+ stipend) | 37,984           | 37,984           | 37,984           | 37,984           | 37,984           | 37,984           | 227,904          |
| Graduate student                          | 5,000            | 10,000           | 10,000           | 10,000           | 10,000           | 10,000           | 55,000           |
| <b>Personnel Subtotal</b>                 |                  |                  |                  |                  |                  |                  | <b>1,043,572</b> |
| <b>Professional Development</b>           |                  |                  |                  |                  |                  |                  |                  |
| IDI Certification                         | 12,800           | 24,000           | 32,000           | 40,000           | 48,000           | 56,000           | 212,800          |
| IC Module Development                     | 15,821           | 31,640           | 39,550           | 47,460           | 55,370           | 63,280           | 253,121          |
| IC Fellows Stipends                       | 0                | 0                | 26,368           | 26,368           | 26,368           | 26,368           | 105,472          |
| IC Summer Institute                       | 15,000           | 15,000           | 15,000           | 15,000           | 15,000           | 15,000           | 90,000           |
| Travel                                    | 12,000           | 12,000           | 12,000           | 12,000           | 12,000           | 12,000           | 72,000           |
| <b>P. Development Subtotal</b>            |                  |                  |                  |                  |                  |                  | <b>733,393</b>   |
| <b>Assessment</b>                         |                  |                  |                  |                  |                  |                  |                  |
| IDI Survey                                | 24,000           | 18,000           | 18,000           | 18,000           | 22,500           | 22,500           | 123,000          |
| IC Assessors                              | 0                | 0                | 6,592            | 13,184           | 13,184           | 13,184           | 46,144           |
| <b>Assessment Subtotal</b>                |                  |                  |                  |                  |                  |                  | <b>169,144</b>   |
| <b>Office Needs</b>                       |                  |                  |                  |                  |                  |                  |                  |
| Computers                                 | 0                | 0                | 0                | 0                | 4,000            | 0                | 4,000            |
| Office Supplies                           | 2,000            | 2,000            | 2,000            | 2,000            | 2,000            | 2,000            | 12,000           |
| <b>Office Needs Subtotal</b>              |                  |                  |                  |                  |                  |                  | <b>16,000</b>    |
| <b>Marketing</b>                          |                  |                  |                  |                  |                  |                  |                  |
| Video                                     | 5,000            | 0                | 0                | 0                | 0                | 0                | 5,000            |
| Printed Material                          | 1,000            | 1,000            | 1,000            | 0                | 1,000            | 0                | 4,000            |
| Swag                                      | 0                | 5,000            | 0                | 1,000            | 1,000            | 0                | 7,000            |
| <b>Marketing Subtotal</b>                 |                  |                  |                  |                  |                  |                  | <b>16,000</b>    |
| <b>TOTAL</b>                              |                  |                  |                  |                  |                  |                  | <b>1,978,109</b> |

| <b>Other</b>         |       |       |       |       |       |       |              |
|----------------------|-------|-------|-------|-------|-------|-------|--------------|
| <b>Discretionary</b> |       |       |       |       |       |       |              |
| Refreshments         | 1,000 | 1,200 | 1,400 | 1,600 | 1,800 | 2,000 | 9,000        |
| <b>TOTAL</b>         |       |       |       |       |       |       | <b>9,000</b> |

## VI. Assessment

Assessment is an integral part of this project, as it will provide evidence as to whether intercultural development is occurring/has occurred among participants. The assessment plan for this QEP includes a variety of direct and indirect measures linked to each of the student learning outcomes. Assessment for this QEP will be carried out by the QEP Assessment Team, composed of the QEP Director, the QEP Associate Director, as well as a team of Assessors; these assessors will be faculty and staff specifically trained to assess student-created artifacts using the QEP assessment rubrics. Assessor training will include rubric familiarization as well as team norming prior to carrying out the assessment. The QEP Director and Associate Director will lead the training, norming, and assessment sessions with QEP Assessors. Details regarding the assessment cycle, including the timeline and expected outcomes, as well as assessment instruments and rubrics, can be found below.

### Assessment Plan

The assessment plan of students' artifacts, including methods, performance target, and implementation schedule will be as follows:

**Table 20: Assessment Plan**

| <b>Assessment Plan</b>   |  |                                     |   |
|--|--|-------------------------------------|---|
| <b>Learning Outcome 1: <u>Self/Cultural Awareness.</u></b><br><b>Students will be able to articulate their own cultural rules, values, perspectives, and biases.</b>                 |  |                                     |   |
| <b>Assessment Methods<br/>(Direct or Indirect)</b>   | <b>Performance Targets</b>   | <b>Assessment<br/>Contact(s)</b>    | <b>Implementation<br/>Schedule</b>            |
| 1A- (Direct) Assignments in courses with embedded IC modules   | 70% of students will attain Milestones level of performance on the Assessor rubric       | QEP Director and Associate Director | Fall and Spring Terms, beginning in Fall 2023 |
| 1B- (Indirect) Student-created portfolio   | 70% of students will attain Milestone level of performance on the Self-Assessment rubric | QEP Director and Associate Director | Annually in Spring; beginning in Spring 2025  |
| 1C- (Direct and indirect) – Pre-Intercultural Development Inventory (1 <sup>st</sup> year students)  | 70% of students will attain an Orientation Gap larger than 32                            | QEP Director and Associate Director | Fall Term, beginning in Fall 2023             |
| 1D- (Direct and indirect) – Post- Intercultural Development Inventory (4 <sup>th</sup> year graduating students)   | 70% of students will attain an Orientation Gap lower than 32                             | QEP Director and Associate Director | Every four years; beginning in Spring 2027    |
| <b>Learning Outcome 2: <u>Knowledge.</u></b><br><b>Students will be able to analyze and explain contemporary global/domestic issues using an intercultural competence framework.</b> |  |                                     |   |
| 2A- (Direct) Assignments in courses with embedded IC modules   | 70% of students will attain Milestones level of  | QEP Director and Associate Director | Fall and Spring Terms, beginning in Fall 2024 |

|  |   |                                     |   |
|--|---|-------------------------------------|---|
|  | performance on the Assessor rubric  |                                     |   |
| 2B- (Indirect) Student-created portfolio   | 70% of students will attain Milestone level of performance on the Self-Assessment rubric  | QEP Director and Associate Director | Annually in Spring; beginning in Spring 2025  |
| 2C- (Direct) – Pre-Intercultural Development Inventory (1 <sup>st</sup> year students)   | 90 % of students will attain a Developmental Orientation result of Minimization or lower on the Intercultural Development Continuum | QEP Director and Associate Director | Fall Term, beginning in Fall 2023             |
| 2D- (Direct) – Post-Intercultural Development Inventory (4 <sup>th</sup> year graduating students)   | 70% of students will attain Minimization orientation or higher on the Intercultural Development Continuum                           | QEP Director and Associate Director | Every four years; beginning in Spring 2027    |
| <b>Learning Outcome 3: <u>Attitudes.</u></b><br><b>Students will demonstrate openness to initiate and develop interactions with culturally different others.</b> |   |                                     |   |
| 3A- (Direct) – Pre-Intercultural Development Inventory (1 <sup>st</sup> year students)   | 90 % of students will attain a Developmental Orientation result of Minimization or lower on the Intercultural Development Continuum | QEP Director and Associate Director | Fall Term, beginning in Fall 2023             |
| 3B- (Direct) – Post-Intercultural Development Inventory (4 <sup>th</sup> year graduating students)   | 70% of students will attain Minimization orientation or higher on the Intercultural Development Continuum                           | QEP Director and Associate Director | Every four years; beginning in Spring 2027    |
| <b>Learning Outcome 4: <u>Skills.</u></b><br><b>Students will articulate a complex understanding of cultural commonalities and differences.</b>                  |   |                                     |   |
| <b>Assessment Methods<br/>(Direct or Indirect)</b>   | <b>Performance Targets</b>  | <b>Assessment Contact(s)</b>        | <b>Implementation Schedule</b>                |
| 4A- (Direct) Assignments in courses with embedded IC modules   | 70% of students will attain Milestones level of performance on the Assessor rubric  | QEP Director and Associate Director | Fall and Spring Terms, beginning in Fall 2024 |
| 4B- (Indirect) Student-created portfolio   | 70% of students will attain Milestone level of performance on the Self-Assessment rubric  | QEP Director and Associate Director | Annually in Spring; beginning in Spring 2025  |



|  |   |                                     |  |
|--|---|-------------------------------------|--|
| 4C- (Direct) – Pre-Intercultural Development Inventory (1 <sup>st</sup> year students)             | 90 % of students will attain a Developmental Orientation result of Minimization or lower on the Intercultural Development Continuum | QEP Director and Associate Director | Fall Term, beginning in Fall 2023          |
| 4D- (Direct) – Post-Intercultural Development Inventory (4 <sup>th</sup> year graduating students) | 70% of students will attain Minimization orientation or higher on the Intercultural Development Continuum                           | QEP Director and Associate Director | Every four years; beginning in Spring 2027 |

### *Direct Measures*

Direct measures include:

- Assignments embedded in COAD 1000 courses
- Assignments embedded in courses with IC designation
- Assignments embedded in High-impact Practice experiences, such as courses with International Virtual Exchange modules, Service Learning/Community Engagement designated courses, and study abroad programs, among others
- Developmental Orientation result on the Intercultural Development Inventory (IDI), used both as a pre-measure of students' intercultural competence when they start at ECU, and as a post-measure when administered in 4000-courses with IC designation

### *Indirect Measures*

Indirect measures include:

- Perceived Orientation result on the Intercultural Development Inventory (IDI), used both as a pre-measure of students' intercultural competence when they start at ECU, and as a post-measure when administered in 4000-courses with IC designation
- Survey and focus groups with IC Faculty and Staff Fellows and other faculty and staff participating in QEP initiatives
- Faculty/staff survey and focus groups, administered to faculty and staff teaching IC-designated and COAD 1000 courses, as well as faculty/staff leading HIP experiences
- Exit survey for students who complete one of the two proposed Certificate Pathways
- Student survey and focus groups, administered to students enrolled in IC and COAD 1000 courses, as well as to students participating in HIP experiences
- Self-assessment QEP Intercultural portfolio (see below for more details)

### *Other Data*

Other data will be collected during the planning and implementation of the QEP to evaluate the sustainability of the QEP after it ends., They will include:

- Completion data for the proposed Certification pathways



|  |  |   |  |   |
|--|--|---|--|---|
| <b>Skills</b><br><i>Verbal and nonverbal communication</i> | I can articulate a complex understanding of cultural differences in verbal and nonverbal communication (e.g., I can demonstrate understanding of the degree to which people use physical contact while communicating in different cultures or use direct/indirect and explicit/implicit meanings) and I am able to skillfully negotiate a shared understanding based on those differences. | I can recognize and participate in cultural differences in verbal and nonverbal communication, and I can begin to negotiate a shared understanding based on those differences.  | I identify some cultural differences in verbal and nonverbal communication and am aware that misunderstandings can occur based on those differences, but I am still unable to negotiate a shared understanding.  | I have a minimal level of understanding of cultural differences in verbal and nonverbal communication; I am unable to negotiate a shared understanding.   |
|  | <b>Capstone</b><br><b>4</b>  | <b>Milestones</b><br><b>3</b> <b>2</b>  |  | <b>Benchmark</b><br><b>1</b>  |
| <b>Skills</b><br><i>Empathy</i>                            | I can interpret intercultural experience from the perspectives of my own and more than one worldview and I can demonstrate the ability to act in a supportive manner that recognizes the feelings of another cultural group.   | I can recognize intellectual and emotional dimensions of more than one worldview, and I can sometimes use more than one worldview in interactions.                              | I can identify components of other cultural perspectives, but I respond in all situations with my own worldview.   | I view the experience of others but do so through my own cultural worldview.  |
| <b>Attitude</b><br><i>Curiosity</i>                        | I ask complex questions about other cultures, seek out and articulate answers to these questions that reflect multiple cultural perspectives.  | I ask deeper questions about other cultures and seek out answers to these questions.  | I ask simple or surface questions about other cultures.  | I state minimal interest in learning more about other cultures.   |
| <b>Attitude</b><br><i>Openness</i>                         | I can initiate and develop interactions with culturally different others. I can suspend judgment in valuing my interactions with culturally different others.  | I can begin to initiate and develop interactions with culturally different others. I can begin to suspend judgment in valuing my interactions with culturally different others. | I express openness to most, if not all, interactions with culturally different others, but I have difficulty suspending any judgment in my interactions with culturally different others. I am aware of my own judgment and express a willingness to change. | I am receptive to interacting with culturally different others. I have difficulty suspending any judgment in my interactions with culturally different others, but I am unaware of my own judgment. |

Adapted from: "Valid Assessment of Learning in Undergraduate Education (VALUE)" by the Association of American Colleges and Universities, 2009, <https://www.aacu.org/initiatives/value>. CC BY-NC-SA 4.0s

### *Quantitative Instruments*

- The Intercultural Development Inventory (IDI) is a fifty-item questionnaire that can be used to measure participants' level of intercultural competence. The results of the survey are mapped along the Intercultural Development Continuum, "a theoretical framework that ranges from the more monocultural mindsets of Denial and Polarization through the transitional orientation of Minimization to the intercultural or global mindsets of Acceptance and Adaptation" (Hammer, 2012, p. 118). This instrument has been extensively tested and has been found to have high

content and construct validity, as well as cross-cultural generalizability (Hammer, 2012). Reports include two results: participants' perceived orientation, or how they see themselves when interacting with people from cultural backgrounds different than their own, as well as participants' developmental orientation, which refers to participants' actual orientation to cultural commonalities and differences as measured by the IDI. In addition, the IDI report includes an Orientation Gap score, which is the difference between the perceived and the developmental orientation score; a large Orientation Gap score indicates that the student has underestimated or overestimated their actual level of Intercultural Competence.

- Student surveys, administered to students completing Certificate Pathways and to students enrolled in IC and COAD 1000 courses, as well as to students participating in HIP experiences
- Faculty/staff surveys, administered to participating in QEP initiatives and/or teaching IC-designated and COAD 1000 courses, as well as faculty/staff leading HIP experiences

### *Other Assessment Instruments*

- Course-embedded assignments: examples of course-embedded assignments include case scenarios simulations, journals, portfolios, presentations, performances, and photo-essays, among others, and may include the use of multiple forms of media such as various forms of art, multimedia artifacts, essays, stories, games, or simulations. The artifacts will allow students to demonstrate their knowledge, skills and attitudes related to intercultural knowledge and competence. Each artifact submitted as part of these course-embedded assignments will be accompanied by a reflection (written or videorecorded). These artifacts will be assessed using an adaptation of the *Intercultural Knowledge and Competence VALUE Rubric* (see below) published by the Association of American Colleges and Universities (AAC&U, 2008), which will allow the QEP Assessment Team to focus on the proposed student learning outcomes specifically.

**Table 23: Assessor Rubric**

|  | <b>Capstone<br/>4</b>  | <b>Milestones</b>  |   | <b>Benchmark<br/>1</b>   |
|--|--|--|---|--|
|  |  | <b>3</b>   | <b>2</b>  |  |
| <b>Knowledge<br/>Cultural self-awareness</b>                   | Student can articulate insights into their cultural rules and biases (e.g., seeking complexity; Student is aware of how their experiences have shaped these rules, and how to recognize and respond to cultural biases, resulting in a shift in self-description).   | Student can recognize new perspectives about their cultural rules and biases (e.g., not looking for sameness; student is comfortable with the complexities that new perspectives offer).                                 | Student can identify their own cultural rules and biases (e.g., with a strong preference for those rules shared with their own cultural group; student seeks the same in others).                                       | Student shows minimal awareness of their own cultural rules and biases (even those shared with their own cultural group[s]) (e.g., student is uncomfortable with identifying possible cultural differences with others). |
| <b>Knowledge<br/>Knowledge of cultural worldview framework</b> | Student demonstrates sophisticated understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.  | Student demonstrates adequate understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices. | Student demonstrates partial understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices. | Student demonstrates surface understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.  |
| <b>Skills<br/>Verbal and nonverbal communication</b>           | Student can articulate a complex understanding of cultural differences in verbal and nonverbal communication (e.g., Student can demonstrate understanding of the degree to which people use physical contact while communicating in different cultures or use direct/indirect and explicit/implicit meanings) and Student is able to skillfully negotiate a shared understanding based on those differences. | Student can recognize and participate in cultural differences in verbal and nonverbal communication and can begin to negotiate a shared understanding based on those differences.  | Student identifies some cultural differences in verbal and nonverbal communication and is aware that misunderstandings can occur based on those differences but is still unable to negotiate a shared understanding.    | Student has a minimal level of understanding of cultural differences in verbal and nonverbal communication; Student is unable to negotiate a shared understanding.   |
| <b>Skills<br/>Empathy</b>                                      | Student can interpret intercultural experience from the perspectives of my own and more than one worldview and can demonstrate the ability to act in a supportive manner that recognizes the feelings of another cultural group.   | Student can recognize intellectual and emotional dimensions of more than one worldview and can sometimes use more than one worldview in interactions.  | Student can identify components of other cultural perspectives but responds in all situations with their own worldview.   | Student views the experience of others but do so through their own cultural worldview.   |

|                               | Capstone<br>4  | Milestones<br>3                      2   |  | Benchmark<br>1  |
|-------------------------------|--|--|--|---|
| <b>Attitude<br/>Curiosity</b> | Student asks complex questions about other cultures, seeks out and articulates answers to these questions that reflect multiple cultural perspectives.                       | Student asks deeper questions about other cultures and seeks out answers to these questions.   | Student asks simple or surface questions about other cultures.   | Student states minimal interest in learning more about other cultures.  |
| <b>Attitude<br/>Openness</b>  | Student can initiate and develop interactions with culturally different others. Student can suspend judgment in valuing their interactions with culturally different others. | Student can begin to initiate and develop interactions with culturally different others. Student can begin to suspend judgment in valuing their interactions with culturally different others. | Student expresses openness to most, if not all, interactions with culturally different others but has difficulty suspending any judgment in their interactions with culturally different others. Student is aware of their own judgment and express a willingness to change. | Student is receptive to interacting with culturally different others. Student has difficulty suspending any judgment in their interactions with culturally different others but is unaware of their own judgment. |

Adapted from: "Valid Assessment of Learning in Undergraduate Education (VALUE)" by the Association of American Colleges and Universities, 2009, <https://www.aacu.org/initiatives/value>. CC BY-NC-SA 4.0

***Links between Assessment Methods and Instruments with Expected Outcomes***

The four outcomes for the proposed QEP focus on the development of knowledge, skills and attitudes related to intercultural competence. As indicated above in section V. II. Organization of the QEP, the outcomes are:

- Self/Cultural Awareness. Students will be able to articulate their own cultural rules, values, perspectives, and biases.
- Knowledge. Students will be able to analyze and explain contemporary global/domestic issues using an intercultural competence framework.
- Attitudes. Students will demonstrate openness to initiate and develop interactions with culturally different others.
- Skills. Students will articulate a complex understanding of cultural commonalities and differences.

The course-embedded assignments will allow the QEP Assessment Team to gather data regarding students’ development of knowledge, skills and attitudes related to their intercultural self-awareness and self-assessment, ability to understand, analyze and explain contemporary issues within an intercultural framework, as well as their ability to develop openness and curiosity to view and experience the world from others’ perspectives as demonstrated through the constructs within Intercultural Praxis model. In addition, course-embedded assignments will allow the QEP Assessment Team to assess students’ ability to engage in a culturally appropriate manner in a variety of cross-cultural and multicultural contexts and demonstrate “Quality of communication that involves connection, empathy and respect” (Sorrell, 2022, p. 19).

The IDI will allow the QEP Assessment Team to collect baseline and post data on the five constructs or “orientations to cultural difference” (Hammer et al. 2003, p. 421) assessed through this instrument: stages of denial, polarization, minimization, acceptance, and adaptation.

Faculty and student surveys and focus groups will allow the QEP Assessment Team to gather indirect data regarding the attainment of the proposed outcomes.

## VII. Appendices

### VII. I. Abbreviations

|                          |   |
|--------------------------|---|
| AAC&U                    | Association of American Colleges and Universities   |
| CCM                      | Core Curriculum Model, one of the models of International Virtual Exchange (IVE).   |
| COAD 1000                | Student Development and Learning in Higher Education Course   |
| COIL                     | Collaborative Online International Learning, one of the models of International Virtual Exchange (IVE)                                    |
| CURE                     | Course-Based Undergraduate Research   |
| DD                       | Domestic Diversity Designation for courses with Student Learning Outcomes related to diversity  |
| DMIS                     | Development Model of Intercultural Sensitivity  |
| GD                       | Global Diversity Designation for courses with Student Learning Outcomes related to diversity  |
| HEED Award               | Higher Education Excellence in Diversity Award  |
| HIP                      | High-impact Practices   |
| IC                       | Intercultural Competence Designation for courses with Student Learning Outcomes related to diversity                                      |
| IDI®                     | Intercultural Development Inventory®  |
| IDP®                     | Intercultural Development Plan®   |
| IVE                      | International Virtual Exchange. Possible models include CCM and COIL  |
| NAFSA                    | Association of International Educators  |
| NSSE                     | National Survey of Student Engagement   |
| OED                      | Office for Equity and Diversity   |
| OFE                      | Office for Faculty Excellence   |
| OGA                      | Office of Global Affairs  |
| P.I.R.A.T.E.S. Framework | Perspective-taking, Inquisitiveness and Openness, Respectfulness, Adaptability, Tolerance of Ambiguity, Empathy, Self-Awareness Framework |
| RCAW                     | Research and Creative Achievement Week  |
| SEE                      | Scale of Ethnocultural Empathy  |
| SL                       | Service-Learning Designation for courses with Student Learning Outcomes related to community engaged learning                             |
| SLO                      | Student Learning Outcomes   |
| SOP                      | Standard Operating Procedure  |
| STEM                     | Science, Technology, Engineering, and Math  |
| VALUE Rubric             | Valid Assessment of Learning in Undergraduate Education   |



## VII. II. Tables and Figures

|   |    |
|---|----|
| Table 1: Student Learning Outcomes                            | 4  |
| Table 2: QEP Actions  | 5  |
| Table 3: QEP Logic Model                                      | 6  |
| Table 4: Fall 2022 SL Designation                             | 9  |
| Table 5: Fall 2022 DD and GD Designation                      | 10 |
| Table 6: AY 2021-2022 OGA Programs                            | 12 |
| Table 7: QEP Timeline   | 18 |
| Table 8: QEP Selection Committee Unit Representation          | 19 |
| Table 9: QEP Development Committee Unit Representation        | 22 |
| Table 10: Graphic of Survey Results                           | 23 |
| Table 11: Table of Survey Results                             | 24 |
| Table 12: 2017-2021 Graduating Senior Survey                  | 24 |
| Table 13: 2020-2021 Seniors by Race/Gender                    | 25 |
| Table 14: 2015-2021 NSSE Results                              | 26 |
| Table 15: Student Learning Outcomes                           | 35 |
| Table 16: Certification in Intercultural Competence           | 39 |
| Table 17: Curriculum Implementation Timeline                  | 42 |
| Table 18: Faculty and Staff Support Implementation Timeline   | 43 |
| Table 19: Budget Summary                                      | 46 |
| Table 20: Assessment Plan                                     | 47 |
| Table 21: QEP Intercultural Portfolio                         | 50 |
| Table 22: Self-Assessment Rubric                              | 50 |
| Table 23: Assessor Rubric                                     | 53 |
| <br>  |    |
| Figure 1: Virtual Learning at ECU                             | 11 |
| Figure 2: The IDI Continuum                                   | 14 |
| Figure 3: Deardorff Process Model of Intercultural Competence | 32 |

### VII. III. QEP Co-Directors Job Descriptions

Following the call for QEP proposals, and after the selection of their proposal, the authors of the selected proposal were appointed as Director and Associate Director of the QEP. Their titles and responsibilities were determined according to the proposal's order of authorship. Their qualifications to lead a university wide, multi-year program were taken into consideration as part of the evaluation of proposals.

The QEP Director and the Associate Director, also referred as QEP Co-Directors in the QEP narrative, are responsible for the implementation, enhancement, assessment, and general oversight of the QEP. They work closely with the Director of Institutional Planning and Accreditation and the Director of Institutional Assessment.

The QEP Director is a tenured faculty member and works full time (1.0 FTE), 12 months for the QEP. The Director reports to the Interim Associate Vice Chancellor for Academic Operations and to the Associate Provost of Institutional Planning and Assessment. Their appointment is planned for the duration of the QEP, including year 0 (Fall 2022- Spring 2028).

The QEP Director responsibilities are:

- Lead the implementation of the QEP and coordinate efforts across multiple units
- Serve as the primary campus expert in intercultural competence. This expertise will be demonstrated by:
  - Leading the IC Summer Institute
  - Developing intercultural competence resources for faculty and staff
  - Recruiting faculty and staff in intercultural competence redesign
  - Promoting intercultural competence across campus
- Oversee the development of IC modules
- Collaborate with Faculty Senate Leadership and Faculty Senate committees in development of IC course designation process and obtaining Faculty Senate approval
- Select IC fellows and their professional development
- Serve as primary writer for SACSCOC reports

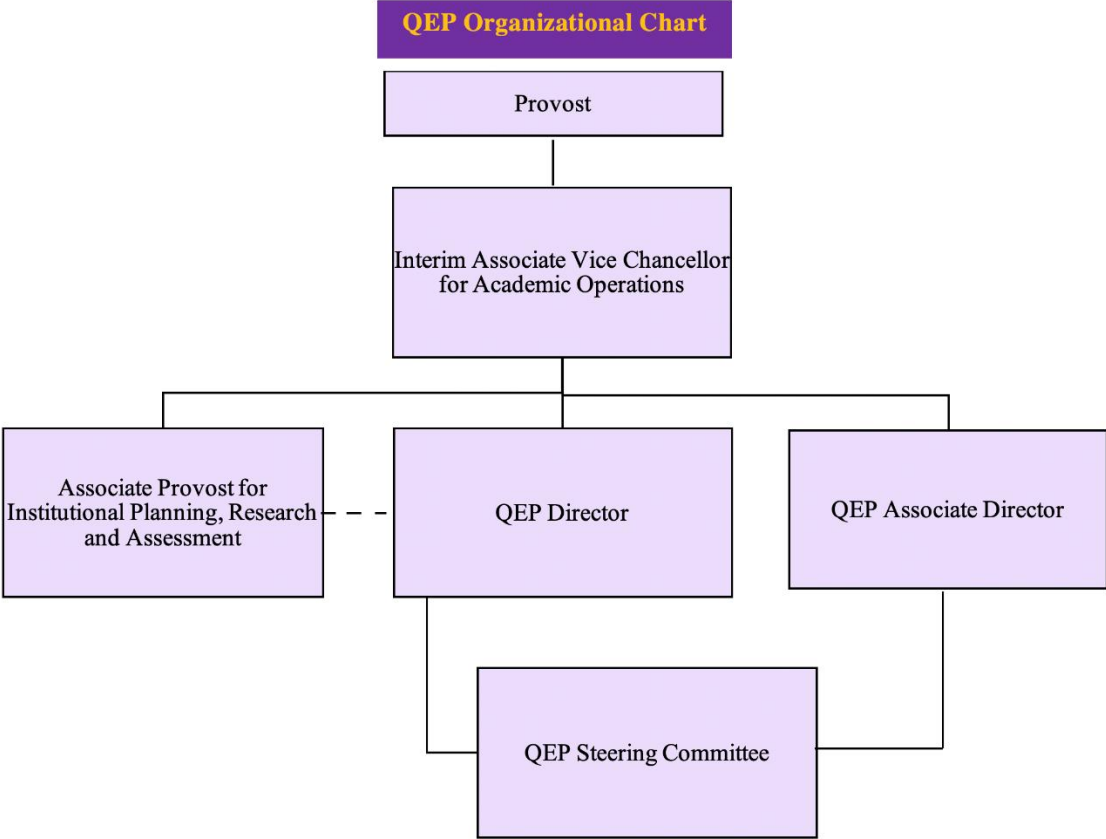
The QEP Associate Director is a tenured faculty member and works part time (0.5 FTE), 9 months + Summer Session 1 stipend for the QEP. The Associate Director reports to the Interim Associate Vice Chancellor for Academic Operations for the duties related to the QEP. Their appointment is planned for the duration of the QEP, including year 0 (Fall 2022- Spring 2028).

The QEP Associate Director's responsibilities are:

- Lead the assessment of SLOs and provide direction for data collection and analyses
- Lead the review of the QEP assessment processes
- Provide support to the Director of the QEP as needed

VII. IV. Working Groups

*QEP Organizational Chart*



### *QEP Steering Committee*

The Steering Committee serves under the leadership of the QEP Directors. The committee's purpose is to support and guide the progress of the plan by offering advice, ensuring the successful delivery of courses, facilitating the assessment of the student learning outcomes, and reviewing the annual reports to identify areas for improvement.

| <b>QEP STEERING COMMITTEE MEMBERSHIP</b>  |
|---|
| Purificación Martínez, Director, Quality Enhancement Plan<br>Laura Levi Altstaedter, Associate Director, Quality Enhancement Plan   |
| Susannah Berry, Associate Dean, College of Health, and Human Performance<br>Nehad Elsawaf, Teaching Associate Professor, Harriot College of Arts and Sciences<br>Todd Fraley, Interim Dean, Honors College<br>David Hisle, Associate Professor, Joyner Library<br>Kim Larson, Professor, College of Nursing<br>Victor Mbarika, Professor, College of Business<br>Marjorie Campo Ringler, Professor and Chair, College of Education<br>Lauren Sastre, Assistant Professor, College of Allied Health Sciences<br>Sachiyo Shearman, Associate Professor, College of Fine Arts and Communications |
| Ryan Bonnett, President, Student Government Association<br>Jordyn Strapp, Director of Community Outreach, Student Government Association  |
| Allen Guidry, Interim Associate Vice Chancellor for Academic Operations<br>Ying Zhou, Associate Provost of Institutional Planning, Assessment and Research  |
| Jon Rezek, Assistant Vice Chancellor of Office of Global Affairs<br>Jami Leibowitz, Associate Director of Office of Global Affairs  |
| Dennis McCunney, Director of Office of Intercultural Affairs<br>Karen Sough Smith, Director, Office of Student Transitions  |
| Toya Jacobs, Diversity and Inclusion Program Manager, Office for Equity and Diversity   |
| Sarah Williams, Executive Director, Office for Faculty Excellence   |

*QEP Workgroup 1: Scope and Resources*

| <b>QEP WORKGROUP 1: SCOPE AND RESOURCES</b>  |
|--|
| <b>Charge:</b> Establish scope (curricular, co-curricular) and create a budget for QEP   |
| Purificación Martínez, QEP Director<br>Laura Levi Altstaedter, QEP Associate Director<br>Allen Guidry, Interim Associate Vice Chancellor for Academic Operations<br>Ying Zhou, Associate Provost of Institutional Planning, Assessment, and Research<br>Cynthia Bellacero, Director of Institutional Planning and Accreditation<br>Kristen Dreyfus, Director of Institutional Assessment |

*QEP Workgroup 2: Curriculum and Assessment*

| <b>QEP WORKGROUP 2: CURRICULUM AND ASSESSMENT</b>  |
|--|
| <b>Charge:</b> Establish the curricular map that students will follow, and assessment artifacts used to evaluate student achievement and QEP impact.   |
| Purificación Martínez, QEP Director<br>Laura Levi Altstaedter, QEP Associate Director<br>Allen Guidry, Interim Associate Vice Chancellor for Academic Operations<br>Ying Zhou, Associate Provost of Institutional Planning, Assessment, and Research<br>Cynthia Bellacero, Director of Institutional Planning and Accreditation<br>Kristen Dreyfus, Director of Institutional Assessment<br>Jeanette Morris, Assessment Associate<br>Jon Rezek, Assistant Vice Chancellor of Office of Global Affairs<br>Jami Leibowitz, Associate Director of Office of Global Affairs<br>Erik Kneubuehl, Associate Vice Chancellor of Student Affairs<br>Dennis McCunney, Director of Office of Intercultural Affairs<br>Karen Sough Smith, Director, Office of Student Transitions<br>Sarah Williams, Executive Director of Office for Faculty Excellence |

*QEP Workgroup 3: Literature Review*

| <b>QEP WORKGROUP 3: LITERATURE REVIEW</b>   |
|---|
| <b>Charge:</b> Review literature and best practices related to intercultural competence   |
| Purificación Martínez, QEP Director<br>Sachiyo Shearman, Associate Professor, College of Fine Arts and Communications<br>Jami Leibowitz, Associate Director of Office of Global Affairs<br>Dennis McCunney, Director of Office of Intercultural Affairs |

VII. V. Communication Group

| <b>QEP COMMUNICATIONS AND MARKETING</b>   |
|---|
| <b>Charge:</b> Create a communication plan and a marketing campaign for the QEP |
| Purificación Martínez, QEP Director   |
| Laura Levi Altstaedter, QEP Associate Director                                  |
| Allen Guidry, Interim Associate Vice Chancellor for Academic Operations         |
| Leslie Craigle, Project Manager, Creative Services                              |
| Crystal Baity, Public Communication Specialist, Creative Services               |
| Glen Robert Webster, Technological Support Technician, Creative Services        |
| Matt Smith, Public Communication Specialist, Creative Services                  |
| Arna Joyner, University Program Specialist                                      |
| Bethany Martin, QEP Graduate Assistant  |

## VII. VI. Evaluation of Assessment Practices

Using the data collected via the student portfolios, including the students' self-evaluations and the IC assessors scores, the QEP Co-Directors, in conjunction with the QEP Steering Committee, and the IC Fellows will evaluate the successful implementation of the QEP curricular interventions and the QEP rubrics. The cycle will begin in the summer of Year 2 and will take place each year thereafter. The results of these evaluations will be shared with faculty involved in teaching IC courses as well as with Faculty Senate Leadership and other ECU senior leadership at the end of each Academic Year in preparation for the next. Their feedback will be reviewed by the QEP Steering Committee each summer to plan and implement improvements for the next academic year beginning in mid-August. This process will ensure a continued improvement cycle of the intercultural competence educational experiences of ECU students.

The process can be visualized in the following graphic:





## VII. VII. References

- Agnew, M., & Khan, H. E. (2014). Internationalization-at-home: Grounded practices to promote intercultural, international, and global learning. *Metropolitan Universities*, 25(3), 31–46. <https://journals.iupui.edu/index.php/muj/article/view/20580/20180>
- Antor, H. (2020). Interculturality or transculturality? In G. Rings, & S. Rasinger (Eds.), *Cambridge handbook of intercultural competence* (pp. 68-82). Cambridge University Press.
- Arasaratnam, L. A., & Doerfel, M. L. (2005). Intercultural communication competence: Identifying key components from multicultural perspectives. *International Journal of Intercultural Relations*, 29, 137-163.
- Arasaratnam-Smith, L. A. (2017). Intercultural competence. An overview. In D. K. Deardorff, & L. A. Arasaratnam-Smith (Eds.), *Intercultural competence in higher education. International approaches, assessment and application* (pp. 7-18). Routledge.
- Association of American Colleges and Universities. (n.d.). *High-impact practices*. <https://www.aacu.org/trending-topics/high-impact>
- Association of American Colleges and Universities. (2017). *Value rubrics*. <https://www.aacu.org/value/rubrics/intercultural-knowledge>
- Baumann, E. A, Mitchell, R. G, & Hodges Persell, C. (1989). *Encountering society: Student resource manual*. (3<sup>rd</sup> edition). Harper & Row.
- Bennett, J. M. (2003). Turning frogs into interculturalists: A student-centered development approach to teaching intercultural competence. In N. A. Boyacigiller, R. A. Goodman, & M. E. Philips (Eds.), *Crossing cultures: Insights from master teachers* (pp. 157-170). Taylor & Francis.
- Bennett, J. M., & Bennett, M. J. (2004). Developing intercultural sensitivity: An integrative approach to global and domestic diversity. In D. Landis, J. M. Bennett, & M. J. Bennett (Eds.), *Handbook of intercultural training* (3<sup>rd</sup> ed., pp. 147-165). Sage.
- Bennett, J. M. (2008) Transformative training. Designing programs for culture learning. In M. A. Moodian (Ed.), *Contemporary leadership and intercultural competence: Understanding and utilizing cultural diversity to build successful organizations* (pp. 95-110). Sage.
- Bennett, J. M. (2009). Cultivating intercultural competence. A process perspective. In D. K. Deardorff (Ed.), *The SAGE handbook of intercultural competence* (pp. 121-140). Sage.
- Bolten, J. (2020). Rethinking intercultural competence. In G. Rings, & S. Rasinger (Eds.), *Cambridge handbook of intercultural competence* (pp. 56–67). Cambridge University Press.
- Byram, M. (2021). *Teaching and assessing intercultural communicative competence. Revisited*. (2<sup>nd</sup> edition). Multilingual Matters.

- Calloway-Thomas, C., Arasaratnam-Smith, L. A., & Deardorff, D. (2017). The role of empathy in fostering intercultural competence. In D. K. Deardorff, & L. A. Arasaratnam-Smith (Eds.), *Intercultural competence in higher education. International approaches, assessment and application* (pp. 32-42). Routledge.
- Carnegie Foundation. (n.d.). *The elective classification for community engagement*. Carnegie Elective Classifications. <https://carnegieelectiveclassifications.org/the-2024-elective-classification-for-community-engagement/>
- Chen, G. M., & Starosta, W. J. (2000). The development and validation of the intercultural sensitivity scale. *Human Communication, 3*, 1-15.
- Chen, G. M., & Starosta, W. J. (1997). A review of the concept of intercultural sensitivity. *Human Communication, 1*, 1-16.
- Chia, R., Poe, E., & Yang, B. (2011). History of global partners in education. *Global Partners in Education, 1*(April), 3-7. <http://www.gpejournal.org/index.php/GPEJ/article/view/11>
- Commander, N. E., Schloer, W. F., & Cashings, S. T. (2022). Virtual exchange: A promising high-impact practice for developing intercultural effectiveness across disciplines. *Journal of Virtual Exchange, 5*, 1-19. <https://doi.org/10.21827/jve.5.37329>
- Deardorff, D. K. (2006). Identification and assessment of intercultural competence as a student outcome of internationalization. *Journal of Studies in International Education, 10*(3), 241-266. <https://doi.org/10.1177/1028315306287002>
- Deardorff, D. K. (Ed.). (2009). *The SAGE handbook of intercultural competence*. Sage.
- Deardorff, D. K. (2011). Assessing intercultural competence. *New Directions for Institutional Research, 149*, 65-79. <https://doi.org/10.1002/ir.381>
- Deardorff, D. K. (2020). *Manual for developing intercultural competencies. Story circles*. Routledge.
- DeGraff, D. G. (2015). *There and back. Living and learning abroad*. Clavin College.
- Duffy, L. N., Stone, G. A., Townsend, J. & Cathey, J. (2022). Rethinking curriculum internationalization: Virtual exchange as a means to attaining global competencies, developing critical thinking, and experiencing transformative learning. *SCHOLE: A Journal of Leisure Studies and Recreation Education, 37*(1-2), 11-25, <https://doi.org/10.1080/1937156X.2020.1760749>
- Duke, S. (2014). *Preparing to study abroad: Learning to cross cultures*. Stylus.
- East Carolina University. (n.d.). *Capture your horizon. Strategic plan 2017-2022*. Chancellor's Division. <https://strategicplan.ecu.edu/>

- East Carolina University. (n.d.). *Chancellor's Commission on Diversity, Equity, and Inclusion*. Chancellor's Division. <https://deicommission.ecu.edu/>
- East Carolina University. (n.d.). *Global BEEHIVE*. Office of Global Affairs. <https://global-affairs.ecu.edu/global-virtual-exchange/global-beehive/>
- East Carolina University. (n.d.). *Global Understanding*. Office of Global Affairs. <https://global-affairs.ecu.edu/global-virtual-exchange/global-understanding/>
- East Carolina University. (n.d.). *Graduating Senior Survey*. Institutional Planning, Assessment, and Research. <https://ipar.ecu.edu/assessment/asmnt-surveys/asmnt-graduating-senior-survey/>
- East Carolina University. (n.d.). *University mission*. Chancellor's Division. <https://chancellor.ecu.edu/university-mission/>
- East Carolina University (2020). *Standard operating procedure on governance of co-curricular badging*. [https://badges.ecu.edu/wp-content/pv-uploads/sites/479/2019/12/New-Badgr-SOP-with-Committee-Input-Updated-71620\\_941198601.pdf](https://badges.ecu.edu/wp-content/pv-uploads/sites/479/2019/12/New-Badgr-SOP-with-Committee-Input-Updated-71620_941198601.pdf)
- East Carolina University. (n.d.). *Undergraduate research opportunities*. Research, Economic Development and Engagement Office. <https://rede.ecu.edu/undergraduate/research-opportunities/>
- Fantini, A. E. (2009). Assessing Intercultural Competence. Issues and Tools. In D. K. Deardoff (Ed.), *The SAGE handbook of intercultural competence* (pp. 456-476). Sage.
- Finley, A. (2021). *How college contributes to workforce success*. Association of American Colleges and Universities. <https://dgm81phhvh63.cloudfront.net/content/user-photos/Research/PDFs/AACUEmployerReport2021.pdf>
- Fitzgerald, A. (2020). *Antiracist and Universal Design for Learning. Building expressways to success*. Cast.
- Got, G., & Chan, D. K.-S. (2004). Are we the same or are we different? A social-psychological perspective of culture. In N. A. Boyacigiller, R. A. Goodman, & M. E. Phillips, (Eds.), *Crossing cultures: Insights from master teachers* (pp. 13-19). Taylor & Francis.
- Gray, J. S., Connolly, J. P., & Brown, M. A. (2019). Measuring intercultural knowledge and competence in college essays: Does a performance-based rubric have construct validity? *Studies in Educational Evaluation*, 62, 142–148. <https://doi.org/10.1016/j.stueduc.2019.05.007>
- Green, W., & Whitsed, C. (2015). Introducing critical perspectives on internationalising the curriculum. In W. Green & C. Whitsed (Eds.), *Internationalising the curriculum in disciplines. Reflective narrative accounts from Business, Education and Health* (pp. 3–22). Springer.
- Gregersen-Hermans, J. (2017). Intercultural competence development in higher education. In D. K. Deardoff, & L. A. Arasaratnam-Smith (Eds.), *Intercultural competence in higher education. International approaches, assessment and application* (pp. 67–82). Routledge.

- Hammer M. R. (2012). The intercultural development inventory: A new frontier in assessment and development of intercultural competence. In M. Vande Berg, R. M. Paige, & K. H. Lou (Eds.). *Student Learning Abroad* (pp. 115-136). Stylus.
- Hammer, M. R. (2009). The intercultural development inventory. In M. A. Moodian (Ed). *Contemporary leadership and intercultural competence* (pp. 203-218). Sage.
- Hammer, M. R., Bennett, M. J., & Wiseman, R. (2003). Measuring intercultural sensitivity: The intercultural development inventory. *International Journal of Intercultural Relations*, 27, 421-443.
- Hendley, E. (2022). Trendspotting 2022: What is next for international education? Eleven leaders in the field offer their perspective on what is in store for international education in 2022. *International Educator*, January. <https://www.nafsa.org/ie-magazine/2022/1/12/trendspotting-2022-whats-next-international-education>
- Holsapple, M. A. (2012). Service-learning and student diversity outcomes. Existing evidence and directions for future research. *Michigan Journal of Community Service Learning*, 18(2), 5-18. <https://flies.eric.ed.gov/fulltext/EJ988316.pdf>
- INSIGHT into Diversity. (n.d.). *About the Heed Award*. <https://www.insightintodiversity.com/about-the-heed-award/>
- INSIGHT into Diversity. (n.d.). *Diversity Champions*. <https://www.insightintodiversity.com/diversity-champions/>
- King, P. M. & Baxter Magolda, M. B. (2005). A development model of intercultural maturity. *Journal of College Student Development*, 46(6), 571-592. <https://doi.org/10.1352/csd.2005.0060>
- Leask, B. (2015). *Internationalizing the curriculum*. Routledge.
- Lee, A., O'Brien, M. K., Solheim, C. (2017). *Teaching interculturality. A framework for integrating disciplinary knowledge and intercultural development*. Stylus.
- Lee, J., Leibowitz, J., & Rezek, J. (2022). The impact of international virtual exchange on participation in education abroad. *Journal of Studies on International Education*, 26(2), 202–221. <https://doi.org/10.1177/10283153211052777>
- Lee, J., Leibowitz, J., Rezek, J., Millea, M., & Saffo, G. (2022). The impact of international virtual exchange on student success. *Journal of International Students*, 12(S3), 77–95. <https://doi.org/10.32674/jis.v12iS3.4593>
- Lenkaitis, C. A., & Loranc, B. (2021). Facilitating global citizenship development in lingua franca virtual exchanges. *Language Teaching Research*, 25(5), 711–728. <https://doi.org/10.1177/1362168819877371>
- Meyers, S., Rowell, K., Wells, M., & Smith, B. C. (2019). Teacher empathy: A model of empathy for teaching for students' success. *College Teaching*, 67(3), 160-168).

- NAFSA. (n.d.). *Trends in US study abroad (2019-2020)*. <https://www.nafsa.org/policy-and-advocacy/policy-resources/trends-us-study-abroad>
- On-line cultural resource for study abroad. (n.d.). *What's up with culture*.  
<https://www2.pacific.edu/sis/culture/>.
- Rezek, J. & Leibowitz, J. (2022). Preparing global PIRATES to succeed in a global, multicultural society. *iieNetworker, Spring*, 19-21.
- The roadmap to intercultural competence using the IDI*. (n.d.). IDI Inventory.  
<https://idiinventory.com/generalinformation/the-intercultural-development-inventory-idi/>
- Spitzberg, B. H., & Changnon, G. (2009) Conceptualizing intercultural competence. In: D.K. Deardorff (Ed.), *The SAGE Handbook of intercultural competence* (pp. 2-52). Sage.
- Strayer, J. & Eisenberg, N. (1987). Empathy viewed in context. In N. Eisenberg & J. Strayers (Eds.), *Empathy and its development* (pp. 389-398). Cambridge University Press.
- UNESCO. (2013). *Intercultural competences. Conceptual and operational framework*. UNESCO.  
<https://unesdoc.unesco.org/ark:/48223/pf0000219768>
- Wang, Y., Davidson, M., Yakushko O. F., Bielstein Savoy, H. Tan, J. A., & Bleier, J. K. (2003). The scale of ethnocultural empathy: Development, validation, and reliability. *Journal of Counseling Psychology*, 50(2), 221-234. <https://doi.org/10.1037/0022-0167.50.2.221>
- What is culture*. (n.d.). What is culture. <https://whatisculture.org/>
- What's up with culture*. (n.d.). On-line cultural resource for study abroad.  
<https://www2.pacific.edu/sis/culture/>.