
CILMAR Annual Cycle of Assessment: 2020 Report

Vision

An inclusive and interculturally competent Purdue community that impacts the world.

Mission

We promote and facilitate intercultural learning opportunities for all Boilermakers.

Executive Summary

In 2020, CILMAR closed the loop on its third complete annual cycle of assessment, from strategic planning through data collection and analysis, reporting and evidence-based goal adjustments. With a global pandemic, a social justice movement, and a contentious national election, the year brought many challenges to CILMAR's productivity and effectiveness. Our staff had to pivot not only to new work processes as the staff moved from office to home workplaces and virtual meeting and presentation platforms, but also responded to changing stakeholder needs in nearly every major project and program. Despite these challenges, CILMAR successfully completed the cycle, following through with nearly all of our planned actions and assessments and **meeting 15 of 20 targets (75%)** in the expected outcomes we wrote a year ago. Our successes and lessons learned in 2020 are summarized below:

Goal 1. CILMAR will uphold and advance our mission to promote and facilitate intercultural learning at Purdue and beyond. This year we began selectively analyzing learning outcomes and reporting on one project for each of the planned actions under this goal. The strategy successfully reduced the burden of assessment for staff. However, not all specialists were able to follow through with assessments as planned, most often due to changes in CILMAR offerings in response to the pandemic. More realistic setting of targets is needed across the board for intercultural learning outcomes, and in some cases the methods of assessment or measures used require refinement. Quarterly milestones during the annual cycle might help support more robust implementation of assessment plans.

Goal 2. CILMAR will engage proactively at the intersections of intercultural and equity, diversity, and inclusion disciplines and structures. CILMAR staff's commitment to their own professional development in EDI was truly impressive this year. Appendix B documents 20 whole group and 93 individual EDI events and activities engaged in during 2020, far exceeding the minimum targets of 6 group and 4 individual for each specialist. Most of these professional development choices were voluntary, which speaks to our team's enthusiasm for this development work and eagerness to support EDI colleagues offering these learning opportunities. Room for improvement exists, though. We were not strategic in our learning outcomes, nor did we assess our growth in this area. Also, our efforts to liaise with EDI colleagues and collaborate to offer workshops and other events did not yield even results.

Goal 3. CILMAR will solidify (the quality of) and amplify (the reach of) its reputation as an innovative leader in and outside of Purdue. The Intercultural Learning Hub (HubICL) grew substantially in terms of both membership and content, despite not quite meeting all of the ambitious targets we had set. CILMAR staff also produced an remarkable body of scholarship in 2020, including 2 funded grants totaling more than \$500,000, 21 publications, 35 conference presentations, 13 solicited consultations (including 3 paid gigs) with peer institutions, and an open-access summer webinar series on Virtual Intercultural Learning. We need to plan strategically so that this level of productivity is sustainable, especially as the center director continues to transition out of a main role in grants and publications.

Goal 1

CILMAR will uphold and advance our mission to promote and facilitate intercultural learning at Purdue and beyond.

Expected Outcomes	2020 Planned Actions	Achievement of Targets	Resulting Action Plan for 2021
Each aspect of CILMAR's mission will be demonstrably supported by outcomes of CILMAR programs.	1A. CILMAR will cultivate the knowledge, skills, and attitudes of intercultural competence.	1A. <i>Worldview Workshops</i> . The Worldview Workshops program moved to a virtual platform midyear. Targets were for documented participant growth in empathy, self-awareness and comfort with diversity. Targets for increased empathy and self-awareness were MET . See Appendix A for details. The target for a comfort with diversity outcome was not addressed in the assessment process; we were unable to accurately capture data due to a survey coding error.	1A. Based on these data, for 2021 some potential improvements to the assessment process for this expected outcome include measuring learning in Worldview Workshops with a Likert-type instrument only; setting realistic targets for improvements on Likert scales, such as mean increases of 1 point on a 6 point scale; and investigating the use of the Brightspace LMS in delivering the assessment instrument to facilitate ease of data collection and anonymity of responses.
	1B. CILMAR will provide opportunities and resources for engaging with, adapting to, and bridging across difference.	1B. <i>SAIL</i> . Study Abroad was disrupted in March by the pandemic and not viable in the fall due to COVID travel restrictions. Despite these challenges, the SAIL learning outcome targets for 2020 were Partially MET . Instances of regression to an earlier stage of competence were significantly reduced and the mean IDI gain for both groups saw a large increase over 2019 results. See Appendix A for details.	1B. More realistic targets also need to be set for this expected outcome. One target was very nearly reached, and the other was achieved several times over. Strategic planning may also suggest more mentoring approaches to mitigating regression.

Expected Outcomes	2020 Planned Actions	Achievement of Targets	Resulting Action Plan for 2021
<p>Each aspect of CILMAR's mission will be demonstrably supported by outcomes of CILMAR programs.</p>	<p>1C. CILMAR will foster inclusion, belongingness, and community.</p>	<p>1C. <i>EDI Collaborations</i>. From March through summer, most EDI events were canceled; fall EDI events were virtual and cultural center staff and students lacked bandwidth to focus on new ventures (as did CILMAR staff). Nonetheless, several collaborations such as episodes in CILMAR's summer Virtual Intercultural Learning webinar series did assess outcomes. The goal of assessing inclusion, belongingness, and community building outcomes of EDI-related events we co-lead was therefore only Partially MET.</p>	<p>1C. The challenges to our collaborations this year suggest that we need to continue baselining. Rather than setting targets for outcomes at this point, it might be more realistic to set targets for following the assessment process. We might also explore authentic and non-invasive ways of assessing inclusion and belongingness outcomes.</p>
	<p>1D. CILMAR will mentor intercultural leaders.</p>	<p>1D. <i>Growing Intercultural Leaders</i>. The capacity for self-development for GIL faculty while pivoting to online instruction was diminished, and changes in CILMAR staffing coupled with the shift to remote work led to program disruptions. Under these unique circumstances, only half of GIL completers reached professional skills development goals on the GIL rubric, so the target of 75% was NOT MET.</p>	<p>1D. Several lessons learned surfaced from the assessment process this year. First, the rubric was developed post facto and was not shared with fellows. It would be best to seek peer feedback on a new matrix of professional competencies and then disseminate the matrix on the website and directly to GIL mentees. Realignment between the program description, outputs & outcomes to the new matrix may also be necessary.</p>
	<p>1E. CILMAR will support innovative scholarship.</p>	<p>1E. <i>Seed Grant program</i>. Most research and assessment projects funded by CILMAR remained feasible despite new social distancing and other protocols on campus. The target of 70% of 2019 Seed Grant participants generating new knowledge as demonstrated by report videos published in the HubICL during 2020 was MET.</p>	<p>1E. Given that output generation targets with the Seed Grant program have been met for several years now, we may be ready to move towards assessing quality rather than quantity. We could introduce a rubric to measure the quality of the video presentations, for example.</p>

Expected Outcomes	2020 Planned Actions	Achievement of Targets	Resulting Action Plan for 2021
Each aspect of CILMAR's mission will be demonstrably supported by outcomes of CILMAR programs.	1F. CILMAR will encourage best practices in teaching and learning (including assessment).	1F. <i>Intercultural Pedagogy Grant</i> Pandemic travel restrictions meant the widespread cancelation of study abroad programs in 2020, making data collection for this target impossible. In the short-term, IPG pivoted to supporting virtual exchanges such as COIL and international research teams. Learning outcomes data was collected for virtual exchanges in the fall of 2020, but the change in data types meant that previous targets were no longer applicable. Updated targets were MET for the new VEIL program.	1F. For meta-analysis of IPG learning outcomes data in the future, several potential improvements emerged during 2020: 1) Refine and clarify learning outcomes. 2) Standardize measurement tools or choose a limited set to include in meta-analysis. 3) Plan for assessment of both study abroad and virtual exchange "tracks" of IPG.

Goal 2

CILMAR will engage proactively at the intersections of intercultural and equity, diversity, and inclusion disciplines and structures.

Expected Outcomes	2020 Planned Actions	Achievement of Targets	Resulting Action Plan for 2021
2A. CILMAR will collaborate with Equity, Diversity, and Inclusion (EDI) colleagues in and beyond our institution to define and attain shared goals.	2A. CILMAR staff will liaise with various internal and external EDI partners to identify mission overlap and collaborate on events, programs, presentations, workshops, and research projects.	2A. We aimed to document shared goals with at least one internal and one external partner for each CILMAR specialist, with at least one collaboration per partner. This target for internal liaisons was MET , but our internal collaborations were more successful than those with external partners, whose target was NOT MET .	2A. With internal partners, the primary shared goal entailed mutual publicity of events. There is room for deepening of relationships and impact of collaborations. We might also refine EDI internal liaison assignments to ensure best fit with various CILMAR staff and reconsider the emphasis on external partnerships.

Expected Outcomes	2020 Planned Actions	Achievement of Targets	Resulting Action Plan for 2021
2B. The CILMAR team will routinely engage in professional development activities related to equity, diversity, and inclusion.	2B. We will continue to work through the remaining chapters of <i>What if?</i> text and regularly attend EDI-related events as a team. In addition, specialists will regularly participate in EDI-related PD opportunities individually.	2B. In 2020 we committed to engaging as a group in at least six EDI-related professional development activities. This target was more than MET with 20 total group activities. We also committed that each specialist would participate in at least four activities individually. This target was more than MET , with an individual average of 10.33 activities totaling 93. See Appendix B for details of group and individual professional activities this year.	2B. We could do a better job of publicly modeling our commitment to EDI professional development via the CILMAR website. We also need to articulate specific learning outcomes and then plan PD strategically rather than taking a reactive ad hoc approach to participation in offered events. Finally, it might be good to organize an intermediate level between individual and whole group engagement, with discussion and accountability partners or small groups within CILMAR to reflect on and discuss implications of learning.

Goal 3

CILMAR will solidify (the quality of) and amplify (the reach of) its reputation as an innovative leader in and outside of Purdue.

Expected Outcomes	2020 Planned Actions	Achievement of Targets	Resulting Action Plan for 2021
3A. CILMAR professional staff will produce and disseminate cutting-edge intercultural innovations.	3A. CILMAR professional staff will work individually and in teams to generate original intercultural work, including pedagogical innovations (e.g., pedagogical tool, workshop) and scholarly reports (e.g., white paper on the HubICL, book chapter, peer-reviewed article, grant).	3A. We had aimed for all CILMAR professional staff creating and sharing original intercultural pedagogical innovations and scholarly reports. All targets were MET , with 49 innovations (with each person exceeding 3 contributions) and 21 written research reports (with each person contributing at least one). See Appendix C for a list of CILMAR publications, grants, consultations, and conference presentations during 2020.	3A. Targets appear to be low for group totals. Bandwidth and interest in scholarly production vary by staff member, and these factors should be accounted for in future planning.

Expected Outcomes	2020 Planned Actions	Achievement of Targets	Resulting Action Plan for 2021
<p>3B. CILMAR will model and support transparent, rigorous, systematic, large-scale, long-term, and frequent assessment of intercultural learning outcomes at Purdue.</p>	<p>3B. CILMAR staff will consult with and provide training for schools and departments to plan and implement large-scale and long-term intercultural learning assessment programs.</p>	<p>3B. College-wide intercultural assessment plans are now in place in four colleges: Polytechnic, Engineering, Science, and Pharmacy. In addition, Agriculture and Health and Human Sciences at the departmental or course level also assess systematically. This target was MET for 2020.</p>	<p>3B. More robust meta-analysis is needed now that large-scale assessment has been established across campus. In particular, CILMAR should be liaising more with IDATA on this initiative and its outcomes, and tracking data relevant to the embedded learning outcome for intercultural knowledge and competence.</p>
<p>3C. CILMAR will ensure that intercultural resources are highly accessible across campus and to other institutions and partners.</p>	<p>3C. CILMAR will leverage the Intercultural Learning Hub (www.hubicl.org) worldwide to disseminate scholarship, provide teaching and assessment resources, and offer professional development.</p>	<p>3C. We had aimed for 3000 HubICL members by the end of 2020. We reached 2700 by December. For active membership, we are at 31% of new 2020 members and 35% of all members (the target was 50%). Despite increased growth in the HubICL's second year (1600 members added, more than doubling the first year members), our ambitious membership growth targets were NOT MET. All CILMAR specialists did meet their individual contribution goals for original HubICL content. CILMAR staff also mentored 25 external partners through the curation process, so all HubICL contribution targets were MET. Appendix D provides additional details for HubICL contributions. We also signed a contract with HubZero to create a new professional development zone (PDZ) in the HubZero platform, designed the user experience and platform functionality with their developers, and began recruiting PD providers for pilot data. This HubICL expansion target was also MET.</p>	<p>3C. In order to create more realistic and attainable targets for next year, we need to purge the HubICL membership by deleting multiples to ensure that our current numbers are accurate. Strategic planning should also focus on increasing active membership and finding a more precise way to operationalize activity level. We should also consider reporting individualized HubICL contribution goals developed during annual strategic planning separately.</p>

Appendix A: Goal 1. Learning Outcomes Data

Program	2020 Goal	2020 Measures	2020 Outcomes
Worldview Workshops	AACU IKC Level 3 Empathy AACU IKC Level 3 Self-Awareness AACU GL Level 2 Diversity	ASK2 (Empathy & Self-Awareness) GLS2 (Diversity) Used Retro-pre + Post method. Also planned to capture artifacts of learning for assessment with a rubric	Mean gain of +0.89 for Empathy and +0.75 for Self-Awareness. Diversity data not captured. Artifact analysis in progress.
SAIL Programs	50% reduction in regression <u>rate</u> 20% increase in mean IDI <u>score</u>	Intercultural Development Inventory Used Pretest + Posttest method	<i>Group-Mentored</i> 44% reduction in mean regression rate and 62% increase in mean IDI score as compared to 2019. <i>Individual-Mentored</i> 44% reduction in mean regression rate and 66% increase in mean IDI score as compared to 2019.
GIL	75% will develop the ability to "sharpen their own saw" professionally while also practicing "conscious mindfulness" and "continuous personal reflectiveness."	Leadership Rubric applied to capstone reflection documents	Two-thirds of participants turned in final reflections. 50% of those reflections met program targets.
SEED grants	70% will demonstrate generation of new knowledge relevant to intercultural competence	Recording of video and uploading of same to HubICL	More than 70% of projects produced videos and published them in the HubICL.
IPG	75% will (a) exhibit reflective pedagogy & (b) experience gains in self-efficacy about intercultural mentoring and teaching.	Qualitative coding of individual final reports using Kolb Cycle method and a self-efficacy survey using retro-pre + posttest methodology.	Pandemic travel restrictions prevented IPG-trained leaders from completing their study abroad programs as planned. Assessment was suspended for IPG in spring 2020 but resumed in fall 2020 with a different methodology for virtual exchange programs.

Appendix B: Goal 2. Equity, Diversity and Inclusion Professional Development

Group EDI Professional Development Activities	Count	Individual EDI Professional Development Activities	Count
NCORE conference sessions	6	Events collaboratively implemented with EDI liaisons	17
<i>What If?</i> Chapters	4	IDI and Racial Justice Webinars	11
How to be an Anti-Racist Discussions	4	Purdue's Pursuing Racial Justice Webinars	18
CILMAR webinar sessions with EDI topics	3	AAC&U Global Learning conference	8
PICLCoP sessions with EDI topics	3	Think tanks and multi-institutional working groups	6
		SIETAR-USA conference – EDI related sessions	6
		Archaeology of the Self Workshops	4
		Books (e.g., White Fragility)	3
		UNH Power Play First Gen Summit Equity in Assessment Leveraging Student Voices Equitable Assessment Infusing Diverse Voices AFS Addressing Bias Webinar Cultivating an Anti-Racist Mindset Certificate White Fragility & Culture of Niceness Bias against Asian & Asian American Students Mental Health in the time of COVID-19 Disparities in Asian American Communities Asian Students' Mental Health Challenges Trans Inclusion Training International Mother Language Day Race Divide in Philanthropy Designing High Impact Practices for Equity and Impact in New Contexts Racial Equality Discussion Group Community of Practice on Equity The Creation of Virtual Inclusive Communities through Innovation and Growth	1 each, 20 total
Total Group Activities	20	Total Individual Activities	93

Appendix C: Goal 3. CILMAR Scholarly Productivity

Grants

Awarded

National Science Foundation. \$580,511. (awarded 2021-2024). Collaborative Research: Developing Business Communication Skills in Manufacturing Technician Education. (Co-PI Dr. Kris Acheson-Clair, with PI Dr. Mesut Akdere and Collaborating Institution Ivy Technical Community College)

American Council on the Teaching of Foreign Languages - Research Priorities Initiative. \$2000. Growing Intercultural Speakers in Novice Italian: A Virtual vs. Face-to-Face Comparison. (PI Aletha Stahl, with Co-PI Tatjana Babic Williams)

Submitted

National Science Foundation. \$300,000. Improving Undergraduate Pilot Education by Developing Student Intercultural Communicative Competence through Adaptive Virtual Reality. (Co-PI, with PI Dr. Mesut Akdere). Submitted February 2020, not awarded.

National Institute of Food & Agriculture. \$475,156. Developing an Interculturally Competent and Global-Ready Poultry Workforce Through the DIPLE Program. (Co-PI Dr. Lan Jin, with PI Dr. Elizabeth Karcher). Submitted March 2020, not awarded.

Aspen Institute – Stevens Initiative. \$63,000. Faculty COIL professional development project. (PI Dr. Kris Acheson-Clair with Co-PIs Dr. Lan Jin and Dr. Daniel Jones). Submitted May 2020, not awarded.

Institute of Education Sciences. \$1,722,199. Developing and Embedding Online Modules into STEM Curriculum to Improve Intercultural Competence and Academic Outcomes. (PI Dr. Lan Jin with Co-PIs Dr. Aletha Stahl, Dr. Marisa Exter, Dr. Wanju Huang, Dr. Liping Cai, Kristofer Chang Alexander, Dr. Weiling Li. Submitted August 2020, pending decision.

National Science Foundation. \$299,974. Developing a Cultural Mindset Module for Improving Multicultural Engineering Team Effectiveness. (Co-PI Dr. Kris Acheson-Clair, with PI Dr. Franki Kung and Co-PI Dr. Sang Woo). Submitted July 2020, being given final consideration for funding.

National Science Foundation. \$1,000,000. EAT STRESS: Emotionally-Aware Technology Solutions for TRaining Experiential Social Skills. (Co-PI Dr. Kris Acheson-Clair, with PI Dr. Mesut Akdere). Submitted July 2020, pending decision.

Stevens Initiative (Aspen Institute). \$81,379. X2: Crossing Borders through Exchange within Exchange – Morocco and the US. (PI Dr. Kris Acheson-Clair with Co-PIs Dr. Lan Jin, Dr. Aletha Stahl, and Dr. Natasha Watkins). Submitted October 2020, pending decision.

National Science Foundation. \$298,223. EAGER International Type II: Building and Supporting New Forms of International Research Mobility and Collaboration. (Co-PI Dr. Kris Acheson-Clair with PI Dr. Austin Toombs and Co-PIs Dr. Colin Gray and Elizabeth Barajas). Submitted November 2020, not awarded.

National Science Foundation. \$300,000. Collaborative Research: IRES Track I: Mentorship of Underrepresented Students in Community-Engaged Engineering Education Research. (External evaluator consultant Katherine Yngve with PI Dr. Jennifer DeBoer and Co-PI Dr. Kirsten Davis). Submitted November 2020, pending decision.

Spencer Foundation. \$400,000. Developing and assessing intercultural competence in global exchange programs. (Co-PI Dr. Lan Jin with PI Dr. Heidi Parker and Co-PI Dr. Juan Diego Velazquez, Elizabeth Barajas, Silvia Caro Spinel, Nancy Rozo, Diana Paola Joya). Submitted December 2020, pending decision.

Federal Aviation Administration. \$459,590. Enhancing aviation safety through communication skills development in virtual reality learning innovations. (Co-PI Dr. Kris Acheson-Clair with PI Dr. Julius Keller and Co-PI Dr. Mesut Akdere). Submitted December 2020, pending decision.

Publications

Peer Reviewed Articles

Acheson, K., & Kelly, C. (accepted, forthcoming 2021). Understanding Student Values and Identity: Benchmarking Institutional Initiatives with the Beliefs, Events, and Values Inventory (BEVI). *Internationalisation of Higher Education - Policy and Practice*.

Grant, J., Karcher, L., & Acheson, K. (accepted, forthcoming 2021). Using the BEVI to Assess Individual Experience to Enhance International Programming. *Frontiers: The Interdisciplinary Journal of Study Abroad*, special issue on Assessment as Pedagogy.

Iseminger, S., Morris, P., Acheson, K., & Kelly, C. (2020). The effects of social identities on student learning outcome attainment. *International Journal of Scholarship of Teaching and Learning*, 14(1), Article 12, 1-13.

Jin, L., & Acharya, L. (2020). Dilemmas and coping strategies of talking about Chinese international students' mental health problems: From the parents' perspective. *Journal of International Students*, 11 (1). DOI: 10.32674/jisv.11.1446

Krishnan, L., Jin, L., & Calahan, C. (accepted, forthcoming 2021). Enhancing Intercultural Competence: Can it be done without studying abroad? *Teaching and Learning in Communication Sciences & Disorders*.

Wiley, J. L., Wiley, K. R., Intolubbe-Chmil, L., Bhuyan, D., & Acheson, K. (accepted, forthcoming 2021). A new depth-based quantitative approach to assessing Transformative Learning. *The Journal of Transformative Education*, special issue on Assessing Transformative Learning.

Special Issues of Scholarly Journals

Acheson, K. & Dirkx, J. (Eds.). (accepted, forthcoming 2021). Special issue: Assessing transformative learning. *Journal of Transformative Education*.

Acheson, K., Yngve, K., Jin, L., & Stahl, A. (Eds.). (accepted, forthcoming 2021). Special issue: Assessment as pedagogy. *Frontiers: The interdisciplinary journal of education abroad*.

Acheson, K., Yngve, K., Jin, L., & Stahl, A. (2020). Introduction to the virtual issue on Assessment: Recent research in assessment in Education Abroad. *Frontiers: The interdisciplinary journal of education abroad*. <https://www.frontiersjournal.org/index.php/Frontiers/article/view/464/420>

Book Chapters

- Acheson, K., Dirkx, J., & Shealy, C. (2020). Assessing transformative learning. In E. Kostara, A. Gavrielatos, and D. Loads (Eds.), *Transformative learning theory and praxis: New perspectives and possibilities*. Taylor & Francis.
- Acheson, K., Finley, A., Hickman, L., Sternberger, L., & Shealy, C. (2020). Formative, adaptable, and interdisciplinary innovations in assessment: Beliefs, Events, and, Values Inventory (BEVI), VALUE Rubrics, and Cultural Controllability Scale (CCS). In S. A. Nolan, C. Hakala, & R. E. Landrum (Eds.), *Assessment: Individual, institutional, and international approaches*. Washington, DC: American Psychological Association.
- Acheson, K., & Nelson, R. (2020). Analyzing the form and extent of emotion labor among US public school foreign language teachers with the Emotional Labour Scale. In C. Gkonou, J.-M. Dewaele, & J. King (Eds.), *Language teaching: An emotional rollercoaster* (pp. 31-52). Bristol: Multilingual Matters.
- Bauserman, S., & Jin, L. (in press, 2020). Serious cooperative board games as an innovative approach in a study abroad course in Purdue. In *People-Centered Approaches Toward the Internationalization of Higher Education*. IGI Global.
- Wang, F., Pait, K., Acheson, K., Sternberger, L., Staton, R., & Shealy, C. (2020). BEVI assessment of global identity: Implications and applications for international, cross-cultural, and transformative learning. In J. Frawley & G. Russell-Mundine (Eds.), *Cultural competence in higher education: Dilemmas, policies, and practice*. Springer.

Other Publications

- Acheson, K. (July, 2020). A "conversation" with the HubICL: A hub of resources for interculturalists. *InterCom*. TESOL International, Intercultural Interest Section.
- Babic Williams, T., & Acheson, K. (July, 2020). Intercultural communicative competence in a world language classroom: Models and resources. *Teaching and Learning of Culture*. American Council on the Teaching of Foreign Languages TLC Special Interest Group.
- Benson, A., Macdonald, M, Stirm, C., & Fuentes, A. (2020, October 21). *Intercultural Learning Hub (HubICL)*. [Paper presentation]. Gateways 2020. Boston, MA. <https://sciencegateways.org/web/gateways2020>
- Jones, Daniel C. (2020, Oct. 21). *Exploring Purdue University's Intercultural Learning Hub [Workshop presentation]*. SUNY COIL: Community Webinar. SUNY COIL Center, Albany, NY, United States.
- The Forum on Education Abroad (June, 2020). *An education abroad professional's guide to online global learning experiences*. With contributions from Kris Acheson and a number of colleagues.
- Yngve, K. (2020). *Assessing Reflective Pedagogy among Leaders of Purdue 2019 Short-term Study Abroad*. White paper published in the Intercultural Learning Hub at www.hubicl.org.
- Yngve, K. & Starr, L. (2020). *Global Science Partnerships Learning Community: The First Six Years*. White paper published in the Intercultural Learning Hub at www.hubicl.org.

Conference Presentations

- Acheson-Clair, K. & Wiley, J. (2020, February 12). *Assessment as an Intercultural Learning Method in Education Abroad*. [Concurrent Session]. WISE Conference, Winston-Salem, NC.
- Acheson, K., Ullom, C., & Wiley, J. (April 23, 2020). *Virtual Exchange and Education Abroad: Synergies for Sustainability*. Workshop at the 2020 Forum on Education Abroad annual conference, Kansas City, MO. Delivered virtually.
- Acheson, K., & Barajas, E. (July 10, 2020). *Metacognition and the role of metacognitive skills*. Invited lecture, Uniminuto Summer School Series. Medellin, Colombia. Delivered virtually.
- Acheson, K. (October 8, 2020). *Resources for Global Learning in the Intercultural Learning Hub*. Pecha Kucha presentation at the AAC&U Global Learning conference. Delivered virtually.
- Acheson, K., & Kelly, C. (October 8, 2020). *Assessing global learning and strategic institutional initiatives with the BEVI*. Pecha Kucha presentation at the AAC&U Global Learning conference. Delivered virtually.
- Acheson, K., Schneider-Bean, S., & Tran, P. (October 9, 2020). *Intercultural Development Theory and Stage-Based Pedagogy: Mapping Bloom's Three Taxonomies onto the Intercultural Pendulum Model*. Workshop at the Society for Intercultural Educators, Trainers, and Researchers (SIETAR-USA) annual conference. Delivered virtually.
- Acheson, K., Yngve, K., & Stahl, A. (October 10, 2020). *Assessing Global Learning in Virtual Learning Experiences*. Workshop at the AAC&U Global Learning conference. Delivered virtually.
- Benson, A. K. & Acheson, K. (2020, February 12). *Best Practices in Creating Your Own Intercultural Learning Tools* [Pre-Conference Workshop]. WISE Conference, Winston-Salem, NC.
- Benson, A. K. (2020, February 13). *The Good, the Bad, and the Ugly of Empathy* [Concurrent Session]. WISE Conference, Winston-Salem, NC.
- Benson, A. K. (2020, February 14). *Got Grit? Interactive Learning Tools for Developing Emotional Resilience* [Concurrent Session]. WISE Conference, Winston-Salem, NC.
- Benson, A. K. (2020, June 2). *A Demonstration of the Intercultural Learning Hub* [webinar]. Intercultural Interest Section (ICIS) of TESOL. Delivered virtually.
- Benson, A. K., Cooley, J., White, T., & Yang, K. (2020, June 17). *Designing Intercultural Learning Experiences: Innovative Global, Local, and Virtual Partnerships* [Concurrent Session]. NAFSA E-Connection Conference. Delivered virtually.
- Benson, A.K. (Available June 10-July 31, 2020). *Interactive Intercultural Learning Tools for Developing Emotional Resilience* [Recorded on-demand]. Best of NAFSA Region VI Award. NAFSA E-Connection Conference. Delivered virtually.
- Benson, A. K. (Available May 27-July 31, 2020). *The Intercultural Learning Hub (HubICL): Increasing Access to ICL Best Practices* [Poster, recorded on-demand]. NAFSA E-Connection Conference. Delivered virtually.
- Benson, A. K. (2020, October 10). *How to share your own learning with other intercultural learning practitioners using the HubICL*. NED Talk. SIETAR USA conference. Delivered virtually.
- Benson, A. K. (2020, October 21). *Intercultural Learning Hub*. SGCI Gateways 2020 conference. Delivered virtually.
- Benson, A. K., Henderson, M., Jolliff, M., Lewis, J., Nichols, A., & Thomas, C. A. *Intercultural Communication in Practice*. NAFSA workshop. Delivered virtually.

Forward, M. L., & Acheson, K. (April 2, 2020). *Virtual Exchanges & Summer 2020: Ideas and Resources*. Invited webinar, Forum on Education Abroad special series on Responses to Coronavirus. Delivered virtually.

Jin, L. & Stahl, A. (November 22, 2020). Development of Intercultural Competence of Instructors in Language Classroom through a Workshop Series. National Communication Association Conference. Delivered virtually.

Jin, L. (November 13, 2020). Preparing and Publishing a Scientific Paper. Purdue Graduate School Workshop. Delivered virtually.

Jones, D. (January 24, 2020). *Mentored Intercultural Learning Courses for Semester Abroad*. Intercultural Competence Conference, Tucson, AZ.

Jones, D. (May 2020) *Intercultural Learning in Semester-Long Study Abroad: A Comparative Analysis of the Effectiveness of One-on-One Versus Group-Mentored Interventions*. NAFSA eConnection Conference. Delivered virtually.

Lindemann, S., & Acheson, K. (January 25, 2020). *Internationalizing Domestic Students: Innovations for Improving Communication across Linguistic Difference*. Intercultural Competence Conference, Tucson, AZ.

Spence, K. (presenter), and Benson, A. (moderator). Using the Intercultural Learning Hub (HubICL) to assess intercultural development through activities and assessments. Assessment Institute. Delivered virtually.

Stahl, A., & Acheson, K. (January 24, 2020). *What do You Want Students to Learn?: Faculty-Led Programs*. Intercultural Competence Conference, Tucson, AZ.

Ullom, C., Acheson, K., & Wiley, J. (September 14, 2020). *Instructional Design for Intercultural Learning in Virtual Exchange*. International Virtual Exchange Conference (IVEC).

Wiley, J., Acheson, K., & Doscher, S. (October 7, 2020). Rising to the Challenge: Designing and Assessing Global Learning Online through Virtual Exchange, Pre-conference workshop at the AAC&U Global Learning conference.

Wiley, J., & Acheson, K. (October 6, 2020). Discussion Synthesis at the Think Tank for Mentoring Global Undergraduate Research at the AAC&U Global Learning conference.

Yngve K. & Stahl, A. (Oct. 27, 2020). Intercultural Assessment Smackdown. IUPUI Assessment Institute. Delivered Virtually.

Yngve, K. (Oct. 26, 2020). Assessing Reflective Pedagogy Practices of Study Abroad Program Leaders. IUPUI Assessment Institute. Delivered Virtually.

Yngve, K. (Nov. 25, 2020). Intercultural Competence assessment instruments & tips on how to pick one. ICC Assessment Task Force of the World Council on Intercultural and Global Competence. Delivered Virtually.

Yngve, K. (June 23, 2020). *Designing & Aligning Outcomes* at the Divisional Student Affairs Level at ACPA Student Affairs Institute. Delivered virtually.

Yngve, K. (June 24, 2020). *Collaborating with Campus Partners Using Institutional Data* at ACPA Student Affairs Institute. Delivered virtually.

Yngve, K. & Brewer, E. (February 19, 2020). *Re-Thinking Education Abroad for a Global Generation* at the AIEA Conference.

Yngve, K. & Stuart, L. (February 19, 2020). *Roundtable on Intercultural Assessment* at AIEA Conference.

Consulting

- Acheson, K. (2020, June 8). Pacific University –Allen Byrd, one-hour telephone consultation on internationalization efforts. Unpaid.
- Acheson, K. (2020, July 7). Northeastern University – Bryan McAllister-Grande, one-hour video consultation on institutional assessment plan. Unpaid.
- Acheson, K. (2020, July 17). Ohio State University – Jeannie Simmons, one-hour video consultation on COIL strategic planning. Unpaid.
- Acheson, K. (2020, October 16). Purdue Global – Jon Harbor, one-hour video consultation on CILMAR offerings of potential use to Purdue Global via cost recovery model. Unpaid.
- Acheson, K. (2020, October 29). SUNY Courtland – Mary Schlarb, one-hour video conversation on strategic planning for intercultural learning initiatives in COIL. Unpaid.
- Acheson, K. (2020, November 10). IFSA Butler – AJ Young, one-hour video conversation on strategic planning for assessment of global learning. Unpaid.
- Acheson, K., Holgate, H., & Parker, H. (2020, October – November). Harper College – World Cultures and Diversity Requirement Committee. 4 workshop series on backward design, syllabus evaluation, assessment, and pedagogy with compensation for 8 hours at cost recovery rate (\$1000 to CILMAR).
- Yngve, K. & Benson, A. K. (2020, February 10). *Assessing Intercultural Learning*. Global Education Benchmark Group (GEBG) Summit, Lake Forest, IL. Full day of workshops compensated at cost recovery rate plus travel reimbursement.
- Yngve, K. (Mar. 3, 2020). One-hour consult with Caryn Lindsay & John Sunnnygard of Western Kentucky U about group debriefing of IDI results for division of student affairs. Unpaid.
- Yngve, K. (June, 19, 2020). One-hour consult with former Purdue QA about best instrument for diversity training in Lafayette community. Unpaid.
- Yngve, K. (Oct. 22, 2020). One-hour virtual consult with AJ Young of IFSA-Butler about assessment instruments & alignment to IFSA-Butler goals, from the perspective of a former member of the IFSA-Butler National Advisory Council. Unpaid.
- Yngve, K. (Nov. 13, 2020). One-hour virtual consult with Matt Braslow of Purdue Global, about nurturing assessment at PWL. Unpaid.
- Yngve, K. (Dec. 10, 2020). 90-minute consultation as part of external assessment jury for final educator projects, Global Case Study Challenge (Knappisch & Buko). Unpaid.

Appendix D: Goal 3. HubICL Content Development

Type of contribution to the HubICL by CILMAR staff in 2020	Count
New tools created or adapted by the CILMAR team	49
New tools created or adapted by colleagues outside of CILMAR as a result of personal encouragement by a CILMAR staff member	13
Tools put through the curation process	262
Reviews of tools written by the CILMAR team	105
Reviews of tools written by colleagues outside of CILMAR as a result of personal encouragement by a CILMAR staff member	8
Recorded facilitation notes by CILMAR team	19
Collections created by CILMAR staff members	20
Collections being followed by colleagues outside of CILMAR	30
Papers and videos added to the Research Repository	22