

CILMAR Annual Cycle of Assessment: 2021 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

The Center for Intercultural Learning, Mentorship Assessment and Research (CILMAR) has now closed the loop on its fourth complete annual cycle of assessment for calendar year 2021. The extended physical, emotional, spatial, and other strains of the pandemic era have continued to impact CILMAR processes and productivity. These challenges have included staying connected internally and externally while working mostly remotely, meeting the rapidly changing needs of the stakeholders we serve, and disseminating news of CILMAR innovations while travel and presentation opportunities are still severely constrained. Despite these challenges, CILMAR successfully engaged in strategic planning, data collection and analysis, reporting and evidence-based goal adjustments to complete the cycle of assessment within the planned timeline. One noted improvement in the process has been an increase in intrinsic motivation and ownership of the process by CILMAR staff. In the first two cycles of assessment, the director played a strong leadership role, micromanaging at every step and writing the majority of the report. For the 2021 cycle, each specialist took a leadership role in implementing and reporting on three to five actions planned in support of our three overarching goals, so that the director's role became one of coordination and executive summary. In comparison to the previous year, the infamous 2020, as a team we were much improved in following through with actions and assessment methods as planned at the start of the year. Our outcomes were on par with previous years: We met 19 of 25 (76%) of targets associated with our expected outcomes. We highlight some successes and lessons learned in 2021 below:

Goal 1. CILMAR will scale up program impacts in support of our mission. Evidence demonstrates that CILMAR programs supporting faculty, staff, and student intercultural learning are in general achieving intended outcomes. Meeting more regularly with our Institutional Data Analytics + Assessment (IDA+A) colleague, Katherine Yngve, seemed to help CILMAR specialists follow through on assessment planning with greater fidelity than in previous years. This consultation practice should continue for both support and accountability. The development and deployment of a one credit course—Growing, Learning, Understanding Everyone (GLUE)—and a limited menu of Portable Intercultural Modules (PIM) were major successes in support of the goal to scale up CILMAR project impacts. CILMAR's strategic priorities for scaling up include collaborating with IDA+A, the provost's office, and the academic colleges to support systematic embedding of intercultural learning and assessment at the program of study rather than the course level. This

priority will become a guiding focus of Growing Intercultural Leaders (GIL), PIM, and other CILMAR programs in the coming year, and will require additional resources to achieve significant impact. In general, our guiding philosophy moving forward should be to manage *fewer programs better*, at a larger scale and with deeper impacts.

Goal 2. CILMAR will infuse intersections of intercultural and equity, diversity, inclusion, belonging and social justice disciplines and structures in all activities. Building on last year's enthusiastic commitment to our professional development in this area, in 2021 CILMAR staff began to put into practice some of what they learned by embedding Diversity, Inclusion, & Belonging (DIB) learning objectives within our faculty and staff training programs. The team met targets in their program assessments yet did not always make their efforts transparent to an external audience via their program descriptions on the website. As a group, we have also continued to engage seriously in our own learning, taking the additional step of debriefing with colleagues after participating in workshops or other experiences. We were less successful in consistently articulating how we would be applying what we were learning with concrete action plans and personal development goals. In sum, we have achieved some of what we wanted to accomplish this year towards working at the intersection of intercultural and DIB fields, and we have also identified through reflection some directions for 2022, including 1) a focus on organic rather than assigned relationships with DIB colleagues, 2) director level cooperation with other units such as the newly renamed Office of Diversity, Inclusion and Belonging (ODIB), and 3) internal support for our team in their efforts toward this goal.

Goal 3. CILMAR will continually improve the quality and reach of its reputation as an innovative leader in and outside of Purdue. CILMAR staff continue to be productive in the scholarly realm while scaling up their leadership in professional development offerings. Collectively, we were awarded \$300,000 in external grants, published 14 peer-reviewed papers, and made 19 conference presentations. Even more impressively, we were able to shift to a model that values mentorship of others' innovations, with nearly a third of new Intercultural Learning Hub (HubICL) tools and nearly two-thirds of new HubICL publications contributed by non-CILMAR staff who were mentored by a member of our team. The new Step Up Zone (SUZ) summer professional development institute was successfully launched virtually in 2021, and, despite delays in the delivery from our developmental partner HUBzero™, the new Professional Development Zone (PDZ) of the HubICL is also now operational. Moving forward, analytics for the HubICL, the CILMAR website and social media will be critical measures of the success of our branding efforts.

Goal 1

CILMAR will scale up program impacts in support of our mission.

Expected Outcomes	2021 Planned Actions	Achievement of Targets	Resulting Action Plan for 2022
<p>CILMAR's impact will grow demonstrably in terms of reach across campus, depth of intercultural learning (ICL), and sustainability.</p>	<p>1A. Katherine will meet with specialists in February to improve assessment plans and set realistic targets based on previous data. She will also check in on implementation in April, July, and October.</p>	<p>1A. We planned ambitious targets of implementing 90% of assessment plans (for programs) with fidelity in 2021 and meeting 75% of program learning objectives. The first target was NOT MET, with only 60% of assessment plans implemented with fidelity. Intercultural Pedagogy Grant (IPG,) GIL, and Worldview Workshops were the most successful in follow-through with planning, while other programs were more impacted by pandemic constraints and changes. However, 80% of programs met their defined learning objectives, so the second target was MET. Details of learning outcomes and assessment results can be found in the appendices.</p>	<p>1A. Virtual Experiential Intercultural Learning (VEIL), Seed Grant & Writing Group need to "right-size" their artifact-production targets in addition to providing more support for overcoming the challenges of the programs. IPG & GIL should continue to work on weaving DIB elements into their ICL curriculum and assessments.</p>
	<p>1B. CILMAR will work with faculty and administrators to support more college-wide assessment of intercultural learning.</p>	<p>1B. The target to disseminate at least two new assessment resources via the HubICL was MET. CILMAR contributed to an Intercultural Development Inventory (IDI) baselining initiative in the College of Agriculture, so the second target of adding another college to large-scale assessment efforts was also MET. In addition, funding was provided to support BEVI administrator training for selected student support staff & IDA+A data analysts.</p>	<p>1B. CILMAR (in particular the director) needs to focus on securing additional resources, including personnel and funding, from upper administration, partner units and the colleges in order to support scaling up of embedded learning and assessment. In partnership with IDA+A, we intend to pilot an incentivized support program for department-level curriculum committees for program of study level curriculum mapping and learning outcomes assessment.</p>
	<p>1C. We will build a community of champions of ICL at Purdue in order to embed more ICL in the curriculum across campus.</p>	<p>1C. CILMAR's contributions toward this expected outcome included supporting instructors for explicit curricular interventions, outreach, partnering with and supporting current champions, organizing events, and fostering ICL and ICL mentoring in future faculty. All specialists were involved to some degree even if specific programs led to more involvement by some. All colleges were also implicated. While there was much activity, there is limited evidence that</p>	<p>1C. Moving forward we need to refine our approach and determine a suitable assessment. It would help to define what we mean by "community" of champions and to identify ways to support ICL champions to connect with each other. We would also do well to study the pathways that lead to embedding ICL in the curriculum, some of which may be indirect or fall under another label considering disciplinary norms. One</p>

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		<p>“community” entails more than connections directly with CILMAR—the Purdue InterCultural Learning Community of Practice (PICLCoP) and GIL being notable exceptions—and that activity consistently leads to embedding ICL in the curriculum. The target of two additional programs embedding ICL was certainly MET, and the target of finalizing approval for the graduate certificate was also MET.</p>	<p>assessment approach to help us understand both how ICL champions are connecting with each other and pathways to embedding ICL in the curriculum is ripple effect mapping. Using this approach could provide understanding that strengthens CILMAR’s impact in terms of reach, depth, and sustainability.</p>
	<p>1D. We will produce and disseminate plug and play resources to aid in ICL curricular revision efforts across campus.</p>	<p>1D. The curriculum design committee successfully completed the mapping of a curriculum for the 1-credit hour course and implemented that map in BrightSpace (target one MET). The 1 credit version of GLUE was piloted in the Study Abroad in Intercultural Learning (SAIL) course during the fall semester of 2021 (target MET). No VEIL participants chose to use the curriculum in the fall, however, so GLUE has not yet been piloted beyond SAIL (target NOT MET).</p> <p>More than 20 faculty and staff were added to the PIM course, and 9 different courses from 5 different colleges used one or more modules. Thus, although usage growth was achieved, the target of 10 new faculty adopters was NOT MET. Three new PIM were released, 2 new ones designed and partially developed, one completely overhauled, and all tweaked. The content target of two additional modules was MET.</p>	<p>1D. For GLUE, timely contributions of instructions, materials, and resources require more structured planning. We need firmer deadlines and contingency plans. Any materials that need to be created, especially videos, should be completed months in advance of their planned implementation, and setting up content within BrightSpace is best completed by 2-3 individuals. A conceivable timeframe for completion of the certificate-level curriculum is early-March 2022, and December 2022 for the 3-credit hour version.</p> <p>If PIM are to gain more widespread use, there needs to be increased time allotted for designing, developing, tracking, improving, and disseminating them. Anticipated Graduate Assistant (GA) support and a shift of other programs away from Aletha will help. Crucial will be fostering partnerships outside CILMAR for content design, incentivizing PIM development, and shifting the work of tracking to admin assistants.</p>
	<p>1E. CILMAR will collaborate to extend ICL backward design training</p>	<p>1E. Revision and implementation of the IPG curriculum was completed to incorporate and address the needs of program leaders of virtual</p>	<p>1E. Revisions to the IPG curriculum should focus on integrating Virtual Best Practices with all aspects of training and returning to a</p>

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	<p>sustainably to audiences beyond study abroad leaders.</p>	<p>exchange programs, so the target of Virtual Exchange (VE) and Collaborative Online Intercultural Learning (COIL) support with cooperation from the provost (funding) was MET and Teaching & Learning Technology (TLT) support of the Virtual Intercultural Learning (VICL) database was also MET. Policy changes could improve sustainability, however. The current solution to program leaders missing workshops is to have them view recordings and meet individually to debrief, which is time consuming and inefficient.</p>	<p>greater focus on Program Leader IC development. To make the training more sustainable, efforts in communicating required, in-person participation should be increased and enforced. VE grant participants need a more structured program model. I propose introducing deadlines for completion of incremental steps for design, implementation, and reporting of VE programs. This would require multiple timelines dependent upon the nature of the VE in question (e.g., single vs. multiple semester programs, Fall/Spring vs. Summer programs, etc.). Additional resources are needed to support all program leaders in completing the Intercultural Learning Action Plan. This may be achieved through a concise instructional website, which itself would provide a sustainable form of support.</p>

Goal 2

CILMAR will infuse intersections of intercultural and equity, diversity, inclusion and social justice disciplines and structures in all activities.

Expected Outcomes	2021 Planned Actions	Achievement of Targets	Resulting Action Plan for 2022
<p>2A. CILMAR's programs will reflect the intersection of intercultural and diversity, equity, inclusion, belonging, and social justice disciplines and structures.</p>	<p>2A. CILMAR staff will identify equity, diversity, inclusion and/or social justice learning outcomes and a means of assessing these for its programs (to be discussed quarterly with Katherine). CILMAR's website will reflect this commitment.</p>	<p>2A. Targets for 2021 included: 80% of programs will include at least one equity, diversity, inclusion and/or social justice learning outcome that was assessed in 2021 (MET). 75% of those program learning targets will be met (MET). These learning outcomes will be listed on the CILMAR website (NOT MET). Of the six professional development programs provided for faculty and staff by CILMAR professionals, one program has attained all three of the targets identified for 2021 (outcomes, assessment, articulation on website), one program achieved none of them, and the remaining four have attained one or two of the goals. Student-facing programs met two of the three goals.</p>	<p>2A. Qualitative inquiry sheds some light on this outcome – e.g., those programs with the lowest reported attainment of this goal were led by the individual who expressed the strongest need for structural support in implementing DIB goals. Structures of intentionality and accountability need to be put in place that support CILMAR specialists in attaining the transparency goals of making our DIB goals apparent on the website and on other pertinent documents.</p>
<p>2B,C. The CILMAR team will model the life-long, intentional, and applied process of intercultural learning.</p>	<p>2B. CILMAR staff will participate together in professional development (PD) activities related to DIB and to wellbeing. CILMAR specialists will identify for the group how they might apply what they learned.</p>	<p>2B. CILMAR committed to 4 group PD activities with at least 5 staff participating, and consistent debriefing and action planning. Most CILMAR staff engaged in 2 DIB activities (PICLCoP on Who Writes History, WISE seminar with Tara Harvey & Terence Harewood) and 8 relevant activities during staff meeting [Art Professor Grows Trees That Can Bear 40 Types of Fruit, excerpts from <i>Brilliant Imperfection: Grappling with Cure</i> and related websites, Culturally-Responsive Assessment, Inclusive Behaviors Inventory (IBI) debriefing, new tool for addressing stereotype threat, Minari discussion, White Fragility lecture follow-up, and wellbeing survey]. The target of number of activities was MET, and for number of participants was also MET.</p>	<p>2B. To support reflection needed for growth and better address individual needs, CILMAR staff could backward design their own learning by establishing one goal related to DIB how they will assess it, and a realistic set of activities to help them achieve it. Three staff meetings could be dedicated to supporting the achievement of individual development: one to do the backward design, one to share the goal and progress toward it (3 months later), and one to share final reflections/assessments and discuss the learning process together.</p>

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		<p>However, while debriefings followed the activities (MET), staff rarely identified how they might apply what they learned or documented action planning (NOT MET).</p>	
2D. CILMAR will be recognized as a partner in fostering inclusion,	2D. CILMAR staff will undertake activities that build trust and demonstrate commitment	<p>2C. The CILMAR team will organize internal support/accountability small groups to promote individual goal-setting and strategic selection of PD opportunities and/or to debrief/share reflections on PD activities.</p> <p>2C. CILMAR staff worked toward the goal of 75% of staff participating in 3 small group meetings on an ad hoc basis, with some staff members reporting more engagement than others and most effort coming early in the year. Although reports did not reference individual goal setting, they pointed to widespread sharing of PD opportunities among staff, with pairs or small groups debriefing or sharing reflections for 5 activities: Courageous Conversations (Butler Center for Leadership Excellence), Anti-Asian/American Harassment Bystander Training (AAARCC), Nyle DiMarco and Chella Man [Division of Diversity & Inclusion (DDI)], Shelby Steele (DDI), <i>Interior Chinatown</i> (novel). There were also 2 reports of debriefs with people outside CILMAR. While some effort was uneven, the target of participation was MET. CILMAR staff were encouraged to make DIB learning a formal part of their Professional Development Goals in Success Factors and two team members voluntarily reported on their efforts in the interview project described in 2D, but these efforts were not systematically tracked. The target of identifying one area for personal growth was therefore NOT MET.</p>	<p>2C. It is suggested that CILMAR staff identify 2-3 PD opportunities that they can all engage in and that there be follow-up discussion during staff meetings. Staff could also share their individual goals with partners or small groups as well as check in about progress towards those goals for greater accountability. It might be helpful to integrate the cycle of assessment with the performance evaluation process in this work.</p> <p>2D. Semi-structured interviews suggest a need for both more and less structure. Recommendations include fostering relationships organically based on needs</p>

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<p>belongingness and community where matters of structural and institutional equity are concerned.</p>	<p>to campus-wide efforts and beyond. These include working with the Justice, Equity, Diversity and Inclusion (JEDI) undergraduate course list, liaising with DIB partners, amplifying partners' messaging, and engaging in formal and informal dialogues related to DIB initiatives.</p>	<p>related to Purdue; creating and disseminating the JEDI list (target MET); bringing partners in on committees; supporting assessment through a liaison; connecting to ad hoc and college-wide committees and groups; publications; course interventions and workshops; reviewing and evaluating specific proposals/projects; email conversations; staffing tables; and leading a facilitation group. In a few instances, CILMAR staff redirected requests for support to partners. The sheer number of activities points to CILMAR's commitment to campus-wide efforts and connectedness with (mostly informal, unassigned) liaisons. The target of relationship maintenance was MET. In addition, the qualitative assessment that Katherine conducted yielded rich details that constitute a baseline for future planning. See the appendices for details. This information-gathering target was also MET.</p>	<p>analysis and functional partnerships rather than assigning liaisons and making contact physically rather than virtually when possible. See the appendices for further insights from the interview study. The strategic planning retreat also yielded the recommendation to collaborate intentionally and systematically with DIB partners across campus to construct directions (goal, expected outcomes, planned actions, methods, targets) for 2023.</p>

Goal 3

CILMAR will continually improve the quality and reach of its reputation as an innovative leader in and outside of Purdue.

Expected Outcomes	2021 Planned Actions	Achievement of Targets	Resulting Action Plan for 2022
<p>3A,B,C. Scholarly productivity of both CILMAR staff and those whose work we have supported will be highly visible.</p>	<p>3A. CILMAR staff will actively work to address gaps in the literature on assessment.</p>	<p>3A. A special issue on Assessment as Pedagogy in Education Abroad was published in <i>Frontiers: The interdisciplinary journal of education abroad</i>, and a special issue on Assessing Transformative Learning was published in the <i>Journal of Transformative Education</i>, edited by CILMAR staff. The target for publishing two special issues was therefore MET.</p>	<p>3A. As we have more data on VEIL and GLUE in 2022, we could make efforts to address gaps in the literature on virtual intercultural learning. Continued cutting-edge scholarship on virtual reality would also be beneficial to the intercultural literature.</p>
	<p>3B. CILMAR will increase scholarly output related to ICL and visibility of that productivity at Purdue via research support programs.</p>	<p>3B. 2021 scholarly output of the seed grant and writing group programs included 2 grants and 29 published papers (2 grants and 27 papers in 2020). Lan has created a rubric to measure quality of seed grant recipients' video presentations. Targets for increased scholarly output were MET.</p>	<p>3B. The rubric developed in 2021 should be implemented to measure the quality of submitted seed grant video presentations in 2022.</p>
	<p>3C. CILMAR will lead scholarly innovation at Purdue by continuing to create new intercultural learning tools, to win external funding awards, and to publish high profile studies.</p>	<p>3C. CILMAR staff published 14 scholarly reports, got 1 grant awarded, and offered 19 conference presentations in total. Targets of 10 total from the CILMAR staff were MET. See the appendices for a list of CILMAR publications, grants, and conference presentations during 2021. HubICL innovations were focused this year on mentored contributions from external partners. The goal of an average of 4 contributions mentored per CILMAR specialist was MET, with 27 of the 87 tools submitted having been created by 22 non-CILMAR colleagues who were mentored through the process by a CILMAR specialist and 11 of 18 new publications in the HubICL mentored by CILMAR staff.</p>	<p>3C. Targets for scholarly production both from CILMAR and external colleagues could reasonably be increased for 2022. We would also like to shift our output focus from quantity to quality whenever possible. This will include the increase of fully robust new and existing HubICL tools with demonstration videos, reviews, and live demonstrations by CILMAR staff and their mentees. HubICL usage analytics (e.g., 9,905 users from 129 countries accessed the HubICL in 2021, and 85 other universities link to the HubICL) are very helpful for planning purposes and should be better utilized in future cycles of assessment for measures of</p>

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<p>3D,E. CILMAR will be a leader in providing professional development in ICL at Purdue and beyond.</p>	<p>3D. CILMAR will develop and market a new HubICL Professional Development Zone (PDZ).</p>	<p>3D. Our targets for this Planned Action were in large part dependent on the reliability of our external partners at HUBzero™. A rudimentary version of the PDZ [with no manager Graphical User Interface (GUI)] was launched in the summer in time for SUZ participants to register for Tier 3 offerings following the institute, so this target was MET. However, blocks still require manual entry and 35 complete blocks turned out not to be feasible in the revised development timeline, with Phase 1 of PDZ creation scheduled for February 2022. We had 12 new blocks in the PDZ by the end of 2021, so this target was NOT MET. We also discovered that it is impossible with current analytics to track the number of unique visitors to the PDZ, though this area of the HubICL received 475 page views between July and December. We will need a different assessment method for this target.</p>	<p>impact (see appendices for highlights of 2021 usage).</p> <p>3D. Our new timeline for HubICL PDZ development has Phase 2 completed in the summer of 2022, so content building needs to take into account the delays in updates to the platform. With Annette's expertise in Google analytics and the constraints of the HUBzero™ platform, we need to identify meaningful ways to assess PDZ usage. Meanwhile, once a process is in place for block creation and management, that should be a major focus of next year's planned actions.</p>
	<p>3E. CILMAR will offer a virtual professional development program in summer 2021 that drives participants to the HubICL PDZ.</p>	<p>3E. 4 three-tiered courses were offered as part of the new SUZ PD program during the summer of 2021 (target MET), reaching 61 participants (target MET). When the PDZ in the HubICL opened for public access in alignment with the summer institute, the PDZ demonstrated a limited response to SUZ marketing (target MET).</p>	<p>3E. SUZ 2022 will not be dependent on PDZ functionality, as was the 2021 institute with Tier 3 offered only via the HubICL. It may make more sense to assess impacts of PDZ and SUZ separately rather than together. SUZ in 2022 aims to offer more courses from a more diverse faculty, attract more participants, and increase sustainability by turning more of a profit. Partnership with external partner Antimo Cimino will continue, but not with Lori Welch.</p>

Appendix for Goal 1A. Learning Outcomes Data

Program	2021 Goals	2021 Outcomes	Leader Observations
Worldview Workshops (WW)	75% of WW participants will demonstrate level three empathy and level three self-awareness as measured by the <u>AAC&U Intercultural Knowledge and Competence VALUE Rubric</u> as well as level two cultural diversity as measured by the <u>AAC&U Global Learning VALUE Rubric</u> .	Target for learning gains was MET; target for fidelity of implementation of the assessment plan was NOT. The Intercultural Attitudes, Skills, and Knowledge Short Scale (ASKS2) and the Global Learning Short Scale (GLS) surveys were used rather than rubric-based analysis of learner artifacts. Average increase in cultural self-awareness was 0.80 points, in empathy, 0.89 points, and in diversity, 1.0 points on a 5-point scale.	A mixed methods approach that includes applying the rubrics to written work would need to be performed to determine if learners' self-reported growth on the surveys matched artifacts of learning. Moving forward, the stated goals and assessment need to be aligned, or the time spent on qualitative analysis needs to be made more meaningful.
SAIL	Fall 2020 & Spring 2021 physical study abroad did not occur, thus no data. In the interim a new curriculum [GLUE] was developed, which aligns more fully with CILMAR's DIB objectives.	N/A	By end of February 2022 , the GLUE Curriculum Team will have defined SMART learning objectives and an assessment action plan for GLUE (which replaces the past SAIL curriculum). By end of March 2022 , these objectives and the updated focus of GLUE will be posted to the CILMAR website.
GIL	75% of participants [who completed the program & its assessments] will attain their self-defined goal in 4 out of 6 domains of the GIL leadership rubric. However, 33% of leaders did not complete final reflections	Both the learning outcome goal and the assessment fidelity goal were MET . Unfortunately, leader completion of the program's final reflection was lower than anticipated	Suggestions for 2022 focus on formative assessment, which it is hoped will help lead to improvements in the rate of collection of reflection data.
SEED Grants	Participants will upload a presentation that will be assessed using a rubric.	Both goals were MET . 50% of participants attained the goal of	Suggestions centered around peer review and incentives to improve the completion

	(Baseline year for new assessment method.)	uploading a presentation. Of those, all met the quality standards of the rubric.	of the artifact task e.g. (uploading a presentation).
Writing Group	All participants will build a regular writing habit; complete one paper; & overcome writing challenges (Baseline assessment year). "Overcoming challenges" to be assessed via group discussion & a survey.	44% completed a paper, 80% overcame challenges. DIB objectives were addressed through a more intentional recruiting outreach in partnership with Purdue Cultural centers. Thus, the outcome target was NOT MET ; but the Assessment Fidelity goals was MET .	The target of completing a paper was too high for many participants. Goals for this program should probably focus on increasing participant efficacy, agency and community, perhaps also on DRAFTs or OUTLINES.
IPG	The assessment plan for IPG this year was to track change in instructor efficacy (baseline year) through a purpose-designed Qualtrics survey. This was a baseline year for this instrument.	The assessment plan was implemented with fidelity, so the goal was MET . The learning outcome of 75% of survey respondents having gained in efficacy was MET .	Improvements suggested by the survey data are to include modules about best-practice online learning in the syllabus even for leaders contemplating physical study abroad programs, and to reinstate the "Blitz Day" instructional option.
VEIL	The assessment plan for VEIL programs was that all leaders would use the IDI pre/post as well as a reflection instrument & that student participants would experience a mean gain of 7 or more IDI points. The same post-training efficacy survey used in the IPG program was also administered to VEIL participants.	The goal of assessment plan fidelity was NOT MET ; but the learning outcomes goal was MET . Students who received an intensive intervention & who took a pre/post IDI did experience a mean gain of 7 or more IDI points. For more details on both outcomes and fidelity, see the virtual study abroad report at: https://hubicl.org/publications/151/1	VEIL may not be able to dictate one assessment for all faculty involved but may operate more like short-term study abroad where intercultural learning plans may vary across contexts.

Appendix for Goal 1C. Building community of champions to embed ICL across curriculum

CILMAR's contributions to this goal included supporting instructors for explicit curricular interventions, outreach, partnering with and supporting current champions, and fostering ICL and ICL interest in future faculty. All specialists were involved in some way, even if the bulk of engagement came from Aletha and Dan due to programs they manage.

The specific contributions point to a broad reach on campus but only to burgeoning growth in terms of development at the program (as opposed to course) level. Of import, however, is the vision, now approved and funded, for a college-wide and college-specific program of intercultural learning in the undergrad curriculum led by two faculty who participated in multiple CILMAR programs [Beliefs, Events, and Values Inventory (BEVI) and IDI training, GIL, Seed Grants, IPG].

Perhaps an unexpected outcome is the extent to which CILMAR contributions have reached future faculty. With the exception of the graduate certificate in intercultural competence mentorship, these contributions come in response to faculty and staff who have reached out to CILMAR rather than the opposite. The interventions were usually one-offs, but the interest at the graduate level does raise questions about the scope of CILMAR's involvement.

Support of instructors for explicit curricular interventions

- COIL and VEIL
- PIM use: Purdue Polytechnic Institute (PPI) Diversity & Inclusion (D&I) Curriculum Working Group, Anatoli Rapoport and Jonathan Day in Hospitality Tourism Management (HTM); Karissa Raderstorf and Gabriela Nagy in Electrical & Computer Engineering (ECE); Tanya DeWitt in Nursing; Jeff Heiking in Electrical Engineering Technology (ECET)--PPI Anderson; Bill Crossley in the School of Aeronautics and Astronautics (AAE); Brady Brewer in Agriculture Economics (AG Econ)
- Other ICL: Will Smith in Veterinary Medicine (Vet Med); Steve Hallett, Linda Prokopy, Theo Nzaranyima in Horticulture; Jake Stenberg in Purdue Musical Organizations (PMO); Alice Wilcoxson in Athletic Training (AT), Maren Linett in English (ENGL)

Outreach

- Presenting frameworks and resources at faculty meetings: Diversity Task Force for School of Health Sciences, PPI D&I Curriculum Working Group, HTM panel
- Conversations about PIM, assessment, and/or scaffolding in programs: Mechanical Engineering (ME), 2 departments in PPI, Charlene Sullivan and Sarah Ratekin in Krannert School of Management (KRAN), Intercultural Learning Officers (ILOs)

Partnering/Supporting Current Champions

- Webinar co-presentation with GIL fellow on assessment as pedagogy for world languages series

- GIL: program participant mentoring, GIL community of practice gathering
- Giving feedback on ICL proposal in the College of Agriculture (CoA)
- PICLCoP

Fostering ICL and ICL interest in future faculty

- PIM use & direct intervention in Zahra Tehrani's grad course on mentoring undergrad research
- Conversations: Ale Magana for grad course on mentoring undergrad research, Elena Benedicto to support grad students teaching linguistics, Justin Gillingham on PIMs for TA training in Computer Science (CS)
- Grad Resource Fair flyer and table
- PIMs used as service project for Curriculum and Instruction, College of Education (EDCI) 572 students
- Progress toward grad certificate [now on Office of Interdisciplinary Graduate Programs (OIGP) website]
- Co-teaching Lisa Snodgrass's course in the College of Education

Appendix for Goal 2D. Partnering with DIB Colleagues

CILMAR staff is highly active in its partnering activities. These included:

- Publicizing more than 200 DIB events, articles, news items, etc., on the Facebook page. Of these, 199 addressed DIB as the key topic while additional items focusing on other topics such as the HubICL or assessment had overlapping themes. Nearly 60% of the items featured Purdue in some way:
 - 46 items amplified the message of Purdue cultural centers
 - 11 items amplified the message of the Division of Diversity and Inclusion (now ODIB)
 - 57 items amplified the message of liaison offices in colleges (especially PPI and CoA), other units within Purdue such as OIGP, and relevant promotions and awards for partners drawn from Purdue Today.
- JEDI list: In partnership with IDA+A and DDI, CILMAR staff discussed next steps, added it to the CILMAR web page, explained its origins to the CoA curriculum committee, added JEDI as an attribute in Cognos.
- Renee Thomas and Stewart Chang Alexander served on Vision Award committee; Baraka Corley served on a search committee.
- Extensive moral and logistical support of CoA college-wide faculty & staff IDI assessment project.
- Connections to ad hoc and college-wide committees and groups: Aletha – CoA’s Inclusive Excellence, Katherine – Equity Community of Practice, Dan – advisory group for Experiential Education.
- With cultural centers, event attendance, use of space, help with events, reaching out (even when no response came), publicizing events, e.g., Minari (AAARC), altar for LCC, candidate presentations (BCC), Morocco Maymester callouts (BCC, LGBTQC), sharing articles with Pam Sari, supporting new PC Prep coordinator to participate in Rainbow Callout.
- Research projects for publication (Lan, Kris, Katherine, Aletha) and other projects [Intercultural Communications Institute (ICI) library project, mentoring faculty in Libraries]
- Presentations: Master Workshop for SIETAR-USA with Nastasha Johnson; webinar launching a community of practice for Assessment for Social Justice with DDI, Student Success.
- Course interventions and workshops: Natasha Harris’s class, Minority Engineering Project (MEP) workshops x3 plus brainstorming for BrightSpace “course,” Division of Financial Aid ICS assessment debrief and workshop, workshop with RAs in Honors College.
- Assessment, evaluation, review: assessing inclusion and social justice for summer undergrad research in ENG; reviewing Rebekah Sims’s grant project, feedback on Undergrad Curriculum Committee proposal for DIB course requirement.
- Staffing table at PPI student fair and graduate resource fair.
- Email and other conversations, e.g., Rasul Ansaarulla Diop, diversity officer for PGSG; several partners with regard to student dialogues from Crossing Borders Education; IDP/IC development webpage with Jazmine Clifton, Chuck Calahan, partners in CoA.
- Facilitation Group for 4 current or former GIL fellows.

- Annette’s Region VI NAFSA proposal on “Experiential Learning Tools for Answering: Why do all of the ___ students stick together” became pan-NAFSA keynote.

In support of others who can also offer IC leadership, CILMAR staff redirected several requests, e.g., by nudging EDE advisors toward round-table discussion with other people rather than culture-specific info from CILMAR and by suggesting that allies in ENG cover a one-off request. Kris Acheson-Clair also laid the groundwork in the fall to coordinate with the Division of Diversity and Inclusion and the Center for Instructional Excellence on a protocol to address ad hoc requests and to collaborate on more systematic opportunities for faculty development.

Executive Summary of Qualitative Inquiry around CILMAR’s 2021 DIB Goals:

Rewards

- All informants report that they are “thinking more often” about the intersections between intercultural work and DIB work and reported at least one personal success story.
- Multiple informants felt more valued now that their job allows them to infuse a personal passion for diversity-inclusion and/or social justice into their everyday work.
- Informal, task-driven and pre-existing DIB relationships have been rewarding during this past year.

Challenges

- There was an articulated need- particularly from less experienced informants- for additional support to be effective at developing DIB partnerships.
- Staff have found it harder to build relationships when interactions are mostly virtual.
- Some staff struggle to feel authentic when operating in DIB contexts; others worry about the ethics and responsibilities of privilege when trying build collaboration.
- Newly assigned pairings with Purdue DIB professionals have often been low reward.

Full report at: <https://hubicl.org/publications/158/1>

Appendix for Goal 3C. CILMAR Innovation Leadership

Awarded grant

National Science Foundation. \$300,000. (Awarded 2021-2024). Improving multicultural engineering team effectiveness: A malleable cultural mindset intervention for engineering students. (Co-PI Kris Acheson-Clair, with PI Dr. Franki Kung)

Published manuscripts

- Acheson, K., & Dirkx, J. (2021). Introduction: Special issue assessing transformative learning. *Journal of Transformative Education, 19*(4), 295-305.
- Acheson, K. & Dirkx, J. (Eds.). (2021). Special issue: Assessing transformative learning. *Journal of Transformative Education*.
- Acheson, K., Dirkx, J., & Shealy, C. (2022). High impact learning in higher education: Operationalizing the self-constructive outcomes of transformative learning theory (pp. 172-196). In E. Kostara, A. Gavrielatos, and D. Loads (Eds.), *Transformative learning theory and praxis: New perspectives and possibilities*. Taylor & Francis.
- Acheson, K., Jin, L., Stahl, A., & Yngve, K. (2021). Introduction: Special issue on assessment as pedagogy in education abroad. *Frontiers: The interdisciplinary journal of education abroad, 33*(1), 1-10.
- Acheson, K., Jin, L., Stahl, A., & Yngve, K. (Eds.). (2021). Special issue: Assessment as pedagogy in education abroad. *Frontiers: The interdisciplinary journal of education abroad, 33*(1).
- Acheson, K., & Kelly, C. (2021). Understanding Student Values and Identity: Benchmarking Institutional Initiatives with the Beliefs, Events, and Values Inventory (BEVI). *Internationalisation of Higher Education - Policy and Practice*, Section B 2.14, 65-95.
- Akdere, M., Acheson, K., & Jiang, Y. (2021). Examining the effectiveness of virtual reality technology for intercultural competence development. *International Journal of Intercultural Relations, 82*, 109-120.
- Akdere, M., Jiang, Y., & Acheson, K. (2021). To simulate or not to simulate? Comparing the effectiveness of video-based training versus virtual reality-based simulations on interpersonal skills development. *Human Resource Development Quarterly*.
- Grant, J., Acheson, K., & Karcher, L. (2021). Using the BEVI to Assess Individual Experience to Enhance International Programming. *Frontiers: The Interdisciplinary Journal of Study Abroad, 33*(1), 129-147.
- Jin, L., & Acharya, L. (in press). Developing tailored messages to improve mental health and adjustment of Asian international students. *Journal of International Students*.
- Krishnan, L. & Jin, L. (in press). Long-term Impact of Study Abroad on Intercultural Development. *Perspectives of the ASHA Special Interest Groups*.
- Krishnan, L., Jin, L., & Calahan, C. (2021). Enhancing Intercultural Competence: Can it be done without Studying Abroad? *Teaching and Learning in Communication Sciences & Disorders, 5*(2), Article 7.

Krishnan, L., Jin, L., Stahl, A., Sreekumar, S., Sundaram, S., Subrahmanian, M., & Davis, P. (in press). Innovative Changes to Study Abroad: Virtual Intercultural Learning during the Pandemic. *Teaching and Learning in Communication Sciences & Disorders*.
Wiley, J. L., Wiley, K. R., Intolubbe-Chmil, L., Bhuyan, D., & Acheson, K. (2021). A new, depth-based quantitative approach to assessing transformative learning. *Journal of Transformative Education*, 19(4), 400-420. <https://doi.org/10.1177/15413446211045164>

Conference presentations

- Acheson, K. (November 30, 2021). Assessing Global Learning. Keynote, Florida International University Internationalization Institute 2021. Delivered virtually.
- Acheson, K. (October 7, 2021). Crossing Cultures in the Hard. Sundae Bean's Global Life in the Hard workshop series. Delivered virtually.
- Acheson, K. (May 5, 2021). Assessing Global Learning in COIL. Invited lecture at the Florida International University COIL/VE Leadership Institute 2021. Delivered virtually.
- Acheson, K., Akdere, M., & Jiang, Y. (October 21, 2021). Virtual Reality for Effective Business Communication across Cultural Differences. Demonstration session at the NSF ATE PI Conference 2021. Presented virtually.
- Acheson, K., Allocco, A., & Ketchum, C. (October 8, 2021). Mentoring Undergraduate Research in Global Contexts. Pecha Kucha Session at the AAC&U Global Learning conference. Delivered virtually.
- Acheson, K., Graml, G., & Beeson, S. (October 8, 2021). Large-Scale and Longitudinal Assessment of Learning Outcomes: Approaches and Challenges. Roundtable Panel at the AAC&U Global Learning conference. Delivered virtually.
- Acheson, K., Lee-Amuzie, G., & Garson, K. (March 23, 2021). Listening to Underrepresented Voices. Seminar in the World Council on Intercultural and Global Competence's Decentering Intercultural Competence Research and Practice Series. Delivered virtually.
- Acheson, K., Whitehead, D., & Vandermaas-Peeler, M. (February 10 & 12, 2021). Reimagining Mentored Undergraduate Research in Global Contexts for Breadth and Depth. 2-day workshop at WISE Connect 2021. Delivered virtually.
- Acheson, K., & Yngve, K. (June 3, 2021). Strategic Assessment of Undergraduate Technical Education for Competencies and Belongingness. Polytechnic Summit 2021. Delivered virtually.
- Akdere, M., Acheson, K., & Jiang, Y. (November 5, 2021). Exploring Adaptive Virtual Reality Simulated Training in Business Communication Development among Advanced Manufacturing Technician Education Students. Technical showcase presented at the 6th Annual International Conference of the Campus Alliance for Advanced Visualization (CAAV). Delivered virtually.
- Babic William, T. and Stahl, A. (April 13, 2021). Assessment of/as Intercultural Learning in World Languages. Series: Intercultural Learning in World Language Education (Webinar).
- Benson, A. (June 22, 2021). Experiential Activities for Answering 'Why Do All of the _____ Kids Stick Together? Pan NAFSA (NAFSA Region VI, Virtual).
- Benson, A. (November 11, 2021). Intercultural Learning for the 21st Century. Purdue Global Village. Delivered virtually.

- Howell, B., Barajas, E., & Jones, D. (May 27, 2021). Internationalisation, Global Teaching & Collaboration Panel: Innovative Responses to Internationalization during the Pandemic: Supporting Faculty and Staff in Providing Intercultural Competence through Virtual Exchange Opportunities. Polytechnic Summit 2021. Virtual/Dublin, Ireland.
- Jones, D. (January 28, 2022). Intercultural Competence and Virtual Exchange Leader Training and Support. Eighth International Conference on the Development and Assessment of Intercultural Competence. 2021 Intercultural Competence Conference. Virtual/Tucson, AZ.
- Jones, D. (October 27, 2021). Backward Design for Virtual Intercultural Learning - A Faculty/Staff Training. International Virtual Exchange Conference 2021. Delivered virtually.
- Lapka, S. P., Kung, F. Y. H., & Acheson, K. (November 10, 2021). Malleable Mindset and Cross-Cultural Interactions in Multicultural Engineering Teams. Paper presented at the ACIEE 2021 Conference. Delivered virtually.
- Stahl, A. (November 10, 2021). No Blank Slates: Differences in Beliefs, Events, and Values in Sophomore ME Students. Annual Colloquium on International Engineering Education 2021. Delivered virtually.
- Vandermaas-Peeler, M., Whitehead, D., & Acheson, K. (October 7, 2021). Reimagining Mentored Undergraduate Research in Global Contexts. Workshop at the AAC&U Global Learning conference. Delivered virtually.
- Yngve, K. & Jin, L. (March 3, 2021). Frontiers: Interdisciplinary Journal of Study Abroad presents a special issue on Assessment as pedagogy. Forum on Education Abroad Annual Conference. Delivered virtually.

Appendix for Goal 3C. HubICL Analytics

Users & members

- 9,905 internet users from 129 countries accessed the HubICL.
- An average of 991 users accessed the HubICL per month, 46 per day.
- There were ~3200 HubICL account holders on 12/31/2021.

Referral traffic

- 895 users followed links from Facebook to the HubICL.
- 49 users followed links from YouTube descriptions to the HubICL.
- 125 users followed links from LinkedIn to the HubICL.
- Referrals came to the HubICL from ~85 higher education institutions
- High traffic referral links are from True North Intercultural (40), AFS (29), and Indiana University (27)

Tools with 200+ pageviews

- 257 Intercultural Attitudes, Skills, and Knowledge Short Scale PLUS - ASKS 2+
- 251 DIE (D-I-E) (Describe-Interpret-Evaluate)
- 225 Voices from the Past (Name Tags)
- 211 Language Envelopes
- 209 Name Story, aka The Name Game
- 208 Danger of a Single Story
- 207 Direct-Indirect Communication

Collections with more than 100+ pageviews

- 389 Assessment for Social Justice Collection, Katherine Yngve
- 181 Equity-Centered Assessment Instruments, Katherine Yngve
- 180 Ice Breaker and Community Building Activities, Annette Benson
- 128 On-line Intercultural Learning Curriculum Resources, Katherine Yngve
- 104 Assessment of/as Intercultural Learning in World Languages, Aletha Stahl

Publications with more than 100+ pageviews

- 190 An Instructor's Experiment: Adding Intentional Global Competency into a Pre-Existing Short-Term Study Abroad Program, Michael Bittinger
- 119 Representing the Intercultural Development Continuum as a pendulum: Addressing the lived experiences of intercultural competence development and maintenance, Kris Acheson-Clair & Sundae Schneider-Bean
- 104 Karcher team - 2020 Seed Grant - Remote learning and intercultural competence, Jacey Wickenhauser, Paul Ebner, Elizabeth Flaherty, Elizabeth Karcher
- 96 Master List of HubICL Assessment Tools, Katherine Yngve
- 92 Individualized Worksheet for the IDC Pendulum, Kris Acheson-Clair and Sundae Schneider-Bean
- 90 Embedding Intercultural Learning into World Languages: Italian at Purdue, Tatjana Babic Williams & Annalisa Mosca

YouTube Videos with more than 100 views

- 354 Intercultural Development Inventory (IDI)
- 101 Beliefs, Events, and Values Inventory (BEVI)