

Rollins College

Rollins Scholarship Online

Curriculum Committee Minutes

College of Liberal Arts Minutes and Reports

2-7-2023

Minutes, Curriculum Committee Meeting, Tuesday, February 7, 2023

Curriculum Committee

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Curriculum Committee
Meeting Minutes
February 7, 2023

In attendance: Emily Russell (chair), Doragnes Bradshaw, Samantha Fonseca-Douguet, Mae Fitchett, Robin Gerchman, Tiffany Griffin, Perry Middleton, Susan Montgomery, Kasandra Riley, Marc Sardy, Steve Schoen, Yusheng Yao, Stephanie Henning, Ashley Kistler, Rob Sanders, Erica Mungin (SGA)

- I. Approval of minutes from January 31, 2023 meeting
Motion to approve by Susan Montgomery; second by Steve Schoen
Unanimously approved

- II. Subcommittee Reports
 - a. Academic Appeals
 - i. No update
 - b. New Course Proposals
 - i. No update
 - c. Registration
 - i. No update
 - d. SDG Task Force
 - i. Task Force attending CC meeting on March 7

- III. Intercultural Competency requirement
Motion to move to Committee of the Whole by Emily Russell; second by Perry Middleton
Unanimously approved

Motion to move out of Committee of the Whole by Emily Russell; second by Kasandra Riley
Motion to approve by Kasandra Riley; second by Perry Middleton
Unanimously approved
 - a. Next steps
 - i. Will go to full faculty on February 23, 2023
 - ii. Forwarding to Diversity Council for endorsement
 - iii. Forwarding to Student Government Association for endorsement

Adjourned 1:43pm

Intercultural Competency Requirement

Rationale

A Rollins education prepares students to find meaning and professional success in a complex world. One of the best ways to achieve these goals is to learn about experiences beyond one's own. This knowledge and the skills to navigate such differences are often called "intercultural competency," most notably by the American Association of Colleges and Universities (AAC&U) who has named it an Essential Learning Outcome.

Since our adoption of the rFLA program, over half of the courses taught already address questions of intercultural competency. It has not, however, been a stand-alone requirement.

Not having this requirement can have at least three negative effects:

- 1) Many students who have chosen to take these courses report feeling like they are in an echo chamber. They are interested in hearing from a broader spectrum of viewpoints.
- 2) Students who do not take intercultural courses are missing content and skills that are essential to our educational mission.
- 3) The absence of a requirement can serve as an unintended signal that we don't value intercultural competency.

Context

- At least 28 of our 30 benchmark institutions require a similar course
- National organizations, including AAC&U and the National Association of Colleges and Employers (NACE) identify this education as essential for career readiness, personal thriving, and an engaged citizenry

Structure & Policies

- Faculty choose to apply for an ICMP designation to be attached to a specific course
- Follows the ECMP model of distribution across courses both in the major and in rFLA or Honors
- Need 18-20 courses per semester
- Anticipate the vast majority of ICMP courses to come from courses already being taught
- Assessment through "Intercultural Knowledge & Competency" AAC&U VALUE rubric
- Courses may double count for more than one competency

Implementation and Timeline

- Requirement will apply to both A.B. and A.B.H students in the entering class of Fall 2023
- First round of ICMP Designation forms due March 22 for publication on the 23-24 schedule (current student registration begins March 27)
- Faculty will convene for training before the courses are offered as ICMP
- Faculty teaching ICMP courses will meet once per year to discuss assessment and teaching strategies

- Course Design/Re-Design workshop anticipated for summer 2023

Catalog Revisions—rFLA and Honors

Add the following catalog language to both A.B. and A.B.H. Degree Requirements

Intercultural Competency (ICMP): A Rollins education prepares students to find meaning and professional success in a complex world by learning about experiences beyond their own. In Intercultural Competency courses, students will gain knowledge of the ways cultural differences enrich the world and how past and present customs have advanced or infringed upon the promises of a democratic society. Students will assess and critique current theories as tools to understand difference and commonality and will examine various strategies aimed at achieving more just, equitable, and productive societies. Students in ICMP courses will bring multiple viewpoints and experiences, creating an opportunity to engage in discussion across disagreement; question one's own beliefs and biases; and find common solutions to advance a shared project—all essential skills for thriving after graduation.

Students will satisfy this requirement by completion of any Rollins course that carries the Intercultural Competency (ICMP) designation or completion of an approved transfer course that includes the study of intercultural competency.

Approved by Curriculum Committee:

Approved by Executive Committee:

Approved by CLA Faculty:

INTERCULTURAL KNOWLEDGE AND COMPETENCE VALUE RUBRIC

for more information, please contact value@aacu.org



The VALUE rubrics were developed by teams of faculty experts representing colleges and universities across the United States through a process that examined many existing campus rubrics and related documents for each learning outcome and incorporated additional feedback from faculty. The rubrics articulate fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment. The rubrics are intended for institutional-level use in evaluating and discussing student learning, not for grading. The core expectations articulated in all 15 of the VALUE rubrics can and should be translated into the language of individual campuses, disciplines, and even courses. The utility of the VALUE rubrics is to position learning at all undergraduate levels within a basic framework of expectations such that evidence of learning can be shared nationally through a common dialog and understanding of student success.

Definition

Intercultural Knowledge and Competence is "a set of cognitive, affective, and behavioral skills and characteristics that support effective and appropriate interaction in a variety of cultural contexts." (Bennett, J. M. 2008. Transformative training: Designing programs for culture learning. In *Contemporary leadership and intercultural competence: Understanding and utilizing cultural diversity to build successful organizations*, ed. M. A. Moodian, 95-110. Thousand Oaks, CA: Sage.)

Framing Language

The call to integrate intercultural knowledge and competence into the heart of education is an imperative born of seeing ourselves as members of a world community, knowing that we share the future with others. Beyond mere exposure to culturally different others, the campus community requires the capacity to: meaningfully engage those others, place social justice in historical and political context, and put culture at the core of transformative learning. The intercultural knowledge and competence rubric suggests a systematic way to measure our capacity to identify our own cultural patterns, compare and contrast them with others, and adapt empathically and flexibly to unfamiliar ways of being.

The levels of this rubric are informed in part by M. Bennett's Developmental Model of Intercultural Sensitivity (Bennett, M.J. 1993. Towards ethno-relativism: A developmental model of intercultural sensitivity. In *Education for the intercultural experience*, ed. R. M. Paige, 22-71. Yarmouth, ME: Intercultural Press). In addition, the criteria in this rubric are informed in part by D.K. Deardorff's intercultural framework which is the first research-based consensus model of intercultural competence (Deardorff, D.K. 2006. The identification and assessment of intercultural competence as a student outcome of internationalization. *Journal of Studies in International Education* 10(3): 241-266). It is also important to understand that intercultural knowledge and competence is more complex than what is reflected in this rubric. This rubric identifies six of the key components of intercultural knowledge and competence, but there are other components as identified in the Deardorff model and in other research.

Glossary

The definitions that follow were developed to clarify terms and concepts used in this rubric only.

- Culture: All knowledge and values shared by a group.
- Cultural rules and biases: Boundaries within which an individual operates in order to feel a sense of belonging to a society or group, based on the values shared by that society or group.
- Empathy: "Empathy is the imaginary participation in another person's experience, including emotional and intellectual dimensions, by imagining his or her perspective (not by assuming the person's position)". Bennett, J. 1998. Transition shock: Putting culture shock in perspective. In *Basic concepts of intercultural communication*, ed. M. Bennett, 215-224. Yarmouth, ME: Intercultural Press.
- Intercultural experience: The experience of an interaction with an individual or groups of people whose culture is different from your own.
- Intercultural/cultural differences: The differences in rules, behaviors, communication and biases, based on cultural values that are different from one's own culture.
- Suspends judgment in valuing their interactions with culturally different others: Postpones assessment or evaluation (positive or negative) of interactions with people culturally different from one self. Disconnecting from the process of automatic judgment and taking time to reflect on possibly multiple meanings.
- Worldview: Worldview is the cognitive and affective lens through which people construe their experiences and make sense of the world around them.

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Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone 4	Milestones		Benchmark 1
		3	2	
Knowledge <i>Cultural self-awareness</i>	Articulates insights into own cultural rules and biases (e.g. seeking complexity; aware of how her/his experiences have shaped these rules, and how to recognize and respond to cultural biases, resulting in a shift in self-description.)	Recognizes new perspectives about own cultural rules and biases (e.g. not looking for sameness; comfortable with the complexities that new perspectives offer.)	Identifies own cultural rules and biases (e.g. with a strong preference for those rules shared with own cultural group and seeks the same in others.)	Shows minimal awareness of own cultural rules and biases (even those shared with own cultural group(s)) (e.g. uncomfortable with identifying possible cultural differences with others.)
Knowledge <i>Knowledge of cultural worldview frameworks</i>	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.	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.	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.	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.
Skills <i>Empathy</i>	Interprets intercultural experience from the perspectives of own and more than one worldview and demonstrates ability to act in a supportive manner that recognizes the feelings of another cultural group.	Recognizes intellectual and emotional dimensions of more than one worldview and sometimes uses more than one worldview in interactions.	Identifies components of other cultural perspectives but responds in all situations with own worldview.	Views the experience of others but does so through own cultural worldview.
Skills <i>Verbal and nonverbal communication</i>	Articulates a complex understanding of cultural differences in verbal and nonverbal communication (e.g., demonstrates understanding of the degree to which people use physical contact while communicating in different cultures or use direct/indirect and explicit/implicit meanings) and is able to skillfully negotiate a shared understanding based on those differences.	Recognizes and participates in cultural differences in verbal and nonverbal communication and begins to negotiate a shared understanding based on those differences.	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.	Has a minimal level of understanding of cultural differences in verbal and nonverbal communication; is unable to negotiate a shared understanding.
Attitudes <i>Curiosity</i>	Asks complex questions about other cultures, seeks out and articulates answers to these questions that reflect multiple cultural perspectives.	Asks deeper questions about other cultures and seeks out answers to these questions.	Asks simple or surface questions about other cultures.	States minimal interest in learning more about other cultures.
Attitudes <i>Openness</i>	Initiates and develops interactions with culturally different others. Suspends judgment in valuing her/his interactions with culturally different others.	Begins to initiate and develop interactions with culturally different others. Begins to suspend judgment in valuing her/his interactions with culturally different others.	Expresses openness to most, if not all, interactions with culturally different others. Has difficulty suspending any judgment in her/his interactions with culturally different others, and is aware of own judgment and expresses a willingness to change.	Receptive to interacting with culturally different others. Has difficulty suspending any judgment in her/his interactions with culturally different others, but is unaware of own judgment.