**Competency 4: The USC Upstate graduate should understand and demonstrate an awareness of distinctive features of language and cultures.**

4.1 Students demonstrate knowledge of linguistic and cultural diversity and contributions of such diversity to society.

**Assessment Measures**

4.1 The Intercultural Developmental Inventory (IDI)

The Intercultural Developmental Inventory (IDI) measures how a person or a group of people tend to think and feel about cultural difference stemming from any aspect of diversity and human identity. I deleted this section since it seemed to refer to the business environment that the IDI was originally designed to serve. IDI contains fifty items or statements to be answered at the extent to which a person agrees or disagrees with the statement. IDI measures how a person feels, thinks about, and reacts to cultural difference. It is, therefore, measuring how a person construes and organizes events, guided and limited by their cultural patterns. This is called one’s “worldview” regarding cultural difference. Unlike many other instruments, it does not compare a person to typical behaviors and it does not analyze behavioral reactions. IDI operates at the worldview level of how a person feels and thinks about cultural difference. This deeper level of one’s cognitive experience is what guides and limits behavior. We used the IDI to help capture student knowledge of the contributions of diversity to society rather than to test any specific student knowledge of linguistic and cultural diversity.

- The IDI tests sensitivity, worldview, acceptance, adaptation, similarity, behavioral avoidance, denial and defense.
- The Denial/Defense (DD) Scale measures a worldview that simplifies and/or polarizes cultural difference. This orientation ranges from a tendency toward disinterest and avoidance of cultural difference to a tendency to view the work in terms of “us” and “them” where “us” is superior.
- The Reversal (R) Scale measures a worldview that reverses the “us” and “them” polarization, where “them” is superior.
- The Minimization (M) Scale measures a worldview that highlights cultural commonality and universal values through an emphasis on similarity and/or universalism.
- The Acceptance/Adaptation (AA) Scale measures a worldview that can comprehend and accommodate complex cultural difference. This can range from acceptance to adaptation.
- The Encapsulated Marginality (EM) Scale measures a worldview that incorporates a multicultural identity with confused cultural perspectives. Encapsulated Marginality is one of the two theorized aspects of a broader development worldview called “Integration.”

**Internal Writing Prompt**

Two writing prompts were provided to senior seminar students, one of which they chose to respond to during the IDI administration period. These prompts were developed with the intention of eliciting information from the students regarding their recognition and acceptance of cross-cultural ideas, and were scored based on a rubric developed for the purpose.
Assessment Results

Intercultural Development Inventory—Spring 2010

Overview: The IDI indicated that the overall results reflect a tendency to highlight commonalities across cultures that may not indicate knowledge of linguistic and cultural diversity. Efforts at building awareness of cultural differences and commonalities are effective at times and ineffective at other times. There is likely a sense (especially around issues of equal treatment and tolerance of cultural differences) that the institution is on the “right track” in creating an inclusive, multicultural community. However, a likely “blind spot” is that the efforts at establishing common goals, policies, and practices may not attend as deeply as needed to cultural differences and integrating those differences in the solutions generated. It is likely that the group will struggle with making decisions and solving problems when cultural differences arise that demand creative solutions in ways that value the differences.

Group Perceived Orientation: 119.67—Acceptance—Indicates that the group rates its own capability in understanding and appropriately adapting to cultural differences within Acceptance, reflecting an orientation that recognizes and appreciates patterns of cultural difference in one’s own and other cultures in values, perceptions and behaviors.

Group Developmental Orientation: 91.62—Minimization—Indicates that the group’s primary orientation toward cultural differences is within Minimization, reflecting a tendency to highlight commonalities across cultures that can mask important cultural differences in values, perceptions, and behaviors.

Orientation Gap: 28.05—A gap score of 7 points or higher can be considered a meaningful difference between where the group perceives it is on the developmental continuum and where the IDI places the group’s level of intercultural competence. It indicates the group substantially overestimates its level of intercultural competence and may be surprised their Developmental Orientation score is not higher.

Denial: 5.7%
Polarization: 26.2%
Minimization: 50.0%
Acceptance: 17.1%
Adaptation: 1.1%

Acceptance, the next level in the continuum for the group, is focused on both increasing cultural self-awareness and learning culture general and culture specific frameworks for more deeply understanding patterns of difference that emerge in interaction with people who are from other cultures. In addition, Acceptance involves the capability to make moral and ethical judgments in ways that take into consideration other cultural values and principles as well as one’s own cultural values and principles. As the group begins to more fully recognize and appreciate cultural differences, it is well positioned to look for ways to shift cultural perspective and adapt behavior around cultural differences.

Internal Writing Prompt—Spring 2010

Cross Cultural Recognition: 2.67
Personal Reflection: 2.17
Overall: 2.40
CAT 4 discussed the IDI results in depth to get a working understanding of the instrument and its data reporting. We were excited to see that so many of the participants (68%) had moved beyond ignoring cultural diversity or seeing it as “us and them” with the implication that one is better or “more right” than the other. 18% of participants were in the acceptance or adaptation stages, both of which indicate clearly meeting the competency’s goals of understanding diversity and the importance of that diversity. Another 50% of the participants are currently in minimization, where they realize cultural similarities and base their interactions upon those similarities. Unfortunately, these people generally do not recognize the importance of acknowledging and understanding the differences in people. They are likely meeting some but not all aspects of the competency. The final 32% are in polarization or denial, both of which indicate these students are not meeting the competency.

The CAT agrees that the middle 50% of students are probably meeting the competency to some extent—perhaps aware of cultural diversity—but likely not meeting the “contributions of such diversity to society” component. Strengthening this aspect of the students’ coursework and experiences at Upstate should help them realize that understanding cultural differences adds necessary depth to interactions, experiences, and decision-making. The CAT also agrees that it is probably most advantageous to develop improvement measures that address the bottom 32%, who are in the process of recognizing differences in cultures and moving beyond an “us and them” mentality.

An internal writing prompt was created and administered in Spring 2010, as well. Because of various aspects of the responses, the results are not ideal. Similar to the IDI, though, students scored higher on awareness of cultural and linguistic differences than on their reflections of the importance of diversity to society.

Further discussion of these results and the subsequent brainstorming of suggestions for improvement identified the important role that Student Affairs plays in developing students understanding of and appreciation for diversity. Therefore, the CAT requests that this report be forwarded to Student Affairs for reply and improvement measures, in addition to departments with courses supporting the competency.
Suggestions for improvement (from CAT to departments with courses supporting this competency)

Based on the data collected in the first administration of the Intercultural Development Inventory and the internal writing prompt, CAT 4 proffers the following ideas for improvement measures that could be implemented in courses supporting the Globalization and Diversity competency. (These are only suggestions and this is not exhaustive. Feel free to develop different improvement measures that fit better with your course(s).) If you would like to discuss these or other improvement measures, please contact a member of CAT 4.

- In courses that deal specifically with introducing and discussing other cultures, ensure essay questions ask not only for recall of differences but also importance of differences.
- Require or reward attendance at events relating to different cultures (international festivals, international food days in the cafeteria, guest lectures, etc...).
- Use the syllabus review of the Disability Services statement as an opportunity to discuss differences and how to deal with differences (i.e., asking the person what he/she would prefer rather than assuming they want the same assistance/interactions as you).
- Encourage students to consider cultural implications relating to literature, research, etc.... Foster in-class discussions or add out-of-class reflection assignments.
- Become involved with helping choose freshman reading materials and discussing ways to infuse discussions of and events relating to these readings with cultural considerations.
- Facilitate discussions that encourage students to address current events (as related to the course) from a multi-cultural viewpoint.
- Encourage faculty to incorporate readings and multi-media materials that reflect multiple, multi-cultural perspectives. To do this, Departments might establish small working groups of instructors to review and suggest appropriate materials for use in their Gen-Ed classes.
### Action Plan (from departments with courses supporting this competency)

<table>
<thead>
<tr>
<th>Course</th>
<th>SLO.1</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>SATH 105</td>
<td></td>
<td>Require students to answer questions on quizzes and exams about Western and Non-Western art.</td>
</tr>
<tr>
<td>SATH 106</td>
<td></td>
<td>Require students to answer questions on quizzes and exams about Western and Non-Western art.</td>
</tr>
<tr>
<td>STHE 170</td>
<td>SLO 4.1</td>
<td>Requires students to study plays written by a variety of American and European writers. Students will analyze and perform scene work from plays written by European American and African American authors. In discussions of the given circumstances of plays written by different writers, students will demonstrate an understanding of how language is used in different countries and time periods, as well the influence of social and political context on the action of the play.</td>
</tr>
</tbody>
</table>
Action Plan (from departments with courses supporting this competency)

Department:
Course(s):

SHST 101 & 102
- Require students to compare European, American Indian, and African influences in American History throughout the class and every unit and activity stressing the effect of history on these groups.
- Require assignments all grading assignments, both multiple-choice and essay examinations and writing assignments to stress the multi-cultural nature of American history.

SHST 105 & 106: History of the United States
- Require students to compare European, American Indian, and African influences in American History throughout the class and every unit and activity stressing the effect of history on these groups.
- Require assignments all grading assignments, both multiple-choice and essay examinations and writing assignments to stress the multi-cultural nature of American history.

SGIS 320
SGIS students are introduced to both cultural and rational approaches to the study of domestic political systems in different states. Current examination questions relating to cultural difference require students to be able to determine the specific impact of a cultural difference on a political system. For example, students are given two common sayings; one from the United States and one from Japan.
United States: “The squeaky wheel gets the grease.”
Japan: “The nail that sticks out is hammered down.”
Students are then asked to explain the political implications of this difference in perspective. In addition, students are asked to identify strengths and weaknesses of the cultural and rational approaches to comparative political science. The changes to the course to include this specific type of writing assignment took place in the Fall of 2009. As a result, the action plan will be to continue the current assignment, since it dovetails well with the Committee’s suggestions

SREL 103: Comparative Religion
- Encourage students to consider cultural implications relating to literature, research, etc. Foster in-class discussions or add out-of-class reflection assignments.

SAMS 102 & 103: American Studies
- Place emphasis on subcultures and changing concepts of race and ethnicity.
• Encourage through discussion and examination the difference between reason and prejudice in understanding of different cultures.

Department Chair Signature: __________________________ Date: November 3, 2010
Action Plan (from departments with courses supporting this competency)

Department: Languages, Literature, and Composition

Course(s):

SAAS 201, SAAS 204
- Facilitate discussions that encourage students to address current events (as related to the course) from a multi-cultural viewpoint.
- Encourage faculty to incorporate readings and multi-media materials that reflect multiple, multi-cultural perspectives.

SEGL 250, SEGL 275, SEGL 279, SEGL 280, SEGL 283, SEGL 289, SEGL 290, SEGL 291, SFLM 240
- Encourage faculty to incorporate readings and multi-media materials that reflect multiple, multi-cultural perspectives.

SEGL 252
- Encourage students to consider cultural implications relating to literature, research, etc. Foster in-class discussions or add out-of-class reflection assignments.

SCHI 102, SFRN 102, SGRM 102, SSPN 102
- Require or reward attendance at events relating to different cultures (international festivals, international food days in the cafeteria, guest lectures, etc...).
- Encourage faculty to incorporate readings and multi-media materials that reflect multiple, multi-cultural perspectives.

Department Chair Signature: ____________________________  Date: ____________________________

November 17, 2010
Action Plan

Department: Sociology, Criminal Justice, and Women's Studies
Course(s):

SANT 102
- Blogs (Online Class only): Set up Learning Communities representing each of the four sub-fields of anthropology. Each Learning Community reads an assigned ethnography and comments in a blog on the reading from the perspective of their "sub-field". Students are required to use an anthropological perspective which includes cultural relativism.

SGEG 101
- Students analyze the growth of the Hispanic population (which is very uneven) in Upstate South Carolina counties using US Census Bureau estimates. They discuss the impact of migration into the Upstate in conjunction with this activity.

SGEG 103
- Students study the diversity of languages and religions worldwide and focus on the diversity of religions from one part of the USA to another. These three activities are supplemented with discussions of distinctions between Latin America and North America. In a separate analysis students look at the leading denominations in the Upstate.

SSOC 101
- "The Cultural Cocktail Party" used when introducing Race and Ethnicity to explain how non-material language (gestures and symbols) vary by culture. The purpose of this activity is:
  - To illustrate the importance of non-material or symbolic culture and specifically, the use of gestures and personal space to convey meaning in different cultures.
  - To enable students to apply concepts such as gestures, personal space, language, symbol, and symbolic culture.
  - To enable students to understand that although the particulars of culture differ from one group of people to another, culture itself is universal in that all people have a culture. A society cannot exist without developing shared learned ways for facing the demands of life.

SWST 101
- Students in SWST 101 are required to demonstrate an ability to read, analyze, and contextualize class content and reflect their understanding of this content by utilizing assigned readings in paper assignments and in class discussion (both face-to-face and online).

Intersection of Gender & Race: Are gender, race, and sexual orientation presented as male (traditional masculinity), white, and straight? Does this representation ignore, reject, or marginalize women, people of color, and/or gays and lesbians?

Readings/Viewing: White Privilege: Unpacking the Invisible Knapsack by Peggy McIntosh; Byron Hurt in Hip-hop: Beyond Beats and Rhymes; "Cultural Criticism and Transformation" featuring bell hooks (http://www.youtube.com/watch?v=zOuHFKP-9s); an additional resource is the documentary Race: The Power of an Illusion.

Department Chair Signature: [Signature] Date: 11/19/10