

This supplement to the FCTL + Education Abroad Grant Proposal Rubric provides information on *Cultural Competence & Intercultural Assessment Tools and Research Strategies and Frameworks*

Section 2: Cultural Competence & Intercultural Assessment Tools

(Assessment instruments, frameworks, and pricing transparency)

Intercultural Development Inventory (IDI)

- Overview & use in education abroad:
<https://idiinventory.com/>
 - Pricing & licensing (faculty need certification; institutions often cover costs):
<https://www.idiinventory.com/seminars>
 - Good fit when proposals involve **pre/post intercultural development measurement**
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AAC&U VALUE Rubrics (Intercultural Knowledge & Competence)

- Full rubric collection (FREE, open access):
<https://www.aacu.org/value-rubrics>
 - Intercultural Knowledge & Competence rubric (direct link):
<https://www.aacu.org/value/rubrics/intercultural-knowledge>
 - Especially useful for **course-embedded assessment** and SoTL projects
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Global Perspectives Inventory (GPI)

- Tool overview:
gpi.hs.iastate.edu/information.php
 - Pricing information:
gpi.hs.iastate.edu/fees.php
 - Commonly used for **holistic global learning outcomes**
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Intercultural Effectiveness Scale (IES)

- Tool description & applications:
<https://www.kozaigroup.com/intercultural-assessment/>

- Pricing & institutional access:
<https://www.kozaigroup.com/purchase-assessments/>
 - Often used when linking intercultural learning to **career readiness**
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Cultural Intelligence Scale (CQS)

- Overview and academic background:
<https://culturalq.com/>
 - Research use & scale information:
<https://culturalq.com/research/>
 - Frequently used in **faculty-led and short-term program research**
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Forum on Education Abroad – Standards & Resources

- Standards of Good Practice (FREE overview):
<https://forumea.org/resources/standards-of-good-practice/>
 - Helps frame **ethical and developmental use** of assessment tools
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Section 4. Research-Based Strategies & Education Abroad as a High-Impact Practice

(Conceptual frameworks, theory-to-practice models, and evidence base)

Kuh's High-Impact Educational Practices (HIPs)

- Overview of HIPs (AAC&U):
<https://www.aacu.org/trending-topics/high-impact>
 - Education abroad as a HIP (foundational framing for proposals):
<https://www.forumea.org/ea-high-impact-practice.html>
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Deardorff's Process Model of Intercultural Competence

- Original framework explanation:
<https://www.education.uw.edu/cirge/wp-content/uploads/2012/11/Darla-INTERCULTURAL-COMPETENCE-MODELS-deardorff-09.pdf>
- Practical overview (open access summary):
<https://www.brefe.eu/sites/default/files/resources/documents/Brefe%20-%20Intercultural%20competences.pdf>
- Strong theoretical grounding for **learning-centered research design**

Bennett's Developmental Model of Intercultural Sensitivity (DMIS)

- Overview & theory background:
<https://www.idrinstitute.org/dmis/>
- Often paired with IDI or reflective qualitative methods

United Nations Sustainable Development Goals (SDGs)

- Official SDG framework:
<https://sdgs.un.org/goals>
- Education-focused applications:
<https://www.unesco.org/en/sustainable-development/education>
- Useful when proposals integrate **global citizenship, ethics, or civic learning**

SoTL-Specific Education Abroad Research

- Scholarship of Teaching & Learning in Education Abroad (Forum EA):
<https://www.forumea.org/teaching-and-learning.html>
- International Journal for the Scholarship of Teaching and Learning:
<https://digitalcommons.georgiasouthern.edu/ij-sotl/>

NAFSA Education Abroad Research & Assessment Resources

- Research & trends hub:
<https://www.nafsa.org/professional-resources/research-and-trends>
- Particularly helpful for **literature-supported strategy selection**