



U.S. AIR FORCE



**Air University  
Quality Enhancement Plan  
2009-2014:**

**“Cross-Culturally Competent Airmen”**

**22 January 2009**

**Revised: 15 April 2009**



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**Air University Quality Enhancement Plan 2009-2014:  
“Cross-Culturally Competent Airmen”**

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## 1. EXECUTIVE SUMMARY

Over the next five years (2009-2014), Air University will systematically enhance student learning and the supporting educational environment to develop more cross-culturally competent Airmen who meet the needs of the US Air Force. Air University has defined cross-cultural competence (3C) as:

*The ability to quickly and accurately comprehend, then appropriately and effectively act in a culturally complex environment to achieve the desired effect – without necessarily having had prior exposure to a particular group, region or language.*

Air University and Air Force senior leaders have identified cross-cultural competence as an urgent educational requirement due to the increasing numbers of Airmen supporting global operations. The QEP will empower faculty to help achieve this institutional objective by enhancing student learning, assessment and support.

Cross-cultural competence is a significant shift from previous language-centric approaches, and has been borne out by personal experiences. For example, as this plan was being prepared, Major General Saud S. Abid, of the Saudi Arabian Armed Forces Command and Staff College, insisted to the Commander of Air University’s Air War College: “It does not matter if you know my language.” To work together effectively, he said, “You need to understand my culture!”

As a result of these sorts of exchanges and new Air Force policies, the QEP has received broad support from the Air University community and Air Force constituencies, as well as sufficient resources to ensure success. Air University faculty members have developed an academic model of 3C for the Air Force that guides the QEP. Its components include:

- A body of culture-general knowledge. This provides the intellectual scaffolding necessary for students to learn about specific cultural contexts they encounter.
- Cross-cultural skills. Communicating, negotiating and relating effectively with culturally distinct individuals is essential to Airmen’s success on operations.
- Positive attitudes. Openness to learning and acceptance of cultural differences provide the gateway to acquiring cultural knowledge and enacting cultural skills.
- Application. Culture-general learning has been found to be more effective and enduring when linked to learning about, and experiences with, specific cultures. The QEP must therefore provide Airmen with the ability and opportunities (i.e., exercises, simulations, research/writing assignments, etc.) to apply culture-general knowledge and skills in particular cultural contexts.

The QEP’s four student learning outcomes are explicitly derived from the model’s components.

To develop a workforce of cross-culturally competent Airmen, Air University needs to reach as many students as possible, early in their careers. The QEP will also take advantage of the Air Force approach to career-long learning, since all members of the institution attend Air University at multiple points in their career. This will provide multiple opportunities to deepen students’ competence through repeated exposures to increasingly complex materials.

Air University will therefore implement the QEP across the curriculum – in both our undergraduate and graduate education programs – and employ distance learning modalities to

maximize learning opportunities for all students. This will ensure Airmen engage in cross-cultural learning regularly throughout their careers. Given the size of Air University and complexity of developing cross-cultural competence, the QEP’s curricular interventions will be implemented in three phases:

First, given the importance of early and broad intervention, three educational efforts currently under development will address the cross-cultural learning needs of junior enlisted Airmen, future officers and junior officers starting in Academic Year 2009-2010, expanding in Academic Year 2010-2011 and continuing for the duration of the QEP. These programs are: the Community College of the Air Force, Officer Training School and Squadron Officer College. Focusing on these academic units will permit the QEP to address the largest segment of Air University’s student body possible, fill a significant gap in the curriculum for students who will greatly benefit from enhanced cross-cultural competence in the near term, and lastly, lay the groundwork for their career-long learning on this critical topic.

Second, three existing senior educational programs – one for enlisted Airmen and two for officers – with varying degrees of cross-cultural learning will be systematically reviewed and revised to enhance student learning on relevant topics. The programs are: the Senior Noncommissioned Officer Academy, Air Command & Staff College and the Air War College. Curricular changes in these academic units will be piloted as they are developed, rolled-out no later than Academic Year 2011-2012 and fully implemented by Academic Year 2012-2013. Addressing these smaller and more advanced programs as a second phase of the QEP ensures that existing faculty and curriculum are fully included in the process, while also benefiting from conceptual, pedagogical and programmatic lessons learned in phase one.

Third, by Academic Year 2013-2014, all six programs will be fully operational, permitting the Director of Academic Affairs’ staff (to include the QEP Director) to coordinate comprehensive assessment and reporting prior to the Southern Association of Colleges and Schools – Commission on College’s impact study in summer 2014.

Air University must ensure the effectiveness, sustainability and utility of these efforts to achieve our long-term goals. The QEP will therefore assess student learning outcomes using both qualitative and quantitative methods, to include multiple choice and short answer tests, scenario based discussions and exercises, computer-based simulations and writing assignments. These results will permit us to improve curriculum and instruction on a recurring basis. Key to measuring the attitudinal component of cross-cultural competence will be pre- and post-intervention testing of students using the Intercultural Development Inventory, “a valid and reliable method of measuring individual and group orientations toward cultural differences.”<sup>1</sup>

Finally, the QEP will strengthen educational support and ensure effective management. Specifically, Air University is hiring additional specialized faculty members, enhancing professional development programs for faculty/staff and acquiring additional learning resources. Together with sufficient financial resources and strong institutional leadership, these measures will significantly enhance the environment that supports Air University students’ development of cross-cultural competence.

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<sup>1</sup> Hammer, Mitchell R. and Milton Bennett. 1998. “Validity and Reliability of the Intercultural Development Inventory.” Intercultural Development Inventory Manual. Portland: The Intercultural Communication Institute.

## **2. INTRODUCTION**

Well-prepared people are the heart of the Air Force’s capability and will continue to be the most important element of the Air Force’s success in capitalizing on changes we will face in the 21<sup>st</sup> century. Air Force doctrine stresses the importance of professional development of Airmen and states that success in war depends at least as much on intellectual superiority as it does on numerical and technological superiority.

Frequent responses to complex humanitarian emergencies as well as the current conflicts in Iraq and Afghanistan have highlighted the requirement for Airmen’s intellectual agility and acumen. However, assignments to combat zones are just the tip of the iceberg: The transition to an expeditionary posture, in which the entire workforce deploys overseas for the duration of an operation, means that ever more Airmen are routinely expected to perform novel or unexpected tasks. This, together with a growing inclination for multi-national operations, has increased the need for a well-educated force able to deal effectively with complex issues. Finally, because Airmen are so mobile (they are members of the Air Force, after all) and often deploy on short notice, a more transferable and generalizable sort of learning is required. In other words, training alone is inadequate for Air University’s students to succeed in their professional lives. This is particularly true in circumstances of “cultural complexity” – such as those generated by coalition expeditionary operations.

The Air Force leadership has therefore included an end state in the institution’s Long-Range Plan to “develop a broad continuing education plan ... to guide the growth of all Air Force people ... from accession through retirement.” Much of this education is conducted by Air University, which, after a broad-based review process, has chosen cross-cultural competence as the focus of its Quality Enhancement Plan. Consequently, over the next five years (2009-2014), Air University will systematically enhance student learning and the educational environment to develop more cross-culturally competent Airmen who meet the needs of the US Air Force.

The remainder of this document, divided into an eight additional sections, describes how Air University will achieve this vision. Section 3 lays out the institutional context, describing how the QEP relates to the nature, vision/mission, curriculum and planning processes of Air University. Section 4 explains how Air University selected “Cross-Cultural Competence” as the focus of the QEP. Section 5 details the inter-disciplinary academic model developed by Air University faculty members that guides QEP efforts. Section 6 provides a military-style statement of what the QEP seeks to accomplish for the institution and a broad sense of how. Section 7 then translates this into the academic language of student learning outcomes and assessment – the heart and soul of any QEP. Section 8 provides details on the initial and follow-on curricular interventions required to achieve these outcomes. Section 9 addresses non-curricular, but still essential, efforts to improve the environment that supports student learning. Section 10 describes how the de-centralized, faculty-led efforts will be managed. Finally, a series of annexes provide additional supporting materials.

## **3. INSTITUTIONAL CONTEXT**

### **a. Air University**

Air University provides the full spectrum of Air Force education, from future officers to

generals, and from junior to the most senior enlisted personnel. The University includes degree-granting and professional continuing education for officers, enlisted and civilian personnel throughout their careers. This prepares graduates for increasing levels of leadership and responsibility.

The University’s professional military education programs educate Airmen on the capabilities of air and space power, as well as their roles in national security. These programs focus on the knowledge, skills and attitudes needed to develop, employ, command and support air, space and cyberspace power at all levels. Specialized professional continuing education programs provide scientific, technological, managerial and other expertise to meet the needs of the Air Force.

Air University also conducts research on air, space and cyberspace power in addition to education, leadership and other areas identified as priorities by the Air Force. Some topics have merited the creation of specialized academic centers to meet the needs of Air University and the Air Force through focused research and education. In 2006, culture was identified as one such area, as section 9.c. and 10.a. of this Plan (“Educational Support: Specialized Faculty” and “Management Plan: Organization”) explain in detail.

**b. AU Vision and Mission**

Air University’s vision is:

*The intellectual and leadership center of the Air Force.*

Air University’s mission is to:

*Provide dynamic, comprehensive education to prepare graduates to develop, employ, command, research and champion air, space and cyberspace power at all levels.*

As the vision and mission statements make clear, Air University is a professional school, serving the intellectual needs of the military – particularly the Air Force – in addition to the principles of higher learning. While the leaders of the profession often identify requirements and challenges, it falls to faculty and administrators to use their academic expertise and freedom to determine how these are best addressed through education.

**c. AU Curriculum**

As a professional school, students attend Air University regularly throughout their careers. To ensure education is sequential, progressive and consistent, the Air University Commander provides broad guidance to academic units through the *Continuum of Officer and Enlisted Professional Military Education Strategic Guidance*. This document lays out the strategic architecture for the knowledge, skills and attitudes that all Airmen are expected to possess at various stages in their careers. Using this continuum of education to guide the development of curriculum helps ensure Air University develops Airmen able to face the challenges of the 21<sup>st</sup> century.

The guidance is both founded on and structured by the Air Force Institutional Competency List, which includes eight major competencies and 24 sub competencies required of all Airmen. The list includes:

- i. Employing Military Capabilities
  - (a) Operational and Strategic Art
  - (b) Unit, Air Force, Joint and Coalition Capabilities

- |      |   |  |
|------|---|--|
|      | (c) Non-adversarial Crisis Response         | (b) Decision-making                          |
| ii.  | <u>Enterprise Perspective</u>               | (c) Adaptability                             |
|      | (a) Enterprise Structure and Relationships  | v. <u>Leading People</u>                     |
|      | (b) Government Organization and Processes   | (a) Develops and Inspires Others             |
|      | (c) Global, Regional and Cultural Awareness | (b) Takes Care of People                     |
|      | (d) Strategic Communication                 | (c) Diversity                                |
| iii. | <u>Managing Organizations and Resources</u> | vi. <u>Fostering Collaborative Relations</u> |
|      | (a) Resource Stewardship                    | (a) Builds Teams and Coalitions              |
|      | (b) Change Management                       | (b) Negotiating                              |
|      | (c) Continuous Improvement                  | vii. <u>Embodies Airman Culture</u>          |
| iv.  | <u>Strategic Thinking</u>                   | (a) Ethical Leadership                       |
|      | (a) Vision                                  | (b) Followership                             |
|      |   | (c) Warrior Ethos                            |
|      |   | (d) Develops Self                            |
|      |   | viii. <u>Communicating</u>                   |
|      |   | (a) Speaking and Writing                     |
|      |   | (b) Active Listening                         |

Members of the faculty committee charged with revising the *Continuum of Education Strategic Guidance* in 2008 recognized that culture is most closely linked to competency ii(c) “Global, Regional and Cultural Awareness.” However, after careful analysis, they agreed with the conclusion that cross-cultural competence is “not restricted to any one core area of study. Rather, [it] washes across the entire continuum. This is in keeping with the transformative and broad spirit of the QEP. ... [Cross-cultural competence] has to do with the Profession of Arms (who we are), Warfare (what we do), Leadership (how we do it), International (where we usually do it) and Communications (a key skill for doing it) Studies. In other words, culture is woven into the very essence of the Air Force, as well as its core business.”

Each academic unit within the University, in turn, exercises their academic freedom by interpreting the commander’s broad guidance. This permits them to tailor specific content, delivery methods, learning levels and assessment methods to fit their particular circumstances. Despite these differences, all programs address five core areas of study:

- Leadership: Interpersonal and institutional, command and management.
- Warfare: The application of military power to achieve national objectives.
- The Profession of Arms: Air Force values, ethics and service to government/society.
- International Security: Systems, institutions, causes of war and peace, issues and trends.
- Communication: Interpersonal, small group and organizational, processes and networks.

**d. AU Strategic Plan: Educational Goals and Objectives Supporting the QEP**

One of the most pressing challenges the Air Force faces today is the need to operate effectively in culturally complex environments. (This point will be described more fully in section 4.b. “The Case for Cross-Cultural Competence.”) Air University has embraced this requirement by both selecting cross-cultural competence as the focus of the QEP (addressed in section 4. “Selection of the QEP”) and integrating it to the institution’s

strategic planning process.

The purpose of the Air University Strategic Plan is to institutionalize long-range planning efforts within the university by codifying goals and objectives to guide requirements, corporate investment and organizational decisions. The document identifies four primary areas of emphasis for the University:

- Education;
- Research;
- Outreach and Citizenship; and
- Development and Support of Our People.

The strategic objective for “Education,” is to “deliver unrivaled educational experiences across the continuum of education by strengthening all Air University resident and nonresident education programs to provide the AF with transformational leaders; graduates with the capability and competence to confront emerging challenges.”

Educational Goal 3 is to “Develop cross-culturally competent Airmen of all ranks.” The Strategic Plan notes this requires “provid[ing] students with scientifically sound and institutionally sustainable educational opportunities that develop Airmen’s culture-general knowledge, positive attitudes and learning approaches necessary to relate, communicate and negotiate effectively across cultural differences.” The document then explains that this goal will be accomplished by:

- i. Generating and applying a conceptual model of cross-cultural competence to guide this effort as well as the assessment instruments necessary to demonstrate Airmen’s cognitive, psycho-motor, affective and meta-cognitive development.
- ii. Developing, refining and reinforcing curricula with cross-cultural content; preparing faculty and staff to teach and support cross-cultural learning; and acquiring world-class learning resources to facilitate these efforts.
- iii. Collaborating with the AF Culture and Language Center to create a social science distance-learning course on cross-cultural competence for which Airmen can earn credit from the Community College of the Air Force.
- iv. Partnering with the AF Culture and Language Center to expand, harmonize and improve cross-cultural pre-deployment preparation so it is worthy of credit from the Community College of the Air Force.

The QEP is specifically designed to help Air University achieve this strategic goal and its four performance measures. Furthermore, to provide a university-wide focus and leadership oversight for this commitment, the QEP is being integrated to the University’s Balanced Scorecard, a management schema used to operationalize and monitor our strategic plan. Progress toward accomplishment of the QEP will be reported and discussed quarterly with the corporate councils at both the University and higher headquarters levels. The QEP will replace the current Balanced Scorecard objective of reaffirmation of accreditation by SACS starting in June 2009.

**e. AU Schools Involved in the QEP and their Students**

In 2008, Air University was reorganized into four academic centers to achieve greater

efficiencies. The centers, named after notable Airmen, are:

- The Carl A. Spaatz Center for Officer Education;
- The Jeanne M. Holm Center for Officer Accessions and Citizen Development;
- The Thomas N. Barnes Center for Enlisted Education; and
- The Curtis E. LeMay Center for Doctrine Development and Education.

The centers encompass dozens of academic units – Colleges, Schools, Academies, Programs and Courses – ranging from several days to a year in length. Annual student throughput for the entire University is a full time equivalent of approximately 31,909 (with actual headcount courses at 45,933 and 7,413 for non-credit courses).

The QEP will involve only six of these academic units, to ensure a manageable and representative sample that reaches the bulk of Air University students. These programs range from five weeks to 11 months in length. Two are for enlisted Airmen, one for future officers and three for officers of varying ranks.

These schools’ organizational relationship to Air University is depicted graphically in Annex C1 (“Organizational Charts: AU Academic Centers and Schools Involved in the QEP.”) Brief descriptions of each of these academic units and their students follows and are represented visually in Annex C2 (“Organizational Charts: Timeline of Student Attendance at AU Academic Centers and Schools Involved in the QEP”). Each is also described in more detail below:

i. Community College of the Air Force

The Community College of the Air Force is the only federally chartered two-year institution exclusively serving enlisted military personnel. Students are enlisted Airmen on active duty, in the Air National Guard or Air Force Reserves. They have a broad range of educational backgrounds (most have high school diplomas and up to 120 semester hours of undergraduate education) and military experience (with an average of 10.5 years of service in the Air Force upon graduation). The College awards the associate in applied science degree after a student successfully completes one of 67 degree programs designed for Air Force occupational specialties.

The College’s administrative staff is located at Maxwell Air Force Base-Gunter Annex; however, administrators, instructors, classrooms, laboratories, counselors and students are located worldwide. With more than 322,000 registered students, the College is the largest multi-campus community college in the world. Its affiliated schools are located in 37 states and nine foreign locations. Approximately 5,800 College faculty members provide quality instruction for the personal and professional development of enlisted personnel. The College had over 17,000 graduates last year, and has awarded more than 326,000 associate degrees since graduating its first student in 1977.

ii. Officer Training School

Officer Training School, located at Air University, educates and trains new officers for the US Air Force. Students are both enlisted Airmen and civilians with college degrees, who range from having no military experience through multiple enlistments. The School graduates approximately 1,500 new officers a year through three distinct programs.

The primary program, Basic Officer Training, is a twelve-week course that prepares

college graduates for the professional and leadership roles associated with being an Air Force officer. School faculty provide each class of students over 270 hours of educational instruction in the profession of arms, military and regional studies, leadership and communication. Students also participate in more than 117 hours of leadership practicum activities. Instruction is provided at the new, \$78 million, complex at Air University and a 200-acre field-training site located in nearby Wetumpka, Alabama.

iii. Squadron Officer College

Squadron Officer College educates junior officers on the essentials of military leadership plus the basics of modern air, space and cyberspace warfare. The College consists of two schools – one for lieutenants, the other for captains – and a distance learning effort that connects them, the “Company Grade Officer Leader Program.” The QEP will focus on this third academic unit, as it is where the bulk of the new doctoral faculty members are located, has greater flexibility in developing new courses and does not face the same space limitations as in-residence schools.

The distance learning program envisions a suite of four to five new courses and possibly a number of electives as well. The first new offering will be piloted in spring 2009, while the second (the course most relevant to the QEP) is due to be rolled-out following the on-site review of the QEP. All are graduate-level courses. Students will be volunteers and range from lieutenants to captains, with undergraduate to graduate degrees and one to six years of experience.

iv. Senior Noncommissioned Officer Academy

The Air Force Senior Noncommissioned Officer Academy is the third of four levels of enlisted professional military education. It prepares senior enlisted Airmen (sergeants) to lead their subordinates in the employment of air, space and cyberspace power. The program of study includes 249 contact hours over 33 academic days on the military profession, operations management, expeditionary leadership, joint war fighting, communications and combined operations. The Academy conducts five classes per year.

Students are generally Air Force Master Sergeants and Senior Master Sergeants with an average of 19 years military service and 40 years of age. Approximately 30% of the Academy’s students have a baccalaureate degree or higher, while over 60% hold at least an associate degree. They are drawn from every occupational specialty and geographic region of the Air Force.

v. Air Command and Staff College

Air Command and Staff College is the Air Force’s intermediate professional military education institution. It annually prepares 474 mid-grade officers of all US military services, international officers and US government civilian employees to assume positions of higher responsibility within the armed forces and government. Most students have undergraduate to graduate degrees and seven to 12 years of experience.

Geared toward teaching the skills necessary to conduct air, space and cyberspace operations in support of joint, combined and multinational operations, the College’s ten-month, 33 semester hour program focuses on shaping and molding tomorrow’s leaders and commanders. The academic environment stimulates and encourages the free expression of ideas as well as independent, analytical and creative thinking.

vi. Air War College

Air War College is the senior Air Force professional military school, and has operated almost continuously at Air University since 1946. The College graduates more than 250 resident students annually from all US military services, federal agencies and 45 nations to lead in the strategic environment. Students are lieutenant colonels or colonels and senior government civilians, most with graduate degrees, all of whom have 12 or more years of government experience.

The College’s 10-month, 38-semester hour program of study is at the graduate level. Core courses address strategy, national security decision making, international security, regional studies (including a two-week field study), war fighting and leadership. The curriculum also contains three elective periods offering over 40 course options, a research requirement and capstone practicum (wargame).

#### 4. SELECTION OF THE QEP

Air University is not just a professional school; it is a *military* professional school. This provides the institution with many strengths, as well as some peculiar challenges. For example, fostering broad-based participatory processes – like the selection a QEP – is more complex than at a civilian university.

Air University’s academic leadership recognized this early in the selection process, and intentionally structured it to respect both the military and academic requirements of the institution. This was accomplished by a painstaking effort to involve the entire institution: faculty, leadership (military and academic) and oversight bodies, as described in sub-section c (“Timeline”) below. Though lengthy and at times arduous, the process was successful. As this document was being prepared, two senior academic administrators reflected on the selection of the QEP and independently described it as “one of Air University’s most democratic exercises – ever.”

##### a. Principles

The selection of the QEP was guided by the Southern Association on Colleges and Schools – Commission on Colleges’ *Principles of Accreditation*, particularly the following seven criteria:

- Clearly understandable nature and scope.
- Directly related to student learning.
- Clear and succinct statement of goals.
- Measurable Student Learning Outcomes.
- Sufficient resources available (institutional commitment).
- Benefit to wide-based student population / broad university involvement.
- Demonstration of progress toward goals likely.

##### b. The Case for Cross-Cultural Competence

“Cross-Culturally Competent Airmen” meets these criteria and contributes to Air University accomplishing its mission in a variety of ways. For example, it:

- Includes the entire University community – administration, faculty, students at all levels (i.e., ranks) and specialties – and over time, all Air Force personnel, as they attend Air University schools.
- Is consistent with and enabled by the Air Force Chief of Staff’s Initiative on Culture and Language, ensuring the commitment of senior leaders, adequate staffing and sufficient resourcing.
- Builds on a clearly articulated conceptual model, drawn from faculty research and tailored to Air University needs.
- Reflects the desires of Air University students drawn from over 250 surveys and dozens of focus groups conducted by the RAND Corporation in 2006-2007.
- Expands and improves existing Air University courses by integrating cross-cultural learning, rather than starting from scratch.
- Establishes student learning objectives that are measurable using off-the-shelf instruments together with other evaluation techniques.
- Starts with junior personnel, introducing them to basic concepts, increasing the complexity as they progress.
- Has been integrated to the Air University Strategic Plan, curricular guidance and other key planning documents (following its selection).

**c. Timeline**

Major mile markers in laying the groundwork for and selecting this QEP include:

- In December 2005, the Air Force Chief of Staff identified culture and language learning as a top priority and directed the Air University Commander to address these in professional military education (but not how, as this is an academic prerogative).
- From January – March 2006, Air University faculty with expertise in culture and language education were charged with conducting preliminary problem definition and scoping of potential solutions.
- In April 2006, based on the advice and counsel of his faculty experts, the Air University Commander created the Culture and Language Center to focus and guide institutional efforts regarding culture and language learning.
- In July 2006, the Culture and Language Center Director (an Air War College faculty member) initiated the “Cross-Cultural Competence Project” to define the domain of inquiry, better articulate the problem and further develop potential courses of action.
- In November 2006, Air University’s Chief Academic Officer presented the Board of Visitors an overview of the QEP process and requirements.
- In December 2006, Air University’s Chief Academic Officer presented the QEP process and requirements to the Council of Deans.
- On 05 March 2007, Air University’s Chief Academic Officer issued a call for QEP proposals to the Council of Deans, who transmitted the information to the faculty members of their academic units.
- From 06 March – 06 April 2007, Air University faculty members developed a variety of QEP proposals. Three were found to most closely meet SACS’ criteria for a QEP: “Warfighter Development,” “Critical Thinking Leaders,” and “Cross-Culturally Competent Airmen.”
- On 09 April 2007, the Council of Deans evaluated and ranked the three highest rated

proposals based on the seven previously articulated criteria derived from *The Principles of Accreditation*. “Cross-Culturally Competent Airmen” was highest rated proposal as Table 1 (copied from the official record of that meeting) indicates:

QEP Characteristics	Warfighter Developmental Education	Critical Thinking Leaders	Culturally Competent Airmen
Nature and scope can be clearly understood			
Directly related to student learning			
Goals can be clearly and succinctly stated			
Student Learning Outcomes can be measured			
Sufficient resources available (Institutional commitment)			
Benefit to wide-based student population			
Demonstration of progress toward goals likely			

**Table 1: Council of Deans’ Evaluation of QEP Proposals**

- On 11 April 2007, Air University’s Chief Academic Officer presented the school commandants and commanders as well as faculty representatives with the Council of Dean’s recommendation of “Cross-Culturally Competent Airmen” as the focus of the QEP. The body discussed and voted to recommend this decision to the Commander for approval.
- On 13 April 2007, Air University’s Commander accepted the recommendation of his academic advisory bodies that “Cross-Culturally Competent Airmen” be the focus of the QEP.
- On 16 April 2007: Air University’s Chief Academic Officer briefed the Board of Visitors on the QEP selection process and decision. The Board endorsed the decision.
- On 04 May 2007, Air University’s Chief Academic Officer announced the selection of “Cross-Culturally Competent Airmen” as the focus of the 2008 QEP to the university community in a mass-distribution email.

## 5. ACADEMIC FOUNDATION OF THE QEP

While the Air Force and Department of Defense identify learning priorities for the profession, Air University’s educational efforts to meet these are grounded in rigorous scholarship. The following conceptual model guides the QEP, and is drawn from research conducted by specialized faculty members at the Culture and Language Center as well as the

work of other academics, some of which is referenced in Annex A (“Bibliography”).

**a. Culture**

The foundation of the QEP is the elusive concept of culture, from which Air University has derived the desired end state of cross-cultural competence.

i. Culture

Air University recognizes there are innumerable notions of “culture,” drawn from both academic and popular sources. Depending on one’s perspective, culture can be understood as the arts, civilization, society, life ways and/or interactions. The QEP favors the latter two, but does not tie its approach to any single theory or discipline. As a professional school that serves the academic needs of military personnel, Air University must emphasize the utility of its scholarly foundations over disciplinary parochialism (or popularity), without sacrificing its academic rigor.

The QEP therefore draws from several academic traditions to identify fundamental and broadly held attributes of culture:

- It is learned, shared and patterned, yet often taken for granted.
- It is multi-leveled, with some aspects more visible than others are.
- It influences, but does not necessarily determine, what people do, how, why and the way they think/feel about it.
- It adapts to human needs, but not always the way we would have expected. It changes with time.
- It functions as an integrated whole, not as isolated parts.

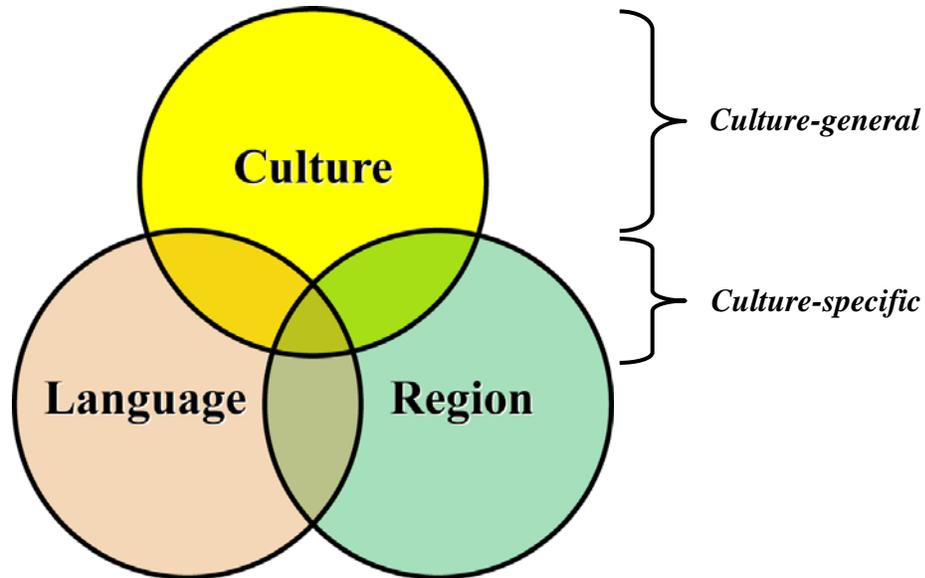
These lead to the following working definition of culture that guides the QEP:

*The creation, maintenance and transformation across generations of semi-shared patterns of meaning, sense making, affiliation, action and organization by groups.*

This approach focuses attention on the cultural processes humans use to enact change, resist or sustain their way of life through interaction with others and the environment – in addition to the ideals that guide them.

ii. Culture-General/Culture-Specific

Cultural processes and ideals have both specific manifestations (by individuals in a particular time, place and context) and general principles (categories of behavior and ideals). We refer to these as “culture-specific” and “culture-general.” In the model developed by Air University faculty, culture-specific education occurs where culture-general intersects with regional and/or language learning. This relationship is depicted graphically in Figure 1 below:



**Figure 1: Culture-General and Culture Specific vs. Region and Language**

Based on Air University’s academic needs assessment, the QEP seeks to develop broadly transferable cultural knowledge, skills and attitudes to enhance students’ culture-general learning. Included in this culture general approach is both the basic knowledge of general cultural concepts, as well as the ways to gather, analyze and make decisions in specific cultural contexts.

Air University’s QEP does not ignore culture-specific learning. Instead, the Plan harnesses regional examples as opportunities to apply and exemplify culture-general learning, while acknowledging the importance of culture-specific learning in its own right outside the scope of the QEP.

**b. Cross-Cultural Competence**

After graduation, many of Air University’s students will once again find themselves operating in a variety of cultural contexts, both globally and domestically. Overseas assignments, coalition operations and internal diversity all pose significant cross-cultural challenges. Moreover, with the exception of a few specialists, the time necessary for students to develop the knowledge, skills and attitudes to deal with each of these situations individually usually far exceeds that available for adequate preparation.

Air University’s academic needs assessment considered these and other factors to establish a developmental end-state that we term “cross-cultural competence” – the focus of the QEP:

*The ability to quickly and accurately comprehend, then appropriately and effectively act in a culturally complex environment to achieve the desired effect – without necessarily having had prior exposure to a particular group, region or language.*

The purpose of culture-general learning in the Air Force is to develop Airmen who can operate effectively in culturally complex environments by exerting positive influence on themselves, their teams, partners, local inhabitants and adversaries. They must be able to do this (at their particular developmental level), with no particular expertise in a specific

culture, region or language.

This reinforces the need for transferable, culture-general learning. The academic model developed by Air University faculty to guide this educational effort has four inter-related components:

- Culture-general conceptual knowledge. The intellectual scaffolding of cross-cultural learning.
- Cross-cultural skills. The means of acting upon culture-general knowledge.
- Positive attitudes. The gateway to acquiring cultural-general knowledge and developing/enacting cultural skills.
- Application. The ability to apply culture-general knowledge and cultural skills in particular cultural contexts.

Each of these components is described briefly below:

i. Knowledge

Essential knowledge of culture begins with an understanding of basic concepts, particularly culture, relativism, ethnocentrism and holism. This establishes the field of inquiry (what culture is), different “ways of seeing” (relativistic versus ethnocentric) and how culture “works” (holistically). These general culture concepts are applicable to any specific culture, establishing a solid baseline for further learning.

It is also critical to understand that cultural behaviors and beliefs exist/are manifest in various inter-related levels: Most visible are the surface-level artifacts; systems and structures link these at the meso-level; all of them are informed by ideals and assumptions at the deepest level. Again, this helps provide a transferable framework for understanding the culture of any particular group.

Finally, beliefs and behaviors can be studied using a general approach by categorizing them into broad, universal domains. Examples include kinship, gender, exchange, religion and so forth. Each domain is, in turn, sub-divided into increasingly specialized – but still generalizable – fields of inquiry. As with other aspects of cultural learning, the degree of detail necessary to be considered “cross-culturally competent” is determined by students’ learning level. This model treats competence as a relative measure, so it is possible (and desirable) to be considered “competent” at every level: lower- and upper-division undergraduate, graduate and advanced or specialist.

ii. Skills

Knowledge alone is insufficient to achieve cross-cultural competence. To exert positive influence in culturally complex environments, Airmen must be able to operationalize their knowledge. Three skills were found to be most closely correlated with success when working across cultures:

- Communication to avoid misunderstandings,
- Negotiation to overcome differences and resolve conflicts; and
- Inter-personal relations to work effectively with individuals from other cultures.

Underlying these skills is a body of declarative knowledge (concepts) as well as procedural knowledge (what to do). The ability to effectively enact this knowledge

through behavior must be developed through deliberate practice and feedback.

iii. Attitudes

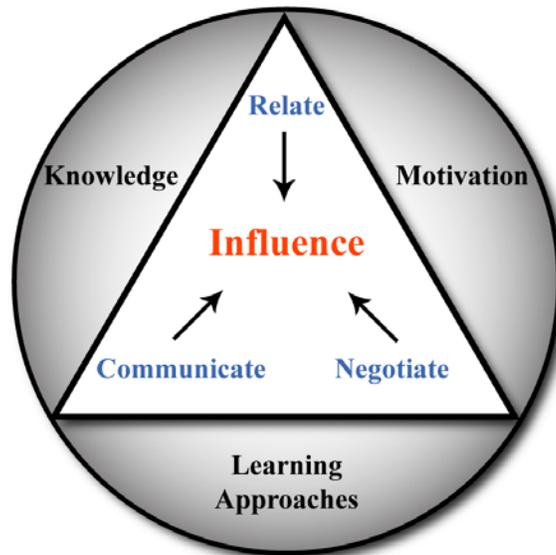
Perhaps the most essential component of cross-cultural competence is a set of positive attitudes toward cultural differences. Without them, it is likely that students will not absorb/retain knowledge or develop/employ skills. Attitudes can be understood as having affective, cognitive and motivational elements. While the Air Force excels at attitudinal development through acculturation to service culture, generating the necessary attitudes for cross-cultural competence is a new challenge.

Key among these attitudes is relativism, the conviction that the beliefs and practices of others are best understood in light of the particular cultures in which they are found. Relativism can also be understood as a behavior (temporarily suspending one’s own culturally-informed opinion), however neither version entails the acceptance, adoption or promotion of others’ beliefs and practices. The acceptance of ambiguity and lack of closure have also been correlated to success in culturally complex environments. Finally, students must believe that changing their attitudes is possible to persist through this process.

iv. Application

The greatest strength of the culture general approach lies in the ability to take the foundational concepts and apply them to cultural scenarios not previously encountered. Doing so requires individuals to “learn how they learn” (meta-cognitive development), as well as acquire basic ethnographic research strategies to gather, analyze and draw conclusions from cultural data. At Air University, this can be achieved through simulations, role-play and scenario-derived critical questioning.

These four components of the Air University cross-cultural competence model are depicted in Figure 2 (with some terminological changes to make it more student-friendly):



*Figure 2: Air University Model of Cross-Cultural Competence*

## 6. INTENT OF THE QEP

This Quality Enhancement Plan links Air University’s institutional context (vision, mission and strategic plan) discussed in section 3 with the academic foundation discussed in section 5. This approach will help ensure the QEP is an integral part of the institution’s collective efforts, rather than an add-on, after-thought or incongruous imposition on faculty and curricula.

To accomplish this intent required an extensive preliminary planning effort that focused the development of the QEP and will also guide its implementation. The next two sub-sections summarize the results and importance of these preliminary efforts then link them to the curricular interventions and educational support efforts addressed that constitute the core of the action plan described in sections 8 and 9.

### a. QEP Vision and Mission

The vision of the QEP is:

*Cross-culturally competent Airmen of all ranks and occupational specialties.*

This vision statement is significant because it stipulates an institutional approach, in which all students (officer and enlisted) are included, rather than an occupational orientation, that would identify learners based on their professional specialization. In military parlance, this focuses the QEP on the “General Purpose Force,” instead of a highly educated and trained sub-set such as regional affairs officers or enlisted signal intercept operators, to use two common examples. By extension, because these students will apply their learning in extremely varied cultural contexts, the QEP must apply a culture-general approach.

The mission of the QEP is to:

*Create and implement a scientifically valid, institutionally sustainable plan to develop and assess cross-cultural competence across the Air Force continuum of education.*

This mission statement is significant for several reasons. First, it premises the entire QEP on rigorous scholarship, not common sense or the experiences of a small group. Second, this mission requires that the effort be sustainable – particularly in terms of time, money and personnel – not only for five years until the impact study, but indefinitely. Third, it requires both the improvement of student learning, and systematic assessment efforts to gauge the results. Finally, it directs that QEP efforts be carried out in all levels and types of Air University educational programs – although only select academic units described in section 3.e. (“AU Schools Involved in the QEP and their Students”) will be reported as part of this process.

### b. QEP Goal and Objectives

The goal of the QEP is:

*Ensure that graduates are better able to perform their responsibilities in culturally-complex environments.*

The goal of the QEP is significant because it focuses educational efforts on improving job performance after graduation, a requirement for a professional school like Air University.

It also links graduates’ performance to the environment in which they will operate, shifting the understanding of culture from a task students must perform to the condition in which they work. This, together with the emphasis on complexity and ambiguity, reinforces why education – rather than training – is the preferred approach to developing cross-cultural competence.

To achieve this goal, Air University has identified four objectives that it seeks to accomplish through the combination of student learning outcomes (described in the following section), student learning assessment, curricular interventions (described in section 8) and educational support efforts (described in section 9): a. “Faculty and Staff Development” | b. “Learning Resources” | c. “Specialized Faculty” | d. “Research”:

- i. Adopt common conceptual and learning approaches to 3C that can be tailored to various levels and the operational/institutional challenges Airmen will face after graduation.
  - SLO 1 → Curricular interventions + Educational support efforts a, b & d.
- ii. Increase the amount and quality of cultural-general knowledge, skills and attitudes developed across the curriculum of all schools and courses.
  - SLOs 1, 2 & 3 → Curricular interventions + Educational support efforts a, b & c.
- iii. Enable Airmen to apply these culture-general knowledge, skills and attitudes to challenges in specific cultural contexts.
  - SLO 4 → Curricular changes + Educational support efforts a & b.
- iv. Develop and implement a robust and rigorous means of assessing 3C that meets civilian academic standards, military educational criteria and institutional Air Force policies while supporting the university mission.
  - Student learning assessment + Educational support effort d.

## 7. STUDENT LEARNING

By definition, the *raison d’être* of a QEP is to enhance student learning. Air University will accomplish this not just by adding more topics of study to already full curricula, but by setting common student learning outcomes, empowering faculty to help students reach these at the appropriate developmental level, regularly assessing students’ progress in achieving these outcomes, then adjusting efforts as necessary. The following sub-sections describe the key elements of this approach: the student learning outcomes that guide the entire QEP, and the various assessment techniques that faculty and staff will employ to gauge progress.

### a. Student Learning Outcomes

Air University’s QEP will prepare graduates to achieve the four student learning outcomes described below, the first three of which each have three components or sub-outcomes. Air University’s curricula currently address some these to varying degrees; the QEP will expand and improve this instruction while adding cross-cultural perspectives elsewhere through the culture-general model.

- i. Foundational knowledge (declarative) of culture-general ideas and principles.

Students will understand the rationale for and conceptual building blocks of cross-cultural competence, including:

- (a) Cultural concepts and definitions such as culture, ethnocentrism, relativism and holism at a minimum, in addition to others as deemed appropriate by the faculty, particularly those identified in Annex B ("Lexicon").
  - (b) The Air Force model of cross-cultural competence summarized in section 5 ("Academic Foundation of the QEP") and its relevance to the core responsibilities and tasks for personnel of their rank/occupational specialty.
  - (c) Broad domains of culture, including kinship, religion, gender, exchange, time, space and others described in Annex F ("Preliminary Schema of Culture").
- ii. Skills (procedural knowledge) necessary to work effectively in cross-cultural contexts.
- Students will be able to work more effectively with individuals from other cultural backgrounds by acquiring the procedural knowledge necessary to:
- (a) Establish, build and maintain inter-personal relations.
  - (b) Communicate clearly to avoid misunderstandings.
  - (c) Negotiate to overcome disagreements and resolve conflicts.
- iii. Positive attitudes toward cultural differences that predispose learners to effective learning and action.
- Students will be more predisposed to learn and apply culture-general knowledge and skills to culture-specific contexts as a result of greater:
- (a) Openness, relativism and empathy.
  - (b) Belief that change in attitudes is possible.
  - (c) Acceptance of ambiguity and lack of closure.
- iv. The ability to apply culture-general learning effectively in specific cultural contexts.
- Airmen will apply the culture-general model to real world problems, in specific cultural contexts, around the globe.
- Given that students' needs differ depending on their seniority in the Air Force, not all student learning outcomes will be addressed for every curricular intervention. Which student learning outcomes will be addressed by which curricular intervention is determined by individual academic units and summarized in Table 6 ("Summary of Student Learning Outcomes by Academic Unit and Year") and described in section 8 ("Curricular Interventions").
- Faculty members will develop their curriculum to students' learning level based on two sources: First, official guidance (e.g., the Air University Commander's *Continuum of Officer and Enlisted Professional Military Education Strategic Guidance* and the officer and noncommissioned officer versions of the Chairman of the Joint Chiefs of Staff's *Professional Military Education Policy*) will guide programmatic efforts. Second, baseline administrations of the Intercultural Development Inventory will provide faculty with insights to the attitudinal developmental level of their particular students, to ensure curriculum is tailored to their needs and limitations.

**b. Assessment**

Air University will employ a comprehensive, multi-source approach to assessing student learning, employing both qualitative and quantitative measures. The goal is to develop precise, reliable and valid data from which trends can be identified. Faculty members will apply these techniques summarized in the following table at the individual and cohort levels:

#	SLO	Sub-SLO	Key Assessment Techniques	Basis of Assessments
<b>1. Foundational knowledge of culture-general ideas and principles.</b>				
		<i>a. Cultural concepts and definitions.</i>	Multiple choice; short answers.	CLC/AF sources.
		<i>b. The Air Force 3C model.</i>	Multiple choice; essays.	CLC/AF sources.
		<i>c. Broad domains of culture.</i>	Multiple choice; short answers; essays.	Schema of culture.
<b>2. Skills necessary to work effectively in cross-cultural contexts.</b>				
		<i>a. Establish, build and maintain inter-personal relations.</i>	Scenario based; simulations; multiple choice.	Situational judgment rubrics.
		<i>b. Communicate to avoid misunderstandings.</i>	Scenario based; simulations; multiple choice.	Situational judgment rubrics.
		<i>c. Negotiate to overcome disagreements.</i>	Scenario based; simulations; multiple choice.	Situational judgment rubrics.
<b>3. Positive attitudes toward cultural differences.</b>				
		<i>a. Openness, relativism and empathy.</i>	IDI; guided discussions; journaling; essays; simulations.	DMIS; qualitative faculty assessments.
		<i>b. Belief that change in attitudes is possible.</i>	Guided discussions; written assignments; simulations.	Qualitative faculty assessments.
		<i>c. Acceptance of ambiguity and lack of closure.</i>	Guided discussions; written assignments; simulations.	3-point rubric.
<b>4. Application of culture-general learning in specific cultural contexts.</b>				
			Simulations; exercises; essays, case studies.	Embedded measures; situational judgments; qualitative faculty assessments.

**Table 2: Summary of Student Learning Outcomes and Assessment**

The bases for these assessment techniques are grounded in academic models and theories, some of which are addressed in section 5 (“Academic Foundation of the QEP”) and Annex A (“Bibliography”). Some of these have already been integrated to instruments and exercises/simulations such as the IDI, which will be used to assess SLO 3a. Others will have to be adapted for mass application in the QEP. For example, a publicly available valid and reliable scale to assess tolerance of ambiguity/lack of

closure<sup>2</sup> will be modified into a 3-point rubric to standardize faculty members’ qualitative assessment of SLO 3c. Developing these sorts of assessment guides will be one of the first tasks undertaken by Air University faculty members involved in the QEP.

i. Individual

Assessment of learning begins with individual students. A summary of how the academic units participating in the QEP will measure student learning is provide below. More details are contained in section 8 (“Curricular Interventions”):

- Community College of the Air Force. Faculty members will assess students’ achievement of the *Introduction to Culture* course objectives through a combination of four approaches: 1) comprehensive tests using multiple-choice and short answer questions, 2) qualitative reviews of discussion, 3) group participation, and 4) comprehensive simulations/exercises with embedded assessment measures to evaluate application of learning. A rubric will be developed to guide assessment of simulations/exercises so that student learning data on each measure can be trended for analysis and course improvement.
- Officer Training School. Faculty members will assess cognitive learning using faculty-developed comprehensive exams, papers and exercises to measure student learning of the culture-general framework as it is applied in existing culture-specific and regional issues lessons.
- Squadron Officer College. Faculty members have developed comprehensive exams and exercises to assess cognitive and skill learning in the *Expeditionary Leadership* course. A rubric will be developed to guide assessment of skills so that student learning data on each measure can be trended for analysis and course improvement.
- Senior Noncommissioned Officer Academy. Faculty members will insert a comprehensive set of multiple choice test items into existing exams, conduct guided discussions and scenario-based exercises and computer-based simulations to assess student learning. A rubric will be developed to guide assessment of simulations/exercises so that student learning data on each measure can be trended for analysis and course improvement.
- Air Command and Staff College. Faculty members will adapt the existing written exam to assess cognitive learning. A rubric will be developed to guide assessment of skills application exercises so that student learning data on each measure can be trended for analysis and course improvement.
- Air War College. Faculty members will develop and apply a comprehensive approach to assessing student learning that reflects the challenges of senior military student education prior to Phase II of the QEP.

ii. Cohort

Individual learning assessments must be aggregated to gauge cohort success effectively. In addition to routine test item statistics, overall test analyses and trends in data based on

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<sup>2</sup> Webster, Donna M. and Arie W. Kruglanski. 1994. “Individual Differences in Need for Cognitive Closure.” *Journal of Personality and Social Psychology* 67(6): 1049-1062.

rubrics, two additional areas will be measured to determine students’ achievement of learning outcomes:

- Psychometrics. The Intercultural Development Inventory (IDI) will be administered to stratified samples of students to gauge attitudinal development. This will be accomplished through pre/post administration, comparisons with control groups, measurement of gaps between perception and actual scores and analyses of group profiles (both primary orientations and trailing issues). IDI results will provide valuable information to faculty members who may also conduct longitudinal assessments or use the results of pre-testing to tailor learning to students’ developmental level.
- Application. Cohorts’ abilities and willingness to apply culture-general learning to specific cultural contexts will be measured using: faculty-developed frameworks to assess projects and papers; examinations; and qualitative and quantitative trend analyses of practical exercises/simulations/experiences.

## 8. CURRICULAR INTERVENTIONS

Air University proposes to integrate cross-cultural learning across its curricula. Due to the diversity of Air University programs, this will include a variety of coordinated initiatives over the next five years. To ensure success and in keeping with the intent of the QEP, curricular interventions will be implemented in three phases:

First, three educational programs currently under development will address the cross-cultural learning needs of junior enlisted Airmen, future officers and junior officers starting in Academic Year 2009-2010, expanding in Academic Year 2010-2011 and continuing for the duration of the QEP. These programs are: the Community College of the Air Force, Officer Training School and Squadron Officer College. Focusing on these academic units will permit the QEP to address the largest segment of Air University’s student body possible, fill a significant gap in the curriculum for students who will greatly benefit from enhanced cross-cultural competence in the near term, and lastly, lay the groundwork for their career-long learning on this critical topic.

Second, three existing senior educational programs – one for enlisted Airmen and two for officers – with varying degrees of cross-cultural learning will be systematically reviewed and revised to enhance student learning on relevant topics. The programs are: the Senior Noncommissioned Officer Academy, Air Command & Staff College and the Air War College. Curricular changes in these academic units will be piloted as they are developed, rolled-out no later than Academic Year 2011-2012 and fully implemented by Academic Year 2012-2013. Addressing these smaller and more advanced programs as a second phase of the QEP ensures that existing faculty and curriculum are fully included in the process, while also benefiting from conceptual, pedagogical and programmatic lessons learned in phase one.

Third, by Academic Year 2013-2014, all six programs will be fully operational.

The phases of the QEP are presented graphically in Table 3 by year and in relation to academic units/their students:

Air University Quality Enhancement Plan 2009-2014: “Cross-Culturally Competent Airmen”

			<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>	<i>Year 4</i>	<i>Year 5</i>
			<b>Academic Year 2010</b>	<b>Academic Year 2011</b>	<b>Academic Year 2012</b>	<b>Academic Year 2013</b>	<b>Academic Year 2014</b>
			<i>2009-2010</i>	<i>2010-2011</i>	<i>2011-2012</i>	<i>2012-2013</i>	<i>2013-2014</i>
<b>Junior Students</b>	<i>Junior Enlisted</i>	<b>Community College of the Air Force</b>	<b>Phase I</b>				
	<i>Future Officers</i>	<b>Officer Training School</b>					
	<i>Junior Officers</i>	<b>Squadron Officer College</b>					
<b>Senior Students</b>	<i>Senior Enlisted</i>	<b>Senior NCO Academy</b>	<b>Phase II</b>				<b>Phase III</b>
	<i>Intermediate Officers</i>	<b>Air Command &amp; Staff College</b>					
	<i>Senior Officers</i>	<b>Air War College</b>					

**Table 3: Phases of the QEP**

The following sections describe curricular interventions in greater detail, by phase, for each academic unit. Note, that these descriptions only address curricular changes. They do not prescribe learning levels, which set by school faculty and leaders based on guidance from the Air University Commander, the Air Force Director of Force Development and the Chairman of the Joint Chiefs of Staff.

**a. Phase I (2009-2011)**

i. Community College of the Air Force

*Introduction:* Specialized faculty members from the Culture and Language Center, led by the Culture Chair, are developing a 3-credit hour lower-division, baccalaureate, distance learning “Introduction to Culture” course to begin in spring 2009. The class will satisfy the Social

Science general education requirement for all programs of study within the Community College of the Air Force’s Associate Degree in Applied Science. The 45 contact-hours will feature 15 faculty developed/approved modules that utilize selected readings, video presentations and simulations hosted on the *Blackboard* course management system.

*Rationale:* “Introduction to Culture” is the foundational course in the development of cross-cultural competence for enlisted members of the Air Force. This is the logical place to begin a transformative educational effort, since the Community College has the largest student body of any academic unit at Air University. Its 45 contact-hours dedicated to culture are more than all other enlisted educational programs combined. This will establish a baseline of learning for the enlisted force, allowing other schools to provide “booster shots” at regular intervals throughout an enlisted Airman’s career. Finally, the length of the course permits a modular design, so portions of the course can be exported and adapted for use in others elements of the QEP and Air University academic units.

*Overview:* Two versions of the course will be developed, piloted and expanded during the course of the QEP: First, a 15-week faculty-guided version for traditional distance learners. Second, a six-month self-guided variety, to meet the anticipated student demand and asynchronous learning needs of enlisted Airmen who are deployed overseas temporarily or re-assigned to a base in a distant time zone.

Both versions of the course will consist of five sections: Introduction, Foundations, “Journey,” “Making Sense out of Nonsense” and Conclusion. The 15 modules of the faculty-guided version cover the concepts and domains of culture such as affiliation, belief systems, kinship, exchange, cultural heritage and sport and leisure. They also examine instrumental behaviors that include cross-cultural communication, negotiations and conflict resolution (see Annex L. “Community College of the Air Force Introduction to Culture’ Course Summary”).

Recurring themes include ethnocentrism and cultural relativism, cross-cultural communication, belief systems, inter-cultural relations, conflict resolution/negotiations and culture’s impact on behavior. Fundamental to comprehending the cultural “other” is having an understanding of one’s own culture as well as an open and understanding view of “other’s” culture (cultural relativism). In addition, as this course is premised on a cross-cultural or comparative method, most modules will provide a survey of different cultures. Each module will feature interactive asynchronous discussion threads as a primary component. This will allow the student to explore issues more thoroughly through faculty-guided exchanges.

*Faculty:* The professor of record, course designer and supervisor is the Culture Chair, a member of the Air University’s Department of Cross-Cultural Competence. He has developed this course based on fifteen years of teaching experience (residential and on-line) and extensive consultations with Air University faculty colleagues as well as specialists in teaching intercultural topics on-line, such as Dr. Mary Mears (University of Alabama).

Classes will be divided into sections of up to 20 students. Each section will be led by an instructional facilitator with appropriate academic credentials and teaching experience. Facilitators will evaluate assignments, post topics on the discussion board, hold online “office” hours and provide guidance/assistance to students.

*Course materials:* Faculty are using Air University resources to develop highly engaging video-based and interactive courseware. Some curricular materials are being developed by Air University faculty members, others by external academic experts in specific areas under contract:

<b>Module</b>	<b>Developer Name</b>
<b>1: Introduction</b> – Introduce students to the general concepts of culture, methods of instruction, and course content.	Robert Sands, PhD
<b>2: What is Culture</b> – Describe 1) culture as an integrated process, and 2) the forces that shape it, and introduce the concepts of ethnocentrism and cultural relativism	Robert Sands, PhD
<b>3: Defining Self and Culture</b> – Describe cultural types, the development of personality, normal/deviant behavior norms, and the impact of gender and age on personality.	Katie Gunther, MA
<b>4: Knowing Self: Military and American Culture</b> – Further explore the concepts of ethnocentrism and stereotyping, focusing on their effects on the development of relativism.	James Schnell, PhD
<b>5: Race, Ethnicity &amp; Identity</b> – Explain ‘race’ in an anthropological context, how it is different from ethnicity, and how sub-cultures and affiliations should be understood outside of race.	Katie Gunther, MA
<b>6: Culture Shock</b> – Develop an understanding of interpersonal relations, and how roles play a part; describe ethnography as a tool in understanding cultural behavior.	Catherine McConnell, MA
<b>7: Language and Intercultural Relations</b> – Introduce concepts and methods of intercultural communication and develop both indirect and direct communication methods in students.	Catherine McConnell, MA
<b>8: Belief Systems</b> – Explain the use of ritual, symbolism and magic in the development of belief systems.	Crystal McCormick-Gibert, MA
<b>9: Kinship, Marriage, Gender</b> -- Describe how kinships form group alliances, and the impact of descent groups on clan conflicts.	Crystal McCormick-Gibert, MA
<b>10: Making a Living</b> – Describe the methods and means of making a living, including subsistence strategies, production, and exchange systems.	To be determined
<b>11: Political Systems</b> – Develop an understanding of political systems, and the cultural systems associated with them.	To be determined
<b>12: Conflict Resolution</b> – Develop skill in diagnosing conflict situations, understand styles of negotiation, and the impact of culture on each.	Allison Greene, PhD
<b>13: Sport and Culture</b> – Understand the relationship between sport and national culture and identity, and how sport can be used as a cross-cultural communication tool.	Robert Sands, PhD
<b>14: Cultural Heritage</b> – Describe the importance of traditional places and cultural resource protection.	Richard Leventhal, PhD
<b>15: Globalization</b> – Understand the impact of globalization/modernization on cultural identity and heritage.	Robert Sands, PhD

**Table 4: Community College of the Air Force “Introduction to Culture” Course Modules**

Initially readings will consist of a customized reader and other faculty-selected publications. By the third year of the QEP, these will be supplemented by an edited reader and workbook developed by Air University faculty members.

Finally, a key component of the course will be the integration of written and video case studies generated by the Cultural Studies Project. These first-person narratives of actual Airmen’s experiences (see section 9.d., “Research”) will be used to teach key materials.

Making learning relevant to the Air Force mission, and mining the example of students’ enlisted peers/superiors, is anticipated to significantly increase learners’ interest and effort in the course.

*Timeline/rollout:* The faculty-guided course will be piloted in spring 2009 and offered twice a year from fall 2009 through fall 2011. It is anticipated that the course will be offered three times per year from spring 2012 on. The self-guided version will be piloted in spring 2010, expanded in fall 2010 and offered twice a year from 2011 on:

- Spring 2009, pilot with 50 students (5 sections of 10), faculty-guided.
- Fall 2009, expand to 250 students (13 sections of approximately 20), faculty-guided.
- Spring 2010, continue with 250 students, faculty-guided. Pilot of 100 students, self-guided.
- Fall 2010, expand to 500 students, faculty-guided. Expand to 250 students, self-guided.
- Spring 2011, continue with 500 students, faculty-guided. Expand to 500 students, self-guided.
- Fall 2011, continue with 500 students, faculty-guided and self-guided.
- Spring 2012 and beyond, two faculty-guided and two self-guided course per year. Student enrolment to be determined.

*Recruitment:* The course is being publicized (see Annex K. Community College of the Air Force “Introduction to Culture” Flyer”) via direct mailings to Community College of the Air Force students, through on-line fora, public affair channels and the Air Force’s network of senior noncommissioned officers.

*Student Learning Outcomes:* The “Introduction to Culture” course is built on the culture general approach as articulated in the Air Force model of Cross-Cultural Competence developed at Air University. Thus, the course covers all of the QEP’s student learning outcomes. The overall outcome of the course will be Airmen with the knowledge and attitudes necessary to better communicate, relate and negotiate in culturally complex environments. This will generate the influence necessary for mission accomplishment and institutional effectiveness.

*Student Learning Assessment:* Individual students will be assessed through discussion board participation, several multiple-choice quizzes and 2-3 short written assignments throughout the course. An end-of-course capstone simulation will provide students the opportunity to apply their learning and permit faculty to assess overall learning effectiveness. Finally, the Intercultural Development Inventory will be administered to students at the beginning of the course to tailor the course to students’ developmental level, and at the end, to measure attitudinal changes as a cohort. For the pilot and first iteration, these results will be compared to a control group of their peers who have not yet been exposed to the additional educational interventions involved in the QEP.

ii. Officer Training School

*Overview:* Officer Training School curriculum developers, with the assistance of specialized faculty members from the Culture and Language Center, will modify existing curriculum from the Air and Space Studies 400 course to transform the existing 34-hour “Regional Areas Studies” portion into a bona fide “Regional and Cultural Studies”

program. This will entail developing a culture-general module that provides a common learning framework that students will apply to specific cultures when examining particular regions of the world. Subsequent efforts may integrate cross-cultural elements to the existing communications portions of Officer Training School’s curriculum.

Space will be made in the course for this additional learning by shortening the seven regional lessons from four hours each to three. This will be offset by improvements that link regional studies, the culture-general framework and issues/interests (e.g., drug trafficking in Latin America, ecological destruction in Africa, etc.). The result will be an improvement both in their regional expertise and enhanced ability to apply culture general analytical frameworks to specific regions and issues.

*Rationale:* Like the Community College of the Air Force for the enlisted force, increasing cross-cultural education in Officer Training School through the QEP establishes a solid baseline of learning on which subsequent professional schooling will build. The school is small enough to be manageable and located on the Air University campus, increasing access to specialized faculty as well as oversight by both the academic and military leadership. Another significant strength of this approach is the creation of multiple opportunities to apply culture-general knowledge to particular regional cultures and issues.

The “zero sum game” of inputs to an already full curriculum, however, means that the time dedicated to culture-general topics (domains, processes, etc.), six hours, will be less than ideal. Further, there will be insufficient space in the curriculum to address the procedural knowledge (negotiating, relating and communicating across cultures) in depth. These may be addressed in future revisions or elsewhere in the continuum of officer education, but the academic leadership of Officer Training School has concluded that unfortunately they cannot be adequately addressed there. Nevertheless, a significant amount of time – 21 hours – will be committed to applying culture-general learning to specific regions.

*Faculty:* The course will be taught by existing Officer Training School instructors – all highly educated and trained Air Force officers. A short, but intensive faculty development program will be conducted prior to delivery of the pilot course in fall 2009. Refresher courses will be provided on a recurring basis.

*Course materials:* Some curricular materials will be adapted from the Community College of the Air Force “Introduction to Culture” course (both are taught at the undergraduate level). Other elements of the courseware will be developed or acquired by specialized faculty from the Culture and Language Center at Air University. Finally, because of the emphasis on applying culture general learning to culture specific issues and regions, many of the materials in the existing curriculum will not require significant modifications.

*Timeline/rollout:* Although Officer Training School runs multiple courses per year, the curriculum plan is updated annually. Planning for a fall 2009 pilot will therefore begin shortly after the QEP is submitted. This process entails the creation of a “curriculum map” followed by the writing of detailed lesson plans and finally the printing of all written materials for inclusion in a course reader.

*Student Learning Outcomes:* QEP-related modifications to the curriculum at Officer Training School will address some, but not all, of the student learning outcomes. Initially, the emphasis will be on the foundational knowledge of culture-general ideas and principles as well as application of culture-general learning to specific cultural contexts. Attitudinal development will present the most significant challenge given the structure, nature and duration of the academic program. Strengthening affective learning will be the focus in subsequent years. Similarly, the inclusion of cross-cultural communication in later curricular revisions would address another sub-outcome to the program.

*Student Learning Assessment:* Officer Training School students’ cross-cultural competence will be assessed primarily through multiple choice quizzes, guided discussions and written and oral speaking assignments. The Intercultural Development Inventory will also be applied to students at the beginning and end of the program. In years one and two of the QEP, OTS students’ results will be compared to a control group of their peers who have not yet been exposed to the additional educational interventions involved in the QEP at this point.

iii. Squadron Officer College

*Introduction:* Squadron Officer College is developing a suite of web-enabled, distance learning courses for junior officers to pursue between residential schools. The intent of this effort, dubbed the Company Grade Officer Leader Development Program, is to ensure lieutenants and captains possess all the Air Force Institutional Competencies at the appropriate learning level (see section 3.c. “AU Curriculum” of this document). The second course that will be offered as part of this effort is “Expeditionary Leadership.”

The course is composed of two units: Warrior Ethos (focusing on the “self” – Air Force) and Cultural Awareness (focusing on the “other” – in a culture-general sense). Like the Community College of the Air Force’s “Introduction to Culture” course, Squadron Officer College’s “Expeditionary Leadership” course will have two variants: one faculty-guided, the other self-guided. The faculty-guided version will entail approximately 16 hours of contact per week. Annual student thruput is anticipated at between 400 and 500 officers.

*Rationale:* This course was originally designed to address Institutional Sub-Competency ii(c), “Global, Regional and Cultural Awareness,” which closely correlates to the focus of the QEP. Further, this program addresses junior officers, who are likely to need the knowledge, skills and attitudes that constitute the Air University model of cross-cultural competence in their future careers. Finally, Unit 2 of the “Expeditionary Leadership” course will represent the first “booster shot” for officers after they graduate from Officer Training School (Reserve Officer Training Corps or the Air Force Academy). A future course under consideration, “Cross-Cultural Negotiation and Collaboration,” would significantly enhance QEP-related skills learning at Squadron Officer School.

*Overview:* The “Expeditionary Leadership” course is based on the “Acquire, Apply and Assess” (A3) model of curriculum development. As Annex M (“Squadron Officer College ‘Expeditionary Leadership Course: Cultural Awareness Unit’ Syllabus”) demonstrates, the Cultural Awareness unit is comprised of three Acquire Modules in which students are exposed to new materials, three Apply Modules in which they make use of these materials to reinforce these lessons and one Assess Module in which their

learning is gauged. Acquire Modules include journal articles and textbook chapters followed by computer-based, multiple choice, Self-Check quizzes. These modules are mediated by introductory essays and short transitional pieces that prepare the students for new information contained in the readings. Apply Modules incorporate experiential exercises or tasks in real-life contexts where learners seek information, consult others, make decisions, and answer questions about the knowledge and processes presented in the Acquire Modules. Scenario-Based Assessment Module is a computer-based simulation in which learners are tested on their ability to make real-world choices as they apply the knowledge and skills they have gained.

*Faculty:* The course will be co-directed by two existing Squadron Officer College faculty members: John Farrell (lead for Warrior Ethos) and Jack Miller (lead for Cultural Awareness). Both hold PhDs in relevant disciplines and are experienced teachers.

*Course materials.* The initial version of the course – including the on-line interface and simulation – was produced by a contractor specializing in curriculum development. Squadron Officer College faculty members have made significant adjustments and improvements to this courseware. Copyright permissions have already been obtained for all necessary readings. A full list is contained in Annex M (“Squadron Officer College ‘Expeditionary Leadership Course: Cultural Awareness Unit’ Syllabus”).

*Timeline/rollout:* The self-guided version of “Expeditionary Leadership” will be piloted first, with the faculty-guided variant rolled out shortly thereafter. Development of the course is already well underway, and due to be piloted in fall 2009. The optimal course duration is forecast at eight weeks.

*Student Learning Outcomes:* “Expeditionary Leadership” will address all of the QEP’s student learning outcomes. Acquire modules address the foundational/declarative as well as procedural knowledge. Apply and Assess modules cover the application of this knowledge. The attitudinal component is developed systematically as an integral part of the course rather than a stand-alone piece. The syllabus at Annex M provides a list of all learning objectives for the course. Each of these, in turn, has multiple performance standards, or statements of observable behavior, to ensure evaluation is reliable.

*Student Learning Assessment:* All “Acquire” modules have self-check multiple choice questions that are automatically scored by computer. Students must answer 70% correctly or retest before proceeding to the next module. Apply modules will only be graded in the faculty-guided version. All versions of the course will nevertheless require students to complete real-world tasks requiring the practical application of knowledge and skills gained from studies. Similarly, while not graded, students will take the Intercultural Development Inventory at the start and completion of the course. This will help the faculty ensure they are presenting materials appropriately and gauge cohorts’ attitudinal development.

Each of the course’s two units will also have a multiple choice / essay final exam and a scenario-based assessment. For the Cultural Awareness Unit, this is a computer-based simulation set in Ecouteria, a fictional West African country based on Liberia. The simulation must be successfully completed before the student can move on to the unit’s final examination. The simulation provides feedback and scores; it can be taken multiple times if necessary to encourage learning. The faculty-guided version will also have an

interactive discussion board that would allow instructors to apply qualitative rubrics to further assess students' dispositions.

**b. Phase II (2011-2013)**

**i. Senior Noncommissioned Officer Academy**

A preliminary review of the Senior Noncommissioned Officer Academy curriculum revealed significant opportunities to incorporate additional cross-cultural learning opportunities. An internal needs assessment identified Joint Warfighting as the module that would most benefit from such curricular revisions, and in turn, generate the greatest improvement in student learning. In short, focusing the cross-cultural curriculum on this "attribute module" (the role students play in the profession), with its emphasis on applying knowledge to simulated situations, is particularly well suited to the QEP.

The Dean of Enlisted Educational Programs has set a target of adding eight additional hours of cross-cultural learning to the Senior Academy. To accomplish this and other revisions to the program, he will assemble a curriculum review team consisting of three faculty members (with curriculum development expertise and classroom delivery responsibilities), two academic leaders (the Dean and the Academy's Chief of Curriculum) and a subject matter expert.

The faculty, under the guidance of the team lead, will conduct the bulk of the analysis of existing curriculum and development of new materials. The Dean, together with his Curriculum Coordinator, will steer the team, ensuring they are synchronized with other enlisted educational programs and University academic guidance. The subject matter expert, a specialized faculty member from the Culture and Language Center, will help identify opportunities to insert cross-cultural learning and assessment, collaborate in the development of courseware and coordinate faculty development prior to implementation.

The exact cross-cultural curricular content that will be added to the Senior Academy has yet to be determined. Initial options that have been discussed include providing students with culture-general concepts and frameworks as well as procedural knowledge regarding communicating, relating and negotiating across cultural differences. Given the seniority and professional responsibilities of the students and the focus of the warfighting attribute module, however, the emphasis will be on applying this cognitive information to case studies, simulations and exercises.

The Dean has also identified the possibility of enhancing attention to cross-cultural aspects of the leadership area of the Academy as well. If deemed feasible, this would consist primarily of case studies. Existing cross-cultural negotiation curriculum could easily be modified from the capstone enlisted school for incorporation at the Senior Academy if desired. Finally, the communication area is also ripe for modification to increase the treatment of cultural considerations.

If all these changes were made, student learning outcomes 1, 2(b+c), 3(a) and 4. The Intercultural Development Inventory will likely be used as both a program development guide and a student learning assessment tool, focusing on improvements in student cohorts longitudinally.

ii. Air Command and Staff College

Since 2006, the Air Command and Staff College has led the way at Air University on increasing the emphasis on culture-specific learning. The College will use the QEP as an opportunity to build upon this solid foundation by introducing culture-general concepts and skills, then integrating these to existing regional curriculum. Accomplishing this seamlessly with the full participation of existing professors will require a well-defined strategy, ample professional development opportunities for faculty members, the assistance of specialized colleagues and time.

Initial efforts, in Academic Year 2009-2010, will focus on both imparting culture-general knowledge and highlighting its relevance to the primary mission of Air Command and Staff College: operational planning. Specifically, the curriculum will be modified to address student learning outcome 1 and demonstrate how culture can help or hinder success in both combat and contingency operations. The primary vehicle for this learning will be the core Regional and Cultural Studies course, coordinated by the College's Director of Culture and Language. Simultaneously, she will identify opportunities for opportunities to add cross-cultural aspects to existing communication studies to address student learning outcome. The Commandant's Speaker Series, lunchtime book club and exchange opportunities will provide many students with additional learning opportunities. Specialized faculty at the Culture and Language Center will support both efforts as necessary, with curriculum development, faculty development and guest lectures.

These curricular changes will be refined and expanded in Academic Year 2010-2011. First, culture-general principles will be applied to understanding both US (military and civilian) and others' (allies, adversaries and undecided) positions on key global issues. Culture-specific learning will be organized along the regions established by US Combatant Commands (North, South, Europe, Central, Africa and Pacific Commands). Again, the key will be linking this learning to the core business of the College: developing (culturally informed) operational courses of action. This will address student learning outcomes 4 and, less directly, 3. Smaller groups of students will benefit from the modification of an existing negotiation elective to include cultural considerations and a pilot elective on "Working Effectively Across Cultures." Both electives will be taught by specialized faculty from the Culture and Language Center.

Select elements of these electives will be integrated to core courses in Academic Years 2011-2012 and 2012-2013, to maximize learning for the greatest number of student. These and other electives will continue, however, to ensure interested students have opportunities for more in-depth study.

Assessment for the knowledge component of the Culture and Regional Studies course will rely primarily on a 5-6 page take-home final examination. The application of culture-general learning to culture-specific scenarios may require additional assessment, for example, an in-class presentation evaluated using a rubric adapted from Officer Training School. Specialized faculty will adapt existing rubrics to assess communication, negotiation and relation skills – both procedural knowledge and behavioral aspects. Finally, qualitative faculty evaluations of students' openness/tolerance of ambiguity based on a standardized 3-point rubric, together with the administration of the IDI at the start and end of the school year, will gauge their attitudes.

iii. Air War College

The Associate Dean of the Air War College, a member of the Air University Culture Council, has stated that the academic leadership of his school “does not want to treat culture as an appendage to the curriculum.” Rather, he intends to “integrate cross-cultural competence thematically across the College.” This approach is highly consistent with the intent of the QEP while taking appropriate account of the complexity, sophistication and breadth of the College’s existing curriculum. Making the Air War College part of Phase II of the QEP will help ensure there is sufficient time to develop an integrative approach to curriculum revision that driven by the school’s existing faculty.

Preliminary discussions have already begun, and the Dean has invited the QEP Director to participate in his upcoming off-site planning session for the College’s senior academic leadership to begin planning for next academic year (2009-2010). They have agreed to a “crawl, walk, run” approach. Initial areas identified as ripe for short-term development include integration of cross-cultural education into faculty development and the development of a culture focused elective. The intent of this is to build an environment where the expertise contained in the Culture and Language Center can be leveraged into the War College curriculum. The Culture and Language Center will provide faculty development workshops to ensure that the faculty understand methodology and goals of the cross cultural competency program. In this way, the Air War College faculty can become immersed with Culture and Language principles.

The Leadership core course curriculum appears to be particularly promising for near-term enhancements. The Air Force Institutional Competency List (described in section 3.c. “AU Curriculum”) highlights this area’s close linkage to culture-general learning. Refinement of the leadership curriculum would permit the College to provide students with more sophisticated culture-general principles and frameworks – the intellectual scaffolding appropriate to their learning level and professional responsibilities.

Related to the negotiations learning is a student request – readily accommodated next academic year – to add more materials on inter-personal relations across cultures. Existing negotiation and communication content could also be modified to include cross-cultural perspectives and/or application. The Culture and Language Center will work with the AF Negotiation Center of Excellence, to enhance the cross-cultural negotiation blocks in the Air War College elective program.

The immediate challenge (2009-2011) will be determining how to integrate this learning within the core course’s existing time limitations. The initial phase of integration will involve the development of an elective program by the Culture and Language Center and the Air War College that emphasizes the principles of the culture general model. The electives will be developed with Air War College and taught by the Culture and Language Center. These lessons will be incorporated into the core curriculum as necessary.

The longer term challenge (2011 onward) will be to realize the Dean’s vision of seamlessly integrating cross-cultural learning across the entire curriculum. This might entail inserting more culture-general and culture-specific content into the Warfighting and International Studies core courses. This would not necessarily expand the courses, but rather carefully weave themes and learning opportunities into the existing content.

The College’s emphasis on small-group seminars favors exercises and simulations, which could also be offered on-line. Applying this knowledge through wargames run by the Warfighting Department and regional studies trips directed by the International Security Department are also possibilities.

To succeed, these initiatives will come from a team relationship between the War College faculty and Air University specialized faculty. This highlights the importance of the QEP’s faculty development program. Curricular changes could be further tailored based on the results of an annual baseline administration of the Intercultural Development Inventory to students and an existing survey that polls both students and supervisors on learning effectiveness one year after graduation. This will also set the stage for the design of a robust set of student learning assessment methodologies suited to the unique constraints of senior military officer education.

**c. Phase III (2013-2014)**

By Academic Year 2013-2014, all six programs that constitute the QEP will be fully operational. This will permit the Director of Academic Affairs’ staff (to include the QEP Director) to coordinate comprehensive assessment and reporting prior to the Southern Association of Colleges and Schools – Commission on College’s impact study anticipated for the summer of 2014.

Planned and tentative curricular interventions for the six programs, during all three phases, are summarized in the Table 5 below:

Air University Quality Enhancement Plan 2009-2014: "Cross-Culturally Competent Airmen"

			<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>	<i>Year 4</i>	<i>Year 5</i>
			<b>Academic Year 2010</b>	<b>Academic Year 2011</b>	<b>Academic Year 2012</b>	<b>Academic Year 2013</b>	<b>Academic Year 2014</b>
			<i>2009-2010</i>	<i>2010-2011</i>	<i>2011-2012</i>	<i>2012-2013</i>	<i>2013-2014</i>
<b>Junior Students</b>	<i>Junior Enlisted</i>	<b>Community College of the Air Force</b>	Two offerings of "Introduction to Culture" course (faculty-guided).	Two faculty-guided offerings of "Introduction to Culture" course; pilot of self-guided version.	Two offerings of "Introduction to Culture" course in both faculty- and self-guided versions.	Two offerings of "Introduction to Culture" course in both faculty- and self-guided versions.	Two offerings of "Introduction to Culture" course in both faculty- and self-guided versions.
	<i>Future Officers</i>	<b>Officer Training School</b>	Pilot of "Regional and Cultural Studies" course.	Expansion of "Regional and Cultural Studies" course.	Improvement of "Regional and Cultural Studies" course.	Full rollout of "Regional and Cultural Studies" course.	Continuation of "Regional and Cultural Studies" course.
	<i>Junior Officers</i>	<b>Squadron Officer College</b>	Pilot of "Expeditionary Leadership" course (self-guided).	Expansion of self-guided and pilot of faculty-guided versions of "Expeditionary Leadership" course.	Improvement of self-guided and offering of faculty-guided versions of "Expeditionary Leadership" course.	Full rollout of "Expeditionary Leadership" course.	Continuation of "Expeditionary Leadership" course.
<b>Senior Students</b>	<i>Senior Enlisted</i>	<b>Senior NCO Academy</b>	Pilot inclusion of cross-cultural modules in "Joint Warfighting" course.	Improved inclusion of cross-cultural modules in "Joint Warfighting" course. Additional skill-based learning.	<b>To</b>		
	<i>Intermediate Officers</i>	<b>Air Command &amp; Staff College</b>	Modification of "Regional and Cultural Studies" course. Additional cross-cultural communication learning.	Improvement of "Regional and Cultural Studies" course and cross-cultural communication learning.		<b>be</b>	
	<i>Senior Officers</i>	<b>Air War College</b>	Revision of culture content in Leadership. Addition of culture to negotiations. Pilot of elective course.	Improvement of culture content in Leadership and negotiations. Transfer select lessons from elective to core courses.			<b>determined</b>

**Table 5: Summary of Curricular Interventions by Academic Unit and Year**

These curricular interventions will assess the following student learning outcomes:

			<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>	<i>Year 4</i>	<i>Year 5</i>
			<b>Academic Year 2010</b>	<b>Academic Year 2011</b>	<b>Academic Year 2012</b>	<b>Academic Year 2013</b>	<b>Academic Year 2014</b>
			<i>2009-2010</i>	<i>2010-2011</i>	<i>2011-2012</i>	<i>2012-2013</i>	<i>2013-2014</i>
<b>Junior Students</b>	<i>Junior Enlisted</i>	<b>Community College of the Air Force</b>	SLO 1 SLO 2 SLO 3 SLO 4	SLO 1 SLO 2 SLO 3 SLO 4	SLO 1 SLO 2 SLO 3 SLO 4	SLO 1 SLO 2 SLO 3 SLO 4	SLO 1 SLO 2 SLO 3 SLO 4
	<i>Future Officers</i>	<b>Officer Training School</b>	SLO 1 SLO 3(a) SLO 4	SLO 1 SLO 2(c) SLO 3(a+c) SLO 4	SLO 1 SLO 2(c) SLO 3(a+c) SLO 4	SLO 1 SLO 2(c) SLO 3(a+c) SLO 4	SLO 1 SLO 2(c) SLO 3(a+c) SLO 4
	<i>Junior Officers</i>	<b>Squadron Officer College</b>	SLO 1 SLO 2 SLO 3 SLO 4	SLO 1 SLO 2 SLO 3 SLO 4	SLO 1 SLO 2 SLO 3 SLO 4	SLO 1 SLO 2 SLO 3 SLO 4	SLO 1 SLO 2 SLO 3 SLO 4
<b>Senior Students</b>	<i>Senior Enlisted</i>	<b>Senior NCO Academy</b>	SLO 1 SLO 2(c) SLO 3(a)	SLO 1 SLO 2(b+c) SLO 3(a) SLO 4	<b>To</b>		
	<i>Intermediate Officers</i>	<b>Air Command &amp; Staff College</b>	SLO 1 SLO 2(b) SLO 3(a) SLO 4	SLO 1 SLO 2(b) SLO 3(a) SLO 4		<b>be</b>	
	<i>Senior Officers</i>	<b>Air War College</b>	SLO 1 SLO 2(c) SLO 3(a)	SLO 1 SLO 2(b+c) SLO 3(a) SLO 4			<b>determined</b>

**Table 6: Summary of Student Learning Outcomes by Academic Unit and Year**

**9. EDUCATIONAL SUPPORT**

To achieve the desired student learning outcomes, these curricular interventions require significant educational support to enhance “the environment supporting student learning.” Air University’s QEP has identified four key areas that will contribute to an improved learning environment, and therefore the success of our QEP:

- Faculty and staff development;

- Learning resources;
- Specialized faculty; and
- Research.

These areas have been mentioned at various points in this document, but the comprehensive strategy for each is provided below:

**a. Faculty and Staff Development**

Integrating cross-cultural learning into existing courses places new demands on faculty who frequently have other expertise. Similarly, the QEP will create additional requirements for library, administrative and other staff to support this learning. To ensure success and further enhance faculty involvement, Air University's QEP will develop a full suite of professional development programs and make them available to all interested faculty. Planned activities include:

- Internal workshops;
- Sponsorship of advanced studies;
- One-on-one coaching; and
- A monthly brown bag series.

Each element is described in detail here:

i. Workshops

The first element of the professional development program is a suite of three workshops that will gradually be incorporated into existing Air University professional development programs. These include:

- Baseline: half-day sessions on basic concepts of cross-cultural competence run by Culture and Language Center faculty experts for all interested faculty peers.
- Introductory: two-day sessions on cross-cultural teaching, delivered by an external consultant, Dr. Mitch Hammer (see Annex J, "Biography"), for faculty leading seminars as part of a school's core course related to the QEP.
- Intermediate: two-day sessions on cross-cultural teaching and assessment, delivered by Dr. Mitch Hammer and the Culture and Language Center's Assessment Chair, for faculty members teaching an elective or leading a core course related to the QEP.

ii. Sponsorship of advanced studies

Faculty and staff members seeking more advanced professional development opportunities will be eligible for funding support from the Culture and Language Center to attend off-site activities on specialized topics related to cross-cultural competence. Examples include attending a workshop at the Summer Institute for Intercultural Communication, pursuing a certificate at the School for International Training or becoming certified to administer and interpret the Intercultural Development Inventory.

iii. One-on-one coaching

An even smaller group of Air University faculty members will be eligible for one-on-one coaching/mentoring with Dr. Hammer. Given the time commitment and expense, this will be restricted to key faculty members and limited to four per year. Coaching will assist key educators achieve specialized and targeted professional development goals, assisting

them in enhancing student learning related to cross-cultural competence. Sessions will be based on the results of his/her Intercultural Development Inventory. The approach is a hybrid developmental counseling/multi-rater feedback design and will entail:

- Monthly hour-long telephone conversations;
- Monthly in-person meetings lasting 2-3 hours; and
- Periodic interviews with faculty peers, leaders/administrators of the academic unit and/or students to assess achievement of particular goals.

Participation in the coaching program will be voluntary, and results will be strictly confidential. Therefore, the only measures of success for this effort will be self-report and enhanced teaching, leading to improved student learning.

iv. Brown Bag series

Finally, starting in Academic Year 2010-2011, the Culture and Language Center will also organize a brown bag series with interested Air University faculty and staff members to informally discuss and/or collaborate on issues related to cross-cultural competence. This monthly lunchtime gathering will be open to any Air University faculty or staff member who wishes to attend. To foster broad-based participation, it will be organized by and held at a different academic unit each month. Potential topics include classroom exercises/role-plays, developmental assessment, curriculum design, instructional techniques, reading materials, using web-based/audio-visual materials, thematic issues, the challenges of distance learning, assignments/grading, tutoring/coaching or other area of broad interest/utility.

v. Lecture series

The Culture and Language Center will seek to establish a regular university-wide lecture series on cross-cultural competence. Further, the Center will support and assist faculty efforts to do the same within their respective academic units, promoting these across other schools and colleges to encourage “intellectual cross-fertilization” and the pooling of academic resources.

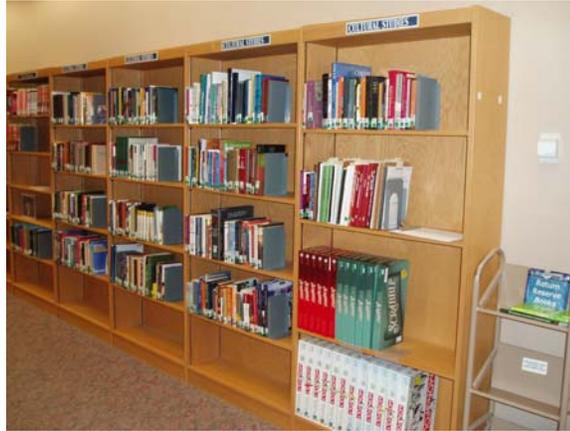
**b. Learning Resources**

Faculty members and students will also require access appropriate learning resources (i.e., books/monographs, electronic/paper journals, multi-media and web references) to design courses, pursue their studies and research relevant topics. To ensure the university community has access to these materials:

- The Muir S. Fairchild Research Information Center, with faculty assistance, will expand, improve and promote its holdings on cross-cultural topics, prioritizing on-line journals and reference books.
- Key faculty members will begin to fill a significant gap in the scholarly literature by initiating a publication program on culture and airpower in conjunction with Air University Press.
- Faculty assigned to the Air Force Culture and Language Center will increase the quality and quantity of on-line learning materials available to Air University students.

i. Muir S. Fairchild Research Information Center (aka Air University Library)

Collection analysis, development and promotion for the QEP has already begun. The Air University Library used seed funds in 2006-2007 and internal resources in 2007-2008, together with faculty guidance and recommendations, to establish the nucleus of a cross-cultural collection that today contains 462 volumes that relate to cross-cultural competence. These are housed in a special display section of the library, pictured below, to highlight them to students:



The collection is searchable with a single click from the Library’s [Culture and Language Resources](#) web page and any member of the university community can check them out.

Similarly, the Library has purchased subscriptions for over 45 culture-general (and many more culture-specific) journals. Our preference is for electronic subscriptions, to reduce barriers to students, others are only available in hardcopy. Examples include:

- *Anthro Source* (Contains 32 journals, including: *American Anthropologist*, *American Ethnologist*, *Ethos* and *Political & Legal Anthropology Review*)
- *Annual Review of Anthropology*
- *Conflict, Security & Development*
- *Cross-Cultural Research*
- *Human Organization*
- *International Journal of Intercultural Relations*
- *International Journal of Politics, Culture & Society*
- *Intercultural Communication Studies*
- *Journal of Conflict Archaeology*
- *Journal of Cross-cultural Psychology*
- *Journal of Intercultural Communication Research*
- *Journal of Intercultural Studies*
- *Language and Intercultural Communication*
- *Negotiation Journal*
- *Practicing Anthropology*
- *Technology and Culture*

Over the course of the next five years, FRIC, with faculty assistance, will expand, improve and promote this collection. One particularly salient journal purchase already planned is to acquire on-line access to all back publications (1977-2008, Volumes 1-32) of the *International Journal of Intercultural Relations*. This represents a significant one-time investment of approximately \$15,500 by the university. The journal merits this expense, however, as it is the flagship publication on 3C/QEP-related topics.

Collection development will be tracked as follows: Books/monographs holdings will be measured using select Library of Congress (LOC) headings and electronic journal holdings will be measured using Serial Solutions sub-headings; paper journals by holdings, academic databases, multi-media and web pages will be measured on a case-by-case basis.

Collection usage will be tracked as follows: Book/monograph and multi-media usage will be measured with circulation reports using select Library of Congress (LOC) headings; electronic journal, academic database and web page usage will be measured with click-through reports using Serial Solutions sub-headings; paper journal usage will not be measured due to the time-intensive/imprecise nature of shelving tallies.

ii. AU Press

Previously, the academic foundation of Air University's model of cross-cultural competence has been conveyed through research reports, briefings and conference papers. While useful in developing the approach, these do not provide faculty or students with a concise yet thorough articulation of the for classroom use. The first QEP-related publication requirement is therefore for the QEP Director, in conjunction with other specialized faculty members, to author an article on the topic for one of Air University's peer-reviewed professional publications. The preferred forum is *Air and Space Power Journal*, the most widely read and accessible of Air University's academic periodicals. This will establish a baseline scholarly document for subsequent curricular interventions. The article will be submitted for review no later than spring 2009. It will also be made available to the Air University community in pre-publication format immediately upon acceptance by the *Journal's* editorial board.

Further, faculty members have identified a dearth of publications linking culture and airpower, hindering efforts to develop cross-cultural competence at Air University. Specialized faculty have therefore designed a publication program in conjunction with Air University Press to fill these voids with: an edited reader (textbook), workbooks (at multiple learning levels) and a case study book (organized thematically).

The edited reader will be published in early 2010, the first workbook and initial case study book will be completed by the end of 2010, the remaining two workbooks will be available in 2011. From 2012-2014, these publications will be reviewed and revised as necessary. Impact will be assessed using the number of copies adopted for classroom use, number of copies distributed/downloaded and qualitative feedback.

iii. On-line Resources

In addition to the on-line resources available through the AU Library, the Culture and Language Center is in the process of providing one-click access to many more on-line academic resources to support the QEP. These may include web sites, documents, simulations, videos, pod-casts, wikis and other appropriate materials. The Center website, [www.af.culture.edu](http://www.af.culture.edu), will be the central repository for these links.

On-campus access to some of these is currently limited by firewalls imposed by the Department of Defense. The number and accessibility of on-line resources will take a significant step forward in 2010, when Air University migrates from the restrictive .mil Internet domain to the more permissive .edu environment.

**c. Specialized Faculty**

Two full-time faculty members have been assigned to work on QEP development as their primary responsibility. One, the Director of the QEP, is assigned to the Air University Headquarters' Office of Academic Affairs for two years to plan, develop and guide the QEP. This place him under the supervision of, and in frequent contact with, the Air University Chief Academic Officer. The second faculty member, the Culture Chair, has the full-time task of designing and delivering the new *Introduction to Culture* course that will become part of the Community College of the Air Force associate degree program. He is assigned to the Air Force Culture and Language Center where he has the support of other professionals in the center.

Efforts are also underway to hire additional faculty members to support the QEP. Searches are underway for cross-cultural communication and cross-cultural relations scholars, while a letter of offer is currently being prepared for a full-time assessment specialist. These five faculty members will form the Center's newly established Department of Cross-Cultural Competence, chaired by the QEP Director. Together with two specialists in negotiations, adjunct faculty, an external consultant and QEP Coordinators for every academic unit, they will support fellow faculty members implementing the QEP across all of Air University. These individuals' qualifications and responsibilities are summarized below.

i. QEP Director

The QEP Director holds a Ph.D. in Anthropology, is an Air University faculty member and former military officer with extensive project management and overseas experience. Before coming to Air University, where teaches as time permits, he worked as an educator in three countries' military educational systems: Bolivia, Canada and Ecuador. His responsibilities include designing and supervising the implementation of the QEP. He leads schema development; coordinates assessment work, faculty development, library efforts and writing projects. He also studies and supervises sponsored research in support of the QEP. He consults with constituencies, conducts academic and defense outreach, forges and manages external partnerships. Finally, as Chair of the University-wide Department of Cross-Cultural Competence, he synchronizes specialized faculty members in support of the QEP.

ii. Culture and Language Center Director

The Director of the Culture and Language Center holds a Ph.D. in Anthropology, is an Air University faculty member and retired Army colonel with extensive teaching and international experience. He provides conceptual guidance, moral encouragement and essential support (administrative, financial, personnel and logistical) to the QEP team. He also researches and teaches on cross-cultural topics at the Air War College.

iii. Culture Chair

The Culture Chair holds a Ph.D. in Anthropology, is an Air University faculty member with extensive teaching experience and a former Department of the Air Force civilian employee. His primary responsibility is to design and deliver the Introduction to Culture Course for credit from the Community College of the Air Force. He also researches, teaches and supports cross-cultural efforts across other Air University schools. He

conducts elements of the faculty development program, manages coordination with other Department of Defense research/development entities and supports both assessment efforts and the development of Air University cultural schema.

iv. Assessment Chair \*\* search underway \*\*

The scholar hired as the Assessment Chair will hold a Ph.D. in Psychology and will be a full member of the faculty. S/he will serve as the Air University authority on the assessment of Airmen's cross-cultural competence. His/her primary responsibilities will be to direct the acquisition, development/adaptation and application of instruments to evaluate the effectiveness of QEP-related education. S/he will also support curriculum writing and institutional assessment efforts across all academic units involved in the QEP, contribute to the faculty development program and teach across Air University schools as practicable.

v. Cross-Cultural Communication Chair \*\* search underway \*\*

The scholar hired as the Cross-Cultural Communication Chair will hold a Ph.D. in Intercultural Communication, Communication Studies or Linguistics. S/he will be a member of the Air University faculty. His or her role will be to serve as the Air University authority on teaching and assessing Airmen to communicate effectively across cultural differences. S/he will design and deliver electives, modules and lectures on his/her area of expertise across Air University and in conjunction with other specialized faculty members. S/he will contribute to the faculty development program and collaborate with the Assessment Chair in developing and applying valid measures to cross-cultural communication.

vi. Cross-Cultural Relations Chair\*\* search underway \*\*

The scholar hired as the Cross-Cultural Relations Chair will hold a Ph.D. in Psychology, Organizational Behavior or Sociology. S/he will be a member of the Air University Faculty. His or her role will be to serve as the Air University authority on the behavioral dimensions of inter-personal relations in culturally complex circumstances. S/he will design and deliver electives, modules and lectures on his/her area of expertise across Air University and in conjunction with other specialized faculty members. S/he will coordinate educational simulations and exercises, both in-person and on-line, contribute to the faculty development program and collaborate with the Assessment Chair in developing and applying valid measures to cross-cultural relations.

vii. Negotiations Director

The Director of the Negotiations Center of Excellence (within the Culture and Language Center) holds a Ph.D. in Public Administration, is a retired colonel and former Dean of the Air War College, now an Air University faculty member. He leads negotiation aspects of the QEP, particularly the development of cross-cultural negotiations curriculum and simulations. He also teaches across Air University schools in residence, at remote locations and via distance learning.

viii. Negotiations Deputy Director

The Deputy Director of the Negotiations Center of Excellence holds a Ph.D. in Political Science and is an Air University faculty member. She supports negotiation aspects of the

QEP, particularly the development of cross-cultural negotiations curriculum and simulations. She will also teach across Air University schools in residence, at remote locations and via distance learning.

ix. Academic Units' QEP Coordinators

Each academic unit involved in the QEP has identified a coordinator; most hold Ph.D.s, terminal degree or have comparable experience in culture and/or language-related topics. These individuals' qualifications are also addressed in paragraphs 2.8 and 3.7.1 of the core requirements. All are members of the Air University Culture Council (see section 10.a. "Management Plan: Organization"). They teach, research/publish and perform academic service, to include synchronizing school's culture and language education efforts both internally (within school) and externally (with Air University).

x. Cross-Cultural Education Consultant \*\* contract approval pending \*\*

Air University is retaining the services of Dr. Mitch Hammer, a world-class expert on cross-cultural learning and assessment. Dr. Hammer is the developer of the Intercultural Development Inventory (IDI) instrument, and his credentials are addressed more fully in Annex J. "Biography." Dr. Hammer's roles will be to: (1) Consult on IDI quantitative analysis, to include customization of IDI demographic items and interpretation cohort profiles as part of a comprehensive a curriculum needs assessment. (2) Consult on curriculum review in light of IDI administration results. (3) Consult on QEP impact, program effectiveness and cohort development in light of repeated IDI administration (to include pre-test/post-test administration, longitudinal studies and re-testing at distinct developmental levels). (4) Design and deliver faculty development workshops and one-on-one mentoring sessions.

xi. "Introduction to Culture" course facilitators

"Introduction to Culture" course facilitators are graduates or advanced students at the master's or doctoral level in socio/cultural anthropology, communication studies, cultural geography or related disciplines with a strong cross-cultural focus. All have instructional experience at the undergraduate level, particularly via distance learning. Each instructs various sections of a large distance learning introductory course on military cross-cultural competence under the supervision of the professor of record (the Culture Chair). Specific responsibilities include advising, grading and directing student work as well as facilitating and assessing on-line guided discussions.

**d. Research**

Air University's QEP would also benefit from cutting edge research, so the Plan will actively support studies by students, faculty, colleagues in military research & development and external academics:

A prize for the best Air University student paper on a topic related to cross-cultural competence will be established in Academic Year 2009-2010. The Major General Edward G. Lansdale Award will be established in recognition of an early proponent of cross-cultural competence in the US Air Force. A committee of specialized faculty will select winners, whose work will be published widely.

Support for faculty research on cross-cultural competence will also be offered on a case-

by-case basis by the Culture and Language Center. Proposals will be reviewed by a committee consisting of the Center Director, QEP Director and Culture Chair. Funds will be used for travel assistance, book/materials acquisition, specialized software and related expenses. Some research by specialized faculty that directly support QEP-related educational efforts will receive dedicated budgets. For example, the Cultural Studies Project, led by the Culture Chair, produces written and video narratives of Airmen’s cross-cultural experiences for use in the “Introduction to Culture Course” and other fora.

Finally, the Culture and Language Center is working with a variety of military and external academic partners to develop avatar-based simulations, additional assessment instruments, web-comics, a learning framework as well as other research reports / pedagogical materials that directly support the QEP.

## 10. MANAGEMENT PLAN

To ensure the QEP runs smoothly and achieves its goals, Air University has established a management plan that balances academic freedom with military efficiency:

### a. Organization

A variety of Air University organizations and groups – from the administration, faculty and support staff – have played important roles in designing the QEP. They will continue to exercise their roles as the Plan is implemented. The most essential of these entities are described below, and their interrelations are displayed graphically in the organizational chart in Annex C3 (“AU QEP Governance Structure”).

#### i. University Leadership

The Air University Commander, Chief Academic Officer and subordinate Commandants/Commanders were directly involved in the selection of the QEP topic (see section 4, “Selection of the QEP”), have received and will continue to receive periodic updates on its progress, particularly at key decision points. Oversight and guidance bodies have also been/will be kept abreast of developments.

#### ii. AU Academic Affairs Division

The administrative center of the QEP, as with all aspects of Air University re-affirmation of accreditation, is the Academic Affairs Division. The Director of Academic Affairs is personally overseeing the process and the QEP Director has been temporarily re-assigned from the Culture and Language Center to her.

#### iii. USAF Culture and Language Center

Much, but not all, of the specialized faculty expertise required for the QEP resides in the Air Force’s center of excellence co-located at Air University. The Center Director, QEP Director, Chairs of Culture, Assessment, Communications and Relations as well as the Director and Deputy of the Negotiations Center (all of whom hold faculty cross-appointments at Air University) will play particularly important roles in this process.

The Center, particularly the recently established Department of Cross-Cultural Competence, will serve as a centralized resource to assist faculty members from various schools in revising/designing courses to achieve student learning and assessing the

results. Culture and Language Center faculty will also contribute to the development of skill and application simulations as well as coordinating the institutional action items listed in the previous section.

iv. AU Culture Council

Faculty are the heart and soul of a successful QEP. To ensure their full participation in the development and execution of this QEP, a faculty advisory committee – the Culture Council – has been established. The body, chaired by the Director of the Culture and Language Center, meets monthly and has representation from all academic units involved in the QEP, the Plan’s Director, the University Library and other schools where cross-cultural learning is occurring but will not be included in the write-up. These faculty members serve as a conduit to their faculty peers and members of their respective schools’ administrations.

v. Muir S. Fairchild Research Information Center

Air University’s library is widely considered one of the premiere research centers in the Department of Defense and US military educational centers. The Director, subject matter librarians, acquisitions and circulation personnel have been thoroughly involved and highly supportive of QEP efforts to date. They are essential to acquiring additional learning resources and making them widely available to the university community.

vi. Air University Press

Preliminary discussions with Air University Press have addressed their ability to assist with the publication and dissemination (electronic and print) of planned curricular materials. This will vastly increase the timeliness, reach and cost effectiveness of QEP-related publications.

**b. Support Personnel**

The QEP will also benefit from a robust educational support team at Air University, to include experts in information technology, on-line educational delivery, learning and program assessment, research approval and oversight, financial management, library science and public affairs. These individuals are assigned to various support units within Air University, to include the Academic Affairs Division, AU Library, Culture and Language Center, Financial Management, Contracting and others.

**c. Program Evaluation**

Three techniques will be used to evaluate overall program success:

i. Attitudinal

The QEP will be integrated into the existing opinion research surveys conducted with students, faculty and professional constituencies, during and after attendance at Air University.

ii. Internal/external reviews

Assessment of Air University’s progress in achieving cross-cultural competence learning objectives will be integrated to existing evaluation processes to include feedback from advisory bodies, such as the Air University Board of Visitors and the Air University

Command Board of Advisors, as well as from graduates' supervisors.

iii. Subject matter experts

The Air Force Culture and Language Center, located at Air University, will engage (if necessary, on contract) external academic(s) with extensive experience in the development of professional students' cross-cultural competence to provide independent advice and feedback on the QEP's effectiveness. One such expert with whom a contract has already been initiated is Dr. Mitch Hammer (see Annex J. "Biography").

**d. Constituency Review and Sharing**

Air University has two primary constituencies, the University Community and the US Air Force/Department of Defense, each of which is composed of a variety of sub-constituencies. This QEP also has a secondary constituency, the academic community beyond Air University, as they will support and validate our efforts. The QEP will engage these constituencies as follows:

i. General

The Culture and Language Center's Technology Coordinator will build on the QEP's existing Internet presence to develop a state-of-the-art web site where all appropriate materials will be accessible to the university community, Air Force, military, external academic community and public in general. The web site will include a mechanism for readers to submit comments, suggestions or questions about the QEP. The QEP Director will also prepare a series of 1-page backgrounder papers on the QEP for circulation among different constituencies at various points in the development and implementation of the Plan. The first two of these are included as Annexes D and E.

ii. University Community

As many Air University administrators, faculty, staff and students as possible have been informed of and involved in the QEP during its development. The QEP Director has therefore made presentations to faculty and staff members in a variety of fora, including Squadron Officer College, Air Command and Staff College, Air War College, the Air Education and Training Symposium, the AU Library, Culture Council, Re-affirmation Task Force and Commander's Call.

Prior to implementation, the Culture and Language Center's Outreach Coordinator, a public affairs professional, will build on this with a comprehensive awareness campaign at Air University. This will target faculty as well as students, and is set to begin in February 2009. Similarly, in addition to the web site, the Technology Coordinator will also design and develop a QEP SharePoint site on Air University's Intranet. This will enable the sharing of working documents (i.e., those not ready for public release on the web site) among members of the faculty and administration.

Moreover, schools' QEP Coordinators will discuss Plan with the Director at regular meetings of the Culture Council. They will relay questions, concerns and information between this body and the faculty.

Finally, the Air University Commander, Board of Visitors, Commanders and Commandants, Council of Deans and other important oversight and administrative bodies will receive periodic updates on the QEP, during which they will provide input and

feedback.

iii. Professional Community

The military is the principle constituency from which Air University students are chosen and to which they return. This includes peers, superiors and subordinates in the Air Force, other military services (Army, Navy, Marines), the Joint Staff and the Office of the Secretary of Defense. To engage and consult with these constituencies, Air University will use the following established mechanisms: The QEP will be included as a discussion topic for regularly scheduled Air University Command Board of Visitors meetings. The QEP will be included as a discussion topic during Air Force Culture and Language Executive Steering Committee quarterly meetings. Air University’s QEP will be proposed as a topic at the Military Educational Coordinating Committee that brings together representatives from all Department of Defense schools. Finally, the Culture and Language Center faculty will ensure Air University’s efforts remains visible in other military services through a vigorous briefing agenda and the QEP Director will ensure it remains aligned with Department of Defense reforms through his membership in the Regional and Cultural Capabilities Assessment Working Group.

iv. External Academic Community

A robust outreach effort has already begun to communicate the intent and results of the QEP to relevant disciplines and thematically organized groups within the broader academic community. Initial efforts consisted of Air University faculty members presenting papers at scholarly meetings. This eventually led to the first full-length journalistic coverage of Air University’s QEP by *Inside Higher Education*.<sup>3</sup> The Plan was also mentioned more superficially in *USA Today*<sup>4</sup> and the “Introduction to Culture” Course has been reported in other media outlets.<sup>5</sup> These and future press clippings are available on our website: [www.culture.af.edu/qep.html](http://www.culture.af.edu/qep.html). This sort of outreach will likely generate additional student interest as well as recommendations and comments that could further strengthen and improve Air University’s QEP.

e. **Space**

The QEP creates no additional space requirements for Air University. QEP administration will be conducted using space already allocated to Culture and Language Center. QEP course delivery will be conducted in spaces already programmed by schools and planned for the Culture and Language Center.

f. **Financial Resources**

One of the QEP’s major strengths is its dedicated and ample funding. Seed funding for this effort was provided by the Air Force Chief of Staff from 2006-2008. This “venture

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<sup>3</sup> Redden, Elizabeth. 2009. “Toward a ‘Cross-Culturally Competent’ Air Force.” *Inside Higher Education*. 9 January. <http://insidehighered.com/news/2009/01/09/air>.

<sup>4</sup> Vergano, Dan and Elizabeth Weise. 2008. “Should Anthropologists Work Alongside Soldiers?” *USA Today*. 9 December. [http://www.usatoday.com/tech/science/ethics/2008-12-08-anthropologists-soldiers\\_N.htm](http://www.usatoday.com/tech/science/ethics/2008-12-08-anthropologists-soldiers_N.htm).

<sup>5</sup> Bergquist, Carl. 2009. “New Culture Course Now Available Online to Enlisted Airmen.” *Maxwell-Gunter Dispatch*. 15 January. <http://www.montgomeryadvertiser.com/apps/pbcs.dll/article?AID=200990115028>.

Rowell, Jenn. 2009. “Air Force Teaching Course on Culture.” *Montgomery Advertiser*. 21 January. <http://www.montgomeryadvertiser.com/article/20090121/NEWS01/901210358>.

capital” also sped up the normally lengthy process of securing funding. Given the emphasis the Air Force has placed on improving cross-cultural competence, the institution has committed \$8.75 million to the Air University QEP over this five-year period.

Starting in Academic Year 2008-2009, QEP-related resources have been included as part of the Air Force Headquarters’ 5-year baseline budget for the Culture and Language Center (2008-2013). This coincides with Phases I and II of the QEP. A full-time professional financial manager administers these funds as part of her duties, and they are overseen by both the Air Force and Air University.

The financial manager and QEP Director worked together to estimate QEP-related expenses and identify seven categories of expenses:

- i. Administration & Overhead
- ii. Curriculum Development
- iii. Faculty & Staff Development
- iv. Learning Resources
- v. Research & Assessment
- vi. Specialized Faculty
- vii. Technology

Detailed cost estimates (both summary and detailed), budgeting facts/assumptions and descriptions of expenses (by category and sub-category) are provided in Annex N (“Budget Estimate”).

**g. University Awareness Campaign**

In February 2009, the Culture and Language Center carried out a broad-based campaign at Air University to raise awareness of the QEP. This effort relied on seven delivery mechanisms described below:

- i. Web: Efforts were anchored by the web page. All other promotional materials directed individuals there: [www.culture.af.edu/qep.html](http://www.culture.af.edu/qep.html). Copies of the QEP, background materials, videos, press clippings and other information are available for download there.
- ii. Informational video: AU/TV produced a 6-minute video featuring the AU Commander and QEP Director. All faculty, staff and students were shown the video in February 2009.
- iii. Mass emails: Two mass emails were circulated to the AU community, first to inform individuals of the on-site visit, then to direct them to view the aforementioned video.
- iv. Posters/flyers/cards: Nine large QEP posters were displayed in prominent locations. Hundreds of identical, but smaller, flyers were hung in around campus. Wallet-sized cards describing the QEP were provided to every faculty, staff and student at AU.
- v. Base newspaper: The Maxwell-Gunter Dispatch published information about the QEP on 15 January and 6, 13, 20, 27 February 2009.
- vi. External media coverage: The Montgomery Advertiser reported on the QEP on 21 January and 22 February 2009. The Air Force Times reported on the QEP on 2 February and 9 March.
- vii. Briefings: Five briefings on the QEP were to commanders and deans. More detailed information was provided in briefings to six schools’ faculty and support staff.

## **Annex A. Bibliography**

Air University faculty have conducted a rigorous review of academic publications on cross-cultural competence and related concepts from Department of Defense, review/meta-studies, edited books and select theoretical approaches. The following abbreviated bibliography is intended to provide an overview of this process.

### **Department of Defense.**

A thorough literature review has been conducted by the QEP Director (on contract with Air University while in his former position), as well as a colleague from the US Army’s Research Institute for the Behavioral and Social Sciences and a report contracted by the Defense Language Institute:

- Abbe, A., L.M.V. Gulick & J.L. Herman. 2007. “Cross-Cultural Competence in Army Leaders: a conceptual and empirical foundation.” Arlington: US Army Research Institute for the Behavioral and Social Sciences. Report # 2008-01.
- Abbe, A. 2008. “Building Cultural Capability for Full-Spectrum Operations.” Arlington: US Army Research Institute for the Behavioral and Social Sciences. *Report # 2008-04*.
- Selmeski, B.R. 2007. “Military Cross-Cultural Competence: core concepts and individual development.” Air Force Culture and Language Center. *Contract Report # 2007-001*.
- Sinicrope, C., J. Norris & Y. Watanabe. 2008. “Understanding and Assessing Intercultural Competence: a summary of theory, research and practice.” *Technical Report for the Defense Language Institute – Foreign Language Center*.

### **Review articles.**

Additional literature was culled from review articles published in scholarly journals on the distinct but closely related topic of cross-cultural training. For example:

- Bhawuk D. & R. Brislin. 2000. “Cross-Cultural Training: a review.” *Applied Psychology* 49:162-191.
- Black, J.S. & M. Mendenhall. 1990. “Cross-Cultural Training Effectiveness: a review and a theoretical framework for future research.” *Academy of Management Review* 15:113-136.
- Littrell L.N. & E. Salas. 2005. “A Review of Cross-Cultural Training: best practices, guidelines and research needs.” *Human Resource Development Review* 4:305-334.

### **Edited books.**

Two compilations also provided significant insight to the topic:

- Landis, D., J.M. Bennett & M.J. Bennett. 2004. Handbook of Intercultural Training. Thousand Oaks: Sage Publications.
- Fowler, S.M. & M.G. Mumford. 1995. Intercultural sourcebook: cross-cultural training methods. Yarmouth: Intercultural Press. Vol. 1-2.

### **Theoretical constructs.**

Two key approaches – Intercultural Development and Cultural Intelligence – were also studied extensively:

- Earley, P.C. & S. Ang. 2003. Cultural Intelligence: individual interactions across cultures. Stanford: Stanford University Press.
- Earley, P.C., S. Ang & J-S. Tan. 2006. CQ: developing cultural intelligence at work. Stanford: Stanford Business Books.
- Hammer, M.R., Bennett M.J. & R. Wiseman. 2003. "Measuring Intercultural Sensitivity: the Intercultural Development Inventory." *International Journal of Intercultural Relations* 27:421-443.
- Paige, R.M., M. Jacobs-Cassutob, Y.A. Yershovaa & J. DeJaegherea. 2003. "Assessing Intercultural Sensitivity: an empirical analysis of the Hammer and Bennett Intercultural Development Inventory." *International Journal of Intercultural Relations* 27:467-486.

## Annex B. Lexicon

For the purposes of the QEP, the following key terms are defined as follows, based on references indicated and with caveats/amplification described in accompanying notes:

- **Cross-cultural competence (3C) – generic:** The ability to quickly and accurately comprehend, then appropriately and effectively act, in a culturally complex environment to achieve the desired effect.<sup>6</sup>  
*Note. Sometimes called “Intercultural competence.”<sup>7</sup>*
- **Cross-cultural competence (3C) – culture general:** The ability to quickly and accurately comprehend, then appropriately and effectively act, in a culturally complex environment to achieve the desired effect – without necessarily having prior exposure to a particular group, region or language.
- **Culture:** The creation, maintenance and transformation across generations of semi-shared patterns of meaning, sense-making, affiliation, action and organization by groups.<sup>8</sup>  
*Note. This is a processual approach that emphasizes the performance of culture [enacting through behavior, embodying through feelings and embedding through meaning], rather than the things or beliefs that constitute culture.*
- **Culture-general:** An approach that emphasizes common aspects and domains of the culture concept, providing individuals with knowledge (concepts, theories, processes, etc.) and skills that offer broadly-applicable general principles and serve as a framework for culture-specific learning.
- **Culture-specific:** An approach that emphasizes specific aspects of particular cultures, affording individuals much of the knowledge and/or skills necessary to interact more competently with individuals of other cultural backgrounds.
- **Domains of culture:** Broad categories under which humans commonly organize cultural knowledge, belief and behavior (e.g., kinship, gender, social organization, exchange, etc.).  
*Note. These domains can be established and defined either by the external observer (sometimes called ‘etic’) or the individual in question (sometimes called ‘emic’). Domains are rarely mutually-exclusive and almost never totally independent (also see Holism).*
- **Education:** A process that leads to the acquisition of general bodies of knowledge and develops habits of mind applicable to a broad spectrum of endeavors. At its highest levels and in its purest form, education fosters breadth of view, diverse perspectives and critical analysis, abstract reasoning, comfort with ambiguity and uncertainty and innovative thinking, particularly with respect to complex, non-linear problems.<sup>9</sup>  
*Note. Most cross-cultural challenges require educationally-enabled rather than training-derived responses.*

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<sup>6</sup> Adapted from Selmeski, BR. 2007. “Military Cross-Cultural Competence: core concepts and individual development.” Royal Military College of Canada: *Centre for Security, Armed Forces and Society Occasional Paper Series* # 1.

<sup>7</sup> See, for example, Hammer MR. 1999. “A Measure of Intercultural Sensitivity: the Intercultural Development Inventory.” *The Intercultural Sourcebook*. SM Fowler and MG Fowler, eds. Yarmouth: Intercultural Press.

<sup>8</sup> Adapted from US Marine Corps Intelligence Activity (MCIA) definition.

<sup>9</sup> Chairman of the Joint Chiefs of Staff. 2007. “CJCSI 1800.01: *Officer Professional Military Education Policy (OPMEP)*.” August. Pp. A1-2.

- **Ethnocentrism:** The human tendency to judge others’ cultures against one’s own, thereby limiting the ability to understand others and often leading to ranking of cultures as superior/inferior.<sup>10</sup>

*Note. The converse of ethnocentrism is relativism.*

- **Holism:** The notion that all aspects of culture are connected to other aspects, although the relationships vary from group to group and are not always obvious, static or result in a perfectly functioning system.<sup>11</sup>

*Note. For example, gender affects kinship, which affects political organization, which affects economic systems. However, we cannot always predict someone’s economic decisions based on these factors.*

- **Knowledge focus areas:** Culture, region and language.

- **Learning domains:** The broad spheres of education required to achieve cross-cultural competence.

- **Cognition:** Knowledge – declarative and procedural (also see knowledge focus areas).
- **Psycho-motor:** Skills – both general and specific (also see skill focus areas regarding the latter).
- **Attitude:** Affect, intention and motivation.
- **Meta-cognition:** Learning to learn – recognition of the absence of knowledge, checking of conclusions, maintaining currency, etc.<sup>12</sup>

- **Language:** A means of communicating through conventionalized signs, symbols, sounds or gestures that have meanings in a particular cultural context.<sup>13</sup>

*Note. Language and culture are inter-related phenomena, both of which can be understood in their general or specific forms)*

- **Professional development (PD):** The product of a learning continuum that comprises training, experience, education and self-improvement.<sup>14</sup>

- **Professional military education (PME):** The system that conveys the broad body of knowledge and develops the habits of mind essential to the military professional’s expertise in the art and science of war.<sup>15</sup>

- **Region:** Particular places or parts of the world. In PME, regional learning is usually focused on state-level phenomena (e.g., diplomacy-information-military-economic or DIME), geographic areas (e.g., Western Hemisphere, Latin America, South America, Andes, Sierra, etc.) or international organizations (e.g., UN, NATO, etc.).

- **Relativism:** The conviction that the beliefs and practices of others are best understood in light of the particular cultures in which they are found.<sup>16</sup>

*Note. This approach to relativism aims to increase understanding; it does not call for the*

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<sup>10</sup> Adapted from Barfield, T. 1997. *The Dictionary of Anthropology*. New York: Blackwell Publishing. P. 155.

<sup>11</sup> Adapted from Eriksen, TH. 2004. *What is Anthropology?* Ann Arbor: Pluto Press. Pp. 37-38.

<sup>12</sup> Adapted from Earley PC, Ang S. 2003. *Cultural Intelligence: individual interactions across cultures*. Stanford: Stanford University Press.

<sup>13</sup> Adapted from www.merriam-webster.com.

<sup>14</sup> *OPMEP*. P. A1.

<sup>15</sup> *OPMEP*. Pp. GL-7.

<sup>16</sup> Barfield. Pp. 98.

*acceptance, adoption or promotion of others’ beliefs and practices. It is sometimes referred to as cultural- or ethno-relativism. The converse of relativism is ethnocentrism.*

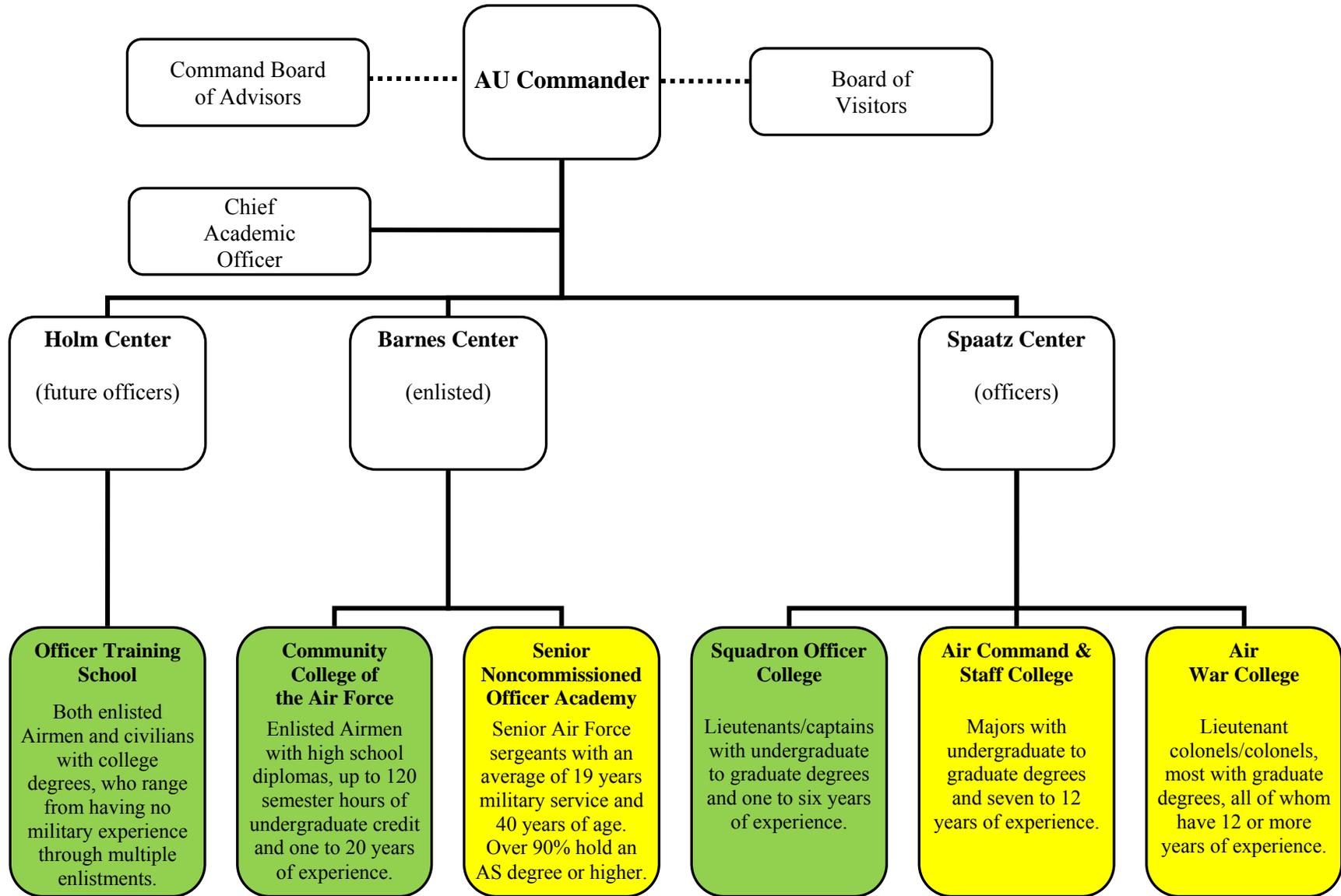
- **Skill focus areas:** Cross-cultural communication, relations and negotiations.
- **Training:** A process that focuses on the instruction of personnel to enhance their capacity to perform specific functions and tasks.<sup>17</sup>

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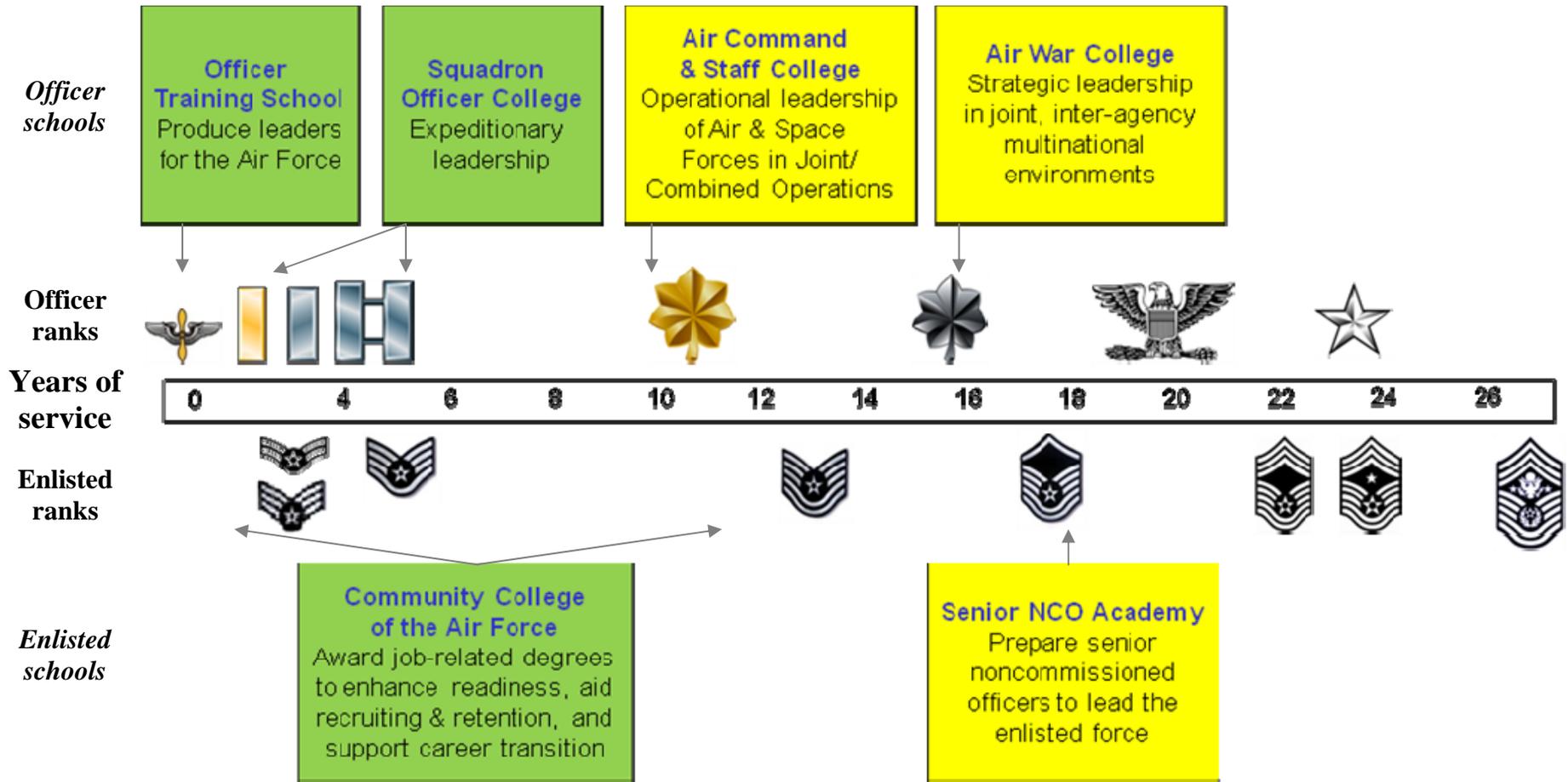
<sup>17</sup> *OPMEP. P. A2.*

**Annex C. Organizational Charts**

**E1. AU Academic Centers and Schools involved in the QEP**

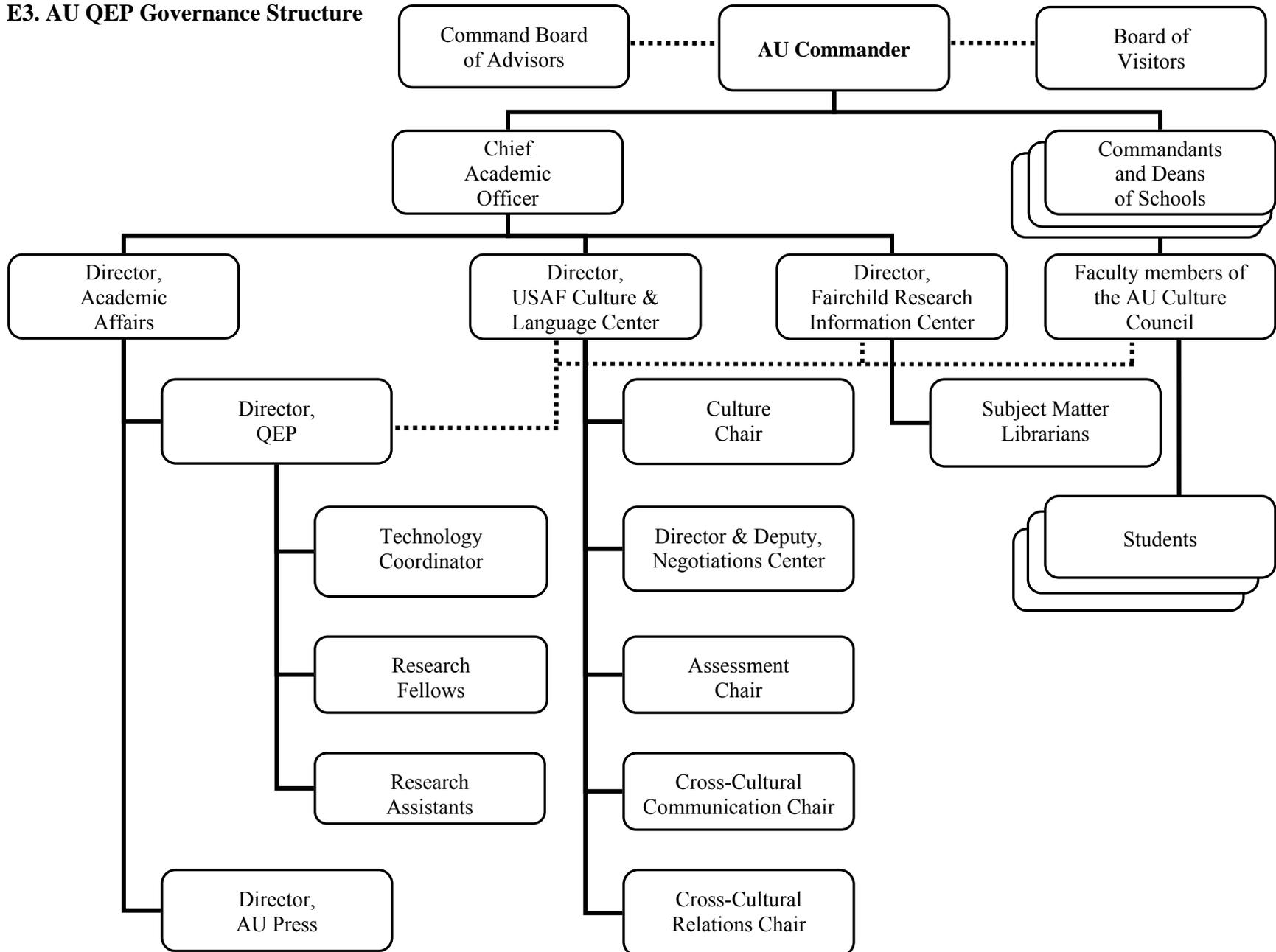


**E2. Timeline of Student Attendance at AU Academic Centers and Schools Involved in the QEP**



**Legend:**  Phase I (2009-2011)  Phase II (2011-2013)

**E3. AU QEP Governance Structure**



## Annex D. AU QEP Background Paper

### BACKGROUNDER



## Air University's 2009 Quality Enhancement Plan “Cross-Culturally Competent Airmen”



### ***What is a Quality Enhancement Plan or QEP?***

A Quality Enhancement Plan (QEP) is a carefully designed course of action to address a university's particular educational needs. It entails a thorough institutional assessment, the selection of one topic that will improve student learning, then the establishment of measurable outcomes, building the university's capacity to meet these objectives and the involvement of broad constituencies to sustain it.

### ***Why does a QEP matter?***

A QEP is required for any post-secondary institution seeking re-affirmation of accreditation by the Commission on Colleges of the Southern Association of Colleges and Schools (SACS), the regional accrediting body for Air University (AU). Failure to develop or implement an acceptable QEP can result in loss of academic accreditation. More frequently, since a QEP is the only forward-looking component of re-accreditation, it transforms the process into an on-going activity that promotes educational improvement, intellectual innovation and institutional change.

### ***What is the focus of Air University's QEP?***

Air University's QEP will provide a scientifically sound and institutionally sustainable course of action to develop cross-culturally competent (3C) Airmen through the professional military education system. AU's QEP uses a 'culture-general' approach that defines 3C as: ***“The ability to quickly and accurately comprehend, then appropriately and effectively act in a culturally complex environment to achieve the desired effect – without necessarily having prior exposure to a particular group, region or language.”***

AU's QEP distinguishes cultural from regional and foreign language learning, focusing primarily on the first, supported by the second. It aims to infuse cross-cultural knowledge (focusing on concepts, theories and methods), skills (particularly communication, negotiation and inter-personal relations), attitudes and learning approaches across the entire curriculum.

### ***What is so special about Air University's QEP?***

***AU's QEP is pioneering:*** No institution of the Air Force's size has systematically built 3C across its entire workforce over the course of a generation. ***AU's QEP is relevant:*** Developing Airmen's cross-cultural competence will help them achieve mission success while reducing the potential consequences of operating in culturally complex environments. ***AU's QEP is scientific and sustainable:*** Planning and educational efforts will be grounded in rigorous empirical and conceptual research then integrated to core courses. ***AU's QEP is broad reaching:*** Education will be provided in residence and via distance learning for officers and enlisted personnel at all levels. ***AU's QEP is part of an even larger effort:*** This is the 'leading edge' of the newly established Air Force Culture and Language Center's efforts.

### ***How will Air University's QEP be developed and implemented?***

Work on AU's QEP is already underway, with efforts organized along five lines: 1. Establishing a common schema – a broadly applicable understanding of the concept and domains of culture. 2. Modifying existing curricula as possible and developing new elements as necessary. 3. Preparing faculty and staff to facilitate student learning. 4. Acquiring world-class educational resources. 5. Adapting reliable and valid assessment instruments to meet military requirements. AU will submit its QEP to SACS in January 2009, off- and on-site assessments will follow, with implementation commencing in March.

### ***Where can I learn more or contribute?***

For more information about AU's QEP or other Air Force efforts to develop cross-cultural, regional and foreign language competence, visit our web site: [www.au.af.mil/culture](http://www.au.af.mil/culture). If you want to collaborate in AU's QEP, contact the Director, Dr. Brian R. Selmeski: [brian.selmeski@maxwell.af.mil](mailto:brian.selmeski@maxwell.af.mil).

## Annex E. AU QEP Frequently Asked Questions

### FREQUENTLY ASKED QUESTIONS



## Air University's 2009 Quality Enhancement Plan “Cross-Culturally Competent Airmen”



### ***Is the QEP just another requirement imposed from above?***

AU must prepare and implement a QEP to be re-accredited. However, the topic of this QEP – “Cross-Culturally Competent Airmen” – is of our own choosing. It was selected by the AU Commander from a field of proposals based on recommendations from commandants, deans and academic advisors. It was picked primarily because it responds to both commanders’ and students’ requests based on their operational experiences.

### ***What is the role of the faculty in the QEP?***

Faculty owns the curriculum at AU. Period. The QEP will not dictate specific content or process. Rather, it will set broad student learning outcomes, establish a common conceptual framework and assist with assessment. Faculty members will play key roles in their development, then implement them using their professional judgment.

### ***How will we make time for more in the curriculum?***

The QEP is not a case of doing more with less, but of doing more with more. AU can do anything well, but we can’t do everything well. We will therefore have to do less in some fields, like foreign language study, for example. This will make room for some new IPs, electives and modules. However, the real emphasis of the QEP is to integrate cultural learning to existing courses, experiences and self-study opportunities.

### ***Isn't culture really a COIN or IW task?***

Culture is an operational condition more than a specific task. The QEP aims to help Airmen do their jobs in culturally-complex environments, regardless of the type of operation. Cross-cultural competence (3C) influences mission success in each of the four types of challenges identified in the 2006 Quadrennial Defense Review. Cross-Cultural Competence will help Airmen accomplish the variety of missions they face today – and in the future.

### ***Doesn't this replicate what RAS officers do?***

Regional Area Specialists provide an important service to the Air Force. The QEP does not seek to replace or compete with these or other specialists, nor will it produce more regional experts. Rather, it will establish a baseline of more cross-culturally competent generalists across the entire service.

### ***Aren't we already doing a great job of teaching this stuff?***

QEPs are intended to improve a university, not to highlight what is already done well. So, while AU has a very strong track record in regional studies, there has been far less attention paid to culture-general learning – the focus of AU’s QEP. This sort of approach provides students with the conceptual frameworks that can be applied wherever they go and whoever they meet. AU’s QEP will also develop Airmen’s skills to apply this knowledge, as well as the attitudes that pre-dispose them to learn and motivate them to adjust their behavior to succeed.

### ***Why should Airmen concern themselves with culture, when the international language of aviation is English?***

Far more people involved in global aviation do not speak English than do. This is particularly true in today’s joint/coalition operations. Plus, language and culture are not synonyms. Churchill once called the United States and Great Britain “two countries separated by a common language.” He was alluding to our cultural differences.

### ***Doesn't the QEP apply only to AU's degree granting schools?***

AU is accredited as a single university (with the exception of AFIT), so the QEP applies to all centers and schools, whether or not they grant degrees. More importantly, since HQ Air Force has concluded that all Airmen need greater 3C, our efforts should address all students, regardless of rank or occupational specialty.

### ***Won't this dull Airmen's edge as warriors?***

AU’s QEP will not transform Airmen into social scientists. Instead, it will help them avoid cross-cultural problems when possible, manage them when they occur, recover as quickly as possible and accomplish their mission – at the tactical as well as the operational and strategic levels.

### ***What is the role of the Culture and Language Center in the QEP?***

The Air Force Culture and Language Center, housed at AU, will assist in synchronizing educational across various AU schools, providing support (curricular, faculty development, financial, etc.) and assessing progress. For more information, contact the QEP Director, Dr. Brian R. Selmeski: [brian.selmeski@maxwell.af.mil](mailto:brian.selmeski@maxwell.af.mil).

## Annex F. Preliminary Schema of Culture

### LEARNING AID



## An Organizational Schema of Culture-General Knowledge



### Culture

The creation, maintenance and transformation across generations of semi-shared patterns of meaning, sense-making, affiliation, action and organization by groups.<sup>18</sup>

### Some key cultural concepts

**Ethnocentrism:** The human tendency to judge others’ cultures against one’s own, thereby limiting the ability to understand others and often leading to ranking of cultures as superior/inferior.<sup>19</sup> (The converse of ethnocentrism is relativism.)

**Holism:** The notion that all aspects of culture are connected to other aspects, although the relationships vary from group to group and are not always obvious, static or result in a perfectly functioning system.<sup>20</sup>

**Relativism:** The conviction that the beliefs and practices of others are best understood in light of the particular cultures in which they occur.<sup>21</sup> (The converse of relativism is ethnocentrism.)

### Levels of culture

How culture is manifested, including:

<b>Surface:</b>	Materials & behaviors	Verbals & non-verbals.
<b>Middle:</b>	Systems & structures	Physical, social, symbolic, etc.
<b>Deep:</b>	Beliefs (aware → unaware)	Values, emotions, assumptions, etc.

### Domains of culture

Broad categories under which cultural knowledge, belief and behavior are commonly organized, such as:

- 1. Family & Kinship:** Marriage, children, family size & structure, mating, decent, inheritance, residence, relations, etc.
- 2. Religion & Spirituality:** Origins, deities, worship, community, birth/death/life/afterlife, rules, rituals, etc.
- 3. Sex & Gender:** Categories, roles, identities, responsibilities, reproduction, labor, etc.
- 4. Political & Social Relations:** Community, ethnic, regional, national, status/leadership, law, etc.
- 5. Economics & Resources:** Production, redistribution, accumulation, exchange, etc.
- 6. Time & Space:** Orientation, purposes, measurement, relations, etc.
- 7. Language & Communication:** Verbal & non-verbal, direct & indirect, high & low context, emotional & neutral, etc.
- 8. Technology & Material:** Production, adoption, functions, changes, etc.
- 9. History & Myth:** Creation, origins, ends, events, individuals, agency, etc.
- 10. Sustenance & Health:** Food & drink production, distribution, collection, consumption, illness, healing, wellness, etc.
- 11. Aesthetics & Recreation:** Art, music, sport, clothing, adornment, rest, leisure, etc.
- 12. Learning & Knowledge:** Experiential, community, professional, formal, etc.

<sup>18</sup> US Air Force. 2008. Culture, Region and Language Strategy. (Final Draft)

<sup>19</sup> Adapted from Barfield, Thomas. 1997. The Dictionary of Anthropology. New York: Blackwell Publishing. P. 155.

<sup>20</sup> Adapted from Eriksen, Thomas H. 2004. What is Anthropology? Ann Arbor: Pluto Press. Pp. 37-38.

<sup>21</sup> Barfield. P. 98.

**Schema**

Combining the levels and domains of culture general knowledge in a single schema, or framework, allows one to begin acquiring and organizing cultural information in a systematic fashion, no matter the group or region. To ensure your information is valid, it is essential to practice relativism. As you fill in the framework, you can then begin identifying linkages across domains and between levels. Key to this process is the principle of holism:

		DOMAINS OF CULTURE											
		Family & Kinship	Religion & Spirituality	Sex & Gender	Politics & Social Relations	Economics & Resources	Time & Space	Language & Communication	Technology & Material	History & Myth	Sustenance & Health	Aesthetics & Recreation	Learning & Knowledge
LEVELS OF CULTURE	Surface (material & behaviors)												
	Middle (systems & structures)												
	Deep (beliefs & emotions)												

**Notes**

This schema modifies Schein’s<sup>22</sup> levels of culture to arrive at on the levels on the ‘y’ axis, the Human Relations Area Files’ “Outline of Cultural Materials”<sup>23</sup> to develop the domains on the ‘x’ axis and Hall’s “map of culture”<sup>24</sup> to synthesize the two. While it provides a more rapid and systematic approach to cultural learning, it does not offer an easily applicable guide to cross-cultural interaction. The schema is therefore only part of a much larger set of knowledge, skills and attitudes required to achieve cross-cultural competence (3C): “the ability to quickly and accurately comprehend, then appropriately and effectively act, to achieve the desired effect in a culturally complex environment.”<sup>15</sup>

<sup>22</sup> Schein Edgar H. 2004. Organizational Culture and Leadership. San Francisco: Jossey-Bass.

<sup>23</sup> Murdock, George P, et al. 2006. Outline of Cultural Materials. New Haven: Human Relations Area Files, Inc.

<sup>24</sup> Hall Edward T. 1959. The Silent Language. Garden City: Doubleday.

## **Annex G. Description of the Intercultural Development Inventory (IDI)**

### **What is the Intercultural Development Inventory (IDI)?**

The Intercultural Development Inventory (IDI) is a statistically reliable, cross-culturally valid measure of intercultural competence adapted from the Developmental Model of Intercultural Sensitivity.<sup>25</sup> For a summary of the validity testing of the IDI, [click here](#). The IDI can be used for a wide variety of purposes, including:

- Individual assessment in coaching, counseling situations
- Group analysis in teambuilding efforts
- Organizational-wide needs assessment for training design
- Program evaluation to assess the effectiveness of various interventions
- Research

The IDI is a 50-item, theory-based instrument that can be taken either in paper and pencil form or online. The IDI is currently in twelve languages (Bahasa Indonesian, English, French, German, Italian, Portuguese, Spanish, Russian, Korean, French, Japanese and Chinese). Translations from the English-language version were completed using rigorous "back translation" scientific protocols to insure both linguistic and conceptual equivalency. The instrument is easy to complete and it can generate an in-depth graphic profile of an individual's or groups' predominant level of intercultural competence along with a detailed textual interpretation of that level of intercultural development and associated transitional issues.

In order to use the IDI effectively and appropriately, individuals need to attend an intensive, three-day IDI Qualifying Seminar (IDI QS).

Currently, there are over 1,300 Qualified IDI Administrators who are actively using the IDI with thousands of profit, nonprofit, educational and government organizations. These individuals attended the IDI Qualifying Seminar and are engaged in cutting-edge coaching, teambuilding, needs analysis, program evaluation and research efforts that incorporate the IDI as a primary assessment tool. For more information on who is currently using the IDI, contact the Intercultural Communication Institute or email them directly at [idi@intercultural.org](mailto:idi@intercultural.org).

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<sup>25</sup> For a full description of the development of the IDI, see: Hammer, M.R., Bennett, M.J. & Wiseman, R. (2003). The Intercultural Development Inventory: A measure of intercultural sensitivity. In M. Paige (Guest Editor), *International Journal of Intercultural Relations*, 27, 421-443. (Science Direct).

## Annex H. Validity and Reliability of the IDI

The IDI represents a valid and reliable method of measuring individual and group orientations toward cultural differences as described in the Developmental Model of Intercultural Sensitivity (DMIS) theory.<sup>26</sup> Items on the IDI are actual statements selected from interviews of a sample of 40 respondents representing cross-cultural and situation diversity (i.e., not limited to university students). Therefore, the items of the IDI are statements that reflect a wide range of cultural perspectives. All statements about cultural differences from the initial interviews were categorized using the DMIS theoretical framework by four raters with an inter-rater reliability of .85-95 (Spearman's rho). Cross-cultural experts then reviewed the item pool and items were deleted which were not similarly categorized by five of the seven experts. Additional pilot tests were then conducted with a culturally diverse sample to insure item clarity, and a preliminary 60-item instrument based on this initial research was extensively field-tested.

The latest validation sample for a revised IDI consisted of 591 respondents from diverse backgrounds who responded to both original and revised items from the interview statements. Confirmatory Factor Analysis established that 50 items constituted the following dimensions or scales with their corresponding item reliabilities (coefficient alpha) that meet or exceed standard reliability criterion for individual and group psychometric diagnosis (Nunnally, 1978; DeVellis, 1991):<sup>27</sup> DD (denial/defense) scale, 13 items, alpha = .85; R (reversal) scale, 9 items, alpha = .80; M (minimization scale), 9 items, alpha = .83; AA (acceptance/ adaptation) scale, 14 items, alpha = .84; and EM (encapsulated marginality) scale, 5 items, alpha = .80.

Validity of the IDI was established in several ways. Content validity was established by using actual statements drawn from interviews, along with reliable categorization of these statements by both raters and the "panel of experts." Construct validity was established by correlating the IDI with the Worldmindedness scale (Sampson & Smith, 1957; Wiseman, Hammer, & Nishida, 1989)<sup>28</sup> and with the Intercultural Anxiety scale, a modified version of the Social Anxiety scale (Gao & Gudykunst, 1990).<sup>29</sup> All construct validity tests supported the validity of each of the IDI scales. Finally, no significant differences were found on the IDI scales for age, education, gender, or social desirability. Overall, the development and testing of the IDI for reliability and validity reveals the instrument to be a robust measure of the cognitive states described by the DMIS, these identified worldviews are associated with stable orientations toward cultural differences, and the instrument is generalizable across cultures.

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<sup>26</sup> Bennett, M.J. 1986. "A developmental approach to training for intercultural sensitivity." *International Journal of Intercultural Relations* 10: 179-195. | Bennett, M.J. 1993. "Towards ethnorelativism: A developmental model of intercultural sensitivity." *Education for the intercultural experience*. R.M. Paige, ed. Yarmouth: Intercultural Press. 21-71. | Hammer, M.R. 1998. "A measure of intercultural sensitivity: The Intercultural Development Inventory." *The Intercultural Sourcebook: Volume 2*. S. Fowler & M.G. Mumford, eds. Yarmouth: Intercultural Press. 61-72. | Hammer, M.R., & M.J. Bennett. 1998, 2001. *The Intercultural Development Inventory Manual*. Portland: The Intercultural Communication Institute. | Hammer, M.R., M.J. Bennett & R.L. Wiseman. In press. "Measuring intercultural sensitivity: The Intercultural Development Inventory." *International Journal of Intercultural Relations* Special Issue.

<sup>27</sup> Nunnally, J.C. 1978. *Psychometric theory* (2nd edition). New York: McGraw-Hill. | DeVellis, R.R. 1991. *Scale development*. Thousand Oaks, CA: Sage.

<sup>28</sup> Sampson, D.L. & H.P Smith. 1957. "A scale to measure world-minded attitudes." *Journal of Social Psychology* 45: 99-106. | Wiseman, R.L., M.R. Hammer & H. Nishida. 1989. "Predictors of intercultural communication competence." *International Journal of Intercultural Relations*, 13: 349-370.

<sup>29</sup> Gao, G. & W.B. Gudykunst. 1990. "Uncertainty, anxiety and adaptation." *International Journal of Intercultural Relations* 5: 301-317.

Annex I. IDI Instrument

# INTERCULTURAL DEVELOPMENT INVENTORY

The Intercultural Development Inventory (IDI) is a valid, reliable instrument measuring people's basic orientations toward cultural difference. Thank you for your valuable assistance.

### CONFIDENTIALITY

Your honest responses to the IDI are crucial to its effectiveness. If your name or identification is asked for, your individual responses will be kept in strict confidence by the IDI administrator.

### RESPONDING TO ITEMS

There are no right or wrong answers, nor "good" or "bad" responses. Respond to each statement based on your first, initial reaction. BE SURE to respond to each and every item. Ignoring some statements will mean that your total responses will not reflect your own personal viewpoint and your completed survey cannot be properly analyzed.

The items in the IDI are drawn from actual statements made by people from many cultures throughout the world. The wording and content of the items reflect a range of viewpoints toward cultural differences. It is important that you respond to each item based on your agreement or disagreement with the overall content of each item. You should not respond based on whether you believe a certain type of statement should or should not be made or whether you like or dislike the way a statement is worded.

Some of the items in the IDI express a viewpoint that you may not feel comfortable expressing to others. When responding to these types of statements in the IDI, you should think about the degree to which you agree or disagree with the overall content or meaning of each statement as if you "overheard" someone say that statement.

### DEFINING "CULTURE"

Each of us has a worldview that is related to participation in one or more culture groups. Culture groups are typically defined by national and/or ethnic boundaries, but they may also represent other affiliations. In the IDI, terms such as "our culture" or "my culture" refer to the culture group(s) to which you feel you "belong" the most. The terms "other cultures," "people from different cultures," or "different cultures" refer to groups to which you do not feel you belong.

Try to think about the other culture groups with which you are familiar. Please avoid considering cultures that you know only from media. Respond to each item in the IDI in terms of the specific culture groups with which you have had the most contact or experience.

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### INSTRUCTIONS

Use a No. 2 pencil, or blue or black ink pen only.

Do not use pens with ink that soaks through the paper.

Make solid marks that fill the oval completely.

Fill in the number that best represents your response.

Complete every item.

Erase errors completely or use an "X" to indicate erasure.

Do not tear or mutilate this instrument.

**CORRECT MARK**

**INCORRECT MARKS**



intercultural  
development  
inventory

PLEASE DO NOT WRITE IN THIS AREA

107934

## Part One

For each statement, please fill in the number that most accurately indicates your agreement or disagreement with the item. When a statement presents an opinion or viewpoint, respond to that item as if you overheard someone making that statement. Also, be sure to respond to each item in terms of the specific culture(s) with which you have had the most contact or experience.

Responses: 1 = disagree 2 = disagree somewhat more than agree 3 = disagree some and agree some 4 = agree somewhat more than disagree 5 = agree

**EXAMPLE:** "I like people from different cultures."

In this example, if you "agree" with this statement, you would fill in the number "5." If you "disagree somewhat more than agree" with this statement, you would fill in the number "2."

Disagree  
disagree somewhat more than agree  
disagree some and agree some  
agree somewhat more than disagree  
Agree

	1	2	3	4	5
1. It is appropriate that people do not care what happens outside their country.	<input type="radio"/>				
2. I feel rootless because I do not think I have a cultural identification.	<input type="radio"/>				
3. I have observed many instances of misunderstanding due to cultural differences in gesturing or eye contact.	<input type="radio"/>				
4. When I am with people from different cultures, I act differently than when I am with people from my own culture.	<input type="radio"/>				
5. I have seen many situations where cultural differences in the way people express their emotions led to misunderstanding.	<input type="radio"/>				
6. People of other cultures are more interested in improving themselves than we are.	<input type="radio"/>				
7. People are the same; we have the same needs, values, and goals in life.	<input type="radio"/>				
8. Technology is creating a single world-culture.	<input type="radio"/>				
9. I can look at the world through the eyes of a person from another culture.	<input type="radio"/>				
10. I do not feel I have a culture.	<input type="radio"/>				
11. When I come in contact with people from a different culture, I find I can change my behavior to adapt to theirs.	<input type="radio"/>				
12. I use different cultural criteria for interpreting and evaluating situations.	<input type="radio"/>				
13. While I see myself as a member of my own culture, when I am in one or more other cultures, I find myself thinking of myself as a member of that group.	<input type="radio"/>				
14. I evaluate situations in my own culture based on my experiences and knowledge of other cultures.	<input type="radio"/>				
15. It is appropriate that the interests of our stronger culture have more opportunities.	<input type="radio"/>				
16. Human behavior worldwide should be governed by natural and universal ideas of right and wrong.	<input type="radio"/>				
17. There would be fewer problems in the world if culturally different groups kept to themselves.	<input type="radio"/>				
18. People from our culture are lazier than people from other cultures.	<input type="radio"/>				
19. I can change my behavior to adapt to other cultures.	<input type="radio"/>				
20. I do not feel I am a member of any one culture or combination of cultures.	<input type="radio"/>				
21. Many times I have noticed cultural differences in how direct or indirect people are in conversation.	<input type="radio"/>				
22. If only other cultures were more like ours, the world would be a better place.	<input type="radio"/>				

	Disagree	Disagree somewhat more than agree	Disagree somewhat agree some	Agree somewhat more than disagree	Agree
	1	2	3	4	5
23. I am often aware of cultural differences in how decisions are made.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24. People from our culture are less polite compared with people from other cultures.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25. I do not identify with any culture, but with what I have inside.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26. My cultural identity is not clear to me because it is not grounded in the values and patterns of any particular cultural group.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27. Too much attention is directed toward other cultures.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
28. People from other cultures are more sophisticated than people from our culture.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
29. Other cultures relate to technology better than our culture does.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
30. Despite some cultural differences, it is more important to recognize that people are all alike in their humanity.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
31. If only our culture was more like other cultures, the world would be a better place.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
32. I often act as a cultural bridge between people from different cultures.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
33. People from our culture are less tolerant compared with people from other cultures.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
34. People from other cultures are not as interested in improving themselves.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
35. Too much cultural diversity is bound to cause conflict.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
36. People are fundamentally the same despite apparent differences.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
37. Family values are stronger in other cultures than in our culture.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
38. It is appropriate that people do not socialize very much with individuals from different cultures.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
39. People in our culture work harder than people in most other cultures.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
40. Our culture's way of life should be a model for the rest of the world.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
41. Cultural differences are less important than the fact that people have the same needs, interests, and goals in life.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
42. Family values are stronger in our culture than in other cultures.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
43. People should understand individuals from other cultures who behave differently.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
44. People from our culture are not as open-minded as people from other cultures.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
45. Our common humanity deserves more attention than cultural difference.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
46. Because there are universal values, cross-cultural conflicts can be resolved.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
47. I have frequently observed cultural differences in how problems are defined and solved.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
48. It is best to form relationships with people of your own culture.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
49. Universal moral principles provide an effective guide for behavior in other cultures.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
50. I frequently change my behavior to deal with cultural differences in gesturing or eye contact.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Sample not for use

**Please Continue** ➔



**Annex J. Biography: Dr. Mitch Hammer, Owner of the IDI and AU QEP Consultant**

Mitchell R. Hammer, Ph.D. has achieved an international reputation as a social innovator, developing powerful ideas and innovative practices that improve people’s lives throughout the world by addressing some of our most difficult social problems. Dr. Hammer is a person who propels social change at the intersection of cultural differences: Solving problems and resolving conflicts, building intercultural competence, and saving lives under conditions of violence and threat. He is a creative problem solver, moving conversations around racism and prejudice to cross-cultural understanding and empathy. He has transformed armed conflicts, interpersonal violence, and suicide situations into peaceful resolution. Dr. Hammer’s personal involvement in difficult and often dangerous dialogue has resulted in healing where hurt festered, cooperative relations where mistrust existed, and safety in situations where violence dominated.

Dr. Hammer is the founder of several organizations that focus on intercultural competence development, conflict resolution, and critical incident management and crisis negotiation and resolution. He is also professor emeritus of International Peace and Conflict Resolution in the School of International Service at the American University in Washington D.C. His work spans a wide range of organizations including private corporations, not-for-profit organizations, state and local law enforcement agencies, and federal agencies, including NASA Johnson Space Center, The Federal Bureau of Investigation, and the National Institutes of Health. Dr. Hammer’s cutting edge work has resulted in (1) the Intercultural Development Inventory, an assessment instrument and process that is used throughout the world to build intercultural competence, (2) the Intercultural Conflict Style (ICS) Inventory, a theoretical model and assessment tool used by mediators, trainers, managers and counselors to bridge cultural differences in solving problems and resolving disagreements and conflict, and (3) the S.A.F.E. model of crisis negotiation used to deescalate crisis situations (e.g., hostage, barricade, suicide) by federal and local law enforcement agencies as well as to manage social conflict in medical research testing controversial cancer therapies.

Dr. Hammer has served by appointment by the Director of the National Institutes of Medicine (NIH) as a Charter member of the Cancer Advisory Panel for the National Center for Complementary and Alternative Medicine. Dr. Hammer provided advisement on negotiation strategies concerning the hostage crisis in Peru to the Government of Japan as well as Japanese private-sector representatives who had employees taken hostage and has also advised negotiators involved in successfully securing the release of an American taken hostage in Latin America. Dr. Hammer has advised the Behavior and Performance Laboratory of the NASA Johnson Space Center for the International Space Station Program. on cross-cultural communication. In 1996, Dr. Hammer, along with four associates, identified a set of letters with the writing of the so-called “Unabomber Manifesto” helping identify Ted Kaczynski as the “Unabomber.”

Dr. Hammer’s book, *Saving Lives* (2007) presents a comprehensive explanation of the innovative S.A.F.E. approach for resolving crisis situations. His previous book, *Dynamic Processes of Crisis Negotiation: Theory, Research and Practice* (1997), was honored with the “Outstanding Book Award” in 1998 by the International Association of Conflict Management. He has published widely, with over 70 articles, and has won numerous awards for his scholarship from various professional organizations, including the “Senior Interculturalist Award of Achievement” by the Society of Intercultural Education, Training and Research. Dr. Hammer frequently provides expert analysis for the media, including NBC News, CNN, FOX National News, CTV in Canada, NHK television in Japan, Voice of America, *Agence France Presse*, *Associated Press*, *United Press International*, *Reuters*, *USA Today* and the *Washington Post*.

## Annex K. Community College of the Air Force "Introduction to Culture" Course Flyer

### COURSE DESCRIPTION



## Introduction to Culture



### Course Offered - Spring 2009

In response to Department of Defense (DoD) and Air Force guidance to enhance enlisted Airmen's cross-cultural competence, the Air Force Culture and Language Center (AFCLC) will offer a new distance learning course: *Introduction to Culture*. This course will provide students with the principles of culture in an applied context. It will also fulfill either the program elective or social science requirement for the Community College of the Air Force's Associate in Applied Science degree. Most importantly, the course will prepare Airmen to succeed in today's culturally complex operational environment.



*Introduction to Culture* (through readings, discussion boards, video and simulations) will explore topics such as the elements that define a culture, family relationships, religion and belief systems; how one makes a living; sport and recreation; and other important cultural domains. Also included will be lessons on cross-cultural communication, conflict resolution and negotiation, reinforced through actual narratives of Airmen's personal and professional experience.

Students will be provided all reading and instructional material. Course assignments will consist of short multiple-choice quizzes, 2-3 short written assignments and discussion board responses. An instructor/facilitator will guide the students through the semester and maintain "virtual" office hours. The first semester of *Introduction to Culture* will begin 6 April 2009 and continue through 20 July 2009. The course will be offered again in Fall 2009.

Enrollment will commence on 12 January and continue through 20 March 2009. The course will be delivered via Air University's web-based Black Board system. To enroll in *Introduction to Culture* please contact the Air Force Culture and Language Center (To enroll in *Introduction to Culture* please contact the Air Force Culture and Language Center (afclc.enroll@maxwell.af.mil). More information on the AFCLC and *Introduction to Culture* can be found on our website: <http://culture.af.edu/IntroCulture.html>.



### Air Force Culture and Language Center

60 W. Maxwell Boulevard  
Maxwell AFB, AL 36112

Phone: 334-953-6567

Fax: 334-953-1614

Email: [afclc.enroll@maxwell.af.mil](mailto:afclc.enroll@maxwell.af.mil)

## **Annex L. Community College of the Air Force “Introduction to Culture” Syllabus**

**This syllabus is subject to revision.**

### **Overview**

The AFCLC Introduction to Culture (ITC) Course is a 15 week, asynchronous distance learning course designed for enlisted Airmen. It is a lower level undergraduate class without prerequisites. The purpose of the course is to provide foundation knowledge essential for developing cross-cultural competence, focusing on theories of culture (anthropology), human behavior (psychology) and communication skills (conflict resolution and negotiation). Each class section will have a facilitator to student ratio of approximately 1:10, to encourage a strong participatory learning environment.

### **Delivery**

The course will be delivered via the Blackboard Learning Management System, using video, slide presentations, readings and threaded discussion.

### **Course Materials**

The required textbook will be mailed to students prior to course start. Other required readings can be downloaded from the Blackboard web site.

### **Expectations of Student On-line Interaction**

Students must log on to the Air University Blackboard website at least 3 times each week to complete assignments and engage in discussion. The writing assignments for the course will consist of student inputs to threaded discussion questions posted by the instructor. Rules for discussion posts are:

- No personal attacks
- Use of rank in addressing others
- No ‘texting’ short-hand. Use grammatically complete sentences.
- Attribute your sources.

### **Weekly Requirements**

Course content is divided into discrete units of information called *modules*. Each module will be accessible to students, starting April 06, 2009, from **0600 (GMT) Monday to 0600 (GMT) on the following Monday**. Although the content of the module will be viewable for the remainder of the course, students will not be able to post/reply to discussion threads or submit other assignments once a new module has started, unless arrangements have been made with the instructor (see Course Policies below). All modules are structured in an identical format, with module activities and assignments due at predictable times each week:

#### *Discussion Threads:*

- Monday 0600 (GMT) – Discussion thread available for viewing.
- Thursday 0600 (GMT) – DUE: First student response to discussion thread.
- Saturday 0600 (GMT) – DUE: Student response to another student’s post.
- +7 days – Facilitator feedback of graded posts due to students.

#### *Module Activities:*

- Monday 0600 (GMT) – Module activity available for viewing.

- Saturday 0600 (GMT) – DUE: Student response to another student’s post.
- +7 days – Facilitator feedback of graded activity due to students.

*Section Tests (approximately every three to four weeks, see Course Schedule)*

- Saturday 0600 (GMT) – Available for testing in Blackboard.
- Tuesday 0600 (GMT) -- DUE
- Feedback is generate immediately via Blackboard.

## **Course Policies**

*Enrollment/Disenrollment:* This course is currently available to enlisted Air Force personnel (active and reserve). Enrollment forms may be requested from the base education office or by contacting the Air Force Culture and Language Center (afclc.enroll@maxwell.af.mil). Students may disenroll from the ITC for cause. Students who wish to disenroll must have their Commander send an email to the ITC course Administrator (afclc.enroll@maxwell.af.mil) requesting the student be disenrolled, and stating a significant reason. Students who fail to complete the course with their cohort will be disenrolled by the ITC course Administrator. The AFCLC Director will send a letter to the student’s Commander stating the student did not complete the course. Commanders are expected to investigate and take appropriate action.

- Students may drop the course without supervisor or Commander approval if dropping before the beginning of the second week (module 2).
- Students who disenroll for any reason may reenroll in the next semester.
- Students may also choose to reenroll in the self-paced option of the ITC when available in 2010.

*Missing and Late Assignments:* Recognizing the unpredictable requirements of service life, a certain amount of flexibility is built into the policy on missing and late work. However, students should recognize that course content is progressive in nature and that cohort interaction is considered essential to meet the goals of the course.

- Missing 1 module: Student will make arrangements with the facilitator to make up the work in the following week.
- Missing 2 consecutive modules: The student, working one-on-one with the course director and/or facilitator, will complete the required material within two weeks after the course has concluded (July 20). If all course work is completed within this two week period, a course completion notification will be sent to CCAF Registrar.
- Missing modules assignments without prior coordination with the facilitator will result in a grade of zero for those assignments.

## **Grading**

Students will participate in 4 types of assessment: an ungraded but required knowledge pre-test, an ungraded but required Intercultural Development Inventory, 5 graded section exams, and 15 graded module activities/discussion threads.

*Section Exams:* A score of 70% is required on each Section exam in order to move forward to the next module. Students who do not achieve 70% will be required to retake the Section exam prior to moving forward.

*Discussion Threads:* Students will also participate in cognitive threaded discussions to demonstrate understanding of content. Instructors will utilize a standard discussion scoring rubric (available on Blackboard) to evaluate student discussion inputs. Students must receive 70% of the available points to have the discussion thread graded as a Pass.

*Overall Grade:* An overall grade of 70% of all available points is a passing grade. Grading scheme is:

- >90 = A
- >80 = B
- >70 = C
- Below 70 = no credit

### **Student Support**

*Transcripts:* Students who receives passing grades in the class will receive certificates of completion, and their final grade will be recorded on their CCAF transcript. No completion certificates will be issued or grades reported to CCAF for students having a overall grade of less than 70%. These students are eligible to enroll in a later semester to retake the course in its entirety.

*Problems:* Students who encounter problems logging on to the website should call the Blackboard Administrator from 0730-1630 Monday through Friday at DSN 493-9017 or commercial 334-953-9017. Students who have problems or questions with specific content should email their instructor at the link provided on the web page.

### **Course Schedule: Spring 2009 06 April – 20 July 2009**

<b>Module Title</b>	<b>Dates</b>	<b>Activities</b>
Module 0: Pre-Course Activities	01 April – 06 April	<input type="checkbox"/> Take the Intercultural Development Inventory (IDI) on-line <input type="checkbox"/> Take the knowledge pre-test <input type="checkbox"/> Post biography in the <i>Virtual Ready Room</i>
<b>Section 1</b>		
<i>Module 1:</i> Introduction	06 April – 13 April	<input type="checkbox"/> Discussion thread <input type="checkbox"/> Respond to one student’s thread
<i>Module 2:</i> What is Culture?	13 April – 20 April	<input type="checkbox"/> Discussion thread <input type="checkbox"/> Respond to one student’s thread
<b>Section Test</b>	<b>21 April</b>	<input type="checkbox"/> <b>due 0600 (GMT) Tuesday</b>
<b>Section 2</b>		
<i>Module 3:</i> Defining Self	20 April—27 April	<input type="checkbox"/> Discussion thread <input type="checkbox"/> Respond to one student’s thread

<i>Module 4: Knowing Self</i>	27 April – 04 May	<input type="checkbox"/> Discussion thread <input type="checkbox"/> Respond to one student’s thread
<i>Module 5: The Other</i>	04 May – 11 May	<input type="checkbox"/> Discussion thread <input type="checkbox"/> Respond to one student’s thread
<b>Section Test</b>	<b>12 May</b>	<b>due 0600 (GMT) Tuesday</b>
<b>Section 3</b>		
<i>Module 6: Deployed – Culture Shock</i>	11 May – 18 May	<input type="checkbox"/> Discussion thread <input type="checkbox"/> Cultural Observation Activity
<i>Module 7: Language &amp; Intercultural Relations</i>	18 May – 25 May	<input type="checkbox"/> Discussion thread <input type="checkbox"/> Respond to one student’s thread
<i>Module 8: Conflict Resolution</i>	25 May – 01 June	<input type="checkbox"/> Conflict Resolution Activity
<b>Section Test</b>	<b>02 June</b>	<b>due 0600 (GMT) Tuesday</b>
<b>Section 4</b>		
<i>Module 9: Religion</i>	01 June – 08 June	<input type="checkbox"/> Discussion thread <input type="checkbox"/> Respond to one student’s thread
<i>Module 10: Kinship, Marriage and Gender</i>	08 June – 15 June	<input type="checkbox"/> Discussion thread <input type="checkbox"/> Respond to one student’s thread
<i>Module 11: Staying Alive &amp; Making a Living</i>	15 June – 22 June	<input type="checkbox"/> Discussion thread <input type="checkbox"/> Respond to one student’s thread
<i>Module 12: Cultural Heritage &amp; Traditional Places</i>	22 June – 29 June	<input type="checkbox"/> Discussion thread <input type="checkbox"/> Respond to one student’s thread
<b>Section Test</b>	<b>30 June</b>	<b>due 0600 (GMT) Tuesday</b>
<b>Section 5</b>		
<i>Module 13: Sport and Leisure</i>	29 June – 06 July	<input type="checkbox"/> Discussion thread <input type="checkbox"/> Respond to one student’s thread
<i>Module 14: Political Systems</i>	06 July – 13 July	<input type="checkbox"/> Discussion thread <input type="checkbox"/> Respond to one student’s thread
<i>Module 15: Globalization, Modernization and Ethnic Resurgence</i>	13 July – 20 July	<input type="checkbox"/> Capstone simulation <input type="checkbox"/> Discussion thread <input type="checkbox"/> End-of-Course IDI Survey on-line.
<b>Section Test</b>	<b>21 July</b>	<b>due 0600 (GMT) Tuesday</b>

## **Annex M. Squadron Officer College “Expeditionary Leadership Course: Cultural Awareness Unit” Syllabus**

### **Expeditionary Leadership Course Syllabus**

#### **General Information**

All Air University courses are subject to or covered by a range of policy statements regarding accessibility, academic integrity, and academic freedom. These policies equally apply to this course and they may be found in the Student Orientation Module. In addition, the Student Orientation Module also contains system technical requirements to successfully run this course on your computer system, contact information, and statements regarding methods of instruction, methods of evaluation, attendance policy, and faculty interaction. These items are all standard for the course of study that includes the Lieutenant Development Course, Expeditionary Leadership Course, Flight Commander Course, and non-resident SOS Course.

#### **Purpose**

This course is designed for you – the astute and inquisitive Company Grade Officer – and will provide you with the tools necessary to successfully deploy and lead in today’s Expeditionary Air Force. Even if you never actually deploy, the skills learned in this course will help you to internalize the warrior traditions of your chosen profession as well as to develop your communication skills for effective interaction with co-workers, neighbors, and the public at large.

#### **Description**

This course explores the complex organizational, operational and cultural elements that you will experience when deploying to foreign locations. Specifically, you will examine the unique aspects of your chosen profession that requires you to frequently relocate for extended periods of time to often hostile environments and actively engage in combat operations. In addition, you will learn skills that will prepare you to operate effectively within those environments. Ultimately, the desired outcome is to develop the attitudes of a warrior with the competencies of an ambassador. These qualities will enhance your ability to further the completion of the Air Force mission.

#### **Organization**

The Expeditionary Leadership course is comprised of two units: Warrior Ethos and Cultural Awareness. You must complete the entire Warrior Ethos unit before moving on to the Cultural Awareness unit. Each unit has three types of modules: Acquire, Apply, and Scenario-Based Assessment. You must finish each individual module before progressing to the next module. Each of the units has three Acquire modules which link course learning objectives with relevant readings from various publications. To ensure you understand the major points of the readings, you must complete a Self-Check exam for each individual Acquire module. After taking the Self-Check exam, you can move on to the companion Apply module. The Apply module requires you to perform certain tasks within your work environment, allowing you to experience and practice the knowledge and skills you gained in the Acquire module. As a final step, you will compose a graduate-level paper that is based upon what you have learned. Each unit concludes with a Scenario-Based Assessment (SBA) that measures your practical mastery of the

learning objectives in real-world contexts. The SBA will require you to make choices within a computer-simulated, work-driven environment.

## **Course Objectives**

### ***Unit 1: Warrior Ethos***

- 7.3.1.1** Explain the reasons why military leaders need hardiness of spirit.
- 7.3.1.2** Comprehend the need for officers to display moral and physical courage despite hardships.
- 7.3.1.3** Value the need to demonstrate the physical and mental stamina and determination to meet any challenges.
- 7.3.2.1** Comprehend the need for military leaders to continuously improve their military skills and capabilities.
- 7.3.2.2** Apply expeditionary Air Force operational skills in deployment situations.
- 7.3.3.1** Comprehend the need for military leaders to display military bearing.
- 7.3.3.2** Appreciate the need for military leaders to demonstrate self-discipline and self-control.

### ***Unit 2: Cultural Awareness***

- 2.3.1.1 Comprehend how regional and other factors influence defense policies.
- 2.3.1.2 Comprehend how regional and other factors influence foreign policy
- 2.3.2.1 Comprehend the meaning of culture
- 2.3.2.2 Comprehend how culture has a direct impact on the manner in which human beings understand their world
- 2.3.2.3 Comprehend the role that foreign cultural, religious, political, organizational, and societal values/norms/customs play in helping USAF officers to achieve mission objectives
- 2.3.3.1 Comprehend the various ways that verbal intercultural communication skills contribute to an Airman's successful deployment
- 2.3.3.2 Know how language influences our thoughts and behaviors
- 2.3.3.3 Comprehend the various ways that nonverbal intercultural communication skills contribute to an Airman's successful deployment
- 2.3.3.4 Know the cultural differences inherent in the use of personal space, body movements, touching, and nonverbal sounds
- 2.3.3.5 Comprehend the role of cultural identity as a way of understanding the cultural identity of others
- 2.3.3.6 Know the various outcomes of intercultural contact
- 2.3.3.7 Know how the "interculturating process" of communication facilitates mindful dialogue across cultures
- 2.3.3.8 Know how to learn a language without teachers

## **Assignment of Grades**

- Self-Check modules are scored pass (70%) or retest. You must pass the Self-Check in order to progress through the course; however, Self-Check scores do not impact your final assessment calculation.
- Apply Modules are not graded, but are designed to provide for informal peer and

supervisor interaction, and base-specific agency contact. The primary objective of the Apply Modules is to further your professional development.

- Scenario-Based Assessments are scored by an algorithm within the application. The Scenario-Based Assessments are culminating events to evaluate your grasp of course material in a realistic Air Force work environment. Each Scenario-Based Assessment may be taken more than once. Your final scores for the Scenario-Based Assessment modules will be averaged to yield a course “grade.”

### Course Schedule

- The time required to complete this course will vary between students, but it is estimated that the average student will take approximately 97 hours to complete all elements of this course. It may take you more or less time
- Each of the course modules are listed below with the estimated time required to complete the module and a suggested schedule on how you can move efficiently through them to complete the course in a timely manner.
- **The modules/activities must be completed in the order listed below:**

Week	Unit	Module / Activity	Reading	Est Time
1-2	1	Acquire 1.1	Swain Foster Coker, Ch. 6 Baucom Dunlap Coker, Ch. 5 Coker, The Unhappy Warrior Moseley Kass Stevens Correll McConnell Chinnery Kidder Kunig and Lester Alexander Jumper	20.0
2	1	Self Check 1.1		0.5
3		Apply 1.1		4.5
3-4	1	Acquire 1.2	Cook Brady Peppe Hebert Haun Air Command and Staff College	6.5
4	1	Self-Check 1.2		0.5
4	1	Apply 1.2		4.5
4-5		Acquire 1.3	Axelrod Fogelman	5.5

			Summers Barry Flinn Watkins, The Party’s Over Lorber Watkins – Barstoolers Watkins – An Example Toner Reynolds	
5		Self-Check 1.3		0.5
5		Apply 1.3		4.5
5	1	Scenario-Based Assessment 1		2.0
6-7	2	Acquire 2.1	Lustig and Koester, Ch. 2 Lustig and Koester, Ch. 5 Klein Wunderle, Ch.3 McFate Eisenstadt McFarland Varhola and Varhola	12.0
7	2	Self Check 2.1		0.5
7	2	Apply 2.1		4.5
7-8	2	Acquire 2.2	Stewart Wunderle, Ch.1 Wunderle, How to Negotiate Huntington Said	6.0
8	2	Self-Check 2.2		0.5
8	2	Apply 2.2		4.5
9-10		Acquire 2.3	Lustig and Koester, Ch. 7 Lustig and Koester, Ch. 8 Croot Miller Lustig and Koester, Ch. 6 Peace Corps	13.0
10		Self-Check 2.2		0.5
10		Apply 2.3		5.5
11	2	Scenario-Based Assessment 2		2.0
		Course Total		97

### Student Eligibility Requirements

Students should possess an accredited baccalaureate as the course is written at the master’s degree level of achievement. In the future, Expeditionary Leadership will become part of an accredited course of study culminating in a master’s degree. The degree will be granted either through partnerships with civilian institutions or as a stand-alone Air University-awarded master’s degree.

### Textbook(s) and/or Other Materials Required

All materials for this course are available through Blackboard and Blackboard Backpack

applications. The list below details the sources of the readings, listed alphabetically by author.

- Air Command and Staff College. "Deployment and the Commander." Chap. 8 in *AU-2 Guidelines for Command: A Handbook on the Leadership of People for Air Force Commanders and Supervisors*. Maxwell AFB, AL: Air University Press, 2003: 175-188.  
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## Annex N. Budget Estimate

### N1. Budget Overview

	AY 2010	AY 2011	AY 2012	AY 2013	AY 2014	TOTALS
<b>Administration &amp; Overhead</b>	\$ 75,000	\$ 77,250	\$ 79,568	\$ 81,955	\$ 84,413	\$ 398,185
<b>Curriculum Development</b>	\$ 205,000	\$ 215,000	\$ 205,000	\$ 200,000	\$ 200,000	\$ 1,025,000
<b>Faculty &amp; Staff Development</b>	\$ 198,000	\$ 186,000	\$ 186,000	\$ 149,000	\$ 149,000	\$ 868,000
<b>Learning Resources</b>	\$ 67,000	\$ 76,000	\$ 85,000	\$ 95,000	\$ 105,000	\$ 428,000
<b>Research &amp; Assessment</b>	\$ 150,000	\$ 150,000	\$ 150,000	\$ 150,000	\$ 150,000	\$ 750,000
<b>Specialized Faculty</b>	\$ 722,500	\$ 998,250	\$ 1,071,500	\$ 1,099,750	\$ 1,128,000	\$ 5,020,000
<b>Technology</b>	\$ 175,000	\$ 25,000	\$ 25,000	\$ 25,000	\$ 25,000	\$ 275,000
<b>TOTALS</b>	<b>\$ 1,592,500</b>	<b>\$ 1,727,500</b>	<b>\$ 1,802,068</b>	<b>\$ 1,800,705</b>	<b>\$ 1,841,413</b>	<b>\$ 8,764,185</b>

### N2. Budget Facts and Assumptions

1. Administration & Overhead:
  - Inflation rate is assumed to be 3%.
2. Curriculum Development:
  - Costs will vary based on faculty needs and leadership decisions, as well as the amount of maintenance generated by curricular changes;
  - Does not include routine/course development or delivery, which will be funded through schools’ baseline budgets.
3. Faculty & Staff Development:
  - Costs will decrease in the out-years as a cadre of experienced faculty is established in the various academic units involved in the QEP.
4. Learning Resources:
  - Costs are expected to increase due to inflation and rising student numbers, as well as publication costs in support of QEP course offerings.
5. Research & Assessment:
  - Included only research efforts directly-associated with the QEP;
  - These expenses are assumed to be stable due to resource limitations. If more funds were available, the cost of research would be significantly higher.
6. Specialized Faculty:
  - Includes five new faculty hires: one “senior,” two “mid-level” and three “junior” faculty members. Cost estimates include a 5% annual cost of living increase, but do not reflect a benefit factor, which can vary from 15-33% depending upon salary level as well as terms of employment. (The overall AU civilian pay budget is resourced to account for employee benefit costs.);
  - Does not include other faculty members assigned to specific academic units that are funded through the schools’ baseline budgets;

- Includes course facilitators for the Community College of the Air Force Course.
7. Technology:
- Includes an initial investment in hardware and software;
  - Out-year expenses include software maintenance and upgrades;
  - Assumes Air University will continue to own sufficient Blackboard licenses;
  - Web development costs continue to be absorbed by the Culture and Language Center.

**N3. Itemized Budget**

	AY 2010	AY 2011	AY 2012	AY 2013	AY 2014	TOTALS
<b>Administration &amp; Overhead</b>						
Travel	\$ 50,000	\$ 51,500	\$ 53,045	\$ 54,636	\$ 56,275	\$ 265,457
Supplies	\$ 25,000	\$ 25,750	\$ 26,523	\$ 27,318	\$ 28,138	\$ 132,728
<b>Subtotal</b>	<b>\$ 75,000</b>	<b>\$ 77,250</b>	<b>\$ 79,568</b>	<b>\$ 81,955</b>	<b>\$ 84,413</b>	<b>\$ 398,185</b>
<b>Curriculum Development</b>						
Development	\$ 150,000	\$ 150,000	\$ 150,000	\$ 150,000	\$ 150,000	\$ 750,000
Fact-Finding	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000	\$ 50,000
Printing	\$ 45,000	\$ 55,000	\$ 45,000	\$ 40,000	\$ 40,000	\$ 225,000
<b>Subtotal</b>	<b>\$ 205,000</b>	<b>\$ 215,000</b>	<b>\$ 205,000</b>	<b>\$ 200,000</b>	<b>\$ 200,000</b>	<b>\$ 1,025,000</b>
<b>Faculty &amp; Staff Development</b>						
Ext. Conferences	\$ 25,000	\$ 25,000	\$ 25,000	\$ 25,000	\$ 25,000	\$ 125,000
Ext. Workshops	\$ 25,000	\$ 25,000	\$ 25,000	\$ 20,000	\$ 20,000	\$ 115,000
Int. Events	\$ 88,000	\$ 76,000	\$ 76,000	\$ 44,000	\$ 44,000	\$ 328,000
Int. Mentoring	\$ 60,000	\$ 60,000	\$ 60,000	\$ 60,000	\$ 60,000	\$ 300,000
<b>Subtotal</b>	<b>\$ 198,000</b>	<b>\$ 186,000</b>	<b>\$ 186,000</b>	<b>\$ 149,000</b>	<b>\$ 149,000</b>	<b>\$ 868,000</b>
<b>Learning Resources</b>						
Journals	\$ 12,000	\$ 14,000	\$ 16,000	\$ 18,000	\$ 20,000	\$ 80,000
Books	\$ 20,000	\$ 23,000	\$ 26,000	\$ 29,000	\$ 32,000	\$ 130,000
Copyrights	\$ 25,000	\$ 28,000	\$ 31,000	\$ 35,000	\$ 39,000	\$ 158,000
Publishing	\$ 10,000	\$ 11,000	\$ 12,000	\$ 13,000	\$ 14,000	\$ 60,000
<b>Subtotal</b>	<b>\$ 67,000</b>	<b>\$ 76,000</b>	<b>\$ 85,000</b>	<b>\$ 95,000</b>	<b>\$ 105,000</b>	<b>\$ 428,000</b>
<b>Research &amp; Assessment</b>						
IDs	\$ 30,000	\$ 30,000	\$ 30,000	\$ 30,000	\$ 30,000	\$ 150,000
New Instruments	\$ 55,000	\$ 55,000	\$ 55,000	\$ 55,000	\$ 55,000	\$ 275,000
Cultural Studies	\$ 35,000	\$ 35,000	\$ 35,000	\$ 35,000	\$ 35,000	\$ 175,000
Program Assess.	\$ 25,000	\$ 25,000	\$ 25,000	\$ 25,000	\$ 25,000	\$ 125,000
Other	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 25,000
<b>Subtotal</b>	<b>\$ 150,000</b>	<b>\$ 150,000</b>	<b>\$ 150,000</b>	<b>\$ 150,000</b>	<b>\$ 150,000</b>	<b>\$ 750,000</b>
<b>Specialized Faculty</b>						
Senior	\$ 120,000	\$ 126,000	\$ 132,000	\$ 138,000	\$ 144,000	\$ 660,000
Mid-level	\$ 190,000	\$ 199,500	\$ 209,000	\$ 218,500	\$ 228,000	\$ 1,045,000
Junior	\$ 255,000	\$ 267,750	\$ 280,500	\$ 293,250	\$ 306,000	\$ 1,402,500
Facilitators	\$ 157,500	\$ 405,000	\$ 450,000	\$ 450,000	\$ 450,000	\$ 1,912,500
<b>Subtotal</b>	<b>\$ 722,500</b>	<b>\$ 998,250</b>	<b>\$ 1,071,500</b>	<b>\$ 1,099,750</b>	<b>\$ 1,128,000</b>	<b>\$ 5,020,000</b>

Continued →

	AY 2010	AY 2011	AY 2012	AY 2013	AY 2014	TOTALS
<b>Technology</b>						
Programming	\$ 140,000	\$ -	\$ -	\$ -	\$ -	\$ 140,000
Hardware	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 25,000
Software	\$ 30,000	\$ 20,000	\$ 20,000	\$ 20,000	\$ 20,000	\$ 110,000
<i>Subtotal</i>	<i>\$ 175,000</i>	<i>\$ 25,000</i>	<i>\$ 25,000</i>	<i>\$ 25,000</i>	<i>\$ 25,000</i>	<i>\$ 275,000</i>
<b>TOTALS</b>	<b>\$ 1,592,500</b>	<b>\$ 1,727,500</b>	<b>\$ 1,802,068</b>	<b>\$ 1,800,705</b>	<b>\$ 1,841,413</b>	<b>\$ 8,764,185</b>

**N3. Budget Category and Sub-category Descriptions**

1. Administration & Overhead:
  - Travel: Faculty and staff travel costs (at official government rates) in support of QEP (to include faculty development workshops but not conference attendance).
  - Supplies: Day-to-day office supplies for QEP specialized faculty.
2. Curriculum Development:
  - Development: Contracted support from expert academics outside of Air University to write, contribute to and advise on the development of curricula.
  - Fact-Finding: Research and related costs incurred by Air University in the development of QEP-related curriculum.
  - Printing: Production of hard copies of curricula.
3. Faculty & Staff Development:
  - External Conferences: Faculty members’ attendance of professional meetings to present their QEP-related work outside of Air University.
  - External Workshops: Faculty and staff members’ attendance of professional development events outside of Air University.
  - Internal Events: Professional development workshops for Air University faculty by external experts.
  - Internal Mentoring: Monthly one-on-one phone and in-person development sessions with four Air University faculty members per year.
4. Learning Resources:
  - Journals: Reimbursement of on-line and print subscriptions for QEP-related academic journals.
  - Books: Reimbursement of purchase costs for QEP-related monographs.
  - Copyrights: Permission to use published materials in QEP-related courses.
  - Publishing: Editing, layout and printing of QEP-related readers, workbooks and related learning resources.
5. Research & Assessment:
  - IDIs: Inter-cultural Development Inventories used to assess student learning.
  - New Instruments: Adaptation/improvement/testing of other existing instruments to improve assessment of student learning.
  - Cultural Studies: Project to elicit, record and publish (written and video) educational vignettes of Airmen’s cross-cultural experiences.
  - Program Assessment: Surveys, consultations and other efforts to obtain constituencies’ evaluations of and input to the QEP.
  - Other: Assessment expenses un-forecasted by academic units involved in the QEP.

6. Specialized Faculty:

- Senior: Pay-equivalent of a full professor.
- Mid-level: Pay-equivalent of associate professors.
- Junior: Pay-equivalent of assistant professors.
- Facilitators: Pay-equivalent of lecturers.

7. Technology:

- Programming: Modification of existing student registration systems to support the Community College of the Air Force “Introduction to Culture” course.
- Hardware: Routine upgrades and equipment for new specialized faculty.
- Software: Standard and specialized software in support of the QEP.

## **Annex O. Details of Phase I Assessment Plan**

This Annex, originally provided to the On-Site Review Team in March 2009 as an addendum to the QEP, supplements Section 7, “Student Learning.” It provides additional detail regarding the approach that will guide assessment of student learning for Air University’s QEP, as well as specific examples of draft assessment plans. These are drawn from the first two courses to be implemented as part of the QEP:

1. The “Introduction to Culture” course, to be offered by Air University’s Department of Cross-Cultural Competence for credit from the Community College of the Air Force; and
2. The “Cultural Awareness Unit” of the “Expeditionary Leadership” course, to be offered by the Distance Learning Program of Squadron Officer College.

The varying degree of detail in these draft plans reflects the differing states of course development. Faculty will continue to refine both in prior to piloting the courses. Finally, the initial assessment efforts of these pilot courses will be used to inform and guide the development of detailed assessment plans for all other QEP-related curricular interventions.

### **O1. The QEP’s Approach to Assessment**

Air University and the Southern Association of Colleges and Schools Commission on Colleges both emphasize student-centered learning. All elements of the QEP, regardless of the academic unit, are therefore guided by four common Student Learning Outcomes. Section 7 of the QEP, “Student Learning,” describes these in detail.

However, members of the faculties and administrations of Air University’s subordinate schools decide both how to deliver and assess learning. These efforts will be guided by comprehensive plans with specific sub-components to generate the precise data necessary to adjust the Plan. This, in turn, will help ensure the QEP maximizes student learning. All four of Kirkpatrick’s<sup>30</sup> Levels will be addressed:

1. Participants’ reactions to learning;
2. Cognitive learning (expanded to also include affective disposition);
3. Use of learning in the work environment; and
4. Effects of learning on collective performance.

The QEP is an integral part of efforts to enhance the quality of Air University and achieve the institution’s mission:

*To provide dynamic comprehensive education to prepare graduates to develop, employ, command, research and champion air, space and cyberspace power at all levels.*

The QEP will therefore, whenever possible, be seamlessly woven into the current Air University assessment practices. Air University’s QEP will assess student learning to ensure continuous improvement in the institution’s educational endeavors as discussed previously. Assessment results will be conveyed to all constituents and used to guide future changes.

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<sup>30</sup> Kirkpatrick, Donald L. 1994. *Evaluating Training Programs: The Four Levels*. San Francisco: Berrett-Koehler.

Assessment of the QEP will focus primarily on program-level evaluation, particularly cohorts’ (classes, year groups, etc.) performance. To demonstrate continuous improvements in the QEP’s educational efforts, these results must be aggregated over time to determine trends in the data.

Finally, assessment of the QEP will be data-driven. Air University will use a variety of quantitative and qualitative measures. Some of the key assessment methodologies include:

- Quantitative
  - ✓ Intercultural Development Inventory: cohorts will be baselined prior to curricular interventions; pre-course administration will guide delivery and subsequent revisions; post-course administration will measure attitudinal development.
  - ✓ Examinations: pre- and post-class tests of declarative and procedural knowledge will measure cognitive learning.
  - ✓ Surveys: course graduates will be surveyed using the ‘BlackBoard’ learning management system just prior to completion of courses to gauge their reactions to learning; course graduates and their supervisors will be surveyed using ‘Inquisite’ six months after course completion to evaluate retention and utility of learning.
- Qualitative
  - ✓ Faculty: Instructors’ evaluations of student learning, particularly attitudinal development on sub-outcomes such as ‘tolerance of ambiguity’ and ‘acceptance of lack of closure,’ is extremely useful and will be guided by common rubrics based on validated scales to ensure inter-rater reliability.
  - ✓ Text from surveys: Responses to open-ended questions will be analyzed for trends using ‘NVivo’ qualitative analysis software, to further triangulate findings and provide more detailed feedback for faculty and administration members.

## **O2. Introduction to Culture Course Draft Assessment Plan**

The QEP’s four student learning outcomes will guide the design, development, delivery and assessment of the *Introduction to Culture* course. These, in turn, drive course-specific outcomes:

### **Outcome 1:**

Develop foundational knowledge of culture-general ideas and principles.

**Measurement Statement:** Graduates of the *Introduction to Culture* course will show an average 30% improvement between pre-test and post-test administrations of the 5 section tests.

**Data:** Students will take a multiple choice pre-test covering the 5 learning sections. Students will then take 5 module tests to assess learning mastery.

**Analysis:** Passing scores for the module tests will be 70% for the first 3 iterations of class. Then passing scores will be statistically determined based on the results of these administrations. Individual test questions will be keyed to module objectives and measurable samples of behavior. Difficulty indices and point bi-serial correlation coefficients will be used to determine effectiveness of test questions along with instructor and student comments on each question.

**Program Changes:** Test questions will be adjusted as necessary to provide a stronger assessment tool.

**Result:** Enhanced learning and learning environment for Airmen.

**Outcome 2:**

Develop skills necessary to work effectively in cross-cultural contexts.

**Measurement Statement:** Graduates of the *Introduction to Culture* course will show an average 30% improvement between pre-test and post-test administrations of the 5 section tests.

**Data:** Students will take a multiple choice pre-test covering the 5 learning sections. Students will then take 5 module tests to assess learning mastery.

**Analysis:** Passing scores for the module tests will be 70% for the first 3 iterations of class. Then passing scores will be statistically determined based on the results of these administrations. Individual test questions will be keyed to module objectives and measurable samples of behavior. Difficulty indices and point bi-serial correlation coefficients will be used to determine effectiveness of test questions along with instructor and student comments on each question.

**Program Changes:** Test questions will be adjusted as necessary to provide a stronger assessment tool.

**Result:** Enhanced learning and learning environment for Airmen.

**Outcome 3:**

Develop positive attitudes toward cultural differences.

**Measurement Statement:** Each class of students will exhibit a 12-point gain (80% of one 15-point interval or orientation) on the Intercultural Development Inventory (IDI) when the Inventory is administered pre- and post-instruction.

**Data:** The IDI will be administered to each student in Module 0 and again at the conclusion of Module 15 (final section). The IDI is embedded in the BlackBoard software course administration at the appropriate locations.

**Analysis:** Analysis is completed on a cohort grouping. No individual analysis is conducted. Less than a one-point gain from pre to post assessment of the cohort will indicate the need for course review and revision to increase affective impact of the course. An increase of 12-points or more will indicate expected improvements in affective growth.

**Program Changes:** If students do not advance to the expected degree on the IDI, a review of the curriculum will determine if more opportunities for affective development are possible and feasible.

**Result:** Enhanced learning and learning environment for Airmen.

**Outcome 4:**

Students will apply culture-general knowledge and skills in scenario-based problems to demonstrate appropriate actions in culturally complex situations.

**Measurement Statement:** Students, graduates and supervisors of graduates will respond to a variety survey instruments to determine their perceived value of cross-cultural knowledge and skills.

**Data:** Students of the *Introduction to Culture* course will complete an on-line survey soliciting their opinion of course quality. This administration will be immediately after the Section 5 cognitive test. Students will respond to the following statement using a 5-point Likert scale.

- 1) Your *Introduction to Culture* course experience provided you with skills and knowledge to act effectively in an unfamiliar cultural environment.

5-Strongly Agree	4-Agree	3-Neither Agree, Nor Disagree	2-Disagree	1-Strongly Agree
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The goal is for each class to average 4.0 or higher on a 5-point scale.

**Analysis:** Survey responses will be collected and analyzed in the BlackBoard Learning Management System.

**Program Changes:** All survey results will be collected and reviewed. Survey results below the goal of 4.0 will initiate a course review to determine if changes can be made to improve development of culture-general skills and knowledge. Minor suggested changes that are worthy of adoption will be incorporated in an annual course update. Any needed major changes identified and adopted will be incorporated in the course as soon as practical.

**Result:** Enhanced learning and learning environment for Airmen.

**Data:** Graduates of the *Introduction to Culture* course will be surveyed 6 months after course completion and asked to assess their ability to operate in intercultural environments with the following two items. Each graduate will be asked if they have had the opportunity to employ the skills learned in the *Introduction to Culture* course. Each graduate who responds positively will be asked to respond to the following statement using the same 5-point Likert scale.

- 1) The *Introduction to Culture* course provided me with skills (communicating, negotiating, relating) necessary to work effectively in cross-cultural contexts.
- 2) The *Introduction to Culture* course provided me with an adequate foundational knowledge (concepts, domains, etc.) necessary to work effectively in cross-cultural contexts.

The target is for each class to average 4.0 or higher on a 5.0 scale on each item.

**Analysis:** Survey responses will be collected and analyzed in the BlackBoard Learning Management System.

**Program Changes:** All survey results will be collected and reviewed. Survey averages below the goal of 4.0 will initiate a course review to determine if changes should be made to improve development of culture-general skills and knowledge. Minor suggested changes that are worthy of adoption will be incorporated in an annual course update. Any needed major changes identified and adopted will be incorporated in the course as soon as practical.

**Result:** Enhanced learning and learning environment for Airmen.

**Data:** Graduates of the *Introduction to Culture* course will be asked to respond to the following statements on a post class survey.

- 1) As a result of this course, I am likely to pursue additional information to increase my

understanding of culture.

- 2) As a result of this course, I am likely to pursue additional information to learn how an increased understanding can help me to accomplish my mission more effectively.
- 3) As a result of this course, I have a better understanding of culture.
- 4) As a result of my experience in this course, I am better equipped for deployment to an expeditionary environment.

**Analysis:** Survey responses will be collected and analyzed in the BlackBoard Learning Management System.

**Program Changes:** All survey results will be collected and reviewed. Survey results below the goal of 4.0 will initiate a course review to determine if changes can be made to increase the perceived value of the curriculum.

**Result:** Enhanced learning and learning environment for Airmen.

**Data:** Graduates of the *Introduction to Culture* course will be asked to respond to the following statement on a post class survey.

- I feel my on-line education was equal to or better than classes I've taken in a physical classroom setting:

The target is for each class to average 4.0 or higher.

**Analysis:** Survey responses will be collected and analyzed in the BlackBoard Learning Management System.

**Program Changes:** Ratings below 4.0 will result in a program review to determine what changes can be instituted to enhance the quality of the on-line learning environment.

**Result:** Enhanced learning and learning environment for Airmen.

**Data:** Supervisors of graduates of the *Introduction to Culture* course will be surveyed 6 months after course completion and asked to assess their subordinate's ability to operate in intercultural environments. The target is for the aggregate of supervisors to average a score of 4.0 or better in each outcome area.

Supervisors will be asked to respond to the following questions:

- In what status are you currently serving? Check one of the following boxes:
  - Continental United States (CONUS)
  - Outside the Continental United States (OCONUS)
  - Deployed to an expeditionary environment
- Does your assignment include any of the following cross-cultural dynamics? Please check all that apply:
  - Racial and ethnic diversity
  - Work with Host Country National (HCN) military or civilians on the job
  - Work with HCNs in the community
  - Work with Third-Country National (TCN) military or civilians

- Respond to the following statements:
  - 1) My subordinate who is a graduate of *Introduction to Culture* has observable abilities and skills that allow him/her to interact successfully in cross-cultural situations.
  - 2) My subordinate who is a graduate of *Introduction to Culture* exhibits patience when communicating with others.
  - 3) My subordinate who is a graduate of *Introduction to Culture* engages with sincere interest when communicating with others.
  - 4) My subordinate who is a graduate of *Introduction to Culture* appears respectful of cultural differences in others.
  - 5) My subordinate who is a graduate of *Introduction to Culture* demonstrates openness to alternative values and worldviews when communicating with others.
  - 6) I am comfortable giving my subordinate, who is a graduate of *Introduction to Culture*, a special task that requires general knowledge about cultures and cultural differences.
  - 7) I am comfortable giving my subordinate, who is a graduate of *Introduction to Culture*, a special task that requires appropriate and effective cross-cultural communication regardless of the target culture, language or region.

**Analysis:** Survey responses will be collected and analyzed in the BlackBoard Learning Management System.

**Program Changes:** Survey results below the target of 4.0 will result in a review of the curriculum to determine what changes can be incorporated to enhance the transfer of learning to the deployed environment.

**Result:** Enhanced learning and learning environment for Airmen.

**Qualitative Data:** Graduates will be given the opportunity to describe cross-cultural interactions during deployments occurring after completing the course. Unlimited text boxes will be provided on the post-course survey to gather data.

**Analysis:** Analysis is through theme/key concept search through qualitative software (NVivo). Responses will be referenced to the appropriate QEP Student Learning Outcomes.

**Program Changes:** The *Introduction to Culture* course will incorporate the most insightful of the narratives into the course as part of the annual course review cycle. Other narratives may be incorporated into a program-wide database for use in other Air Force Culture and Language Center projects.

**Result:** Enhanced learning and learning environment for Airmen.

**Overall Outcome:**

Data from all four measures, taken together, are considered evidence that the desired student outcome is being achieved.

**O3. Expeditionary Leadership Course Draft Assessment Plan**

The beta test of *Unit 2: Cultural Awareness* (Expeditionary Leadership, course, CGO Leadership Program) will launch on 1 June 2009. The course was designed to support three sub-

competencies from the Air Force Institutional Competency List. These three sub-competencies correlate directly to the four common Student Learning Outcomes of the Quality Enhancement Plan (QEP, Section 7):

**Sub-competency Definition 2.3.2:** Seeks to understand foreign cultural, religious, political, organizational and societal norms/customs.

**Outcome 1:** Develop foundational knowledge of culture-general ideas and principles

**Sub-competency Definition 2.3.1:** Conscious of regional and other factors influencing defense, domestic, and foreign policy.

**Outcome 2:** Develop skills necessary to work effectively in cross-cultural contexts

**Sub-competency Definition 2.3.3:** Develops linguistic skills ("Linguistic Skills" is broadly defined as the skill-set necessary for effective and appropriate intercultural communication without prior knowledge of the language, region or culture)

**Outcome 3:** Develop a positive attitudes toward cultural differences that predispose learners to effective learning and action

**Outcome 4:** Develop the ability to apply culture-general learning effectively in specific cultural contexts

**Outcome 1:**

Students will develop foundational knowledge of culture-general ideas and principles

**Measurement Statement 1: Self-Assessment of Knowledge**

Upon completion of all coursework in Expeditionary Leadership course, *Unit 2: Cultural Awareness*, (including the Scenario-Based Assessment) and before taking the final examination, students will respond to the following five questions on a post-unit survey administered in Blackboard Learning Management System. Responses from each class of students in the Instructor-Led version of the course will average 4.0 or higher on a 5.0 Likert scale. The aggregate of students taking the Self-Paced version will average 4.0 or higher on the following 5.0 Likert scale.

**Data:**

- 1) As a result of my experience as a student in the Expeditionary Leadership course, Unit 2: Cultural Awareness, I am likely to pursue additional information to increase my understanding of culture
- 2) As a result of my experience as a student in the Expeditionary Leadership course, I am likely to pursue additional information to learn how an increased understanding can help me to better accomplish my mission
- 3) As a result of my experience as a student in the Expeditionary Leadership course, Unit 2: Cultural Awareness, I have a better understanding of culture.
- 4) As a result of my experience as a student in the Expeditionary Leadership course, Unit 2: Cultural Awareness, I have a better understanding of myself as a cultural being.
- 5) As a result of my experience as a student in the Expeditionary Leadership course, Unit 2: Cultural Awareness, I am better equipped for deployment to an expeditionary environment.

**Likert Scale** (for each item)

5-Strongly Agree	4-Agree	3-Neither Agree, Nor Disagree	2-Disagree	1-Strongly Agree
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**Analysis:** Survey responses will be collected and analyzed in the Blackboard Learning Management System.

**Program Changes:** All survey results will be collected and reviewed. Survey results below the goal of 4.0 will initiate a course review to determine if changes can be made to improve development of culture-general skills and knowledge. Minor suggested changes that are worthy of adoption will be incorporated in regular course updates. Any needed major changes identified and adopted will be incorporated in the course as soon as practical.

**Result:** USAF officers who take the course will exhibit enhanced cultural knowledge, skills, attitude, and awareness in a cross-cultural environment.

**Measurement Statement 2: Longitudinal Self-Assessment of Knowledge**

Students who have taken the Expeditionary Leadership course will be surveyed 6 months after course completion and asked to assess their ability to operate in intercultural environments. Responses from each class of students in the Instructor-Led version of the course will average 4.0 or higher on a 5.0 Likert scale. The aggregate of students taking the Self-Paced version will average 4.0 or higher on a 5.0 Likert scale.

**Data:**

- 1) The readings and exercises in the Expeditionary Leadership course, Unit 2: Cultural Awareness, provided me with knowledge (cultural dimensions, concepts, domains) that was:

**Likert Scale (for each item)**

5-Very Satisfactory	4-Satisfactory	3-Neither Satisfactory, Nor Unsatisfactory	2-Unsatisfactory	1-Very Unsatisfactory
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**Analysis:** Survey responses will be collected and analyzed in the Blackboard Learning Management System.

**Program Changes:** All survey results will be collected and reviewed. Survey results below the goal of 4.0 will initiate a course review to determine if changes can be made to improve development of culture-general skills and knowledge. Minor suggested changes that are worthy of adoption will be incorporated in regular course updates. Any needed major changes identified and adopted will be incorporated in the course as soon as practical.

**Result:** USAF officers who take the course will exhibit enhanced cultural knowledge, skills, attitude, and awareness in a cross-cultural environment.

**Outcome 2:**

Students will develop skills necessary to work effectively in cross-cultural contexts

**Measurement Statement 3: Longitudinal Self-Assessment of Skills**

Students who have taken the Expeditionary Leadership course will be surveyed 6 months after course completion and asked to assess their ability to operate in intercultural environments. Responses from each class of students in the Instructor-Led version of the course will average 4.0 or higher on a 5.0 Likert scale. The aggregate of students taking the

Self-Paced version will average 4.0 or higher on a 5.0 Likert scale.

**Data:**

- 1) The readings and exercises in the Expeditionary Leadership course, Unit 2: Cultural Awareness, provided me with skills (communicating, negotiating, relating) that were:

**Likert Scale** (for each item)

5-Very Satisfactory	4-Satisfactory	3-Neither Satisfactory, Nor Unsatisfactory	2-Unsatisfactory	1-Very Unsatisfactory
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**Analysis:** Survey responses will be collected and analyzed in the Blackboard Learning Management System.

**Program Changes:** All survey results will be collected and reviewed. Survey results below the goal of 4.0 will initiate a course review to determine if changes can be made to improve development of culture-general skills and knowledge. Minor suggested changes that are worthy of adoption will be incorporated in regular course updates. Any needed major changes identified and adopted will be incorporated in the course as soon as practical.

**Result:** USAF officers who take the course will exhibit enhanced cultural knowledge, skills, attitude, and awareness in a cross-cultural environment.

**Outcome 3:**

Students will develop a positive attitude toward cultural differences that predispose learners to effective learning and action

**Measurement Statement 4: *Intercultural Development Inventory***

**Pre- and Post-Unit Assessment**

The Intercultural Development Inventory (IDI) will be administered within Blackboard Learning Management System as a pre-test/post-test assessment of the students’ intercultural sensitivity.

- 1) Students in the Instructor-Led version of the course will average a 12-point gain (80% of one 15-point interval or orientation) on the IDI through pre-/post-course assessment
- 2) Students taking the Self-Paced version of the course will average a 12-point gain (80% of one 15-point interval or orientation) on the IDI through pre-/post-course assessment. (affective measure)

**Data:** The IDI will be administered to each student before beginning the unit and again after completing the *Ecouteria* SBA (the final exercise of Unit 2) and before administration of the final examination. The IDI is embedded in the course’s Blackboard Learning Management System software at the appropriate locations.

**Analysis:** Analysis is completed on a cohort grouping. No individual analysis is conducted. Less than a twelve-point gain from pre to post assessment of the cohort will indicate the need for course review and revision to increase affective impact of the course. An increase of 12 points or more will indicate expected improvements in affective growth.

**Program Changes:** If students do not advance to the level anticipated on the IDI, a review of the curriculum will determine if more opportunities for affective development are possible and feasible

**Result:** USAF officers who take the course will exhibit enhanced cultural knowledge, skills, attitude, and awareness in a cross-cultural environment.

**Outcome 4:**

Students will apply culture-general learning effectively in specific cultural contexts

**Measurement Statement 5: Scenario-Based Assessment**

***Pre- and Post-Unit Assessment***

The Scenario Based Assessment (SBA), *Ecouteria*, of the Expeditionary Leadership course, *Unit 2: Cultural Awareness*, is an avatar-driven simulation placing the Company Grade Officer in the midst of a deployed environment. In this SBA, a character, Captain Helen Sample is a USAF officer assigned to a unit that is providing humanitarian relief to Ecouteria, an earthquake-stricken nation in West Africa. Capt Sample has been given the task of preparing an airfield for the arrival of humanitarian aid. She must interact and work with people from the local population. To be successful, she must learn and be cognizant of local cultural norms. As Capt Sample progresses through the scenario, the CGO taking the course will select courses of action for her that demonstrate knowledge and skills learned throughout Unit 2.

The SBA contains multiple-choice assessment points which test the students' cultural knowledge. The scenario also contains a storyline leading the student through a series of contextually-based decision points that test their communication skills as well as their ability to apply culture-general learning in culturally complex and ambiguous situations.

The *Ecouteria* SBA will be administered within Blackboard Learning Management System as a pre- and post-unit assessment of the students' cultural awareness.

- 1) Each class of students in the Instructor-Led version will average a 20-point gain on the scenario-based assessment (*Ecouteria*) using pre/post assessments.
- 2) Students taking the Self-Paced version of the course will average a 20-point gain on the scenario-based assessment (*Ecouteria*) using using pre/post assessments. (affective and knowledge measure)

**Data:** The SBA will be administered to each student before beginning the unit and again at the conclusion of Acquire Module 3 (final section) and before administration of the final examination. The SBA is embedded in the course's Blackboard Learning Management System software at the appropriate locations.

**Analysis:** Analysis is completed on a cohort grouping. No individual analysis is conducted. Less than a 20-point gain from pre to post assessment of the cohort will indicate the need for course review and revision to increase the affective impact of the course. An increase of 20 points or more will indicate expected improvements in affective growth.

**Program Changes:** If students do not advance to the level anticipated on the SBA, a review of the curriculum will determine if more opportunities for affective development are possible and feasible

**Result:** USAF officers who take the course will exhibit enhanced cultural knowledge, skills, attitude, and awareness in a cross-cultural environment.

**Measurement Statement 6: Longitudinal Self-Assessment of Knowledge and Skill Application**

**Data:** Students who have taken the Expeditionary Leadership course will be surveyed 6 months after course completion and asked to assess their ability to operate in intercultural environments. Responses from each class of students in the Instructor-Led version of the course will average 4.0 or higher on a 5.0 Likert scale. The aggregate of students taking the Self-Paced version will average 4.0 or higher on a 5.0 Likert scale.

- 1) As a result of my experience as a student in the Expeditionary Leadership course, Unit 2: Cultural Awareness, I am able to apply intercultural communication skills in real-world situations.
- 2) As a result of my experience as a student in the Expeditionary Leadership course, Unit 2: Cultural Awareness, I am able to communicate effectively and appropriately in intercultural encounters.
- 3) As a result of my experience as a student in the Expeditionary Leadership course, Unit 2: Cultural Awareness, I am better equipped for deployment to an expeditionary environment.

**Likert Scale (for each item)**

5-Strongly Agree	4-Agree	3-Neither Agree, Nor Disagree	2-Disagree	1-Strongly Agree
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**Analysis:** Survey responses will be collected and analyzed in the Blackboard Learning Management System.

**Program Changes:** All survey results will be collected and reviewed. Survey results below the goal of 4.0 will initiate a course review to determine if changes can be made to improve development of culture-general skills and knowledge. Minor suggested changes that are worthy of adoption will be incorporated in regular course updates. Any needed major changes identified and adopted will be incorporated in the course as soon as practical.

**Result:** USAF officers who take the course will exhibit enhanced cultural knowledge, skills, attitude, and awareness in a cross-cultural environment.

**Measurement Statement 7: Longitudinal Supervisory Assessment**

**Data:** Supervisors of students who have taken the Expeditionary Leadership course will be surveyed 6 months after course completion and asked to assess their subordinate’s ability to operate in intercultural environments. The target is for the aggregate of supervisors of course graduates to average a score of 4.0 or better in each outcome area.

Supervisors will be asked to respond to the following questions:

- In what status is the course graduate currently serving? Check one of the following boxes:
  - Continental United States (CONUS)
  - Outside the Continental United States (OCONUS)
  - Deployed to an expeditionary environment
- Does the student’s assignment include any of the following cross-cultural dynamics? Please check all that apply:

- Racial and ethnic diversity
- Work with Host Country National (HCN) military or civilians on the job
- Work with HCNs in the community
- Work with Third-Country National (TCN) military or civilians

You currently supervise an officer who has taken the Expeditionary Leadership course, *Unit 2: Cultural Awareness*. Please answer the following seven questions about the officer with the rating scheme indicated (5.0 Likert scale):

- 1) The officer has observable abilities and skills that allow him/her to interact successfully in intercultural situations.
- 2) The officer exhibits patience when communicating with others.
- 3) The officer engages with sincere interest when communicating with others.
- 4) The officer appears respectful of cultural differences in others.
- 5) The officer demonstrates openness to alternative values and worldviews when communicating with others.
- 6) I am comfortable giving the officer a special task that requires general knowledge about cultures and cultural differences.
- 7) I am comfortable giving the officer a special task that requires appropriate and effective cross-cultural communication regardless of the target culture, language or region.

**Likert Scale** (for each item)

5-Strongly Agree	4-Agree	3-Neither Agree, Nor Disagree	2-Disagree	1-Strongly Agree
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**Analysis:** Survey responses will be collected and analyzed in the Blackboard Learning Management System.

**Program Changes:** All survey results will be collected and reviewed. Survey results below the goal of 4.0 will initiate a course review to determine if changes can be made to improve development of culture-general skills and knowledge. Minor suggested changes that are worthy of adoption will be incorporated in regular course updates. Any needed major changes identified and adopted will be incorporated in the course as soon as practical.

**Result:** USAF officers who take the course will exhibit enhanced cultural knowledge, skills, attitude, and awareness in a cross-cultural environment.

**Annex P. Summary of QEP Assessment Plan<sup>31</sup>**

Objective: “The ability to quickly and accurately comprehend, then appropriately and effectively act in a culturally complex environment to achieve the desired effect – without necessarily having prior exposure to a particular group, region or language.”					
Program	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
<b>CCAF</b> Community College of the Air Force Barnes Center 3 credit hour <i>Introduction to Culture</i> course Offered twice annually via distance learning Fulfills elective or the social science requirement in a 64 credit AAS degree program	[I] Pre/post multiple choice tests of declarative knowledge (30% improvement in average test score)	[I] Pre/post multiple choice tests of declarative knowledge (30% improvement in average test score)	[I] Pre/post multiple choice tests of declarative knowledge (30% improvement in average test score)	[I] Pre/post multiple choice tests of declarative knowledge (30% improvement in average test score)	[I] Pre/post multiple choice tests of declarative knowledge (30% improvement in average test score)
	[II] Pre/post multiple choice tests of procedural knowledge (30% improvement in average test score)	[II] Pre/post multiple choice tests of procedural knowledge (30% improvement in average test score)	[II] Pre/post multiple choice tests of procedural knowledge (30% improvement in average test score)	[II] Pre/post multiple choice tests of procedural knowledge (30% improvement in average test score)	[II] Pre/post multiple choice tests of procedural knowledge (30% improvement in average test score)
	[III] Pre/post IDI (12 point gain in group profile); Rubric-guided assessment of discussions (80% of students score “4”+)	[III] Pre/post IDI (12 point gain in group profile); Rubric-guided assessment of discussions (80% of students score “4”+)	[III] Pre/post IDI (12 point gain in group profile); Rubric-guided assessment of discussions (80% of students score “4”+)	[III] Pre/post IDI (12 point gain in group profile); Rubric-guided assessment of discussions (80% of students score “4”+)	[III] Pre/post IDI (12 point gain in group profile); Rubric-guided assessment of discussions (80% of students score “4”+)
	[IV] Student surveys of the utility of knowledge and skills @ end of course (70% of students report “4”+); Graduate survey on utility of knowledge and skills @ 6 mos. (80% of students report “4”+); Supervisor survey on utility of graduates’ knowledge and skills @ 6 mos. (70% of supervisors report “4”+)	[IV] Student surveys of the utility of knowledge and skills @ end of course (70% of students report “4”+); Graduate survey on utility of knowledge and skills @ 6 mos. (80% of students report “4”+); Supervisor survey on utility of graduates’ knowledge and skills @ 6 mos. (70% of supervisors report “4”+)	[IV] Student surveys of the utility of knowledge and skills @ end of course (70% of students report “4”+); Graduate survey on utility of knowledge and skills @ 6 mos. (80% of students report “4”+); Supervisor survey on utility of graduates’ knowledge and skills @ 6 mos. (70% of supervisors report “4”+)	[IV] Student surveys of the utility of knowledge and skills @ end of course (70% of students report “4”+); Graduate survey on utility of knowledge and skills @ 6 mos. (80% of students report “4”+); Supervisor survey on utility of graduates’ knowledge and skills @ 6 mos. (70% of supervisors report “4”+)	[IV] Student surveys of the utility of knowledge and skills @ end of course (70% of students report “4”+); Graduate survey on utility of knowledge and skills @ 6 mos. (80% of students report “4”+); Supervisor survey on utility of graduates’ knowledge and skills @ 6 mos. (70% of supervisors report “4”+)
	<b>QEP Program Review Board</b>				

**Student Learning Outcomes:**

- [I] Foundational knowledge of culture-general ideas and principles
- [II] Skills necessary to work effectively in cross-cultural contexts
- [III] Positive attitudes toward cultural differences that predispose learners to effective learning and action
- [IV] Ability to apply culture-general learning effectively in specific cultural contexts

<sup>31</sup> Developed in response to the sole recommendation contained in the *Report of the SACS Reaffirmation Committee*.

Objective: “The ability to quickly and accurately comprehend, then appropriately and effectively act in a culturally complex environment to achieve the desired effect – without necessarily having prior exposure to a particular group, region or language.”						
Program	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	
<b>OTS</b> Officer Training School Holm Center 6-hours of lecture, discussion and exercises integrated to 13-week in-residence curriculum	[I] Pre/post multiple choice tests of declarative knowledge (30% improvement in average test score)	[I] Pre/post multiple choice tests of declarative knowledge (30% improvement in average test score)	[I] Pre/post multiple choice tests of declarative knowledge (30% improvement in average test score)	[I] Pre/post multiple choice tests of declarative knowledge (30% improvement in average test score)	[I] Pre/post multiple choice tests of declarative knowledge (30% improvement in average test score)	<b>QEP Program Review Board</b>
	[II] Pre/post multiple choice tests of procedural knowledge (30% improvement in average test score)	[II] Pre/post multiple choice tests of procedural knowledge (30% improvement in average test score)	[II] Pre/post multiple choice tests of procedural knowledge (30% improvement in average test score)	[II] Pre/post multiple choice tests of procedural knowledge (30% improvement in average test score)	[II] Pre/post multiple choice tests of procedural knowledge (30% improvement in average test score)	
	[III] Pre/post IDI (8 point gain in group profile); Rubric-guided assessment of discussions (80% of students score “4”+)	[III] Pre/post IDI (8 point gain in group profile); Rubric-guided assessment of discussions (80% of students score “4”+)	[III] Pre/post IDI (8 point gain in group profile); Rubric-guided assessment of discussions (80% of students score “4”+)	[III] Pre/post IDI (8 point gain in group profile); Rubric-guided assessment of discussions (80% of students score “4”+)	[III] Pre/post IDI (8 point gain in group profile); Rubric-guided assessment of discussions (80% of students score “4”+)	
	[IV] Rubric-guided assessment of performance during in-class cross-cultural exercise/simulation (70% of students score “4”+)	[IV] Rubric-guided assessment of performance during in-class cross-cultural exercise/simulation (70% of students score “4”+)	[IV] Rubric-guided assessment of performance during in-class cross-cultural exercise/simulation (70% of students score “4”+)	[IV] Rubric-guided assessment of performance during in-class cross-cultural exercise/simulation (70% of students score “4”+)	[IV] Rubric-guided assessment of performance during in-class cross-cultural exercise/simulation (70% of students score “4”+)	

**Student Learning Outcomes:**

[I] Foundational knowledge of culture-general ideas and principles
[II] Skills necessary to work effectively in cross-cultural contexts
[III] Positive attitudes toward cultural differences that predispose learners to effective learning and action
[IV] Ability to apply culture-general learning effectively in specific cultural contexts

Objective: “The ability to quickly and accurately comprehend, then appropriately and effectively act in a culturally complex environment to achieve the desired effect – without necessarily having prior exposure to a particular group, region or language.”					
Program	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
<b>SOC</b> Squadron Officer College  Spaatz Center  First unit (half) of the 3 credit hour <i>Expeditionary</i> <i>Leadership</i> course  Offered on a rolling basis via distance learning  Mandatory for the Company Grade Officer Leader Development Program (Master's level)	[I] Student surveys of declarative knowledge @ end of course (80% of students report "4" or higher); Student surveys of declarative knowledge @ 6 mos. (70% of students report "4"+)	[I] Student surveys of declarative knowledge @ end of course (80% of students report "4" or higher); Student surveys of declarative knowledge @ 6 mos. (70% of students report "4"+)	[I] Student surveys of declarative knowledge @ end of course (80% of students report "4" or higher); Student surveys of declarative knowledge @ 6 mos. (70% of students report "4"+)	[I] Student surveys of declarative knowledge @ end of course (80% of students report "4" or higher); Student surveys of declarative knowledge @ 6 mos. (70% of students report "4"+)	[I] Student surveys of declarative knowledge @ end of course (80% of students report "4" or higher); Student surveys of declarative knowledge @ 6 mos. (70% of students report "4"+)
	[II] Student surveys of procedural knowledge @ 6 mos. (70% of students report "4"+)	[II] Student surveys of procedural knowledge @ 6 mos. (70% of students report "4"+)	[II] Student surveys of procedural knowledge @ 6 mos. (70% of students report "4"+)	[II] Student surveys of procedural knowledge @ 6 mos. (70% of students report "4"+)	[II] Student surveys of procedural knowledge @ 6 mos. (70% of students report "4"+)
	[III] Pre/post IDI (8 point gain in group profile); Rubric-guided assessment of discussions (80% of students score "4"+)	[III] Pre/post IDI (8 point gain in group profile); Rubric-guided assessment of discussions (80% of students score "4"+)	[III] Pre/post IDI (8 point gain in group profile); Rubric-guided assessment of discussions (80% of students score "4"+)	[III] Pre/post IDI (8 point gain in group profile); Rubric-guided assessment of discussions (80% of students score "4"+)	[III] Pre/post IDI (8 point gain in group profile); Rubric-guided assessment of discussions (80% of students score "4"+)
	[IV] Scenario based assessment (70% of students score "4"+); Graduate survey @ 6 mos. on utility of knowledge and skills (80% of students report "4"+); Supervisor survey @ 6 mos. on utility of graduates' knowledge and skills (70% of supervisors report "4"+)	[IV] Scenario based assessment (70% of students score "4"+); Graduate survey @ 6 mos. on utility of knowledge and skills (80% of students report "4"+); Supervisor survey @ 6 mos. on utility of graduates' knowledge and skills (70% of supervisors report "4"+)	[IV] Scenario based assessment (70% of students score "4"+); Graduate survey @ 6 mos. on utility of knowledge and skills (80% of students report "4"+); Supervisor survey @ 6 mos. on utility of graduates' knowledge and skills (70% of supervisors report "4"+)	[IV] Scenario based assessment (70% of students score "4"+); Graduate survey @ 6 mos. on utility of knowledge and skills (80% of students report "4"+); Supervisor survey @ 6 mos. on utility of graduates' knowledge and skills (70% of supervisors report "4"+)	[IV] Scenario based assessment (70% of students score "4"+); Graduate survey @ 6 mos. on utility of knowledge and skills (80% of students report "4"+); Supervisor survey @ 6 mos. on utility of graduates' knowledge and skills (70% of supervisors report "4"+)
	<b>QEP Program Review Board</b>				

**Student Learning Outcomes:**

- [I] Foundational knowledge of culture-general ideas and principles
- [II] Skills necessary to work effectively in cross-cultural contexts
- [III] Positive attitudes toward cultural differences that predispose learners to effective learning and action
- [IV] Ability to apply culture-general learning effectively in specific cultural contexts

Objective: “The ability to quickly and accurately comprehend, then appropriately and effectively act in a culturally complex environment to achieve the desired effect – without necessarily having prior exposure to a particular group, region or language.”						
Program	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	
<b>SNCOA</b> Senior Non-Commissioned Officer Academy  Barnes Center  Eight hours of lectures, discussions and exercises embedded into existing curriculum  Offered on a recurring basis in residence	[I] Pre/post multiple choice tests of declarative knowledge (30% improvement)	[I] Pre/post multiple choice tests of declarative knowledge (30% improvement)	[I] Pre/post multiple choice tests of declarative knowledge (30% improvement)	[I] Pre/post multiple choice tests of declarative knowledge (30% improvement)	[I] Pre/post multiple choice tests of declarative knowledge (30% improvement)	
	[II] Pre/post multiple choice tests of procedural knowledge (30% improvement)	[II] Pre/post multiple choice tests of procedural knowledge (30% improvement)	[II] Pre/post multiple choice tests of procedural knowledge (30% improvement)	[II] Pre/post multiple choice tests of procedural knowledge (30% improvement)	[II] Pre/post multiple choice tests of procedural knowledge (30% improvement)	
	[III] Post-course IDI (100 point group total score)	[III] Post-course IDI (100 point group total score)	[III] Pre/post IDI (8 point gain in group profile); Rubric-guided assessment of discussions (80% of students score “4”+)	[III] Pre/post IDI (8 point gain in group profile); Rubric-guided assessment of discussions (80% of students score “4”+)	[III] Pre/post IDI (8 point gain in group profile); Rubric-guided assessment of discussions (80% of students score “4”+)	
	[IV] N/A	[IV] Scenario based assessment (70% of students score “4”+); Graduate survey @ 6 mos. on utility of knowledge and skills (80% of students report “4”+)	[IV] Scenario based assessment (70% of students score “4”+); Graduate survey @ 6 mos. on utility of knowledge and skills (80% of students report “4”+)	[IV] Scenario based assessment (70% of students score “4”+); Graduate survey @ 6 mos. on utility of knowledge and skills (80% of students report “4”+)	[IV] Scenario based assessment (70% of students score “4”+); Graduate survey @ 6 mos. on utility of knowledge and skills (80% of students report “4”+)	
	<b>QEP Program Review Board</b>	<b>QEP Program Review Board</b>	<b>QEP Program Review Board</b>	<b>QEP Program Review Board</b>	<b>QEP Program Review Board</b>	

**Student Learning Outcomes:**

- [I] Foundational knowledge of culture-general ideas and principles
- [II] Skills necessary to work effectively in cross-cultural contexts
- [III] Positive attitudes toward cultural differences that predispose learners to effective learning and action
- [IV] Ability to apply culture-general learning effectively in specific cultural contexts

Objective: “The ability to quickly and accurately comprehend, then appropriately and effectively act in a culturally complex environment to achieve the desired effect – without necessarily having prior exposure to a particular group, region or language.”						
Program	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	
ACSC Air Command & Staff College  Spaatz Center  Modification of the existing <i>Regional and                      Cultural Studies</i> course with culture-general materials  Core course in the 10-month in- residence Master's Degree program	[I] Take-home exam of declarative knowledge (performance measure to be determined)	[I] Take-home exam of declarative knowledge (performance measure to be determined)	[I] Take-home exam of declarative knowledge (performance measure to be determined)	[I] Take-home exam of declarative knowledge (performance measure to be determined)	[I] Take-home exam of declarative knowledge (performance measure to be determined)	
	[II] To be determined					
	[III] Post-course IDI (100 point group total score)	[III] Post-course IDI (100 point group total score)	[III] Pre/post IDI (8 point gain in group profile)	[III] Pre/post IDI (8 point gain in group profile)	[III] Pre/post IDI (8 point gain in group profile)	
	[IV] In-class presentation applying culture-general concepts to specific regional issues (performance measure to be determined)	[IV] In-class presentation applying culture-general concepts to specific regional issues (performance measure to be determined)	[IV] In-class presentation applying culture-general concepts to specific regional issues (performance measure to be determined)	[IV] In-class presentation applying culture-general concepts to specific regional issues (performance measure to be determined)	[IV] In-class presentation applying culture-general concepts to specific regional issues (performance measure to be determined)	
	QEP Program Review Board					

**Student Learning Outcomes:**

- [I] Foundational knowledge of culture-general ideas and principles
- [II] Skills necessary to work effectively in cross-cultural contexts
- [III] Positive attitudes toward cultural differences that predispose learners to effective learning and action
- [IV] Ability to apply culture-general learning effectively in specific cultural contexts

Objective: “The ability to quickly and accurately comprehend, then appropriately and effectively act in a culturally complex environment to achieve the desired effect – without necessarily having prior exposure to a particular group, region or language.”						
Program	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	
<b>AWC</b> Air War College  Spaatz Center  Modification of various parts of the existing curriculum ( <i>Leadership, Regional Studies, Warfighting</i> ) with culture-general materials  Part of a 10-month in-residence Master's Degree program	[I] To be determined	<b>QEP Program Review Board</b>				
	[II] Negotiations exercise (performance measure to be determined)	[II] Negotiations exercise (performance measure to be determined)	[II] Negotiations exercise (performance measure to be determined)	[II] Negotiations exercise (performance measure to be determined)	[II] Negotiations exercise (performance measure to be determined)	
	[III] Post-course IDI (100 point group total score)	[III] Post-course IDI (100 point group total score)	[III] Pre/post IDI (8 point gain in group profile)	[III] Pre/post IDI (8 point gain in group profile)	[III] Pre/post IDI (8 point gain in group profile)	
	[IV] Rubric-guided assessment of capstone regional studies trip paper (performance measure to be determined)	[IV] Rubric-guided assessment of capstone regional studies trip paper (performance measure to be determined)	[IV] Rubric-guided assessment of capstone regional studies trip paper (performance measure to be determined)	[IV] Rubric-guided assessment of capstone regional studies trip paper (performance measure to be determined)	[IV] Rubric-guided assessment of capstone regional studies trip paper (performance measure to be determined)	

**Student Learning Outcomes:**

[I] Foundational knowledge of culture-general ideas and principles

[II] Skills necessary to work effectively in cross-cultural contexts

[III] Positive attitudes toward cultural differences that predispose learners to effective learning and action

[IV] Ability to apply culture-general learning effectively in specific cultural contexts



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