OBJECTIVE: To establish a model to integrate international cultures into the undergraduate and graduate curricula and strengthen the College’s professional schools of nursing, physical therapy, education and business with the Humanities.

METHOD: The Mount engaged in a two-year faculty development project for a cohort of 8 faculty members from Education, Languages and Cultures, History, Physical Therapy, Nursing, Business, Philosophy and English.

• YEAR I  External China scholars gave six public lectures followed by private meetings with the Mount faculty cohort. The diverse faculty continued to meet throughout the semester to discuss readings, debrief lectures and prepare for an eight day intensive study trip to China. In China, Mount faculty interacted with faculty and students from Nanjing University, Nanjing Traditional Medicine University, China Women’s University and Peking University Women’s Study Center - and held follow up reflective conversations to discuss learning and initial ideas about course development. They returned to the college and revised and developed new China-infused courses.

• YEAR II  Outcomes: Implemented 15 new and enhanced courses with a China/Chinese cultural emphasis
  Developed the online China Resource Network
  Launched new Asian Studies Minor

15 New and Revised China-infused Courses

Undergraduate
• Cultural Models and Global Realities
• East Asian History and Civilizations
• A Comparative Study of Female Poets from China and America
• Moral Values and Ethical Decisions
• Theory of Knowledge

Graduate
• Cultural and History
• Landscapes and Timelines with an Emphasis on China
• Why Women Writers and Queens (also undergraduate)
• History of China’s Women
• Introduction to Philosophy

Professional
• American and Chinese Management: A Comparison
• Global Education in China
• Adaptation Nursing: Childbearing Family/Practicum
• Patient/Client Management: Geriatrics

FACULTY DEVELOPMENT MEASURES

• Intercultural Development Inventory (IDI) pre and post (Year One)
• Survey questions pre and post (Year One)
• Reflective essays pre and post (Year Two)

RESULTS

1) Intercultural Development Inventory: (measures intercultural sensitivity as conceptualized in Bennett’s Developmental Model of Intercultural Sensitivity) http://idinventory.com

<table>
<thead>
<tr>
<th>Pretest</th>
<th>Postest</th>
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<td>28%</td>
<td>100%</td>
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2) Survey Question: “I know enough about China/Chinese culture to incorporate it into my curriculum”

AGREE – increased from 28% to 100%

DISCUSSION

Knowledge/confidence in incorporating China into curriculum significantly increased

Intercultural sensitivity only slightly increased -May need more practice in cross-cultural experience/reflection & study of intercultural communication in addition to the Humanities

Deepened interdisciplinary faculty relationships and collaboration

OUTCOMES

1) Outcomes: Implemented 15 new and enhanced courses with a China/Chinese cultural emphasis

2) Developed the online China Resource Network

3) Launched new Asian Studies Minor

PHYSICAL THERAPY

“I learned that expertise from the East including t’ai chi instructors with many years of experience is necessary for meaningful learning for doctoral physical therapy students.”

PHILOSOPHY

“The most important lesson I have learned as an educator is the importance of including diverse and global perspectives in my courses and how difficult that is to do...and absolutely crucial.”

HISTORY/CULTURAL STUDIES

“I feel more competent to teach about China...and about Chinese women more effectively.”

物理疗法

“我从东方了解到了包括太极在内的许多导师，他们的经验对于有意义的学习来说是必要的。”

哲学

“作为教育者，我学到的最重要的一课是包括多元化和全球视角在我的课程中，有多么困难...并且绝对至关重要。”

历史/文化研究

“我感到更多的有能力教授关于中国...以及关于中国女性更有效的方式。”

物理治疗

“我学会了来自东方的专长，包括太极。在课程中，它是非常必要的。”

哲学

“作为教育者，我学到的最重要的一课是包括多元化和全球视角在我的课程中，有多么困难...并且绝对至关重要。”

历史/文化研究

“我感到更多的有能力教授关于中国...以及关于中国女性更有效的方式。”