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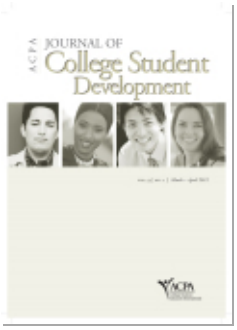

Journal of College Student Development, Volume 53, Number 2, March/April 2012, pp. 356-360 (Article)

Published by Johns Hopkins University Press
DOI: *https://doi.org/10.1353/csd.2012.0034*

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This article introduces the Global Perspective Inventory (GPI), a survey instrument that measures participants' global perspective in terms of cognitive, intrapersonal, and interpersonal domains—each in terms of both development and acquisition. A summary of the recent research on the GPI is provided along with a discussion of potential uses.

Individuals' global perspective impacts the extent to which they perceive and know the people and cultures within their world. It includes an individuals' sense of people, nation, and world beyond themselves. Colleges and universities have instituted and refined initiatives such as study abroad, diversity education, and multicultural curricula with the intention of developing students' global perspectives, but little evidence regarding their effectiveness exists (Musil, 2006). This paper introduces the Global Perspective Inventory (GPI) as a comprehensive survey tool for measuring college students' global perspectives.

THEORETICAL FOUNDATIONS FOR THE INSTRUMENT CONSTRUCT

Our understanding of global perspective is informed by the work of both communication *and* education scholars. Global perspective includes *acquisition* of knowledge, attitudes, and skills important to intercultural communication and holistic *development* of more complex epistemological processes, identities, and interpersonal relations as described by educational scholars. Development involves qualitatively different and more complex mental and psychosocial processes; acquisition involves an increasing quantitative collection of knowledge, attitudes, and skills/behaviors. King and Baxter Magolda's (2005) and Chavez, Guido-DiBrito, and Mallory's (2003) conceptualizations of intercultural development both cite Kegan's (1994) multidimensional perspective on human development as an influence for their holistic development models; thus, each include cognitive, intrapersonal, and intrapersonal dimensions. King and Baxter Magolda describe their intercultural maturity model as "including complex understanding of cultural differences (cognitive dimension), capacity to accept and not feel threatened by cultural differences (intrapersonal dimension), and capacity to function interdependently with diverse others (interpersonal dimension)" (p. 574).

The GPI is a survey instrument designed to *comprehensively* measure each respondent's global perspective. The instrument includes six scales—both development and acquisition scales within each of the three dimensions: Cognitive, intrapersonal, and interpersonal. The two cognitive scales are knowing (development) and knowledge (acquisition); the two intrapersonal scales are identity (development) and affect (acquisition); and the two interpersonal scales are social responsibility (development) and social interaction (acquisition).

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Cognitive Scales

Cognitive/Knowing. The cognitive/knowing scale focuses on *how* people know, not *what* they know. Development is indicated by *how* one thinks about cultural experiences. According to Hammer, Bennett, and Wiseman (2003), "The crux of the development of intercultural sensitivity is attaining the ability to construe (and thus to experience) cultural difference in more complex ways" (p. 423); thus, they view the knowing dimension as the foundation for intercultural sensitivity development. The items in our cognitive/knowing scale reflect absolute knowing statements on the low end and contextual knowing statements at the high end (Baxter Magolda, 1992). Absolute knowing assumes knowledge is certain, with authorities knowing the truth, whereas at the opposite end of the epistemological spectrum, contextual knowing assumes knowledge is uncertain and that judgments of what to believe are possible provided a review of evidence within context. Examples of cognitive/knowing scale items are: "In different settings what is right and wrong is simple to determine" (reversed) and "Cultural differences make me question what is really true."

Cognitive/Knowledge. The cognitive/knowledge scale measures respondents' levels of confidence regarding *what* they know regarding other cultures. Chen and Starosta (1996) and Gudykunst (2003) assert that *what* people know, or knowledge, is equally as important as epistemological development to a global perspective. Chen and Starosta contend that intercultural awareness, as the cognitive domain of their intercultural communication competence model, "emphasizes the changing of personal thinking about the environment *through* [emphasis added] the understanding of the distinct characteristics of one's own and the other's cultures" (p. 345). Gudykunst explained that knowledge of particular differences from one culture to another is a foundation to intercultural competency. Examples of cognitive/knowledge scale items are: "I am informed of current issues that impact international relations" and "I can discuss cultural differences from an informed perspective."

Intrapersonal Scales

Intrapersonal/Identity. King and Baxter Magolda (2005) describe the intrapersonal domain of intercultural maturity as including an identity development process. Similarly, Bennett and Bennett (2004) echo that "the development of general intercultural sensitivity is paralleled to a large extent by identity development" (p. 158). Therefore, people with a more developed global perspective would require a developed sense of their own identities. Chickering and Braskamp (2009) made the case that identity, specifically as it relates to global perspective, refers to one's special sense of self and purpose, having a coherent self-image that can serve as a motivational force. Specifically, the interpersonal/identity scale measures participants' degree of acceptance of their own cultural background, having a purpose in life, and a meaningful life philosophy. Examples of intrapersonal/identity items are: "I can explain my personal values to people who are different from me" and "I am developing a meaningful philosophy of life."

Intrapersonal/Affect. Some theorists (Chen & Starosta, 1996; Chavez et al., 2003) see the intrapersonal dimension as an affective process—and still others (Chickering & Braskamp, 2009) see it as both identity and emotions. The GPI's intrapersonal/affect scale measures respondents' acquisition of emotional comfort (including self-confidence) with situations that are different from or challenge their own cultural norms. Examples of intrapersonal/affect items are: "I am

confident that I can take care of myself in a completely new situation" and "I do not feel threatened emotionally when presented with multiple perspectives."

Interpersonal Scales

Interpersonal/Social Responsibility. King and Baxter Magolda (2005) include an interpersonal domain in their holistic model of intercultural maturity, which describes sociorelational development that "involves the ability to interact effectively and interdependently with diverse others" (p. 579). Among others, they relate the development in this domain with the work of Chickering and Reisser (1993). Chickering and Reisser's seven vectors of psychosocial development for college students include a vector of moving through autonomy toward interdependence. Autonomy is characterized by emotional and instrumental independence, whereas interdependence is marked by a commitment to the welfare of the larger community, with the larger community recognized as a global and pluralist one (Chickering & Braskamp, 2009). The interpersonal/social responsibility scale measures students' level of commitment to interdependent living and the common good, with selfishness and independence marking the lower end and interdependence and social responsibility marking the higher end of development. Examples of interpersonal/social responsibility items are: "I think of my life in terms of giving back to society" and "Volunteering is not an important priority in my life" (reversed).

Interpersonal/Social Interaction. Several theorists (Chen & Starosta, 1996; Chavez et al., 2003) describe the interpersonal domain as behavioral or as a matter of skill acquisition. Culturally adaptive behaviors are said to be acquired through social interactions with people different from the self, and several studies have linked the impact of interaction with diverse peers on various diversity related outcomes (Chang, Denson, Sáezn, & Misa, 2006). For the interpersonal/social interaction scale, we measured respondents' acquisition of and desire for exposure to people with cultural backgrounds different from their own. Examples of interpersonal/social interaction items are: "Most of my friends are from my own ethnic background" (reversed) and "I intentionally involve people from many cultural backgrounds in my life."

GPI Construction

The GPI was launched as an on-line survey instrument during the spring 2008 academic term. The GPI is currently (as of June 2010) in its sixth edition. Respondents select their level of agreement with each of 40 statements based on a 5-point Likert-type scale from *strongly agree* to *strongly disagree*. Respondents also provide demographic data such as age, gender, college status, international student to United States, and ethnicity. Students also provide their views of the campus community and their level of involvement in curricular and co-curricular activities based in part on the research on sociocultural dimensions of a campus environment that influences holistic development (Braskamp, Trautvetter, & Ward, 2006).

Approximately 80,000 students, faculty, and staff from more than 100 institutions have completed the GPI as of December 2011. Each of the GPI scales has been examined for both reliability and validity. Only a summary of the research that has been conducted to date is presented here (see Global Perspective Institute, Inc., for more updated information, including tables of validity and reliability test results, a list of participating institutions, and publications of research conducted using the GPI). Based on a number of analyses, the coefficient alpha scores for the six scales range from 0.65 to 0.76, with the consistency across

the cognitive/knowledge and interpersonal/social responsibility constructs being the highest (0.76, and .74) and interpersonal/affect being the lowest on the most recent version (0.65; Braskamp, Braskamp, Merrill, & Engberg 2011). The test–retest reliabilities of the scales range from .58 to .73 (Braskamp et al., 2011).

We examined whether our scales differentiate among subsets of student groups in ways that are consistent with established research results. We tested if students with the following experiences or characteristics yielded higher global perspective scores: Extended exposure to college, study abroad, service learning, and being female. As students progress through college, their development is likely to increase (Baxter Magolda, 1992; Pascarella & Terenzini, 2005). As people experience more exposure to college, their global perspective (defined as a holistic development process) may increase as well. Several analyses of the GPI mean scores (Braskamp et al., 2011) indicate that scores increase as participants experience more college, and that senior scores are consistently significantly higher than freshman scores for all scales.

A growing body of research indicates that students who study abroad experience greater cognitive-, identity-, and diversity-related gains than students who do not (National Survey of Student Engagement, 2007; Pascarella & Terenzini, 2005); therefore, we would expect that global perspective would be more developed for students who have studied abroad. Braskamp, Braskamp, and Merrill (2009) examined the GPI pretest–posttest difference scores for students who participated in education abroad at one of ten centers of study abroad, and concluded that study abroad influences students to acquire more knowledge of international affairs, increase their affect and self-confidence, and enhance their comfort zone in associating with others unlike them. Chickering and Braskamp (2009) confirmed this finding with an additional set of 470 students. GPI participants who study abroad consistently report significantly higher GPI scale scores than students who do not; and international students significantly higher in three scales: cognitive/knowing, intrapersonal/affect, and interpersonal/social interaction (Braskamp et al., 2011).

Several studies have indicated that service interventions are effective at reducing participants' racial bias (Engberg, 2004) and improving intercultural competency outcomes (Dunlap & Weber, 2009). Similarly, results of GPI analysis indicate that students who reported experience with service learning have consistently higher global perspective scores than students who do not, with the highest relationships between service learning engagement and social responsibility (Engberg, 2010).

Female college students tend to have higher scores on measures related to positive attitudes about diversity (Milem & Umbach, 2003); therefore, we would expect females to also have higher scores on several scales of the GPI. The difference between the male and female scale scores were significantly higher for females for three of the scales: Cognitive/knowing, interpersonal/social responsibility, and interpersonal/social interaction, whereas males scored significantly higher in cognitive/Knowledge. They did not differ on the intrapersonal/identity scale (Braskamp et al., 2011).

RESEARCH AND PRACTICE: EMBRACING CONNECTIONS

We designed the GPI to provide evidence to campus leaders that will begin conversations about the status and progress of students on their journeys to becoming global citizens in a complex and pluralistic world. When we report results back to institutions, we stress the connections between students' progress and the sociocultural environmental

factors—curriculum, co-curriculum, and community—present at that institution. These three *C*s are important influencers in the environment where students are living, learning, and growing (see Braskamp et al., 2006). Thus far, the GPI has been used to foster conversations regarding initiatives, such as study or education abroad, service learning programs, and entire campus impact. In sum, campus leaders are encouraged to focus on how they as educators help students ask and answer these three questions: How do I know? Who am I? and How do I relate to others?

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