A Handbook *for* Advancing Comprehensive Internationalization:

What Institutions Can Do and What Students Should Learn

by Christa L. Olson,
Madeleine F. Green,
and Barbara A. Hill

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AMERICAN COUNCIL ON EDUCATION
The Unifying Voice for Higher Education

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Acknowledgments

As will quickly become apparent to the reader, this handbook draws on the work of many institutions. In developing institutional networks and multi-institutional projects, ACE sought to develop communities of shared interests and mutual learning. The many colleges and universities that have participated in ACE activities over the last decade are listed in Appendix A. Their internationalization leadership teams did the hard work of developing and implementing internationalization strategies, and shared with ACE staff and their colleagues in other institutions both the satisfaction of their achievements and the frustration of their setbacks. Their collaboration and their candor provided the authors of this publication with unique opportunities to observe many campuses and to distill and organize the many lessons learned by our partner institutions.

A Note to the Reader About Terminology

I t is difficult, if not impossible, to undertake an examination of internationalization without encountering confusion and disagreement about the use of terms. Many commonly used words in this field mean different things to different people, and convey different approaches and philosophies. There is no single term that covers all the concepts encompassed by the words *international, global,* and *intercultural*, and people most often choose one of the three terms as a marker for the bundle of concepts. The task then falls to the reader to choose among the many possible definitions of a single term.

We do not have a simple answer for this linguistic dilemma.[1] But we do think it important to explain our choice of terms and how we use them, as well as to strive for as much consistency as possible in this handbook.

First, the name of the series: *Global Learning for All*. As our work with institutions has broadened from a focus on what institutions do to what students learn, we felt it important to emphasize learning in our language. We use *global learning* as a shorthand for three related kinds of learning: global (denoting the systems and phenomena that transcend national borders), international (focusing on the nations and their relationships), and inter-

cultural (focusing on knowledge and skills to understand and navigate cultural differences). Thus, we define global learning as the knowledge, skills, and attitudes that students acquire through a variety of experiences that enable them to understand world cultures and events; analyze global systems; appreciate cultural differences; and apply this knowledge and appreciation to their lives as citizens and workers.

We refer to the process by which institutions foster global learning as *internationalization*. We have chosen a term that emphasizes process to underscore that institutions can produce specific types of learning only through an ongoing and intentional process. We thus use Knight's definition of internationalization, as "the process of integrating an international, intercultural, or global dimension into the purpose, functions, or delivery of postsecondary education."[2]

Internationalization is often used synonymously with one of its many component activities, often reflecting a specific institutional strength or priority. For example, for some institutions, recruiting and integrating international students into their communities are the dominant strategy for internationalization, and in their discourse, *internationalization* will refer primarily to those activities. For others, study abroad

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[1] See Green, M. and Olson, C. (2003). *Internationalizing the campus: A user's guide.* Washington, DC: American Council on Education, chapter 1, for a discussion of terminology and definitions commonly used in the literature.
[2] Knight, J. (2003, fall). Updating the definition of internationalisation. *International Higher Education.*

is a key approach, and so their use of the general term will refer only to the advancement of these programs. This substitution of a part for the whole fails to capture the multiple dimensions of internationalization and the processes needed to ensure that it penetrates the institution's activities and ethos, both broadly and deeply. Thus, we also underscore that internationalization involves many different initiatives, processes, and stakeholders across the campus so that that the whole is greater than the sum of its parts.

Although it might seem more consistent to do so, we chose not to use the term *globalization*. We did so because globalization is a term that, in addition to being descriptive, also has negative connotations. For some, globalization describes the unstoppable flow of ideas and goods around a world in which national borders are of diminishing importance. However, globalization has increasingly become a loaded term, implying the hegemony of the capitalist system, the domination of the rich nations over the poor, and the loss of national identity and culture. To date, *global* has preserved its linguistic neutrality, while *globalization* has not.

Thus, we use two shorthand expressions: *global learning* encompasses international, global, and intercultural learning; and *internationalization* describes processes that lead to enhancing the international, global, or intercultural dimensions of an institution or system. The latter refers to what institutions do (the inputs or processes) and the former to what students learn (the outcomes).

Finally, we use the term *comprehensive internationalization* throughout this series. By that we mean a strategic and integrated approach to internationalization in which institutions articulate internationalization as an institutional goal (if not priority), develop an internationalization plan driven by sound analysis, and seek to bring together the usually disparate and often marginalized aspects of internationalization. The distinction between "internationalization at home" (denoting activities such as internationalizing the curriculum, pedagogy, or co-curriculum; and looking to international students as a resource) and "internationalization abroad" (denoting student and faculty mobility programs, delivery of programs abroad, and international projects) is an important clarification when one is reviewing the various institutional approaches and strategies. However, it is the synergy among the various elements—at home and abroad—that promotes comprehensive internationalization.

As an institution pursues internationalization, it will have to sort out its own lexicon. Failure to clarify terms early on can cause confusion later on, but creating a lexicon should not be an end unto itself. Most institutions find that they need to have this discussion, and even if it leaves some ambiguity in its wake (which it undoubtedly will), the act of exploring important concepts and their meaning will have laid a rich foundation for further work.

Executive Summary

This publication, the third in the Global Learning for All series, provides practical advice to institutional leaders about developing an institutional internationalization strategy that will meet the challenge of educating students for the global age. It articulates lessons learned from more than six years of ACE's work with more than 100 institutions and serves as a companion publication to two earlier publications—*Internationalizing the Campus: A User's Guide* (2003) and *Building a Strategic Framework for Comprehensive Internationalization* (2005).

This handbook encourages institutions to adopt a strategy for comprehensive internationalization that emphasizes an integrated approach addressing both programmatic inputs and student outcomes. Institutions working to advance comprehensive internationalization articulate internationalization as an institutional goal, develop internationalization plans based on an analysis of their current efforts, and seek to make the whole greater than the sum of its parts by creating synergy among diverse internationalization initiatives across the institution.

The introduction explains the importance of addressing both inputs and outcomes and the need to develop an integrated and strategic approach to internationalization. The first chapter, "Preparing to Succeed with Internationalization," offers guidance on forming an effective cross-institutional internationalization team and laying the groundwork for team success. This guidance, drawn directly from ACE's experience working with institutions, is illustrated through descriptive examples and supplemented with institutional documents in the appendix.

Chapter 2, "Approaching Internationalization Through Global Learning Outcomes and Assessment," reviews some of the basic issues surrounding assessment of student learning. It outlines assessment—a cyclical process undertaken to bring about improvement of teaching and learning—and its components: articulating global learning outcomes, gathering evidence of student achievement of those outcomes, interpreting the evidence found, and using the findings to improve student learning. This chapter also explains how global learning outcomes can be put to use in

guiding internationalization strategies. Illustrative examples and institutional documents are included in the text or as supplementary appendices.

Chapter 3, "Conducting an Internationalization Review," offers advice on how to conduct an audit of an institution's internationalization initiatives. It discusses the scope, focus, and timing of a review. It also outlines the phases of a review, which include launching the review, gathering information, analyzing the findings, and drafting a report based on the findings. Explanations of how institutions went about collecting information are provided, along with examples of survey and focus group tools.

While the review process, in and of itself, is a worthwhile exercise in fostering institutional conversations about internationalization, the review should culminate in an internationalization plan that is grounded in the findings of the review. Chapter 4 offers guidance in how to develop an internationalization plan. It encourages institutions to be attentive to such process issues as configuring the planning team, setting priorities, and building support. The chapter outlines the elements of a plan by offering a composite of examples drawn from ACE project institutions. The chapter closes with suggestions for monitoring the plan.

Introduction

This publication, the third in the Global Learning for All series, provides practical advice to institutions striving to meet the challenge of educating students for the global age. It articulates lessons learned from more than six years of ACE's work with more than 100 institutions (see Appendix A). We draw our specific examples largely from institutions that participated in the Global Learning for All project, funded by the Ford Foundation and initiated in 2002, as well as from the more recent participants in three cohorts of institutions in the ACE Internationalization Laboratory, which was launched in 2002–03. Insights in this handbook are drawn from the experiences of all these colleges and universities —including their successes and missteps. These institutions worked closely with ACE as they sought to advance comprehensive internationalization. That is, they were engaged in a process of institutional transformation that built upon an institutional vision for internationalization, a clearly articulated set of goals, and a strategy to integrate various internationally and globally focused programs or activities on campus. They experimented with different approaches. The institutions in the Global Learning for All project conducted an institutional review of their internationalization programs and initiatives, and at the same time worked to articulate student global learning outcomes and create a framework for assessing them, thus piloting the integrated approach documented in this handbook. Institutions in the Internationalization Laboratory used a variety of approaches tailored to their particular needs, and provided additional insights on how processes unfold at institutions of diverse missions, sizes, and complexity.

This publication builds directly on two earlier ones. The first, *Internationalizing the Campus: A User's Guide*,[3] published in 2003, provided an overview of the major steps in creating an internationalization strategy and the key issues that campuses confront along the way. In that publication, we drew upon the experiences of a number of institutions that had

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[3] Green, M. and Olson, C. (2003). *Internationalizing the campus: A user's guide.* Washington, DC: American Council on Education.

conducted an internationalization review. As our work progressed, we came to understand the importance of focusing not only on institutional goals and strategies, but also on student learning. Thus, two years later, in the essay *Building a Strategic Framework for Comprehensive Internationalization,*[4] we outlined a framework for an integrative approach to internationalization, suggesting a rationale and a way to approach working simultaneously on inputs (institutional programs and initiatives) and outputs (student learning outcomes). In that essay, we provided concepts and vocabulary—a conceptual framework—to introduce a new way to advance campus internationalization. In this publication, we outline specific ways to implement the approach described in *Building a Strategic Framework*, using examples from institutional experiences, so that other colleges and universities might learn from those that have gone before them. We suggest that this handbook be used in conjunction with the two earlier publications.

The premise of ACE's work and of this publication series is that a high-quality undergraduate education must prepare students for a world in which they will be called upon to be effective workers and informed citizens who can think and act with global awareness and cross-cultural understanding. For many institutions, achieving this goal will require significant change, not simply tinkering with existing programs. Many institutions have articulated the goal of producing "globally competent graduates," but few have clearly defined what this means or how they will know when they have achieved this goal. Institutions tend to frame their approach to achieving this ill-defined goal as doing more of what they already do under the banner of international education, for example, sending more students abroad, introducing more courses with an international or global focus, or increasing the number of international students who are enrolled at the institution. While all of these are good things to do, they do not necessarily ensure that all graduates will be globally aware or competent. Success is most often measured in terms of the level of activity, or the "inputs" to global learning. The unanswered question on most campuses concerns how international programs and courses (inputs) affect student learning (outcomes).

[4] Olson, C., Green, M., and Hill, B. (2005). *Building a strategic framework for comprehensive internationalization*. Washington, DC: American Council on Education.

This question led the American Council on Education (ACE) to develop an integrated approach to internationalization that focuses both on programmatic inputs and learning outcomes. The approach includes articulating global learning outcomes (as a first step in a process that also will assess for student achievement of these outcomes) and conducting an internationalization review process (as a first step toward crafting an institutional plan for advancing internationalization). Both offer multiple opportunities for campus leaders to integrate internationalization efforts with other critical institutional initiatives, such as general education reform or the institutional planning process. The institutions with which ACE worked sought to deepen and broaden internationalization. Many explored how the two approaches described above could be brought together to create more effective institutional strategies to promote global learning for all.

This approach was in part shaped by the nature of the student body at many institutions across the United States. Several of the institutions with which we worked, and all of the participants in the Global Learning for All project, had

a significant population of "new majority" students—that is, students who are working adults, who attend part time, and who may be first-generation college students or members of underserved groups. These students spend little time on campus beyond their classes and are highly unlikely to study abroad. If they do so, short-term study is most likely. Thus, internationalization at home—that is, providing opportunities for global learning on campus, through a variety of learning experiences—had to be a major focus for institutions serving these students. Additionally, these institutions rightly considered it important to ensure that the "internationalization abroad" activities were well integrated with and supportive of the "internationalization at home" initiatives (see the sidebar on the next page for a typology of internationalization at home and abroad). Although focusing on student learning outcomes is a fruitful approach for all campuses, it is particularly important for those institutions that supply only a portion of the inputs for their students' education and that want to be clear about the relationship of their programs and activities to actual student learning.

Internationalization at Home and Abroad

Internationalization at Home

Curricula and Programs
New programs with international themes
International content infused in existing courses
International language/culture study
Area or regional studies
Joint or double degrees

Teaching-Learning Process
Active involvement of international students
Engagement of returned study abroad students
Using classroom diversity in pedagogy
Virtual student mobility for joint courses
Use of international scholars and teachers
Use of local international/intercultural experts
Integration of international, intercultural, and
   area studies, role plays, and reference
   methodologies

Extracurricular Activities
International/domestic student clubs and
   associations
International/intercultural campus events

Liaison with Local Cultural/Ethnic Groups
Student involvement in local cultural and ethnic
   organizations through internships, applied
   research, and service learning
Involvement of representatives from local
   cultural and ethnic groups in teaching/
   learning activities, research initiatives, and
   extracurricular events and projects

Internationalization Abroad

Movement of People
Students studying abroad for a year, a term, or
   less
Student service learning or internships abroad
Student exchanges and research
Faculty exchanges for teaching and research
Faculty technical assistance/consulting abroad
Faculty sabbaticals/professional development
   abroad

Movement of Programs
Programs offered through international linkages
   and partnerships
Credit awarded by institution abroad
Degrees awarded by institution abroad
Joint degrees awarded

Movement of Providers
Institution has physical presence in country
   abroad
Branch campuses, stand-alone institutions,
   centers
Franchise campuses

International Projects
Capacity-building projects, such as joint course
   or curriculum development, research,
   benchmarking, technical assistance,
   professional development, e-learning
   platforms, etc.
Projects and services as part of development aid
   projects, academic linkages, and commercial
   contracts

Adapted from Knight, J. *Internationalization: Developing an institutional self-portrait. Readings for the EOTU project.* See www.
   eotu.uiuc.edu/events/Illinoisnovfinal.pdf.

The approaches and steps outlined in this publication can help institutions be systematic and strategic in advancing internationalization. A decade ago, few institutions had articulated internationalization as a priority or engaged in institution-wide conversations about their vision, goals, or approach to internationalization. Nor had they inventoried their own international activities, analyzed how these activities might build upon and connect with one another more effectively to enhance international learning, or developed an internationalization plan. But the last few years have witnessed a remarkable growth in interest in internationalization and institutional efforts to further internationalization. The following pages describe in detail an approach that helps institutions raise the important questions of why they are using particular internationalization strategies and what evidence they have of the impact of these strategies on student learning.

The experiences of institutions that have been systematic about internationalization demonstrate that sustained attention, leadership, and broad engagement are key elements of success. We hope that this handbook provides a useful resource for campus leaders engaged in the challenging work of internationalization.

Chapter 1:
Preparing to Succeed with Internationalization

Charting any new direction at a higher education institution requires careful attention to process. It is an art, not a science, and complexities arise from the history and culture of the institution, external and internal pressures, competing constituencies, and unforeseen occurrences inside and beyond the institution.[5] Anyone who has worked on strategic planning or curricular reform will agree that even the best ideas can fail to become practice if the change process is flawed or if leadership is inadequate. Sometimes change leaders fail to make the case for the new direction or to convince stakeholders of its urgency. Why is it important or even necessary? How might students benefit? Why is it important to act sooner rather than later? Insufficient communications and consultation are typical missteps, making some stakeholders feel ignored and defensive, or providing an opportunity for naysayers to rally opposition or dig in their heels.

Enhancing internationalization is no exception. Indeed, the approach advanced by this publication requires artful leadership. A good process is vital to developing a credible set of learning outcomes and maximizing their chance of being accepted, as well as to conducting a thorough internationalization review and successfully implementing the resulting strategic plan.

Every campus goes about internationalization in its own way. Size, history, mission, culture, and the talents and limits of different players, shape a different story at each college or university.[6] Institutional history and mission provide each institution with a unique foundation and framework for its internationalization strategy. The College of Notre Dame of Maryland, for example, grounded its internationalization initiative in its mission of educating women leaders. It launched a series of inclusive dialogues about what it means today to educate women as leaders in the world, and how this goal should be addressed in programs for both the college's traditional students and its adult part-time students. Kalamazoo College sought to build on its exceptional participation rate in study abroad to further its goal to thoroughly integrate internationalization throughout the institution. Several other institutions honored their local missions by linking their internationalization efforts to local and regional issues and the diverse communities surrounding them.

Also, the internationalization process must be consonant with the usual ways the institution goes about its work. For example, Park University has multiple satellite campuses with student profiles that differ from those of the home campus. For Park, it was imperative to approach inter-

[5] For additional information on the change process in higher education, see *On Change I-V. An Occasional Paper Series of the ACE Project on Leadership and Institutional Transformation.* See www.acenet.edu/bookstore.
[6] See Eckel, P., Green, M., & Hill, B. (2001). *On change V: Riding the waves of change: Insights from transforming institutions.* Washington, DC: American Council on Education, 23–36.

nationalization by working within its tradition of centralized academic planning that encompasses many dispersed sites and different types of students.

The degree of centralization is also a factor in how an institution proceeds with internationalization. Research universities tend to be decentralized, with the constituent colleges and departments enjoying considerable autonomy. At the University of Wisconsin–Madison, internationalization was a strategic priority for the entire institution, but each college proceeded in its own way. The deans were held accountable for progress on internationalization, but no single set of goals or strategies could be applied across very diverse colleges and programs. Thus, the university seeded a series of flagship projects that proceeded independently but gained recognition across campus. Indiana University-Purdue University Indianapolis (IUPUI) created several global learning outcomes that the university then added to one of the goals of its "Principles of Learning," an institution-wide set of guidelines on setting goals for undergraduate education. Each school and department was encouraged to adapt the global learning outcomes to its own programs and courses. Kansas State University proceeded quite differently, creating a leadership team of representatives of each of the colleges, charging the members to conduct an internationalization review of their respective colleges and report their findings to the larger team.

Forming the Project Team[7]

Essential to developing an internationalization strategy is a leadership group composed of faculty, administrators, and at some institutions, students. Thus, institutions working with ACE created an entity that was often called an internationalization team, but they also used other labels, such as *leadership team*, *working group*, or *task force*. The internationalization teams also undertook different tasks to advance internationalization, depending on their charge and the institutional goals and history. These tasks usually included developing student learning outcomes and/or conducting an internationalization review, making recommendations for enhancing campus internationalization, or creating an internationalization plan. If they created a plan, the ultimate decisions on implementation were made by the senior leaders in consultation with the relevant governance bodies. As we elaborate later, the internationalization task force should receive its charge from the senior leadership to ensure that its work is a meaningful component of overall institutional strategy.

In creating an internationalization team, institutions should decide whether to use an existing group or create a new one. Other decisions concern the composition and size of the team, how it will organize itself to undertake multiple tasks, the desired products to result from the team's work, and timetables for the completion of the work. Most institutions with which ACE worked had a single internationalization team, with members drawn from different parts of the campus, and smaller groups working on specific tasks.

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[7] See Green, M. and Olson, C. (2003). *Internationalizing the campus: A users' guide*. Washington, DC: American Council on Education, Chapter 4.

The issue of team composition can present special challenges in multi-campus systems. The question that will inevitably arise is whether the task of advancing internationalization should be a campus-based initiative or system- or institution-wide. Both approaches can be used, and the choice should reflect the usual patterns of the system or institution. However, system- or institution-wide initiatives require parallel campus internationalization teams to fully engage each campus and to ensure that the more general work at the system or district level is interpreted, made meaningful, and owned by the constituent campuses. At one community college with several campuses, for example, a district-wide committee developed a set of global learning outcomes. When one of the constituent campuses created its own internationalization team to complement the district-level team, a wider group of faculty began the important discussion of how campus-level teams could be used to internationalize the campus curriculum. Without such a mechanism to apply the district-wide committee's work to the campus level, it is unlikely that the global learning outcomes would be integrated into campus practice. On the other hand, if the initiative is solely campus-based in a system or institution with strong centralization, a mechanism to coordinate activities, policies, and requirements across campuses will be essential.

Selecting the Right Team Members

The internationalization team's ability to move the agenda forward depends considerably on its legitimacy in the eyes of stakeholders throughout the institution and on whether the team members will be able not only to generate ideas but also to engage others in their work. Consequently, internationalization teams vary in size and composition from one institution to another.

The process for identifying and selecting team members will also vary with the origin of the initiative and with campus traditions. In some institutions, the president or chief academic officer (CAO) appointed the team, often with input from the chief international officer and faculty leaders. In others, faculty bodies selected representatives to the team, and other members were appointed by the senior leadership. An internationalization team composed entirely of volunteers was generally less effective than those teams that were more intentionally assembled, because the all-volunteer model did not necessarily yield the right mix of participants.

The team composition will be dictated by the scope and nature of the work as well as the size and complexity of an institution. For example, as noted above, a complex university may want to involve only a subset of its colleges in the first phase of its work, with the team members drawn from those colleges and also including individuals who could be helpful to the group, such as assessment experts and members of the institutional strategic planning committee of the central administration (see "Important Members of the Internationalization Team" on next page).

Another consideration in selecting faculty to serve on the internationalization team is sustainability. One institution intentionally included junior faculty on its team in order to develop a new generation of faculty internationalization leaders. Because senior faculty had been leading internationalization for a number of years, principally by acquiring and administering external grants to internationalize the curriculum, junior faculty had not been fully engaged in the initiative. As some of the senior faculty approached retirement age, sustainability was an issue. Thus, it was important for this internationalization team to include younger faculty as well as senior faculty and key deans.

Team membership should also be designed to ensure that the group can broaden the dialogue by inviting people from all parts of the campus to participate in the discussion of internationalization. In that way, faculty and staff who have not thought much about internationalization can be engaged in a new set of conversations, encouraging broader ownership of the recommendations emerging from the leadership team.[8]

On most campuses, the chief international officer is a member of the group, and as an exception, the chair or co-chair. Other administrators should also be included, but balance is important. If an institution is working toward comprehensive internationalization, it is crucial that faculty—and especially well-respected senior faculty—be represented and that the team composition and leadership be first and foremost tied to the ongoing academic discussion.

Selecting the Right Chair

The choice of the team chair or co-chairs is critical. In many institutions, the president or chief academic officer's first step in creating the team was to name the chair and then work with that individual to assemble a strong team. No choice is more important, for the chair must have the expertise, the credibility, and the skills to manage the process. The chief international officer is usually not the best choice to chair the group, although on one campus, that individual was one of very few people who were perceived as being sufficiently neutral to bring different groups

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[8] See Eckel, P., Green, M., Hill, B., & Mallon, W. (1999). *On change III: Taking charge of change: A primer for colleges and universities.* Washington, DC: American Council on Education, 18–19.

together. The danger in having the chief international person serve as chair is that the team's work will be perceived as supporting the international office rather than being an institution-wide initiative. In several institutions, the chief international person served as co-chair or as adviser to the chair. Furthermore, it is generally advisable to have a tenured faculty member serve as chair. While younger (and untenured) faculty may have the leadership skills, energy, and expertise to serve in this capacity, it may be difficult for them to manage issues that arise within the group or to represent the leadership team to the senior institutional leaders when their own futures are uncertain.

Whoever serves as chair must have the leadership skills to manage the group process and conflicts when they arise and to keep the team members focused and engaged. Teams that have lacked good leadership have faltered. They got bogged down in the details, mired in conflict, or were uncertain of their course. Thus, the choice of chair is the single most important decision that the president or CAO makes in creating the leadership team.

The Role of Senior Leadership

For the work of the internationalization team to have maximum impact, senior administrative leaders must lend the effort their visible, tactical, and structural support. This support can take many forms, such as having the president routinely speak publicly about the internationalization effort and include it in cabinet-level discussions. Or the team leader can meet regularly with the president and chief academic officers to keep them informed and ensure that the team's work is on

track and integrated into high-level campus discussions and decisions. The chief academic officer can take a more or less direct approach, either by serving as a member of the internationalization team or designating a representative. This decision may be dictated by institutional size, with CAOs of smaller institutions more directly engaged in the process. Whatever choice the CAO makes, the team must include a member with a good overview of academic affairs and a strong grasp of institution-wide issues and processes.

A central role of senior leadership is to give the internationalization team a clear charge and deadlines and ensure that the fruits of its labor will not languish on a shelf. When internationalization teams stumble, it is sometimes because the president and CAO have not presented a clear charge to the team or made it clear how its product will be used. A charge to the team may include creating a set of global learning outcomes and designing a plan for integrating them across the curriculum, conducting an internationalization review, and producing a set of recommendations for enhancing internationalization. If the leadership team is asked to make recommendations, it is important that the president or CAO be explicit about the process by which these recommendations will be assessed and prioritized, including the roles of the president, senior administration, and the internationalization team in this process. The president or CAO also should indicate how the final product will be integrated into campus planning and budgeting. As Appendix B shows, the charge of the executive vice president of Northern Virginia Community College was explicit on these issues.

Adapting Team Membership

Over time, the work of the team will evolve. Depending on where an institution starts, the early work of the internationalization team may include conducting an internationalization review, developing global learning outcomes, and developing recommendations or an internationalization plan. This work may take up to two years.

As the team shifts its focus to refining and implementing the plan, its membership may change for several reasons. First, some individuals may want to focus their attention elsewhere. Second, faculty take sabbaticals, retire, or leave the institution. If departing team members are key players by virtue of their leadership talent or the expertise they contribute to the team's work, or if the loss of these individuals creates uncertainty about the future of the team's work, their departure may cause the team to falter. Third, as the tasks and the charge to the team change, the group may need different expertise. For example, a team working on integrating global learning outcomes into the curriculum will want to have faculty members with leadership roles in general education and perhaps some deans and department chairs and/or the chief administrator for undergraduate education. If the team's priority is to integrate the internationalization plan with the institutional strategic plan, then the group will want to include individuals engaged in that effort. At every phase of its existence, the team's composition should ensure that the relevant stakeholders are at the table.

Administrative turnover also is an issue, whether or not the departing individual is a member of the internationalization team. The departure of a senior administrator can jeopardize support for the effort under way, or, if that individual plays a key role on the team, the departure can cause the team to lose momentum and focus. Frequently, initiatives are put on hold until new senior administrators are in place. Predictably, several institutions with which ACE worked experienced changes in senior leadership. In some cases, internationalization was not a priority of the new leader, and the teams found themselves trying to educate the individual about their work and the role of internationalization on campus. They also had to adapt to new leadership styles and situate internationalization among changing institutional priorities. In one case, the departure of the chief internationalization officer seriously slowed a team's work. The senior leaders recast the job description of the chief internationalization officer, and the team found the institutional ground shifting as it worked.

Changes in institutional leadership also can present opportunities, especially if there is enough continuity in the internationalization team's composition and leadership and if team members served on the search or advisory committee. New presidents and provosts can bring greater focus on internationalization. Newly appointed administrators may bring positive histories with internationalization and thus new support. At one institution, two interim deans were appointed from

within the institution, both of whom were members of the leadership team. As their executive responsibilities increased, the interim deans had less time to dedicate to the work of the internationalization team; however, the team benefited considerably from having two of its members in important administrative positions and serving on key decision-making bodies, such as the strategic planning committee.

Internationalization, like other long-term campus initiatives, is an evolving process. As the work of the team changes over time, so will its membership. This is the case not only because new expertise and representation of different stakeholders will be required, but also because individuals' lives and interests shift over time.

Tools for Team Success

Laying the groundwork for an internationalization initiative is crucial to a successful effort. Instead of immediately beginning to develop global learning outcomes or conducting an internationalization review, an institution will generally need to explore some basic issues. Why internationalize? How does internationalization fit with our mission? What are our academic goals? What might be the goals of our external stakeholders? How are we defining international/global learning? What is the climate for internationalization? How are we using various terms related to internationalization?

Our experience has shown that many institutions need to ask these questions before they move to the tasks at hand, because unarticulated differences in responses can lead to different priorities

for gathering information for a review, different approaches to articulating learning outcomes, and potential misunderstandings about the use of the products of the team's work—the review report, the learning outcomes, and the internationalization plans.

Clarifying Language and Philosophy

Language usage is so important that we began this handbook with "A Note to the Reader About Terminology" to draw attention to these issues. Language differences may reflect philosophical differences, and, if left unattended, they can undermine the work of the internationalization team. To spend time in the team process debating whether the institution is engaged in international, intercultural, global, or multicultural work may seem unnecessary to some team members, laborious to others, and confrontational to yet others. Still, as one team member put it, "We never resolved all the issues around language, but it was important to have the conversation." If the team does not come to a common understanding about the language it is using and what this language may mean to others, it is very likely to be stymied at some point in its work and be obliged to stop, step back, and clarify language.

Almost every institution with which ACE worked found that sooner or later, the team confronted a conflict within the team or between the team and another constituency on campus concerning the language used to frame the internationalization efforts. Several institutions found that the relationship between their work on global learning and work being done elsewhere on campus to advance multi-

culturalism needed to be clarified. In one case, the team had carefully discussed its philosophy and purpose for engaging in the work at hand and had achieved a common language. This enabled the group to address questions about language and purpose raised by individuals outside the internationalization team. In another institution, the team had not engaged in such a discussion, and work came to a halt as the team began to share its work with others and found differences in philosophy within its membership concerning the relationship between multiculturalism and internationalization.

An institution also should consider the historical and philosophical reasons for its current range of international activities before it embarks on an internationalization review. Why has the institution approached internationalization the way it has? What assumptions underlie this approach? What are the explicit and implicit goals? Has the institution articulated a rationale and vision for internationalization? If there are multiple rationales, are they coherent and can they be aligned? How has global learning been connected (or not) to the larger institutional academic goals? Has the institution ever examined how its diverse international activities add up to something greater than the sum of these parts? If the team cannot answer these questions, what does it need to do?

Similarly, a team embarking on the development of global learning outcomes should spend some preparatory time discussing why this approach might be useful, how it fits with other institutional discussions and strategies, and what the

obstacles and pitfalls might be. Because working with student learning outcomes is especially problematic for some institutions, the preliminary discussions on the topic can be crucial to the success of the global learning initiative. Development of global learning outcomes is likely to go more smoothly at an institution with a historic commitment to teaching and learning and with experience in developing and assessing student learning outcomes. Where undergraduate teaching and learning take a back seat or assessment elicits indifference or downright hostility, the process must take account of these contextual issues. Those institutions should start with general conversations about student learning outcomes to situate global learning outcomes in the larger context of improving teaching and learning and what it means to articulate learning outcomes and measure student progress toward achieving them.

Thus, conversations about internationalization and about student global learning outcomes will need to start with the topics and the level of conversation that are appropriate to the institution's experience in both. What can be gained from developing and using a set of global learning outcomes? How might they be used to examine the institution's diverse internationalization activities and programs? What is the history of other efforts to articulate learning outcomes and assess them? Who might be the supporters of such work? The skeptics? What communications and process issues need to be anticipated? What expertise is on hand to support this effort? What other help might be needed?

Considering these questions should help an internationalization team engage in preliminary discussions concerning the language, context, and fundamental purpose of its work. The team will then be better prepared to decide on the most relevant rationales for its work and to field queries that are likely to arise as it presents its work to the larger academic community.

Determining the Institution's Vision of Internationalization

To give a clear sense of overall direction to the team's work and enable the team to assess the institution's international work to date, the institution needs well-articulated internationalization goals. If the institution does not already have an internationalization vision or a set of goals in this area, the team can draft those goals by gathering all references to international matters from various mission statements, presidential speeches, institutional strategic priorities, curricular statements, and perhaps even the faculty handbook. Once such an array of intentions is gathered, the team can distill and reframe the internationalization goals to be consistent and comprehensive. Such clarity of language is a good prelude to conducting an effective internationalization review and setting student learning outcomes.

The vision statement should include the values and aspirations that inspire people to work toward the goals of internationalization. (See Chapter 4, page 63, for examples of vision statements.) But it should be written with caution, ensuring that it represents a plausible vision for the institution and not simply the collective dreams of a committee. Questions to ask when evaluating potential vision statements include:

- Does it motivate and inspire?
- Is it challenging and compelling, stretching beyond what is comfortable?
- Is it achievable?
- Does it fit with the highest values of the institution?
- Is it easy to communicate, clearly and simply?
- Can it be used to guide decision making?[9]

Providing Support for the Internationalization Team

Conducting an internationalization review, developing global learning outcomes, and crafting an internationalization plan require considerable time and energy. Faculty-led teams need support in the form of release time or a stipend for the chair, or administrative support to organize meetings, prepare and distribute summaries, and post material on a web site. If an administrator leads the team, it will be important for that individual to have support as well, and for senior administrators to consider what ongoing duties that individual can relinquish in order to have time for this new responsibility. Other forms of reward and recognition for members of the team can also be useful for maintaining strong teams. A budget for bringing campus stakeholders together (for example, through retreats) as the team begins to

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[9] Questions adapted from the Office of Human Resources, Ohio State University. (2001, April). *Strategic planning workbook: A step-by-step planning guide*, 15.

share the results of its work with the community is another way of communicating the importance of this initiative on campus. Finally, providing the team leaders with access to critical decision-making bodies is also necessary, especially as the team develops and aligns its plan with other institution-wide efforts.

It is the responsibility of the president or CAO who gives the team its charge to ensure that it has the necessary support. The experience of institutions with which ACE worked has shown that few institutions have sufficient resources to provide all the support a team would wish, but a very modest investment goes a long way in affirming the importance of the team's work and in ensuring its successful operation.

Creating a Communications and Engagement Plan

From the outset, the internationalization team should consider how it will communicate its work to a broader campus audience and engage faculty, staff, and students in meaningful discussion of its work as it *unfolds*. This communication can take the form of open forums and/or conversations at the department or college level or within governance committees.

A central and continuing task of the team is to design a plan to keep internationalization and the team's work visible to all the stakeholders and to ensure that they have adequate opportunities for input. Several institutions made a point of meeting regularly with institutional

leaders—including, but not limited to, the president and CAO—giving them updates as the project progressed. The teams also provided these leaders with language about internationalization and the work of the team that could be included in documents and speeches and communicated to various campus stakeholders, including the cabinet and board.

Communications also should extend across the institution so that faculty and administrators have ample opportunity to participate in the process and engage with the team members. Otherwise, these faculty and staff members may feel taken by surprise when the team presents the results of its efforts. All too easily, a team's efforts can be derailed at a faculty senate or college-wide retreat if key administrators or faculty leaders believe they have been left out of the loop.

Team leaders need to devise multiple ways of integrating the work of the team into regular campus meetings. Internationalization team leaders have, for example, made sure that their work appears on the agenda of deans' council meetings, regular faculty governance committees (executive, senate, curriculum and instruction, and general education), and departmental meetings—especially when hoping to address internationalization of the curriculum across majors. (The following sidebar outlines a matrix for developing a communications strategy.)

Communications Matrix				
Communication with:	Method	Frequency	Person Responsible	Results
President				
Chief Academic Officer				
Other Senior Administrators				
Institutional Research				
Faculty Senate				
Deans and Chairs				
Curriculum Committee				
General Education Committee				
Assessment Committee				
Students				
Other				

Conclusion

This chapter underscored the importance of putting the right people and structures in place to lead the campus internationalization efforts and laying the groundwork for moving internationalization ahead. Institutional size, culture, and tradition will determine the process by which the team is formed, the different ways it can be structured, and the scope of its work. But there are some universal principles. A strong team has a mixture of champions, connectors, and skeptics. The president, CAO, or dean (if it is a college-level internationalization team) should give a clear charge and deadline to the team and be equally clear about how the product of the team's work will be used. The support of senior leadership—in word and in deed—is essential to successful internationalization. And finally, a good process is key. Internationalization teams should pay careful attention to engaging others in their conversations to ensure that the team's work is widely understood and aligned with ongoing academic and institutional work.

Chapter 2:
Approaching Internationalization Through Global Learning Outcomes and Assessment[10]

The Context for Assessment of Global Learning

Assessing student learning is not a new idea; however, applying learning outcomes and assessment principles to internationalization is a relatively recent practice. The first essay of this series, *Building a Strategic Framework for Comprehensive Internationalization*, articulated many reasons to approach internationalization through learning outcomes and assessment. This approach guides institutions in articulating learning outcomes for their students, demonstrating the learning students achieve, improving curriculum and pedagogy, and bringing greater coherence and clearer direction to an institution's internationalization efforts. How institutions assess global learning will depend on their experience with assessment in general and their faculty's receptiveness to engaging in assessment.

This chapter reviews some of the basic concepts and issues surrounding assessment but is far from an exhaustive treatment of this complex field. We urge readers to consult the literature and assessment experts on their campuses to gain a deeper understanding of some of the debates in the field and to draw on the experiences of more than two decades of research and campus practice.[11] This chapter provides far more detail on the early phases of the assessment cycle, in which institutions that have worked with ACE have had the most experience from which we can draw. But the real impact of assessment is in the application phase, later on in the assessment cycle—using the results of the information gathered for program improvement. If assessment results are not used to improve teaching and learning, assessment risks becoming an exercise of gathering potentially interesting information that is ultimately useless. When faculty see assessment as genuinely useful to program improvement, they will be more positive about it.

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[10] Some institutions and writers in the field of assessment use the term *learning goals* or *goals*, instead of *outcomes*. We have chosen the term *outcomes* to emphasize the importance of identifying concrete performance indicators and to avoid confusion with institutional performance goals.

[11] For a guide to resources on assessment, see Banta, T. *Selected references on outcomes assessment in higher education: An annotated bibliography*. See www.planning.iupui.edu/60.html. For a useful overview of assessment concepts applied to general education, see Leskes, A. & Wright, B. (2005). *The art and science of assessing general education outcomes: A practical guide*. Washington, DC: American Association of Colleges and Universities.

Assessment is more art than science. Good assessment practice recognizes that not all learning is measurable and that professional judgment plays an important role in effective assessment.[12] Faculty will appropriately resist approaches that are excessively mechanistic or that deny the holistic and complex nature of deep learning. Additionally, assessment initiatives raise other sensitive issues. Faculty may have reservations that stem from fears of loss of autonomy and what Ewell calls "creeping management control," as well as concerns about external intrusion into the curriculum.[13]

Although most institutions are attempting to assess student learning—it is difficult to avoid, given the requirements of accreditation and the pressure for demonstrating effectiveness—these efforts vary tremendously. At many institutions, assessment initiatives are managed by an institutional office but are not well-integrated into programs and departments or central to institutional planning and decision making. This approach to assessment can reinforce the faculty perception that it is extraneous to teaching and learning. This chapter and ACE's work on assessment are based on the assumption that assessment is not a passing fad, and if it is implemented thoughtfully, it will lead to improvements that benefit faculty and students.

Defining Our Terms

Just as this monograph began with a discussion of language, so must we clarify terms surrounding assessment. Key words need to be clear. Ewell points out three different meanings of assessment that emerged as the higher education assessment movement got started. The most established definition refers to "the processes used to determine an individual's mastery of complex abilities, generally through observed performance."[14] A very different meaning, emerging from K–12 practitioners, refers to large-scale testing programs used to benchmark school performance. A third definition refers to program evaluation, focusing on aggregate rather than individual performance so that the information can be used to improve curriculum and pedagogy.

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[12] Measurement has a place in the assessment process, but it is only one aspect of a much larger undertaking. For a helpful essay on the need to balance an objectivist approach driven by measurement with one based primarily on professional judgment, see J. Harris, and D. Sansom's (2000). *Discerning Is More Than Counting,* an American Academy for Liberal Education publication available on its web site at http://aale.org/aale/pubs.htm.

[13] Ewell, P. (2002). An emerging scholarship: A brief history of assessment. In T. Banta and Associates. *Building a scholarship of assessment.* San Francisco: Jossey-Bass, p. 17.

[14] Ewell, p. 9.

Definitions focused on the process leading to improvement of teaching and learning seem most useful in discussing the assessment of global learning. The following definitions informed how we have developed this chapter:

> *Assessment* is the systematic collection, review, and use of information about educational programs undertaken for the purpose of improving student learning and development.[15]

As Figure 1 illustrates, *assessment* is the ongoing process of:

- Establishing clear, measurable expected *outcomes* of student learning.
- Ensuring that students have sufficient *opportunities* to achieve these outcomes.
- Systematically gathering, analyzing, and interpreting *evidence* to determine how well student learning matches expectations.
- Using the resulting information to understand and *improve* student learning.[16]

Figure 1: Assessment as a Continuous Four-Step Cycle
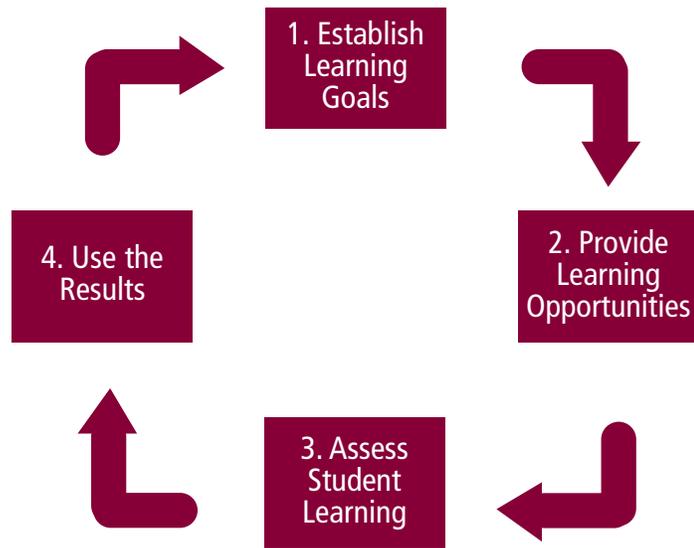
Source: Suskie, L. (2004). *Assessing student learning: A common sense guide* (p. 4). Bolton, MA: Anker Publishing Company. Used with permission.

In our work on student global learning, we define assessment as a cyclical process undertaken to improve learning. It consists of several components: articulating global learning outcomes, gathering evidence of students' achievement of those outcomes, interpreting the evidence found, and using the findings to improve learning opportunities.

The assessment process and its techniques can be applied to specific courses, programs of study, or learning opportunities across the institution. When applied to programs of study, assessment adds value to existing course-embedded assessments

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[15] Marchese, T.J. (1987). Third down, ten years to go. *AAHE Bulletin 40*, 3–8, cited by Palomba, C., & Banta, T. (1999). *Assessment essentials: Planning, implementing, and improving assessment in higher education.* San Francisco: Jossey-Bass, p. 5.
[16] Suskie, L. (2004). *Assessing student learning: A common sense guide*, Bolton, MA: Anker Publishing Company, p. 4.

by providing information about students as a group and aggregating evidence of student learning outcomes across courses. As Palomba and Banta explain,

> Assessment enables educators to examine whether the curriculum makes sense in its entirety and whether students, as a result of all their experiences, have the knowledge, skills, and values that graduates should possess.[17]

Campuses should agree on their own definitions and on the scope of their endeavor as they advance the assessment process. Making these clarifications early on is key to avoiding misunderstandings when work is under way.

Situating Assessment of Global Learning in Institutional Practice

Institutional progress in establishing a culture of assessment is uneven nationally, with some campuses well on their way and others slower to build acceptance and create facilitating structures. The internationalization team will need to determine the extent to which their institution has a culture of assessment and a commitment to assessment. One visible sign of commitment is the infrastructure in place to support assessment. At Park University, for example, there is a director of institutional research and assessment, a faculty director of assessment, and program coordinators for each department. The program coordinators are faculty members who, along with their department/program chair, have primary responsibility for coordinating the successful implementation of assessment activities for their respective disciplines. Their duties include: (1) reviewing course syllabi according to departmental standards for program delivery and assessment of student learning; (2) partnering with academic directors to gather assessment documents for courses; (3) working with evaluators of online instructors to gather assessment documents for online courses; (4) collecting documentation to validate student mastery of program competencies; (5) and assisting department/program chairs with generating assessment reports. The program coordinators also serve as the liaison between the department/program and the university assessment committee to plan and implement all departmental/program-level assessment activities of student learning and to provide guidance and training for faculty regarding assessment.

A robust infrastructure exists at Indiana University-Purdue University Indianapolis (IUPUI), a large urban institution recognized as a leader in the assessment of student learning. The assessment office, headed by the vice chancellor for planning and institutional improvement, has five full-time staff. The office also supports assessment specialists who hold joint appointments in the assessment office and in other units, such as University College, student life, and enrollment services. In addition, there are several associate

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[17] Palomba, C., & Banta, T. (1999). *Assessment essentials: Planning, implementing, and improving assessment in higher education.* San Francisco: Jossey-Bass, p. 5.

deans in the colleges whose responsibilities include outcomes assessment. IUPUI has focused attention on building assessment into the processes that faculty value, including program review, development of general education, promotion and tenure processes, and the rewards and recognition systems.

While the internationalization teams at Park and IUPUI can draw upon strong institutional infrastructure for assessment, institutions just beginning to develop a culture of assessment may need to work on infrastructure issues at the same time that they begin their work in assessing global learning.

Phases of the Assessment Cycle

This section describes the assessment cycle and gives an overview of the issues that teams need to consider as they plan their assessment strategy. "Connecting Global Learning with an Institution-Wide Assessment Strategy" shows how one institution, Kennesaw State University, organized itself for the entire assessment cycle. "Planning for Learning Outcomes and Assessment" on page 18 shows the important student learning questions to consider during the process and examples of how each question might be answered for student global learning.

Connecting Global Learning with an Institution-Wide Assessment Stategy

Kennesaw State University offers an example of an institution that has successfully connected its global learning work to its institution-wide assessment strategy. Assessment at Kennesaw is coordinated through the Assurance of Learning Council led by the vice provost of academic affairs. The Assurance of Learning Council developed a detailed process for articulating and assessing student learning outcomes and applying the results for quality enhancement that includes the following steps:

1. Articulate student learning outcomes.
2. Link outcomes to program requirements.
3. Link student learning outcomes to methods that collect evidence of assurance of learning.
4. Articulate expected and hypothesized findings for the evidence.
5. Articulate the plan and timetable for collecting evidence of assurance of learning.
6. Collect, analyze, and interpret evidence of assurance of learning.
7. Use findings of assurance of learning for quality enhancement.

Each of these steps has a series of questions to guide faculty in carrying them out (see Appendix C).

Planning for Learning Outcomes and Assessment*

1. What learning outcome are you seeking?	2. How will we know this outcome when we see it? That is, what will the student know or be able to do upon completion?	3. How will students learn these things (in class or out of class)?	4. What evidence can we provide to demonstrate what students know and can do? That is, how can we assess student learning?	5. What are the assessment findings?	6. What improvements were identified that might be made, based on assessment findings?	7. What improvements were actually made?
Sample Outcome:	Sample Performance Indicators:	Sample Learning Opportunities:	Sample Assessment Method:	Sample Finding:	Sample Improvement:	Sample Action Taken:
Students apply knowledge of globalization and its effect on economic, cultural, and political events.	Students - explain the concept of globalization. - analyze the impact of globalization upon economic, environmental, and political systems. - create a plan for addressing the impact of globalization upon a particular region.	- Gen ed: Intro to global systems - Global systems interdisciplinary course - Education abroad course on globalization - Capstone global studies certificate course	Portfolios from global studies certificate students rated with rubrics by global studies faculty.	Students with education abroad experience can analyze the impact of globalization in greater depth than students who have not studied abroad.	Courses in the global studies certificate program could include information on the region in which students studied abroad.	Developed team-taught course with faculty abroad to make globalization course with its regional focus available to all global studies certificate students.

* Adapted from a communication by Trudy Banta, offered to participants of ACE/Lessons Learned in Assessing International Learning project, 2005.

The first phase of assessment work focuses on articulating learning outcomes.[18] As Suskie explains, learning outcomes "are the knowledge, skills, attitudes, and habit of mind that students take with them from a learning experience."[19] In other words, global learning outcomes are the desired attitudes and things students should know and do as effective citizens and workers in a global environment. Specifying learning outcomes provides the crucial foundation for an institution to determine whether the curriculum and other programs provide students with the appropriate opportunities to achieve these outcomes.

Some institutions working with ACE drafted global outcomes at the institutional level, using the opportunity to generate a campus-wide conversation about global learning. Many of the outcomes were originally broad and ambitious, and it would be difficult, if not impossible, to use them to assess student learning. Assessing global learning, much like liberal learning, is especially challenging because many outcomes are difficult to articulate with concrete and measurable language. However, when faculty agree on broad outcomes for global learning at the institutional level, this agreement can facilitate more specific and concrete global learning outcomes at the program and course level. Many of the institutions continue to develop global learning outcomes in this way. We return to this theme with more specific guidance and examples later in this chapter.

After articulating global learning outcomes, an institution will want to know what learning opportunities exist to enable students to acquire them. The traditional practice in the academy has been for faculty to design the learning opportunities—primarily courses—without an explicit, collective statement of the learning outcomes the courses and programs are supposed to produce. Some institutions have sought to discern the relationship between course and program offerings and learning outcomes by engaging in a mapping exercise that determines where in the curriculum and co-curriculum students can acquire this learning. This mapping exercise, when conducted efficiently and as an open dialogue, can be an effective strategy for advancing more holistic and integrated global learning across programs.

Some assessment experts, however, advise caution in undertaking an extensive mapping exercise. Risks include reinforcing the traditional faculty-centric focus on inputs to the neglect of student-centered outcomes; spending excessive time on the mapping process, thus slowing down the assessment process; and being more preoccupied with gaps in the curriculum than with the information about global learning gleaned from looking at evidence, analyzing it, and taking appropriate action. Another possible danger is eliminating a desirable learning outcome because it is not currently addressed in the institution's array of learning opportunities. Thus, institutions that undertake a mapping exercise

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[18] As noted above, some experts refer to learning *goals*. Outcomes and goals are closely related concepts. Outcomes are the results that demonstrate the achievement of the goal. For examples that demonstrate this distinction, see Musil, C. (2006). *Assessing global learning: Matching good intentions with good practice.* Washington, DC: American Association of Colleges and Universities.
[19] Suskie, p. 75

should be careful not to get lost in the details of the process or jump to conclusions before they have looked at all the evidence.

In the third phase, collecting evidence of student learning, institutions should use multiple measures. The choice of assessment methods should not be driven by what assessment instruments happen to be available, but by the questions about student learning and program effectiveness that assessment seeks to address. Some instruments, such as essays, portfolios, and interviews, will provide direct evidence of student learning, while others, such as satisfaction surveys, course grades, and reflective statements, will provide indirect evidence. Ideally, the assessment process will incorporate evidence from both types of instruments. Assessment instruments can be applied across a spectrum of learning opportunities on campus (for example, specific courses along with study abroad and service learning opportunities), or they can be applied to a single learning opportunity, such as a study abroad experience. Analysis of evidence provided by the instruments may raise questions about learning, pedagogical strategies, organization of the learning experience, or even the validity of the assessment instrument itself. It is important to think of assessment as a continuous process and to be prepared to make adjustments in the process as needed.

In the final steps in the assessment process, faculty and staff analyze the data and apply the findings to program improvement. Institutions may want to create a subgroup of the assessment committee or the curriculum committee or use the internationalization task force working on student learning outcomes, adding individuals with useful perspectives and expertise. Leskes and Wright suggest creating a "community of interpretation" composed of individuals who can provide different perspectives on the data, consider different responses, and follow up with specific actions.[20]

The analysis of the data gathered will depend on the questions asked by the group and the instruments used to gather information. Institutions may want to compare different groups of students (e.g., those who have studied abroad and those who have not; full-time compared with part-time students; transfer students compared with those who complete their entire education at the institution) or look at changes in student performance over time (for example, entering first-year students, rising juniors, and graduating seniors). Finally, the group should prepare reports tailored to various audiences outlining its findings. Accrediting bodies will want information different from that needed by the curriculum committee or the internationalization task force. For reports to be effective at the institutional

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[20] Leskes and Wright, p. 19.

or department/program level, they should protect confidentiality of student information and avoid comparing individual faculty members.

Most of the institutions ACE has worked with to date have completed the first phase—that is, developing global learning outcomes at the institutional level. Several are now developing corresponding program and course-level outcomes, as well as appropriate methods to assess for them. As these institutions apply assessment methods, they will undoubtedly revise and refine the global learning outcomes they have agreed upon. They are likely to determine that their articulated learning outcomes are too broad or vague to be assessed or too ambitious to be realistic for all students. Most of the learning outcomes developed by institutions and presented in this chapter have yet to be tested in their application to assessing student learning.

Articulating Global Learning Outcomes

The institutions working with ACE on global learning have approached the articulation of learning outcomes in many ways, but in each case the internationalization team attempted to strike a balance between efficiency and inclusiveness. Although internationalization teams ultimately did most of the work, they discovered the value, and in most cases the necessity, of consulting with others—especially those on institutional assessment committees.

Developing a Process to Draft Global Learning Outcomes

One process of drafting global learning outcomes is to use or adapt a pre-existing list of them from an external source. San Diego Community College (SDCC) started with a list that the district-wide international education committee had adapted from one created by the Stanley Foundation (see Appendix D). Building on prior work creates efficiencies, providing a solid starting point for further work. But if campus groups are not involved in the development of the list of global learning outcomes, the internationalization team needs to consider how to gain widespread ownership of them. The first action of the internationalization team, which was also the district-wide internationalization committee, was to review and refine the list of outcomes and then to circulate the resulting list to the campuses. Their current challenge is to put campus processes in motion to encourage faculty to use the global learning outcomes.

The ACE project, Where Faculty Live, offers another source from which institutions might adopt global learning outcomes. For this project, explained in depth in the second essay of this series, *Where Faculty Live: Internationalizing the Disciplines,*[21] four disciplinary associations created task forces to develop international learning outcomes for their disciplines and to consider strategies to internationalize teaching and learning. The disciplinary associations were the American Association of Geographers (AAG), the American

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[21]   M. Green & R. Shoenberg. (2006). *Where faculty live: Internationalizing the disciplines.* Global Learning for All Working Paper Series. Washington, DC: American Council on Education. Available at www.acenet.edu/bookstore.

Historical Association (AHA), the American Political Science Association (APSA), and the American Psychological Association (APA). (See www.acenet.edu/programs/international for more information on this project, as well as the sidebar "Student Learning Outcomes for Introductory Survey History Courses.")

Student Learning Outcomes for Introductory Survey History Courses

- Ability to see contacts among societies in terms of mutual (though not necessarily symmetrical) interactions, benefits, and costs.
- Ability to look at other societies in a comparative context and to look at one's own society in the context of other societies.
- Ability to understand the historical construction of differences and similarities among groups and regions.
- Ability to recognize the influence of global forces and identify their connections to local and national developments.

These outcomes were developed by a task force of the American Historical Association for the ACE project Where Faculty Live: Internationalizing the Disciplines, funded by the Carnegie Corporation of New York. The AHA report is available at www.acenet.edu/programs/international.

Another process the internationalization team might choose to adopt is to develop draft global learning outcomes and then to circulate them on the campus for wider discussion. For example, the California State University–Stanislaus (CSU–Stanislaus) team, which included the campus experts on internationalization, began by having each team member identify the most important global learning goals for all CSU–Stanislaus students. The team then compiled all of the goals, eliminated redundancies, and articulated the goals as measurable outcomes. Through a process of discussion and debate, the team eventually reached consensus on all but one. Because the internationalization team included members of key faculty governance committees, team members had a sense of what might be accepted by their colleagues.

Using yet another approach, an internationalization team might engage from the outset in an iterative process with the wider campus community. To start the conversation about global learning outcomes, the Kennesaw State University team consulted a list of competencies prepared by ACE (see Appendix E).[22] At the same time, the team identified global/international learning goals that already existed at the departmental level, intending to build on these to create campus-wide global learning outcomes statements. As they continued their work, the team shared its composite list with colleagues in the departments for their reaction and input. This iterative process resulted in a list organized according to the following themes: global perspectives, intercultural communication, social justice, and sustainable development. Due in part to the high level of support fostered by this inclusive consultative process and the priority placed on global learning at Kennesaw,

[22] Note the list of competencies in Appendix E are not offered as examples of "measurable" outcomes, but rather as a compilation of language collected from the literature.

the list of global learning outcomes was adopted by the institution-wide Assurance of Learning Council (see sidebar on page 17). As faculty members from all of the departments submitted outcomes matrices of their courses to the Council for review, the internationalization team members serving on the Council suggested ways to integrate global learning outcomes into their courses.

The internationalization team at IUPUI used a similar process. It articulated several global learning outcomes, had meetings with the deans of the university's 22 schools, listened to their feedback, and revised the outcomes based on what they heard. The outcomes were not presented as requirements for the schools, but rather as guidelines for those schools that wished to internationalize.

Another version of an iterative process was implemented in the ACE project, Lessons Learned in Assessing International Learning, funded by the U.S. Department of Education's Fund for the Improvement of Postsecondary Education (FIPSE) (see "Lessons Learned in Assessing International Learning," on page 24).

This project involved the development of a ranking document to determine the relative importance of an array of global learning outcomes. This process can be adapted for a single campus or a multi-campus institution.

For the FIPSE initiative, the project team sought to develop a common set of outcomes to be assessed at each of the participating institutions. To this end, the institutional representatives developed a preliminary list of global learning goals that they thought important for students at their respective institutions. These suggestions came from their own experiences as well as from compilations of global competencies found in existing literature. The project team then developed a ranking document to collect feedback on the most important outcomes (see Appendix F). This document divided the learning outcomes into three domains (knowledge, attitudes, and skills), with several outcomes in each area. The ranking document was distributed to faculty and administrators at each of the six institutions, who prioritized five outcomes within each domain. The resulting data were then compiled to determine which global learning outcomes were the most highly ranked.

Forty-one faculty and administrators from a wide range of internationally oriented disciplines and professional practice participated in the ranking process. At one of the sites, the institutional representatives included as many faculty members as possible; as a result, when they received the final list of outcomes from the ranking process, they recognized their contributions and felt additional ownership of the outcomes. Many of them began revising their curricula explicitly to address these outcomes.

Regardless of the approach the team undertakes, it is important to be attentive to communication and to foster ownership among faculty colleagues. Learning outcomes make explicit a set of curricular values and strategies. Thus, the process of developing an agreed-upon list should reflect institutional culture and modes of work.

Drafting Global Learning Outcomes

Learning outcomes can be drafted to serve different levels of institutional assessment. Among these are outcomes at the overall institutional or general education level (which tend to be the broadest), divisional level, departmental or program level, individual courses, and campus life activities.[23] Internationalization teams need to choose the level they wish to address initially, realizing that the broader the

level, the less specific the outcomes are likely to be. Institutions aiming to achieve comprehensive internationalization should eventually have global learning outcomes at all levels and should seek to align them so that the learning expected of students is coherent.

Many institutions found that drafting global learning outcomes relevant across the institution and appropriate for consideration at the institutional, college, division, and departmental levels was a time-consuming and communication-intensive task. It is important to remember when drafting such outcomes that different courses and programs are likely to address different outcomes. In writing global learning outcomes, teams should also remember that students will demonstrate different levels of mastery and learning at different points in their intellectual development. For traditional-age students, a first-year student's mastery of a given outcome will in theory be less sophisticated (for example, emphasizing, describing, or remembering), while the learning of a junior or senior should emphasize higher-order learning (such as analysis and application of concepts.)[24] This set of issues is usually addressed by developing rubrics for the outcomes that reflect progressive levels of mastery. (See the section on rubrics, pages 35–37.)

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[23] See Musil, C. (2006). *Assessing global learning: Matching good intentions with good practice.* Washington, DC: American Association of Colleges and Universities.

[24] In the case of adult students, a first-year student's level of mastery of a given outcome may be more sophisticated than that of a traditional-age student, given their broader array of experiences.

Bloom's taxonomy of learning outcomes is the standard reference and a useful guide to progressive levels of mastery. The taxonomy categorizes cognitive learning skills in order of increasing complexity:[25]

- **Remember** (retrieve relevant knowledge from long-term memory).
- **Understand** (construct meaning from instructional messages, including oral, written and graphic communication).
- **Apply** (carry out or use a procedure in a given situation).
- **Analyze** (divide material into its constituent parts and determine how the parts relate to one another and to an overall structure or purpose).
- **Evaluate** (make judgments based on criteria and standards).
- **Create** (put elements together to form a coherent or functional whole; reorganize elements into a new pattern or structure).[26]

Learning outcomes are best expressed through an active verb that describes the particular ability or understanding the student exhibits. The more specific the verb, the easier it is to assess student learning. The following verbs are clustered, from simple to more complex levels of learning.

- Remembering: recognize, list, describe, identify, retrieve, name.
- Understanding: interpret, exemplify, summarize, infer, paraphrase, compare, explain.
- Applying: implement, carry out, use.

- Analyzing: compare, attribute, organize, deconstruct.
- Evaluating: check, critique, judge, hypothesize.
- Creating: design, construct, plan, produce.

It is less complicated to assess cognitive learning and intellectual skills than it is to assess attitudes, in part, because they are easier to express with concrete language. The statement "students will appreciate another culture" is vague and abstract, so it is a difficult outcome to assess. More specific intercultural learning outcomes might include the following:

- Students are able to identify nonverbal communication patterns and norms from another culture.
- Students are able to summarize the complex and distinctive characteristics of a particular culture.
- Students are able to work effectively with others from a culture different from their own.

Each of these statements specifies a concrete performance that provides evidence of the more abstract concept of *appreciation*.

Writing good outcomes—that is, outcomes that lend themselves to documentation and scoring—are vital to a good assessment process. But they need not be perfect. An ongoing assessment process provides opportunities for revision and improvement as institutions gain experience with using them.

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[25] See Bloom, B. S. (ed). Englehart, M. D., Furst, E. J, Hill, W. H., & Krathwohl, D. R. (1956). *Taxonomy of educational objectives: Handbook I. Cognitive domain.* New York: David McKay. See also Anderson, L. W. & Krathwohl, D. R., et al. (eds). (2001). *A taxonomy for learning, teaching, and assessing: A revision of Bloom's taxonomy of educational objectives.* New York: Addison, Wesley, Longman.

[26] Anderson and Krathwohl, p. 31.

Building Consensus About Global Learning Outcomes

When designing an assessment initiative, faculty and staff should consider the implications for the faculty who will be asked to implement it. Being a part of the development process provides learning opportunities for those new to the assessment process. Newcomers also provide fresh perspectives and a reality check for those already convinced of the value of assessment. Certainly, bringing new people into the discussion does not mean simply advocating ideas to those unfamiliar with or skeptical of assessment; it requires active listening and using input to improve the outcomes and process.

Developing global learning outcomes and procedures for assessing them often takes longer than internationalization teams anticipate. Most institutions ACE has worked with spent a full year developing a list of global learning outcomes, and many of the lists were still in draft form at the end of the first year. A number of the institutions confronted complicated issues related to the content of the outcomes—such as the inclusion of language proficiency for all graduates from the institution and the particular way to evaluate heritage speakers of a language other than English. Internationalization teams were obliged to revisit many content issues as they engaged more faculty outside the team and strove to reach agreement on a set of global learning outcomes. Teams had to convince some colleagues of the relevance of global learning outcomes and to address the familiar concerns about the value of dedicating precious time and resources to assessment. In addition, teams often had to confront limited understanding and mistrust of the learning outcomes and assessment practice (see "Addressing Skepticism About Learning Outcomes and Assessment").

Addressing Skepticism About Learning Outcomes and Assessment[*]

Reasons typically offered for not engaging in assessment:

- Limited understanding of assessment and how to do it.
- Perception that course-embedded assessments are sufficient.
- Limited time to do anything more.
- Lack of support from top leadership.
- Lack of organizational incentives for being involved.
- Comfort with anecdotal decision making.
- Concern about protecting faculty autonomy and academic freedom.
- Concern about student motivation and involvement.
- Desire not to be labeled as "one of them."
- Lack of truly authentic instruments and evidence-gathering techniques.
- Challenge of benchmarking against external standards.
- Lack of communication about what has been learned through the process.
- Difficulty with requesting and receiving data from the assessment.
- Difficulty in interpreting and determining how to use the data.
- Fear of change and how data might be used.
- Challenge of managing the assessment process.

Suggestions for addressing the typical reasons:

- Get your leadership on board, recognizing the need for balance between top-down expectations and bottom-up engagement.
- Know your institutional culture.
- Define assessment: articulate a shared conceptual framework and common language.
- Recruit influential faculty/administrators to lead the process.
- Start small and grow, remembering that it takes time.
- Start with early adopters and then ask them to be spokesperson.
- Provide incentives for initial engagement.
- Design and implement a faculty development plan.
- Respect the academic freedom of various disciplines.
- Disseminate information on the process—keep the process transparent.
- Remind people why they are engaging in assessment; it's not a process for process' sake.
- Interact genuinely with faculty/staff and utilize feedback to improve the process.
- Incorporate students in all facets of assessment planning and implementation.
- Remember that faculty/administrators must have ownership of the process.
- Identify assessment success and celebrate good practices in quality assessment.
- Advertise your assessment learning and decisions made.
- Answer the question, "What happens if I don't engage in assessment?"

Based on presentation by Marilee J. Bresciani and Matt Fuller, Texas A&M University, at the 2005 Assessment Institute in Indianapolis.
[*] For more information, see Bresciani, M. J. (2006). *Outcomes-based undergraduate program review: A compilation of institutional good practices.* Sterling, VA: Stylus Publications.

The process of building consensus and support for global learning outcomes and assessment requires serious thought as well as time, patience, and flexibility. After working to develop an agreed-upon list of outcomes, a team will probably need to consider significant revisions in these outcomes as it approaches other relevant faculty groups—such as the general education committee or the faculty senate—to obtain their approval and to align the articulated outcomes with other institution-wide policies and practices. As many teams learned, it is unwise to present a faculty committee with a set of global learning outcomes or recommendations resulting from an internationalization review without sufficient preparation. Earlier we noted the importance of laying the groundwork with the campus community and the relevant faculty bodies. This can be accomplished with meetings throughout the process of developing global learning outcomes or by involving key faculty in the internationalization team.

Many institutions choose to involve members of key faculty committees in their internationalization efforts. Initially, this practice may require additional work in helping these individuals develop their knowledge and awareness of global learning issues, but those individuals can make a difference in the process when others must understand, adopt, and approve the work of the internationalization team. The CSU–Stanislaus internationalization team included members of important faculty committees. These individuals introduced the team's global learning outcomes to their respective committees— the University Educational Policies Committee (UEPC) and a UEPC general education subcommittee. As a result, the general education subcommittee accepted the global learning outcomes and decided to reevaluate its course requirements for "global or multicultural" education.

When the CSU–Stanislaus internationalization team presented the global learning goals to the larger UEPC, the latter asked the team to address the following substantive questions:

- What weight or authority would the learning goals carry? If these goals are supported by the University Educational Policy Committee and go to the Academic Senate, is it expected that they will be infused across the campus as mandatory?
- Would you like to see these goals officially endorsed and imbedded in all programs? Would the goals be imbedded into Academic Program Review?
- How do these goals overlap with the general education goals? How does this align with our current general education program?
- With respect to the language goal, we still face the same liberal studies issues with the proposed foreign language graduation requirement. What are your thoughts on how the language goal can best be implemented?
- How would these goals be implemented and assessed? What is the timeline for implementation? What is the role of the faculty development center?[27]

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[27] These questions were provided by the CSU–Stanislaus internationalization team to ACE as part of its work on the Global Learning for All project.

The internationalization team saw these thoughtful questions as an opportunity to deepen its own thinking about institutionalizing the global learning goals. In preparing the responses, the team created a concrete plan for implementation. The team also became further sensitive to objections likely to arise when the internationalization team sought approval from the faculty senate. Other teams may find these questions useful in promoting reflection about what issues may be raised at their institutions when they seek approval for their outcomes.

Even after outcomes are adopted, they will undergo more scrutiny and probable revision as they are used for such tasks as mapping the curriculum, guiding curriculum change, and assessing student learning. The learning outcomes feedback loop is a process of continuous refinement.

Organizing Frameworks for Global Learning Outcomes

As an internationalization team develops global learning outcomes, it needs to choose a framework for presenting them. The outcomes developed by institutions working with ACE tend to belong to the organizational frameworks described below: (1) a general list, (2) a learning domain framework, or (3) a thematic framework.

A General List of Global Learning Outcomes

A general list of global learning outcomes is a menu without any particular categorization. Because no values or priorities have been assigned to specific outcomes, this approach lends itself to engaging the campus community or members of specific committees in a process of further refining and prioritizing these outcomes. It also provides a basis for the development of more specific outcomes at the program and course levels. (For examples, see Appendix G.) The Montgomery College team, for example, developed a list of outcomes with the general education committee as the intended audience. The team hoped that the general education committee would integrate as many of the learning outcomes as possible into the multicultural general education requirement.

St. Louis Community College at Forest Park also developed a general list of global learning outcomes for colleagues to consider in revising general education courses. Recognizing their institution's history and commitment to diversity, the team was explicit about including diversity issues in the global learning outcomes. The team at IUPUI was very attentive to the issue of respecting what was already in place at the institution in terms of general learning outcomes. It chose different language— in this case, using the term *guidelines*— as it presented the global learning outcomes to the college deans for their review and comment.

The advantage of using a list for global learning outcomes is the opportunity it presents to have others take ownership of the learning outcomes and their application. This may be particularly important at a multi-campus institution or large university where the campuses or colleges are quite autonomous. For new initiatives to be accepted, campuses, schools, divisions, and departments need to interpret and prioritize the global learning outcomes on their own terms. However, when distributed in this relatively simple format without additional documentation, the global learning outcomes may seem too general or not fully coherent or developed. In addition, if there are too many outcomes listed, people may question the feasibility of using and assessing for all of them. Institutions can mitigate these potential drawbacks by working with departments to tailor these lists to their programs and by offering workshops and stipends for faculty to work on integrating the global learning outcomes into their courses and assessing for them. This course integration would offer concrete evidence that the global learning outcomes are useful and can be assessed (see "Revising Courses and the Curriculum," page 40).

A Learning Domain Framework for Global Learning Outcomes

Some institutions presented their global learning outcomes grouped under the broad learning domains of knowledge, attitudes, and skills. This presentation highlights the fact that global learning involves different types of learning: conceptual or factual learning, attitudes that predispose students to engage with global issues and people across cultures, and concrete skills that enable them to do so effectively. The advantage of this approach is that it aligns the learning outcomes with commonly used categories for assessment, thereby laying the groundwork for assessing student achievement of the outcomes and integrating the global learning work with other assessment efforts. (For examples, see Appendix H.) Portland State University (PSU) used the learning domain framework and proposed some of the global learning outcomes as "baccalaureate markers," that is, learning expected of all PSU graduates that is assessed as part of its University Studies (PSU's core curriculum) program. The team found it critical to work with colleagues from University Studies to demonstrate how these outcomes could be integrated into that program and assessed. San Diego Community College also used a learning domain typology that included the following more detailed labels: *global perspective*, *intercultural competencies*, *global communications skills*, *technology skills*, *resiliency*, and *coping skills*.

Because the work to date on articulating global learning is so new and because global learning is interdisciplinary, neat and consistent distinctions among domains have not been fully developed nor widely accepted. For example, demonstrating

knowledge and applying knowledge could be considered different levels of mastery in the knowledge domain, or one could also argue that the application of knowledge is a skill. Likewise, the predisposition to engage with others might be considered an example of the attitude of intercultural sensitivity, and the ability to engage in such cross-cultural work may be considered the skill of intercultural communication. This ambiguity will surely be further clarified as institutions develop the concrete application of assessment methods and learn more about student achievement of these diverse outcomes.

A Thematic Framework for Global Learning Outcomes

Some institutions chose themes as the organizing principles for their global learning outcomes. This encourages explicit alignment of the global learning outcomes with the language of the institution's vision, mission, and curriculum. (For examples, see Appendix I.) For example, CSU–Stanislaus's internationalization vision is tied to its location in the Central Valley and to its role in serving the diverse population of that region. CSU–Stanislaus's prefatory statement points out the cross-disciplinary nature of global learning and, reflecting the institution's engagement with immigrant populations in the community, notes the connection between the global and the local. Accordingly, the internationalization team developed and framed global learning outcomes that relate to this mission: multiple perspectives, interdependence, social justice, and sustainability. Recognizing a potential weakness with this approach—that their statements were quite general—the CSU–Stanislaus team used a descriptive rubric with specific performance indicators to indicate what students could be expected to achieve at different levels for each outcome. (For more information on rubrics, see pages 35–37.)

Kennesaw State University's team combined the learning domain and thematic frameworks in its approach. The groupings were as follows: global perspectives (knowledge) intercultural communication/cross-cultural adjustment (skills), and social justice and sustainable development (values) (see Appendix I). The rationale for this approach was threefold. First, they wanted to connect their global learning outcomes to explicit institutional themes and values. Second, they wanted to link the outcomes to well-recognized domains; and third, they wanted to provide their colleagues as much latitude as possible in selecting the outcomes that made the most sense for their disciplines.

Implementing Assessment of Global Learning Outcomes and Using the Results

The institutions working with ACE to date on global learning outcomes and assessment are breaking new ground in undertaking an integrated approach. The work of articulating outcomes, assessing for them, conducting an internationalization review, and developing an internationalization plan can take several years. Because this approach requires time to show results, we have fewer examples of institutional strategies and accomplishments in the implementation phases of the assessment process. This section outlines what ACE has learned concerning the selection of assessment methods, the development and use of rubrics, and the issues to consider when interpreting and using assessment findings for improvement.

Selecting Assessment Methods

No single assessment method is likely to capture all the outcomes that a team develops. Also, very few measures have been developed for global learning; a review conducted for the ACE/FIPSE project in 2003 unearthed only a handful of relevant assessment methods—tests, oral interviews, inventories, and portfolios (see Appendix J).

Using multiple assessments is the most effective way to assess global learning— that is, using different ways of capturing as many dimensions of student global learning as possible. Pacific Lutheran University developed a model for using multiple interrelated assessment methods, including student identification of personal milestones and pathways to global learning, student self-assessments and self-reports, and course-embedded assessments in a student e-portfolio. The e-portfolios are assessed by faculty and external evaluators, using developmental rubrics that describe progressively deeper learning (see Appendix K).

Ideally, a multiple-method approach will include qualitative and quantitative methods but even more importantly, it will draw upon direct and indirect evidence of learning. As Suskie says,

> Direct evidence of student learning is tangible, visible, self-explanatory evidence of exactly what students have and haven't learned. . . . Indirect evidence, on the other hand, provides signs that students are probably learning, but the evidence of exactly what they are learning is less clear and less convincing.[28]

Examples of direct evidence include ratings of portfolios of student work, scores on locally designed tests, and employer ratings of the skills of recent graduates. Examples of indirect evidence are course grades, admission rates into graduate programs, placement rates of graduates into appropriate career positions, student ratings of their knowledge and skills, and student/alumni satisfaction collected through surveys, exit interviews, or focus groups.

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[28] Suskie, p. 95.

The assessment process can use *embedded* assessments—that is, course assignments that students would normally complete—or additional assessments that go beyond normal coursework. Some assessments, such as a portfolio, involve taking a second look at papers, projects, and reflections drawn from different courses and assembled over time. Institutions may have difficulty convincing students to participate in additional assessment processes unless they are program requirements.

A common mistake in assessment is to allow the outcomes to be defined by the assessment instruments that happen to be available. For assessment to be authentic and effective, the choice of assessment methods should be meaningful to both faculty and students and should be driven by and aligned with the global learning being measured. Furthermore, the more authentic the assessment is, the better. Authenticity refers to the extent to which the students actually demonstrate their skill rather than relate what they have learned through traditional tests. Sometimes called *performance assessments*, such instruments include field experiences; laboratory and studio assignments; projects, term papers, and other writing assignments; internships; and laboratory experiments.

When selecting the assessment methods for global learning outcomes, the internationalization team should ask: How can we assess the desired behaviors that we would expect to see for a given outcome. The assessment strategy selected to measure a given outcome should provide direct evidence of the student's knowledge, skill, or disposition and attempt to address deep, complex learning.

Below is a brief description of the advantages and disadvantages of the assessment methods that are most commonly considered for assessing global learning:[29]

Tests can take many forms. They can be national or local, multiple choice or essay, or some combination of the two. Local tests are developed by a single faculty member or a group of faculty for individual courses, a sequence of courses, or an entire program of study. Analyzing aggregated results of such locally developed tests provides information about the strengths and weaknesses of a course sequence or a program. Tests can take many different forms, including short answer questions, open-ended questions, integrative exercises, or essays. The advantage of local tests (that is, tests developed by one or more faculty members at an institution) lies in their close relationship with the subject matter that the student has studied. The disadvantages are the possibility that a test will contain ambiguous or poorly worded items and/or that its reliability is uncertain.

Commercial tests are an accepted means of assessment that provide external control, and they are designed to be valid for specific outcomes. They offer norm-referenced scores, and their technical quality is high. However, their content

[29] Adapted from Wright, B. & Shealy, C. (2003). *Strengths and weaknesses: Tests, portfolios, surveys, and inventories. Working paper prepared for the ACE's Lessons Learned in Assessing International Learning project.*

may not match the institutional curriculum being assessed, and thus they are less likely than local methods to stimulate productive discussion about curriculum. Faculty also may have reservations about standardized testing. As Wright and Shealy point out, "A good score may result as much from test-taking savvy as academic knowledge or skills, and the answer selected reveals little about the problem solving ability, critical thinking, or other competencies that lie behind the choice of answer."[30]

Portfolios are collections of student work. Typically, students assemble samples of their work within or across courses, over a period of time, that demonstrate the evolution of their learning and skills. However, it is also possible for faculty to assemble program-level portfolios, organized to address, for example, specific program-level outcomes. Long used in teaching education and art, portfolios are qualitative, provide direct evidence of learning, and are particularly suited to demonstrating knowledge and skills. Portfolios are rapidly growing in popularity as one of the more robust and comprehensive assessment approaches. Electronic portfolios, commonly called e-portfolios, provide convenient formats and document storage. E-portfolios lend themselves particularly well to assessing global learning, because they are comprehensive and flexible enough to include all types of artifacts (papers, presentations, taped performances, art, photos, service learning demonstrations, etc.). These artifacts can be drawn from the many global learning opportunities that students might experi-

ence during their collegiate experience. Now being tested by several institutions that have worked with ACE, e-portfolios are expected to help institutions answer the question: What do all of the internationalization activities add up to for student global learning?

The drawbacks of portfolios, however, are the time involved for students in putting them together and for faculty to score them. The student effort can be minimized by using work accomplished in the normal course of study. In addition, e-portfolios require buying, finding, or developing appropriate software. The advent of the e-portfolio has led to a growing industry of pre-packaged software, but many institutions are still opting to develop their own templates or adopt one of the open-source software applications available. Although a qualitative instrument, portfolios must be scored by using rubrics, and the relevant learning processes or outcomes must be articulated in measurable terms. Finally, like all effective and authentic assessment methods, they require real institutional commitment of time and resources.

Interviews, Wright and Shealy state, "are comprehensive and adaptable and can be designed to address a very wide range of outcomes. [They] range from highly structured activities with predetermined questions and response categories to open-ended, in-depth conversations with minimal steering from the interviewer."[31] Interviews that yield students' perceptions of what they have learned or how their values have changed do not provide direct evidence of learning or skills. They are useful, however,

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[30] Wright and Shealy, p. 2.
[31] Wright and Shealy, p. 3.

when they provide details that can lead to improvement, for example, through students' descriptions of what helped or hindered their learning. On the other hand, interviews that ask students to use what they have learned to analyze and synthesize information or to draw independent conclusions may very well provide direct evidence of the degree to which they have achieved desired outcomes. One such example is the Oral Proficiency Interviews (OPI) used in language instruction. The OPI provides direct evidence of language learning. Developed by the American Council on the Teaching of Foreign Languages, these interviews require trained interviewers, who rate student performance against a detailed set of descriptors.

Surveys are widely used by institutions to measure student satisfaction, track students after graduation, and gather information from stakeholders. They can be administered in paper form, by telephone, or over the Internet. Surveys can be developed and administered nationally or locally and are a good way to examine students' attitudes. The disadvantage of surveys is that they generally provide only an indirect measure of student learning—capturing what students think about their learning experience or their skill level but not actually demonstrating it. However, if well constructed, they can be very useful to support improvement of student learning by providing information on *how* students experience various learning opportunities. Institutions frequently use surveys to examine how students experience education abroad.

Inventories, say Wright and Shealy, "are instruments closely related to surveys that seek to establish the presence or absence in the respondent of particular behaviors, perceptions, attitudes, or personal characteristics."[32] The response pattern may correlate with past academic success or be predictive of future behavior. Examples of nationally administered inventories relevant to global learning are the Cross-Cultural Adaptability Inventory (CCAI), the Intercultural Development Inventory (IDI), and the Beliefs, Events, and Values Inventory (BEVI). These tests provide information on students' openness to cross-cultural experiences, adaptability, and values and attitudes.

Developing and Using Rubrics

As internationalization teams develop global learning outcomes, they should ask how one would know if a student actually achieved these outcomes. To address the question "How do we know?" the team should ask the following questions:

- What will the students actually be able to do or how will they behave when they have achieved this outcome?
- Are there different levels of performance that might be expected of students depending upon their programs of study and the amount, quality, and depth of their exposure to learning opportunities?

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[32] Wright and Shealy, p. 4.

One way to address these questions systematically is to create performance indicators or other evaluative measures that grade student assignments. Often called "rubrics," such scoring guides describe the criteria that faculty use to grade an assignment. When applied to assessing for global learning outcomes, a rubric typically takes the form of a matrix that lists the desired outcomes on one axis and the levels of desired performance across the other.

The concept of rubrics is not new; faculty members have always used some form of rating scales and criteria, sometimes implicit, to evaluate student work. Rubrics provide a way of making grading criteria explicit for both grader and student. Good educational practice suggests that the more explicit grading criteria are, the more students will understand the faculty member's expectations, and the more grades will be unbiased and consistent.[33]

There are different types of rubrics, ranging in complexity. A simple rubric is a checklist, indicating whether certain things are present that the grader is looking for, such as grammatical correctness, reference to external sources, or cogency of the argument. This simple form of assessment does not measure the level of competence that a student demonstrates.

Next in complexity are rating scales, which are "checklists with a rating scale added to show the degree to which 'the things you're looking for' are present."[34] A simple rating scale takes the form of a matrix, with the outcome listed on one axis and the degree to which it is present on the other. The rating scale is expressed in simple terms, such as on a numerical scale of one to five, or using terms from "poor" to "excellent." The disadvantage of this approach is that the performance levels are vague and subject to inconsistent application. One faculty member's rating of "good" may be "adequate" to someone else. A rating scale does not provide solid information to students about the performance required at each designated level.

Descriptive or detailed rubrics—the most useful type of rubric—provide descriptions of the performance associated with each possible rating. Each of the intersecting boxes contains descriptive information about what each of these levels of performance would look like. They are the most effective way to assess learning that occurs across multiple learning opportunities and that involves many evaluators. These rubrics frame common performance standards for a number of outcomes and make the scores more consistent across evaluators. Appendix L provides several institutional examples of descriptive rubrics for global learning, with each successive level demonstrating more sophisticated student abilities.[35]

Given the effort of developing rubrics, an internationalization team will want to be selective about how many global learning outcomes it presents and encourages

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[33] For additional supporting information on the role of rubrics, see Middle States Commission on Higher Education. (2003). *Student learning assessment options and resources.* Philadelphia: Author, pp. 42–43.

[34] Suskie, p, 26.

[35] See also Middle States Commission on Higher Education. *Student learning assessment: Options and resources;* Walvoord, B. E. & Anderson V. J. (1998). *Effective grading: A tool for learning and assessment.* San Francisco: Jossey-Bass; and Huba, M. E. & Freed J. E. (2000). *Learner-centered assessment on college campuses.* Needham Heights, MA: Allyn & Bacon.

the community to use. Many institutions craft complex global learning outcomes that require considerable descriptive information (or sub-outcomes) to make it clear how to measure them. This was an issue for the institutions involved in the ACE project Lessons Learned in Assessing International Learning. The institutions selected nine learning outcomes to be commonly assessed. The second step of developing rubrics for all nine of these outcomes proved to be a much more complex task than anticipated. The group attempted to develop detailed descriptions for each of the nine outcomes, which took a considerable amount of time. Ultimately, because of the number and complexity of their outcomes, they decided to use a rating scale.[36] This experience demonstrated that a limited set of outcomes makes assessment more manageable.

Interpreting and Using Data for Improvement

Implementing an assessment method is not an end in itself. Rather, it is the means for making improvements in courses and programs. To ensure that the assessment loop is indeed closed, teams should include both the analysis and the use of data as explicit steps in the assessment process. How this data will be compiled, by whom, for whose review, and for what purpose are important questions to consider well before a team gathers data. Early in the assessment process, questions should be asked about what information is sought through assessment, setting standards for what constitutes positive or disappointing results.

The first step of the analysis phase is summarizing the results. Entering scores into a database and using statistical analysis packages will speed the process. It is important to present the results in a clear, user-friendly format in order to generate good discussion and appropriate follow-up. Aggregated assessment results describe student learning through simple tallying of results.

The next step is critical analysis of the results. What do the results show? Institutions will need to explain the results, determine which learning experiences promote certain types of learning better than others, ascertain whether some categories of students perform better than others, or explore what instructional strategies help students learn more effectively. These analyses may require various statistical manipulations of the data collected. At this point, institutions may need to draw on the expertise of statisticians and assessment experts.

The process used to analyze data should be consistent with the purpose of improvement. It is critical to have transparency and clarity about how the results are going to be reported and used. To promote a culture of improvement, the results should be addressed with candor.

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[36] Project participants are currently testing the rating scale. Upon completion of the project, it will be available through the ACE web site.

Furthermore, the use of findings should go far beyond their compilation into written reports with neat recommendations and plans for improvement. Rather, the internationalization team, along with the other stakeholders in the global learning outcomes and assessment process, should work to identify needed changes and to implement them based on these findings. The team will need to review the impact of these changes upon student learning through another cycle of assessment.

Using Global Learning Outcomes to Guide Internationalization Strategies

An institution using the two processes advanced in the integrated framework—an internationalization review and the development and assessment of student global learning outcomes—will need to find ways to ensure that the two processes are mutually reinforcing and synergistic. Otherwise, the global learning outcomes risks being marginalized and disconnected from the activities (or "inputs") that are designed to produce the learning. The logic of this dual process is to help institutions grapple with what they want their students to know and be able to do and also to help institutions examine whether their current array of activities and programs is actually achieving those goals. The central questions become:

- In what way and to what extent are these international activities that we are reviewing contributing to students' achieving the desired learning outcomes?

- Where do students currently have an opportunity to learn these outcomes?
- What additional activities might we propose to cover the gaps?
- How effective are our teaching techniques?
- How effective are our assessment strategies?
- What changes can we make in curriculum and co-curriculum design, pedagogy, and assessment practice to improve learning?

The global learning outcomes that teams develop can be used to address these questions and prioritize the ideas that are generated.

Initially, many institutions working with ACE attempted to first articulate a set of learning outcomes, then move on to review institutional activities to determine how well they supported these outcomes, and finally refine and revise institutional strategies as necessary. However, most institutions found that the task of formulating these global learning outcomes was more complex and time consuming than anticipated. Rather than seeing these two activities as sequential, ACE encouraged the institutions to work on learning outcomes at the same time that they conducted the internationalization review. Many campuses labeled their learning outcomes "draft" for an extended period of time, to keep open the option of revising them in light of what they learned from the internationalization review and consultations.

As institutions learn more about their international offerings and how well they serve their student populations, they can reflect anew about the appropriateness of their learning outcomes. The College of Notre Dame, for example, decided to revisit its draft learning outcomes after it had completed its internationalization review. The review revealed some strong differences between the attitudes and experiences of its adult students and those in its College for Women that caused the team to re-evaluate the desired learning outcomes. It is certain that as other project institutions move into assessing the outcomes they have identified at the program and course levels, they will need to refine them, especially by making them more specific and measurable.

ACE's experience with institutions suggests that articulating learning outcomes and developing institutional strategies for internationalization should be an iterative rather than a sequential process. Global learning outcomes should influence the design and prioritization of internationalization strategies. Likewise, as institutions work to align programs and curriculum with outcomes, the outcomes will be clarified and refined. The sections that follow illustrate different ways that internationalization teams can use this iterative process.

Mapping the Curriculum

Draft learning outcomes can be used to help internationalization teams address the important questions: Where in the curriculum and co-curriculum might students acquire this learning? To what extent do *all* students have an opportunity to acquire these outcomes, or are they only available to a subset of students engaged in specialized courses, co-curriculum, experiential learning, or education abroad programming? How do these outcomes align with other institutional goals? Finally, are these learning opportunities offered at different levels of complexity to give students an opportunity to acquire the highest order of global learning?

The learning outcomes and assessment approach typically includes a mapping of the learning opportunities in the curriculum and co-curriculum against the learning outcomes. This exercise should engage different stakeholders from across the campus community in working with the outcomes and in addressing these important questions about global learning opportunities available to students. Earlier in this chapter, we advised caution in embarking on a mapping exercise. An institution should not get bogged down in an examination of the curriculum and should guard against the tendency to drop a desired learning outcome because it does not appear in the mapping exercise. Also, not all programs need to address all learning outcomes. But a mapping exercise can be extremely useful in determining whether global learning

is the province of a few courses or programs or whether it reaches all students in some fashion.

A mapping exercise can be undertaken at the institutional, college, program, or department level. It identifies and documents where the global learning outcomes are addressed in existing curriculum, co-curriculum, and other programs. Matrices are frequently used for documentation purposes, with the outcomes listed along one axis and the learning opportunities along the other. Each matrix table may refer to a program of study, for example, the Asian Studies program at Kapi'olani Community College, or a co-curricular series of activities. Again, not all outcomes need to be addressed by each learning opportunity. The point of the exercise is to identify opportunities to enhance learning. (For examples of mapping activities, see Appendix M.) The mapping activity should generate discussion of the strengths and potential gaps in the curriculum and programs for specific types of global learning. It should also reveal where there are multiple learning opportunities for specific learning and where there are opportunities for additional cooperation and synergy that would move students to even deeper learning.

In Chapter 3, we outline the internationalization review process and offer guidelines for taking stock of international activities and programs—including the curriculum and co-curriculum. The

concept of using learning outcomes to map the curriculum and other learning opportunities and the concept of taking stock of programs and activities through the internationalization review process are two aspects of a single integrated approach.

Revising Courses and the Curriculum

As we have noted, a mapping exercise can be conducted at different levels, depending on the size and mission of the institution. The results of the mapping exercise can be fed back into a process of adapting or revising the curriculum to incorporate global learning in appropriate courses and programs.

Even the most enthusiastic faculty and program developers may require support to revise their courses or redesign programs to incorporate global learning outcomes. Some may need assistance working with the very concept of learning outcomes—that is, how to ensure their revisions in course content, pedagogy, and course-embedded assessment address the global learning outcome. Others might need help to become more conversant with new content or financial support to travel or conduct research on international and global issues that they can incorporate into their teaching. Or they may need help to re-conceptualize their courses or programs so that global or international concepts form a new frame, rather than simply provide additional material or

examples. The American Historical Association (AHA), for example, in its re-conceptualization of a survey of U.S. history course, advocates moving away from coverage to re-contextualizing U.S. history in global trends and themes. The AHA report states: "A more self-consciously internationalized U.S. history survey offers an escape from the tyranny of 'coverage,' with its obligation to take up an ever-expanding range of topics. An international approach encourages a more rigorously thematic orientation, requiring the identification of and concentration on topics that open up U.S. history to comparative scrutiny."[37]

Institutions working with ACE have found that regular incentives and faculty development opportunities can encourage faculty to re-conceptualize their courses to address new global learning outcomes. At St. Louis Community College, for example, the president and executive dean provided stipends to 25 faculty members over a two-year period to revise courses to include more global content and perspectives and to revise the course lectures and assignments toward addressing global learning outcomes. The college also offered workshops on Asian Studies, African Studies, and South American/Caribbean Studies; sponsored a lecture series for faculty and students on global issues; and established a mentoring program on global education.

In addition, internationalization teams may want to work with directors of faculty development or teaching and learning centers to help address potential professional development needs. These professionals may have financial resources at their disposal and can provide helpful advice on how to encourage faculty to incorporate global learning outcomes into the curriculum and other programs.

Framing Departmental Internationalization Plans

A focused and potentially significant way to advance campus internationalization through the use of global learning outcomes is to work with academic departments—key players in internationalization. Because faculty members are generally more involved with their disciplines than with institutional issues, aligning internationalization with the departmental work promotes internationalization at the academic core of the institution. Faculty members are more likely to take ownership of the internationalization process when it engages them at the heart of their intellectual interests. In addition, the departments reach the majority of students through introductory courses in the discipline or through their offerings in general education, and all have the potential to infuse international perspectives into the major.

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[37] American Historical Association. (2005).*Internationalizing student learning outcomes in American history: A report to the American Council on Education.* Available at www.acenet.edu/programs/international.

Institutional leaders can promote internationalization by offering incentives to departments. The former president at CSU–Stanislaus, for example, created Departmental Leadership Awards of $5,000 to $10,000 for the best internationalization plan. To support the departments in developing their plans for this competition, CSU–Stanislaus internationalization team members developed an orientation for the departments and made themselves available to address questions at department meetings. (See "California State University–Stanislaus Departmental Orientation to President's Award for Global Learning.") The award winners were selected by the Global Affairs Advisory Board (a faculty committee supporting the work of the Office of Global Affairs) and a representative from the president's office, based on the following criteria:

- Evidence of reflection on global learning goals (see Appendix I) by the department as a whole.
- An action plan for sustainable implementation of enhanced global learning.
- Inclusion of both the major and general education in the action plan.
- Infusion of global learning throughout courses, not just tacked on at the end.
- A plan to recognize and reward faculty efforts to enhance global learning in the discipline.

California State University–Stanislaus Departmental Orientation to President's Award for Global Learning

Global learning is the educational response to the forces of globalization in the world. There is no cookie-cutter approach to integrating global learning into the disciplines. This task requires departmental reflection and collaboration.

Global learning is not the following, although it may include some of these:
- Tacking on an "international" chapter if there is time at the end of the semester.
- Multicultural education under another name (although multicultural education may be included with global learning).
- Eating ethnic/foreign foods and going to international festivals.

Global learning is something that must be infused into—must permeate—the curriculum.

To determine what constitutes global learning in your discipline, the big questions to ask are these:
- What are the global issues of this major? (This will require some thought.)
- Given the phenomena of globalization (international movement of peoples; enforced cross-cultural relationships; instantaneous movements of ideas and money, and the stresses that come from this constant flux; rapid environmental degradation/extinction of species; a multilingual workplace; global terrorism; etc.) what global learning should be required of a graduate of this major?
- How do the CSU–Stanislaus (draft) learning goals relate to the major?
  (See Appendix I for explanation of the following goals.)
    - Multiple perspectives
    - Interdependence
    - Sustainability
    - Equity/social justice
    - Language/cross-cultural immersion
- How can this department assess whether students have attained the skills identified as necessary, or whether they have simply been exposed to them?

Some good ideas to consider:
- Finding a multitude of ways through which students will become aware of their own cultural perspectives as perspectives and will learn to see issues and events from differing perspectives.
- Requiring that all students have either a local cultural immersion or a study abroad experience related to the major.
- Creating an "international path" to the major, hand-picking (or creating) an appropriate study abroad experience, and listing this special sequence of courses and experience parallel to the regular major offered completely on campus.
- Working with Modern Languages to develop a special language program, like "Spanish for Nursing."
- Making use of many domestic students' ability to read articles in other languages, asking them to share diverse perspectives from their reading in class discussions.
- Finding ways to reward colleagues in the department for participating in this work.

Introducing global learning into the disciplines is a commitment to a process. As department members gain expertise in global learning within the discipline, the process (and the curriculum) will deepen and grow richer. What is sought in the departmental competition is not perfection, but a good start: evidence of commitment and an imaginative approach that is promising of success.

This document was created by the CSU–Stanislaus internationalization team as part of its work on the ACE Global Learning for All project.

Linking Global Learning Outcomes to Institutional Curriculum Reform

In most institutions, the general education program is a main—if not the only—source of global learning for those students who do not major in an internationally or globally focused field of study. Many institutions have found it challenging to include one or more international or global course requirements in the general education program. The "additive" approach often unleashes battles over the limited number of courses dedicated to the general education requirements. In addition, many faculty members correctly doubt that a course or two can possibly enable students to achieve complex, high-order global learning outcomes. Thus, many institutions have sought to incorporate global learning into as many courses as possible across general education and the majors, following the example of how writing or critical thinking skills have been infused into the curriculum.

Miramar College of the San Diego Community College district offers one example of how general education reform and global learning outcomes can support each other. Both a general education revision and an assessment project were under way when the college began its work on global learning outcomes. It had identified clusters of competencies for global learning, one of which was global awareness. Internationalization team leaders sought approval for these competencies by the relevant campus curriculum committees and governance bodies. Then they mapped these competencies across their general education courses and developed a matrix of courses that demonstrated where and how these competencies were being addressed in the general education curriculum. They also offered workshops to help faculty articulate and teach to these competencies.

Similarly, the College of Notre Dame developed global learning outcomes at the same time as it was revising its general education program. Faculty and administrators immediately understood the connections between internationalization and liberal education and sought meaningful ways to integrate the work of the two initiatives. One of the action teams for the general education initiative focused on articulating a student learning goal to develop "global and cultural fluency." Campus-wide focus groups met to discuss what these terms might mean and to draft learning outcomes. The internationalization team strove to formulate global learning outcomes that aligned with the general education learning outcomes under discussion across the institution. To reinforce these connections, some individuals worked on both projects.

As institutions work to address changing student profiles and needs, they often launch new teaching and learning initiatives. It makes good sense for internationalization teams to be attentive to how their internationalization efforts—and more explicitly, how their global learning outcomes—might be interwoven with these efforts. Montgomery College, for example, launched an institution-wide initiative to become a "Learning College" with five academic pillars to support this emphasis. These pillars were first-year experience, student achievement and retention, service learning, learning communities, and assessment and accountability. The internationalization team explored how to integrate internationalization into the broader learning college initiative and especially the learning communities. It also developed strategies to encourage faculty to create globally oriented learning communities that would address their global learning outcomes.

Conclusion

The experience of institutions working with ACE underscores the importance of articulating global learning outcomes and ensuring that institutional internationalization activities are designed to enable students to achieve these outcomes. Institutions have approached learning outcomes and assessment from different perspectives and with different histories, with varying degrees of experience, faculty interest, and administrative support. In some cases, internationalization teams began their work determined not to engage in discussions about learning outcomes. Almost without exception, internationalization teams reported that as they moved along through their search to understand the impact of internationalization, they came to see the advantages that a global learning outcomes and assessment approach affords.

An effective process includes laying the groundwork through conversations with colleagues, paying attention to institutional culture, linking global learning outcomes work with other campus processes, and conducting the assessment process with a focus upon improvement. The global learning outcomes and assessment approach has great potential to inspire conversations, document student learning, and lead to curricular and pedagogical improvement.

Chapter 3:
Conducting an Internationalization Review

Institutions that have taken a systematic approach to their vision, goals, and activities for internationalization are in the vanguard of contemporary practice. Most institutions have not inventoried their international activities or analyzed how disparate international activities might be connected to improve them, deepen their impact, or enhance student learning. Even fewer have used the results of an internationalization review in institutional planning. Yet such efforts are key tools for taking stock of progress to date, identifying the gaps between goals and activities, and creating an internationalization agenda whose whole is greater than the sum of its parts. Working with ACE, more than 20 campuses have conducted an internationalization review. This chapter reports on what we have gleaned from their experiences, especially in the three years since the 2003 publication of *Internationalizing the Campus: A User's Guide*. Readers would be well served to read this chapter in conjunction with Chapter 5 of the earlier publication.

The Internationalization Review Framework and Process

An internationalization review is a process to take stock of the various international/global initiatives and programs on campus, analyze the extent to which these activities achieve the institution's goals for internationalization, and use the results of the review in institutional planning. To accomplish this, a campus creates a team charged with articulating or clarifying the institutional vision for internationalization, carrying out a review, analyzing the findings of the review, and writing a report. As Chapter 4 elaborates, this team may also take on the task of making recommendations to the president and/or chief academic officer about future internationalization strategies or it may develop an internationalization plan. Alternatively, a new team may be constituted to take on the latter group of tasks.

The internationalization team also may be charged with articulating student learning outcomes and developing an assessment process that determines the extent to which students actually achieve those outcomes and that uses this information for program improvement (see Chapter 2).

The Scope and Focus of an Internationalization Review

A key decision for the institution's leaders is to determine the scope of the internationalization team's responsibilities, that is, whether the same group will be responsible for the learning outcomes approach and for the review of institutional international activities. Because the outcomes approach and the review have many points of potential fruitful interaction, ACE encourages institutions to have the internationalization team coordinate both efforts, even if different subcommittees do the actual work.

The review itself includes taking stock of the various dimensions of internationalization (see "Elements of an Internationalization Review").

Elements of an Internationalization Review

- **Articulated Commitment:** Mission, Goals, and Vision. To what extent is internationalization integral to this institution's identity and vision?
- **The Environment for Internationalization.** How do the local, state, and broader environments affect current internationalization efforts? What impact will the environment have on future internationalization efforts?
- **Strategy.** To what extent does this institution have a clear strategy to accomplish the goals it has articulated?
- **Structures, Policies, and Practices.** To what extent are institutional structures, policies, practices, and resources aligned with the institution's goals? Which ones promote internationalization? Which ones impede it?
- **The Curriculum and Co-curriculum.** To what extent is international learning an integral part of the institution's educational offerings? What elements of the curriculum and co-curriculum foster international learning? Do different populations of students (e.g., adult, part-time, students of color) participate at differential rates in international offerings?
- **Study and Internships Abroad.** What opportunities exist for education abroad? What are the trends for student participation in these programs during the past five to 10 years? What are the participation rates and patterns of different student populations?
- **Engagement with Institutions in Other Countries.** What linkages does this campus have with institutions in other countries for instruction, research, service learning, and development cooperation? How well are they working?
- **Campus Culture.** To what extent is internationalization part of this institution's culture? What is the evidence?
- **Synergy and Connections Among Discrete Activities.** To what extent does synergy exist among the international components on campus? What communication channels exist, and how well are they working?
- **Conclusions and Recommendations.** What are the major strengths and weaknesses of this institution's current efforts to internationalize? What opportunities exist? What are the threats to future progress? What are the most important conclusions emerging from this review?
- **Internationalization Plan.** What are the implications of this review process on the institution's strategic priorities for the next year and for the next three to five years?

Adapted from Green, M. & Olson, C. (2003). *Internationalizing the campus: A user's guide.* Washington, DC: American Council on Education. Appendix A of this earlier publication includes more detailed questions to probe further in each of the internationalization dimensions.

A major benefit of conducting a review is mapping the full array of internationally focused programs and assets. Even in smaller institutions, information about internationalization is dispersed, with different people on campus tracking study abroad, international students, faculty development funds, grants, and inter-institutional agreements. But without knowing what is currently in place, an institution cannot know if it is meeting its stated goals or if it is making progress from one point in time to another. After the appropriate information is gathered into a report, the team analyzes it and determines institutional strengths and weaknesses as a basis for institutional planning.

Conducting an internationalization review can be more or less detailed and comprehensive, depending on the institution's size and complexity, time frame, goals, and available resources. Every institution needs to think about its rationale for conducting a review and determine the appropriate scope and depth for those purposes. At the University of Wisconsin–Madison, only the colleges of agriculture and engineering performed an internationalization review, although these reviews were part of a larger group of initiatives designed to advance internationalization at the university. At Fordham University, only the College of Business undertook a review. Kansas State University had each of its 11 schools conduct an internationalization review; these were then coordinated into a single report. Most campuses—whether liberal arts colleges, multi-campus comprehensive universities, or community colleges—chose to include the entire institution in the review process in order to give the review greater visibility and impact.

Institutions or units also need to decide the depth of the review process they want to undertake. Gathering information for the review can be a daunting task, especially if this is the first time that the institution has inventoried its international work. One strategy is to address some of the suggested review areas more lightly than others, selecting a few for intensive probing. For example, Northern Virginia Community College chose to survey faculty in depth about their international experience and teaching, while selected students at the six campuses participated in focus groups to determine their attitudes. Boise State University added questions on internationalization to an already planned student and faculty survey of campus climate. The challenges, of course, are to balance breadth with depth and to choose special areas of focus that are crucial to future work. One important criterion for selecting an area of focus is the number of students affected. For example, institutions serving large numbers of adult and part-time students will want to focus on the curriculum, links with the community, short-term study abroad, and campus culture because those areas are more likely to affect students than the traditional study abroad programs.

Whatever the depth or scope, the review should address two basic questions:

1. What would it mean for this institution to be successfully internationalized? (What would this institution look like if it were comprehensively internationalized?)

2. How much progress has this institution made in realizing this vision? (Where are we now? How do we know where we are?)

Answering these questions provides essential information that can be analyzed for use in institutional planning.

As noted in Chapter 2, senior leadership should give the review team a clear charge. This charge should specify:

- What the team will address.
- What product it should produce (a report with analysis; recommendations, prioritized or not; or a strategic internationalization plan).
- What resources it will have at its disposal.
- The deadline for delivery of the final product.

Such clarity at the beginning of a review process does a great deal to alleviate confusion and encourage a well-considered product.

It is important for internationalization teams to consult widely in developing internationalization goals for the institu-

tion. The process is a golden opportunity to engage faculty, staff, students, and trustees in the important discussion of why the institution should internationalize and what the implications are for various campus stakeholders. Several institutions found that failure to consult widely created suspicion of what the internationalization team was up to and of the legitimacy of authority it was claiming. If academic departments and individual faculty members are to be engaged in implementing internationalization, it is essential that they have a stake in the crucial foundational work of setting institutional goals.

The Timing of an Internationalization Review

The timing for an internationalization review depends on a number of factors. Certainly, if internationalization has been declared an institutional priority, the institution would be well served to determine what it is currently doing and what it might do in new and different ways to expand and improve its international dimension. Sometimes an institution wants to use the accreditation process as a way to enhance internationalization, and a review might become part of an institutional self-study. In other instances, the results of an accreditation visit might encourage an institution to take a closer look at its international dimensions. And sometimes, an internationalization review can be timed to include regular internal

administrative and curricular reviews. For example, Juniata College noticed that the administrative review of the Office of International Education (OIE) was scheduled for the same year as the departmental review for the International Studies major (IS). Because Juniata was also reviewing its general education requirements, which included a two-semester international requirement, it decided to incorporate the review of the OIE and the IS major into an internationalization review. This strategy enabled the college to develop a comprehensive picture of the strengths and weaknesses of specific aspects of its current internationalization strategies (OIE and IS), as well as to provide an overall assessment of the internationalization of its curriculum.

Phases of the Review Process

Once the first crucial step—forming a review team—is accomplished, a thorough internationalization review typically takes from one academic year to 16 months. Depending on when the review begins, ACE recommends that institutions complete a draft analysis within the academic or calendar year. Unless a team is already well formed and accustomed to meeting, it will probably spend the first few months developing its group dynamic, setting goals and a timeline for itself consistent with the charge it has received, deciding on the division of labor appropriate to the scope of the review, and developing a communication plan.

Phase 1: Launching an Internationalization Review

Institutions may need help in getting started with the review process. It is useful to draw on the experiences of other institutions. Team members may want to call colleagues who have participated in similar reviews or to consider bringing an experienced consultant to campus to guide the team in the important early phase of its work (see "ACE Consulting Services"). Some institutions highlight the launch of an internationalization review by using a regular faculty retreat or meeting to publicly begin the process. For example, the University of Denver focused the annual provost's convocation on internationalization to engage faculty in substantive discussion of this institutional priority. The convocation included a combination of external speakers and internal panels on international and global issues, as well as study abroad, faculty development opportunities, and technological support for international activities.

ACE Consulting Services

ACE offers a range of programs to assist institutions in undertaking internationalization reviews and advancing comprehensive internationalization. See Appendix N, or visit the ACE web site at www.acenet.edu/programs/international.

Phase 2: Gathering Information

The second phase of the review process, the actual gathering of information, tends to vary considerably in length, depending on the scope of the intended review and whether an institution has previously gathered information about its international activities. Other factors that affect the length of this phase include:

- The importance of this task to the senior leadership, who will have set deadlines for completion of the review and can ensure timely department and unit cooperation with the internationalization team.
- The team's ability to organize its work effectively.
- The team leaders' capacity to keep the process moving, taking into account the disruptive aspects of the rhythm of semesters, exam periods, and other breaks.
- The support given the team to gather information, such as dedicated staff time, access to keepers of information, and, in some cases, released time for team chairs.
- The frequency and effectiveness of the team meetings.
- The efficiency of the team members in delivering their assigned information to the group.
- The motivation and availability of the team members.

Several institutions with which ACE has engaged had serious setbacks in accomplishing the review and its analysis because of turnover or sabbaticals of key team members or senior leaders. (See Chapter 1, for comments on team evolution.)

Given the magnitude of the task of conducting an internationalization review, teams can easily get stalled or bogged down. Gathering information, while time-consuming, should be rewarding if team members see the value of the findings in furthering internationalization. One of the team's first tasks is to decide on the questions to be answered in the review. (See "Elements of an Internationalization Review" on page 48 for suggested areas of focus, and pages 91–94 in the *User's Guide* for a more detailed list of questions.) If a particular question cannot easily be answered, the team should consider what kind of evidence is needed, how it should be gathered, and whether it should be gathered on a regular basis.

Most review teams assign subcommittees to gather information to answer the particular questions they have chosen to address. Common subcommittees are often aligned with the topical foci ACE recommends for a review. Sometimes institutions structure subcommittees around areas of special interest in their institutions. For example, subcommittees can be assigned such topics as curriculum, co-curriculum and student life, international students, faculty development, marketing or messaging, community relations, and education abroad. Subcommittees may devise their own strategies for collecting information on specific parts of the review, but it also is possible to create guidelines for their work. For its subcom-

mittees, Northern Virginia Community College developed guidelines for what it called "Collaborative Groups" (see Appendix O). However, as the review team organizes its work, it is crucial for all subcommittees to share their plans for gathering information with the entire team. Common information-gathering strategies include surveys of faculty, staff, students, alumni, and community members; focus groups; interviews; and reviews of course syllabi and enrollments.

Gathering Information from Students, Faculty, and Staff Members

In gathering information for the review, the review team should use its members' time well, ensuring that the processes or tools used are the most efficient way to collect important information. Before proceeding with any approach, subcommittees should explain to the entire review team why they want to obtain information, how they plan to obtain it, and how they plan to use it. By soliciting feedback from their colleagues on the soundness of their approach, subcommittees have also avoided unnecessary overlaps. One institution discovered, for example that a number of faculty surveys were planned for the same year. To ensure sufficient results for the internationalization review, the team made some adjustments in the timing of its survey. Another institution added questions to previously planned surveys of students. Other successful institutions used coordinated surveys of faculty and staff members to gather information on the many aspects of internationalization needed for a full review.

A survey—a commonly used tool—can be constructed to address several different dimensions of a review, thus creating greater return on the effort. For example, an electronic survey of faculty members at the six campuses of Northern Virginia Community College solicited information about the content of their courses, their international background and experiences, and desirable kinds of faculty development to advance internationalization. (For sample surveys, see Appendix P or the ACE publication *Mapping Internationalization on U.S. Campuses: Final Report 2003*.[38])

While surveys can effectively serve multiple purposes, teams should not rely solely on them because there are limits to what a survey can reveal (especially if the response rate is low), and a survey can be very time-consuming to design, administer, collate, and analyze. Inevitably, surveys will yield some ambiguous responses. One institution assumed that its faculty survey could easily be analyzed by responses from full-time and adjunct faculty, but the survey did not ask respondents to identify the category to which they belonged. Because the results could not be sorted, the institution will add a new field to its next faculty survey. Alternative activities such as retreats or focus groups can generate additional interest in and conversations about internationalization. These activities also can clarify or deepen the team's understanding of survey results. It is important to think carefully about the effort required to implement a certain collection method, the possible ripple effects it might have, and how to be most efficient in the process.

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[38] *Mapping Internationalization on U.S. Campuses: Final Report 2003* is available from the ACE online bookstore at www.acenet.edu/bookstore.

Another issue to consider in collecting information from faculty, staff, and students is whether the review team has the capacity to do a particular task well. What are the resources necessary to design and implement the chosen approach? Does the review team have time and access to the appropriate groups, and if not, whose help is necessary to get that access? Does the review team have the expertise to conduct surveys, focus group discussions, and interviews? Several institutions called upon a faculty member to design and conduct surveys and student focus groups. Surveys require experts to help design the instrument and analyze the information as well as people to administer, code, and compile the results. Likewise, focus groups require facilitators well versed in this methodology to get the most useful results (see Appendix Q).

The information-gathering process can often generate unexpected information. The College of Notre Dame, for example, conducted a survey of students enrolled in its weekend and accelerated programs (see Appendix P, sample 3). Both programs include a high proportion of adult students. The survey results compelled the review team to take another look at this segment of the college's student body and underscored the importance of understanding which kinds of internationally focused academic and co-curricular programs were best suited to these students. At one institution, analyzing the results of a faculty survey made the team think more deeply about faculty incentives for engaging in international work. At another, the faculty surveys offered insights into the campus culture as well as concrete information about the extent of internationalization of the curriculum.

Gathering Information About the Curriculum

Taking an inventory of the curriculum is always a complex undertaking. A curriculum review should help an institution determine the extent to which it is already internationalized and generate ideas about how to broaden and deepen internationalization. Each institution will have to define what it means by an internationalized curriculum. This conversation is most useful when conducted in the context of defining outcomes for global learning (see Chapter 2), so that the defining questions are how the curriculum helps *all* students acquire the skills, attitudes, and knowledge that the team has articulated as its outcomes. Different students will achieve these learning outcomes through different modes of study (for example, on-campus coursework or education abroad), pedagogies (interactive student-teacher discussions, collaborative group work, or experiential and service learning), and parts of the curriculum (general education, the major, interdisciplinary minors, or capstone courses) and the co-curriculum. An internationalized curriculum is an interconnected system, including general education and the major, offering international learning opportunities broadly across the curriculum.

Review team leaders will need to manage many conversations with the team to develop working definitions of what constitutes an internationalized course and

what level of internationalization it meets. If an institution already requires a course with an international or global focus as part of its general education curriculum, definitions may already exist, even if they are applied inconsistently by the curriculum committee. If the definitions are not clear, questions of legitimacy and accuracy may be raised by faculty members when the team shares the results of the internationalization review. The review team will find it especially important to engage the relevant committee(s) overseeing the curriculum, as well as deans and department heads.

One way to inventory the curriculum for international learning opportunities is to map it using global learning outcomes, if these have been developed by the team or if they already exist at the institution. This approach brings together the two strands of the internationalization review process: crafting global learning outcomes and conducting an internationalization review. Once a draft set of learning outcomes has been developed, the next important question to address is where in the curriculum students might acquire this learning. To what extent will all students accomplish these learning goals, or will only a subset of students do so by selecting certain courses or majors? (See Chapter 2 for further discussion of mapping the curriculum using learning outcomes.)

Several institutions were successful using a learning outcomes approach to map the curriculum. They went beyond scanning their catalogues for international course titles and embraced the challenge of mapping where the learning goals could be achieved across their curriculum. Cleveland State University, for example, created an inventory of internationalized courses by sending a survey to all department chairs asking them to identify courses with international or multicultural content that addressed global learning categories. These categories included students demonstrating awareness and understanding of world geography, other cultures, multiple perspectives on specific global issues, and ethnic and multicultural issues in the United States. The team then compared that list with the institution's current general education courses to identify any overlap. Finally, the team gathered enrollment data. Through its analysis, the team was able to understand the extent to which students were taking advantage of these offerings. The next step would be to further refine the learning outcomes and develop an assessment that shows the extent to which students are achieving them.

The review team at Kennesaw State University used a mixed methodology to gather information about the extent to which the curriculum was internationalized. Initially the team charged its members to review course syllabi in selected departments to determine the extent to which they had international content. Because they were able to collect information from only a few departments, the team then followed up with surveys directly to the faculty. But the greatest progress came when the members of the review

team were invited to serve on the institution-wide Assurance of Learning Council. Membership on the Council gave them the opportunity to review all of the courses being presented by faculty—department by department—for the institution-wide assessment initiative. Consequently, the review team members on the Council were able to suggest to their faculty colleagues how they might include some of the global learning outcomes in their courses.

Several institutions attempted to develop a general definition of an internationalized curriculum and then scan their catalogues and general education lists to see what existed. The review team from Montgomery College developed the following working definition: "An internationalized course in any discipline includes information and develops critical-thinking skills from a global perspective and/or provides comparative study across cultures, languages, nation-states, and geographical regions." On the other hand, St. Louis Community College did not use a working definition of an internationalized course but asked faculty in a survey to list their courses with global content and to attach a copy of the relevant syllabi (see Appendix P).

Keeping the Information-Gathering Process Moving

To keep the information-gathering process moving, the review team should schedule regular meetings, typically once every two weeks, at the same time. Regular meetings serve both to prod team members to have something to report to their colleagues (competition and potential embarrassment are powerful motivators!) and to provide feedback on efforts under way. In addition, reporting on those meetings to faculty members and staff can create campus buzz about internationalization. Boise State posted agendas and minutes of all the meetings of the review team and its subcommittees on the institution's internationalization web site (see www2. boisestate.edu/vpaa/internationalization/). Northern Virginia Community College established an international blog (see www.nvcc.edu/international/itf/).

The review teams that were most successful in conducting the internationalization reviews had team leaders who placed a high priority on conducting the review, were invested in keeping the process moving along, and were artful in how they managed the team process. Effective team leaders paid attention to group process, ensuring that the group worked well together, and dealt with conflict, both overt and covert.

Finally, team chairs must sometimes take corrective action. If specific review team members are not carrying out their responsibilities in gathering information, the team leaders need to intervene to help that individual or sub-group, or figure out an alternative way to get that work accomplished.

Phase 3: Analyzing the Review Findings

Review teams that were successful in the analytical phase of the work typically allocated several months to analyzing the information gathered. A positive first step is to identify findings that point to a clear strength of the institution, whether this is already known or discovered through the review. Institutions are frequently pleased when they find out the strength of their faculty members' international backgrounds, experiences, language skills, and interest in international activities. Positive responses can help an institution identify new opportunities, such as where international contacts can be leveraged and where institutional partnerships for research and exchange might easily be established.

But review teams must be rigorous in identifying weaknesses as well. One institution, which had already been committing substantial institutional resources to the recruitment of international students, was surprised and disappointed with the results of the National Survey of Student Engagement, which showed that its domestic students reported below the national average in having significant encounters with students from other cultures. This finding led the institution to realize that it needed to rethink how international students were integrated into campus life, and several program revisions were identified.

This kind of analysis is often described as a SWOT analysis, which identifies *Strengths*, *Weaknesses*, *Opportunities*, and *Threats* suggested by the information gathered. Most institutions doing an internationalization review with ACE's assistance applied this approach to each dimension of the review. Institutions doing a SWOT analysis sometimes found that the categories did not always apply neatly; nonetheless, these analyses did identify additional issues and questions for the review teams to consider. The SWOT exercise fosters critical reflection and encourages the team to develop recommendations based on the evidence accumulated through the review. Some questions to structure such a SWOT analysis include:

- What are this institution's strongest points in internationalization?
- To what extent do our internationalization strategies and activities address our stated goals? Where are the gaps between our goals and our activities?
- Which of our activities most directly help students achieve our desired student learning outcomes?
- What areas show underdevelopment or weakness? Are these areas important to us? What would it take to strengthen them?
- What factors, internal and external, do we need to take into consideration as we chart future directions?

- What opportunities exist for fostering synergy among our internationalization efforts?
- What opportunities exist for aligning our internationalization efforts with other institution-wide initiatives, such as assessment, general education reform, multiculturalism, and institutional strategic planning?
(For more details and tools for a SWOT analysis, see Appendix R.)

If a question deemed important by the review team yields unclear or contradictory information, this result tells the planning team that the institution needs to adapt its information-gathering strategy in order to yield information that will be useful in planning for internationalization.

Analyzing the findings attached to every question addressed in the review report will give an institution a good sense of the directions it will need to take in both the short and long terms. A key set of issues that a review team must address for every question in the review is: What are the implications of this review item for the institution's internationalization work for the next year and for the next three to five years?

Careful analysis of information gathered during the review is critical to establishing reasonable internationalization goals and setting priorities among the action items. Without analysis, teams will have no justifiable basis for deciding what new directions to pursue or which initiatives to undertake, which to revise, and

which to drop. An analysis should also help a team decide which goals are the most important in the short, medium, and long terms.

The following questions can help a team identify the most important areas for additional attention.

- Where are the most significant gaps in our internationalization efforts?
- Where are the gaps between our articulated global learning outcomes and opportunities for students to acquire this learning?
- What areas, if not addressed, will be the significant barriers to achieving our institution's vision of internationalization?

Rigorous analysis and use of data gathered in the review process can also prevent teams from being one-sided in developing initiatives. Although particular team members may be passionate advocates for particular strategies or initiatives, internationalization has many different aspects, including curriculum, institutional partnerships, student life, faculty research, and education abroad. These can be seen as competing interests, and the team should suggest ways to move the whole institution forward, rather than protecting any particular program or interests. No review process is apolitical, but an institutional review and a thorough analysis of information gathered will help increase the likelihood that the institution will move forward strategically and not just through a set of political compromises.

Phase 4: Drafting a Report on the Findings

The culmination of the review process is putting the information together into a report on the internationalization review, usually written by the chair or co-chairs of the review team, based on the reports of the subgroups. The structure for such a report can vary considerably, but one simple solution is to follow the format of the review guidelines (see "Elements of an Internationalization Review," page 48). Because the report will be for internal use and provide a basis for future planning, it should present the findings as clearly and frankly as possible.

When an internationalization review report identifies the institution's internationalization vision and activities and communicates them effectively, it also provides an opportunity for further communication and engagement. Cleveland State University, for example, held a retreat on the findings of the review to which all administrators and faculty members were invited. A draft version of the report was available before the retreat. This approach enabled the review team to gather additional information at the retreat itself and to allow those faculty not directly involved in the review to participate. St. Louis and San Diego Community Colleges, both facing leadership transitions, also used their reports to introduce their new leaders to the international work of their institutions.

Some institutions use external consultants or peer review teams to provide additional analysis of the findings of an internationalization review and to help develop recommendations to incorporate in institutional planning. Peer review teams read the internationalization review and supporting documents; spend one to two days in intensive meetings with a wide array of faculty, students, and administrators at the institution; and then debrief the institution, making recommendations for short- and long-term strategies, based on their observations and expertise (see Appendix S). A written report with the consultant's or the visiting team's observations is a helpful conclusion. These reports can address the institution's strengths and weaknesses and provide recommendations for improving their internationalization efforts. The recommendations of the peer review team are then discussed by the institution's internationalization team and may be incorporated into its findings or recommendations (see "Sample Recommendations Emerging from a Review," on next page). Some institutions engage their stakeholders again when the consultant and/or peer review team has completed its work. At any stage, discussion is crucial for the development of strongly supported recommendations for the institution's planning efforts.

San Diego Community College's internationalization team drew upon the observations of a peer review to fine-tune their recommendations for consideration by their incoming leaders. The team purposely did not rank these recommendations because they understood the need to allow time for the incoming leaders to review the information and shape priorities that aligned with their vision for the future of the institution.

- Incorporate international education and internationalization as an institutional priority and allocate appropriate funding.
- Incorporate internationalization into the master plan of each campus and align implementation with district-wide priorities.
- Strengthen campus focus on internationalization by clarifying responsibilities of campus coordinators, committee functions, and the role of the district coordinator.
- Provide campus international education coordinators (CIESC) with appropriate compensation, as well as financial and administrative support to fulfill their roles and responsibilities effectively.
- Increase faculty and administrative participation in and support of global learning within campuses and across the district through existing hiring and promotional mechanisms and other incentives.
- Create multiple forums for conversations about global learning, by including more students as resources and rewarding people for their participation.
- Map global learning outcomes for all students, track enrollment patterns, and assess global learning outcomes in courses that have been identified as containing international curriculum content.
- Reexamine the structure and function of current study abroad activities and evaluate their effectiveness.
- Articulate the student learning goals for diverse international activities and assess the impact of these activities, with attention to cooperation, synergy, and alignment with institutional goals.

The internationalization review reports generated by institutions involved in ACE initiatives generally included recommendations for the institution. In fact, many of these recommendations shared a number of common themes, suggesting areas to which all institutions conducting an internationalization review should give special attention. Suggestions centered on:

- The current infrastructure and resources devoted to internationalization.
- The development or expansion of global learning outcomes and mapping of the curriculum for learning opportunities for students to achieve those outcomes.
- The addition or revision of language requirements, with special attention to the needs of heritage language speakers.
- Internationalizing the major.
- Incorporating internationalization into first-year programs, capstone courses, and senior graduation projects.
- Developing strategies for measuring students' achievement of stated learning outcomes.
- Maximizing the benefit of having international students and scholars on campus.
- Developing global service learning options in surrounding immigrant communities.

- Encouraging existing structures and programs to interact to promote greater synergy, developing new patterns of communication and cooperation among different internationalization initiatives.
- Promoting interdisciplinary approaches to internationalization of courses, curricula, and research.

Addressing these and other challenges shows that an institution takes the findings of its internationalization review seriously. While some institutions engage the stakeholders when they have assembled the findings of the review, other institutions wait until the review has generated recommendations. Certainly, discussion at the latter state is crucial to developing strongly supported recommendations for the institution's planning efforts.

Conclusion

Conducting an internationalization review is a useful way to focus campus attention on the institution's goals for internationalization and the extent to which the current array of internationalization strategies is helping the institution meet those goals. It is important to remember that the review is not an end in itself. Rather, it provides a sound basis for making decisions about new directions and changes in current internationalization strategies. The next chapter takes the process to its logical conclusion—developing an action plan.

Chapter 4:
Developing an Internationalization Plan

The ultimate worth of an internationalization review is its final product, a plan. An internationalization plan can take the form of either a separate internationalization plan grounded in the findings of the review or the comprehensive internationalization of an institution's existing strategic plan. The critical step is to use the information and analysis provided by the review.

An internationalization plan is a guide for campus action. It provides an overall vision, strategic priorities, concrete action items with a timeline and responsible agents, indication of necessary resources, and indicators of success. Its priorities also provide criteria for evaluating new initiatives and making important resource decisions. Ideally, the plan connects institutional activities to global learning outcomes for students and reflects an integrated, strategic approach to internationalization. This chapter offers guidance on how to develop a sound internationalization plan.

Understanding the Planning Process

The process of developing an internationalization plan should follow the general principles of planning, including having the right people involved, paying attention to campus culture and the larger context in which internationalization is situated, and engaging stakeholders in meaningful ways.

Configuring and Charging the Internationalization Planning Team

Institutions select the group and charge it to develop the plan in different ways. To create continuity and benefit fully from the work already done, institutional leaders may use the same internationalization team as the one that conducted the review. Or, to broaden the institutional commitment and bring new perspective and expertise to internationalization, they may create a different group. In some institutions, the review team also is charged with developing a plan or a recommended plan. In other institutions, the internationalization review concludes with a series of recommendations delivered to the president or provost, often without priorities assigned to the recommendations. In those cases,

the team that takes the process to the next level—development of an internationalization plan—may be a different group from the one that conducted the review.

If a new or reconstituted team including new individuals is created to develop the plan, it is useful to have some continuing members from the review team. This continuity provides historical memory and helps the new members understand the process and values informing the review team's work. The new members of the team should be selected to bring expertise in internationalization as well as planning skills. Like the review team, the planning group needs to carefully consider its connections with relevant campus groups such as the faculty senate, the institutional strategic planning group, and the curriculum, assessment, and general education committees.

The team charged with developing an internationalization plan needs clear ground rules from the president and provost. This charge should include a timetable for developing the plan, a request for the costs of various items, assignment of priorities to various elements of the action plan, designation of responsible offices or individuals, and measures of success. Besides constructing a clear charge, senior institutional leaders should support and guide the planning team, especially during the first stages when the team is conceptualizing and organizing its work.

By committing to an internationalization review, institutional leaders are committing to advancing internationalization. However, at some of the institutions that

worked with ACE, the findings of the review team were never incorporated into any institutional planning. This lack of follow-through, sometimes occurring because of turnover in institutional leadership, is a missed opportunity for institutional improvement. It also provides ammunition for cynics who see institutional committee work as producing no real results.

It is also important for the work of the internationalization planning team to be aligned with other planning processes. At one institution, the internationalization goals developed in its strategic planning process turned out not to be the highest priorities set out in the internationalization review team's analysis. If they are not addressed effectively, such disconnects can be very discouraging for all involved and represent a waste of valuable time and talent. Both the institutional leaders and members of the internationalization review and planning teams must have good communication throughout the process and be open to discussing and rethinking priorities.

Situating the Plan in the Campus Climate

While a vision for internationalization may be ambitious and a stretch for an institution, an internationalization plan needs to be grounded in reality. It should be based upon careful consideration of the readiness of individuals, departments, or schools to implement the plan, as well as the practical issues of capacity and resources. The planning team should

consider how certain proposed initiatives will be received by different campus groups and what kinds of conversations need to happen with whom along the way. For example, one team discovered through the internationalization review that, even though language learning was identified as a critical student learning need and an institutional weakness, there was little faculty support for requiring foreign language study for all students. Rather than explicitly introducing a language requirement into the plan, the team chose instead to include the objective "enhance opportunities to gain and to demonstrate foreign language skill." This way, the team still addressed a critical need but did not insist on a language requirement as a solution. An institution with a different culture and history of language instruction might be more forthcoming in requiring foreign language competency.

Setting Priorities

A list of action items is not a plan. An internationalization review may generate a lot of exciting ideas, but this is only a first step. The internationalization planning team must take the next step and develop a list of priorities for internationalization so that the institutional vision can be achieved through focused efforts. The priorities should be a response to some or all of the critical issues identified in the internationalization review and analysis. They will probably require multiyear efforts, as well as cross-functional cooperation. A sound and achievable internationalization plan must be both strategic and selective to use human and financial resources well.

Many different priorities can support the internationalization vision developed by the team, so the team will need to decide which are the most important and why. Teams should be explicit about the criteria they use to set priorities among competing worthy goals. The criteria for deciding might include:

- Does this goal or objective advance the overall internationalization vision and plan?
- Does this goal or objective contribute to student achievement of global learning outcomes?
- Does this goal or objective build effectively on institutional strengths?
- Does this goal or objective have a high probability of attracting necessary resources, both internal and external?

Building Support

If the review team conducts a broad-based internationalization review and shares the resulting report widely, the campus community will be familiar with the critical issues that the internationalization planning team is considering. When the planning team outlines priorities in a working draft, it should consult with institutional leadership and other prominent stakeholders to minimize surprises and build general support for the evolving plan. Questions that could generate helpful commentary include:

- What clarification is needed about the priorities and their rationale for inclusion?
- Is there anything that should be deleted from the list of priorities?

- What is missing from the list?
- From what is known about the institution's internationalization efforts, what will be the challenges and opportunities in carrying out each of these priorities?

Should the team find it necessary, it can design a strategic priorities rating scale, assigning a weight to each of the criteria as a means for reaching consensus (see Appendix T).

Elements of the Plan

Internationalization plans include many elements, with each serving an important purpose in guiding the institution's future work in advancing global learning. Most plans include the following elements: a vision statement, strategic priorities, objectives and performance indicators (evidence of success in achieving the objectives), action items to achieve the objectives (including the designation of the responsible individual or unit), and costs. The following section provides suggestions on developing each of these elements and offers institutional examples.

Vision for Internationalization

Many internationalization plans are introduced by a vision statement that reflects the culture of the institution and states the role internationalization will play in the future of the institution. If the team developing the plan contains some or all of the members of the review team, this vision is likely to have evolved throughout the team's work together. (See the discussion of vision statements in Chapter 1 and "Examples of Vision Statements.")

Portland State University's International Vision

Portland State University's future will be guided by the understanding, belief, and commitment that our students will enter the 21st century as leaders in an emerging global community. The university understands that internationalization must become integral to the fabric of everything that we do. The university administration, faculty, academic professional, and staff believe that we must prepare our students to be not only globally aware but also globally active. The university demonstrates, on a daily basis, its firm commitment to our international mission. Through the integrated efforts of the administration, faculty, academic professionals, and staff, we will internationalize our culture to the point that *international* is no longer something added to the university's mission, but is seamlessly woven throughout the fabric of our campus. PSU will provide every PSU student with the highest-quality international education possible within the limits of fiscal responsibility.

Boise State University's Vision Statement

Boise State University shall offer a globally enriching education and provide a diverse campus climate to prepare its students to become internationally competent and culturally sensitive citizens. Members of the Boise State University community will gain an understanding of international commerce, global interdependence, human rights, and diverse cultural, social, political, and economic systems.

Fairleigh Dickinson University's Vision Statement

At FDU, we believe that global education is much more than having international campuses or exchange programs. It is also a curriculum that ensures that all of our students will be able to succeed in a world marked by interdependence, diversity, and rapid change. A global education is one that provides knowledge and understanding of culture, language, geography, and global perspectives. Most importantly, a global education is one that enables all students, both domestic and international, to understand the world through the eyes of others and teaches them how their actions can affect, and be affected by, people throughout the world.

Kalamazoo College's Mission Statement

Kalamazoo College prepares its graduates to better understand, live successfully within, and provide enlightened leadership to a richly diverse and increasingly complex world. As a means of carrying out this mission, members of the Kalamazoo College community provide, through the curricular and co-curricular programs of the K-Plan, an education of broad liberal learning deepened and enriched by experiential, international, and multicultural dimensions. The K-Plan combines rigorous liberal arts academics, career development programs, meaningful study abroad, a senior individualized project, and a residential living experience that offers a wide variety of co-curricular opportunities.

Strategic Goals

While the language used by the internationalization planning team will vary from campus to campus, a well-crafted plan will include a limited set of broad overall directions deemed by the planning team to best address the institution's critical internationalization issues and achieve its internationalization vision. These strategic goals, which also may be called *priorities* or *initiatives*, may be presented along with more specific institutional objectives or action steps. To the extent possible, they should be both measurable and written to guide action (see "Measurable Goals and Objectives," on next page).

Institutions write goals and objectives with different levels of specificity, depending on whether they are part of an institutional, campus, college, or unit plan. If a team is developing an internationalization plan to be part of a broader institutional planning process, it may select one general goal with supporting objectives. California State University–Stanislaus used this approach:

Goal #1: Greater Internationalization of the Curriculum

Objectives:

1. Strengthen global learning in the general education curriculum.

2. Strengthen global learning in the major.

3. Enhance opportunities to gain and to demonstrate foreign language skill.

4. Strengthen the international/intercultural ethos of the campus.

5. Assess the progress of global learning on the campus.[40]

The College of Notre Dame of Maryland took a similar approach, providing broad goals for the institutional plan:

- Convince students of the relevance of and need for international learning.
- Provide opportunities for student to participate in and take advantage of global learning experiences.
- Provide opportunities for international faculty travel and research as a further means of internationalizing the curriculum.
- Provide a structure of international education that meets not only the needs of the women's college but also the unique and compelling needs of the new majority students in the weekend college and the accelerated college.[41]

If an institution is developing a separate internationalization plan, it may choose three or four general goals that can be aligned with the broader institutional agenda, as well as objectives to guide individual units responsible for

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[40] These goals were created by the CSU–Stanislaus internationalization team as part of its work on the ACE Global Learning for All project (2003–05).

[41] These goals were created by the College of Notre Dame of Maryland internationalization team as part of its work on the ACE Global Learning for All project (2003–05).

advancing internationalization. Kennesaw State University articulated its internationalization goals (referred to as priorities) in this way:

Priority #1: Greater Internationalization of Curriculum (Faculty-Centered)

1. Promote international learning through the curriculum.
2. Promote international learning through University Studies.
3. Develop greater incentives for faculty to be involved in international education.
4. Integrate study abroad into the curriculum.
5. Require foreign language proficiency.
6. Initiate the *Interdisciplinary Journal of Global Learning*.

Priority #2: Intentional Intercultural Exchange (Student-Centered)

1. Provide opportunities for meaningful U.S. and international student interaction inside and outside classrooms.
2. Develop area studies and strengthen regional centers.
3. Develop and support strategic exchange partnerships with universities abroad.
4. Develop cross-cultural immersion/experiential learning opportunities within the local community.

Priority #3: Institutionalizing Global Learning (Administration-Centered)

1. Capitalize on visible reputation as an international university, and align resources with this core value.

2. Bring together more authority/structure under the chief international officer.
3. Develop a recruitment strategy for increasing international student enrollment.
4. Improve infrastructure to support international visitors.[42]

Performance Indicators—Outcomes and Evidence of Success

Increasingly, state boards, accrediting agencies, and funders are requiring institutions to include expected outcomes and measures of success in all of their planning documents. The outcomes, typically written as institutional performance indicators, should be directly linked to institutional goals and strategic priorities and should provide useful feedback to the institution for improvement in programs and practices. Institutions have historically expressed internationalization performance indicators or outcomes in quantitative terms, such as the increase in the number of students studying abroad or international programs that have been created. Institutions have evaluated their activities by asking such questions as: Can the results of that activity be quantified? Will that number give useful feedback? Can a target number be established? Can this performance be compared to peers or national data? Numerical performance indicators have special relevance in benchmarking. Clearly this kind of evidence is valuable.

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[42] These priorities were created by the Kennesaw State University internationalization team as part of its work on the ACE Global Learning for All project (2003–05).

However, institutions are also increasingly being asked to pay more explicit attention to demonstrating the quality of student learning that results from the activities and programs they offer. When the student global learning outcomes approach is integrated with the review process, the conversation that takes place and the planning documents that result should reflect more attention to providing evidence of actual student learning. As institutional priorities are being developed, the planning team needs to address how institutional priorities, objectives, and measures will contribute to or demonstrate student achievement of global learning outcomes. Ultimately, the task of the internationalization planning committee is to think through and incorporate into their plan the ways that evidence— student learning achievement aggregated to demonstrate institutional or program performance—will be gathered and used for improvement.

The integrated approach to comprehensive internationalization expands the range of questions in establishing performance indicators and measuring performance. What evidence can demonstrate success in achieving the stated global learning outcomes? What is a successful program? What are the expected learning outcomes for this program? How is this institution determining if students are achieving the expected learning outcomes for the program? What evidence will provide useful feedback about how to improve the program?

Consider the following examples of this integrated approach to comprehensive internationalization. Kennesaw State University has included student learning outcomes assessment as one of three aspects of its internationalization plan. To measure student success in achieving global learning, the Kennesaw State team proposed to use three assessment instruments: student portfolios; the Intercultural Development Inventory, a test of attitudes and values toward intercultural issues; and questions related to global learning added to the National Survey of Student Engagement (NSSE). CSU–Stanislaus also included explicit reference to global learning outcomes in its internationalization plan but did not include assessment information in that document. Instead, the team developed three rubrics: one for assessing the institution's overall progress in advancing global learning for all; the second for criteria to assess departmental progress in advancing global learning; and the third for assessing student performance levels for the articulated student learning goals. (See Appendix L for sample rubrics for global learning goals.)

Details of the Plan

The internationalization plan's degree of detail regarding implementation will vary depending upon its intended audience and scope—that is, whether it is being developed as a section of an institutional plan, as a specific plan for internationalization at the institutional level, or as a plan limited to the international and

global affairs office. In each case, it is important that the team—or a subgroup of the planning team—work through the tactical details of the plan, at least for the upcoming year. This tactical information is the heart and soul of the plan. Dedicating time to actually developing the details can help the team be more realistic about the resources—both financial and human—that are really needed to address the full array of actions that it is proposing. The team may discover through this more in-depth look that it is too ambitious with the number of proposed action items in the plan and that it needs to rank them or spread them out over a more extended timeline than it had originally considered.

Timeline

A successful plan pays attention to the details of implementation, including that of a timeline. When a team includes information about the people who will be responsible, the funding that will be required, and the expected timeline, it can develop a more realistic picture of a particular set of actions items and discern potential pitfalls. This level of care and planning ultimately enables the team to make sound decisions and to present the plan with confidence about implementation. (For an example of an internationalization plan that specifies priorities, objectives, and a timeline about immediate actions and longer term actions, see Appendix U.)

Action Items and Their Responsible Agents

An internationalization plan with operational details also enumerates specific action items and designates who will be responsible for each of them, and how the internationalization process will proceed. For example, the provost will appoint a task force, which will review and make recommendations to the general education subcommittee or other appropriate committees. One action item for CSU–Stanislaus was to appoint a campus-wide task force to review general education (GE). The team then specified the tasks of this group as follows:

- Strengthen the GE program . . . definitions and requirements to provide sufficient preparation in all four areas of the global learning goals.
- Review the lower-division GE program to ensure that all students will be able to demonstrate basic knowledge of world history, geography, and cultures.
- Propose a foreign language requirement of at least two years (or the equivalent) for all BA students.
- Strengthen upper-division GE requirements to provide sufficient preparation in all four areas of the global learning goals, for the particular benefit of transfer students.
- Increase the number of winter term study abroad programs that allow students to fulfill GE requirements.

(See Appendix V for a template for adding operational items to an internationalization plan.)

Funding

A plan also should address funding implications by indicating if each action is funding-neutral, requires additional funding, or needs further study. Institutions need to know what particular action items will cost in terms of financial or human resources to decide which ones are feasible and in what timeframe. Even institutions with very limited resources have demonstrated that extensive internationalization activities are possible with small but steady investments over time. At one institution, the planning team knew that resources were going to be limited for the first year of the plan. By identifying which objectives were less resource-dependent and by focusing on them for the short term, the team was able to achieve early success and could plan for those objectives needing a longer timeframe in which to get new resources. At another institution, the team considered which items could be implemented at no cost or through reallocation of faculty and staff time or funding. In yet another case, the team asked which action items might be incorporated into other broad-based, well-supported initiatives.

Few institutions have fully analyzed the costs of comprehensive internationalization. Internationalization of the curriculum, for example, is challenging to cost out, in part because it is difficult to identify all of the teaching that is undertaken in support of this effort. However, specific activities that support internationalization of the curriculum—such as faculty development initiatives—can be identified and costed out. For example, a faculty development workshop on a particular theme related to internationalization might be offered in a given year. This workshop may require:

- Part of the time of the director of faculty development and his or her staff.
- Rental costs for space and equipment.
- Materials for the event.
- Honoraria for facilitators or speakers.
- Stipends for faculty members attending the workshop.

The expected immediate outcome could be faculty trained to revise their courses to include international content. An additional expense might be release-time in which faculty could develop an internationalized course after the workshop, so that revised courses would actually be offered (see Appendix W).

An internationalization plan that includes all of the requisite components—vision, goals, priorities, action items, performance indicators, responsible parties, timelines, and a funding analysis—and is complemented by a list of global learning outcomes and assessment rubrics can lay the groundwork for a successful accreditation visit. Kennesaw State University recognized this opportunity, and as a direct result of the team's work, the university decided to present global learning as the focus for the Quality Enhancement Plan for its upcoming accreditation visit by the Southern Association of Colleges and Schools.

Implementing and Monitoring the Plan

After the internationalization plan has been reviewed, modified as necessary, and accepted by the president, chief academic officer, and appropriate campus governance groups, the president or chief academic officer will need to decide who will ultimately be responsible for overseeing the implementation. Frequently, that individual is the chief international officer. But a faculty committee, advisory group, or internationalization team with faculty and administrative representation from across the institution can also be charged to work with the chief international officer on this task. Again, the team composition may change at this point. The team may consist of some of the same people who were involved with the internationalization review or planning processes. New members may be brought in who have not been involved to date. The benefits of new members include spreading ownership and engagement and preparing another group for future leadership roles in advancing internationalization.

Planning for Succession

On some campuses, internationalization depends greatly on a few highly committed individuals rather than on a sustained institutional commitment and supporting structures. At those institutions, turnover in personnel can halt internationalization efforts. Institutional leaders can prepare for this turnover by emphasizing internationalization as an institutional commitment, cre-ating and formally charging an internationalization team, and creating positions such as chief international officer, along with structures to support that individual.

Institutional leaders who want to broaden support for internationalization work need to encourage involvement of faculty members new to international work. In fact, individuals who have had a strong, longstanding personal involvement in internationalization might be problematic. When internationalization leaders are respected and admired by faculty, it can be challenging for others to rise to leadership. In other cases, internationalization leaders may realize that a new group must succeed them, but they may have difficulty letting others lead, especially if they are not fully comfortable with new directions. Internationalization succeeds when structures are created to sustain the current work while new leaders are prepared. The internationalization review and planning processes can be used to engage new faculty members and administrators in advancing internationalization and can serve as a mechanism for preparing the way for succession.

Another challenging succession issue can arise when a president or provost particularly supportive of internationalization leaves the institution. There are no guarantees that the conduct of an internationalization review, the production of a review report, and the development of a plan will ensure that the incoming leaders will support internationalization as an institutional priority. However, these efforts

do embed internationalization more firmly in the institution, serve as useful information for new leaders, and can contribute to the sustainability of internationalization through leadership transitions.

Monitoring the Plan

A strategic plan is only helpful when it is used. It is important that internationalization leaders ensure that the plan is revisited on a regular basis, particularly if the internationalization plan only included one year of a fully detailed operational plan. The team—whether it be the original internationalization planning team or a newly constituted and charged group—will want to monitor progress in achieving the articulated goals set for that first year and develop operational plans for the years to come. Revisiting the plan, at least annually, also ensures both (1) that the internationalization work remains coherent and consistent with the vision and the priorities of the plan and (2) that this plan remains a living and vital document. Just as world events and institutional circumstances are continuously changing, so are the critical issues for internationalization at institutions. Questions that the team may want to ask when conducting an annual review of the plan include:

- Is the implementation of the current internationalization plan on target? What has or has not been accomplished?

- How is the institution performing? What do the assessment measures say about performance to date? What improvements might be made?
- Are the assumptions that were made about the internal and external environments still valid?
- What are the current issues facing the institution? Are these issues reflected in the internationalization plan? Do they warrant changing or adding strategic priorities to the internationalization plan?[43]

The answers to these questions will allow the institution to update the plan when needed on a regular basis.

Conclusion

Implementing internationalization requires intentional processes, well-designed and agreed-upon plans, dedicated leadership, and sufficient resources. In addition, internationalization takes time and sustained commitment. Most institutions that succeed in sustaining commitment from key players take stock at regular intervals, assessing progress against articulated goals and action items. Without such systematic attention to recognizing accomplishments, campuses run the risk of wearing out the very people critical to internationalization. Successful internationalization requires the balancing of processes and products, goals and accomplishments, and programs and people.

[43] Adapted from Office of Human Resources, The Ohio State University. (2001). *Strategic planning workbook: A step-by-step planning guide*, p. 46.

List of Appendices*

* Many of these appendices are working documents and are undergoing revision. They are included as samples only.

Appendix A: Institutions Participating in ACE Internationalization Projects and Programs, 2000–2006

The Promising Practices Project

Appalachian State University (NC)

Arcadia University (PA)

Binghamton University (NY)

Dickinson College (PA)

Indiana University, Bloomington

Kapi'olani Community College (HI)

Missouri Southern State College

Tidewater Community College (VA)

The Global Learning for All Project

California State University–Stanislaus

Cleveland State University (OH)

College of Notre Dame of Maryland

Kennesaw State University (GA)

Montgomery College (MD)

Portland State University (OR)

San Diego Community College (CA)

St. Louis Community College at Forest Park (MO)

The Internationalization Laboratory

2003–04

California State University, Sacramento

Fairleigh Dickinson University (NJ)

Fordham University Business Schools (NY)

Kalamazoo College (MI)

Kansas State University

2004–05

Indiana University–Purdue University Indianapolis

Juniata College (PA)

Pacific Lutheran University (WA)

Park University (MO)

St. Mary's University (TX)

University of South Florida

University of Wisconsin–Madison

2005–06

Boise State University (ID)

Northern Virginia Community College

Pace University (NY)

University of Denver (CO)

Lessons Learned in Assessing International Learning Project

Dickinson College (PA)

Kalamazoo College (MI)

Kapi'olani Community College (HI)

Michigan State University

Palo Alto College (TX)

Portland State University (OR)

Internationalization Collaborative

Appalachian State University (NC)

Arcadia University (PA)

Baldwin-Wallace College (OH)

Beloit College (WI)

Bemidji State University (MN)

Binghamton University (NY)

California Lutheran University

California State University–Sacramento

California State University–San Bernardino

California State University–Stanislaus

Chatham College (PA)

City University (WA)

Coastline Community College (CA)

College of Notre Dame of Maryland

Delaware State University

Dickinson College (PA)

Drake University (IA)

Fairleigh Dickinson University (NJ)

Fordham University (NY)

Franklin Pierce College (NH)

George Mason University (VA)

Georgia Perimeter College

Grinnell College (IA)

Hobart and William Smith Colleges (NY)

Indiana University (IN)
James Madison University (VA)
Juniata College (PA)
Lehigh Carbon Community College (PA)
Kalamazoo College (MI)
Kansas State University (KS)
Kapi'olani Community College (HI)
Kennesaw State University (GA)
Kent State University (OH)
Lock Haven University of Pennsylvania
Loyola Marymount University (CA)
Manchester College (IN)
Manhattanville College (NY)
Maricopa Community Colleges (AZ)
Michigan State University
Midlands Technical College (SC)
Missouri Southern State University
Murray State University (KY)
New Mexico State University
Northern Virginia Community College
Old Dominion University (VA)
Onondaga Community College,
    SUNY (NY)
Pace University (NY)
Palo Alto College (TX)
Park University (MO)
Pennsylvania State University
Portland State University (OR)
Riverside Community College (CA)
Santa Monica College (CA)
South Dakota State University
Tidewater Community College (VA)
San Francisco State University (CA)
San José State University (CA)
St. Louis Community College District (MO)
St. Mary's University (TX)
Texas Christian University
University of Bridgeport (CT)
University of California, Davis
University of Central Florida
University of Denver (CO)
University of Iowa
University of Kansas
University of Missouri–St. Louis

University of Nebraska, Omaha
University of New Orleans (LA)
University of Richmond (VA)
University of South Florida
University of Wisconsin–La Crosse
Wagner College (NY)
Webster University (MO)
Western Michigan University
Wilson College (PA)

Appendix B: Charge to the Internationalization Task Force

Northern Virginia Community College

To: Members of the Internationalization Task Force
From: John Dever, Executive Vice President
Date: 20 July 2005

Subject: Charge of the Internationalization Task Force

I write to appoint you to the Task Force on Internationalization at Northern Virginia Community College and to provide you with its charge.

Northern Virginia Community College has long been recognized as an "international institution," with its large international and multicultural student body and its wide range of international activities. This is more the result of proximity to the nation's capital and isolated efforts by individual campuses and by faculty and staff than the result of an intentional institutional design. However, with the declaration of its strategic goal for Excellence—which sets out "focal points of excellence in educational programs and services that will be benchmarked to being the best in the nation and strategic to building the college's overall reputation for quality"—the College has committed itself to "leverage NOVA's strength in serving students from around the world to create learning experiences that build greater global awareness across the college."

The College's international goal, therefore, directs us toward a broader social responsibility, to understand our role in the global community and to convene and educate students to address issues more globally and inclusively. Working in a more concerted manner as one institution, NVCC can improve its approach to international education, make it contribute to the benefit of the entire college community, and gain the recognition the College deserves.

To assist the College in this effort, the College has joined with the American Council on Education's Internationalization Collaborative, a learning community of 60 institutions, which provides a forum for faculty and administrators to share ideas and help each other in furthering their international agendas. Members share information about institutional strategies and outcomes and key issues that need further research and advocacy. Within the Collaborative a select group of institutions is identified annually as the Internationalization Laboratory, which works closely with ACE over a 12- to 16-month period to further refine the ACE internationalization review process and advance collective knowledge about the issues surrounding assessment and comprehensive internationalization. NVCC has been selected as one of these institutions (as of this time the others are Pace University, University of Denver, and Boise State University; still in the decision-making process are Hobart and William Smith Colleges, and the University of Iowa).

NVCC will be the first community college to participate in the Laboratory. The internationalization review process involves

- Determining the present state of college internationalization
- Identifying challenges and obstacles
- Examining academic offerings and establishing clear learning outcomes
- Developing a strategic plan for the enhancement of international dimensions
- Identifying and setting the foundations for realizing faculty and student opportunities

The charge of the committee, therefore, is:

- To serve as the leadership team for the ACE Internationalization Laboratory;
- To carry out a review of the current state of internationalization at the College;
- To help frame a new conversation on internationalization within the college community;
- To develop a strategic plan for further internationalization of the College, to include
  - Recommendations for a college-wide approach to study abroad;
  - Recommendations for improving the number and quality of faculty and staff international professional development opportunities;
  - Suggestions for specific international grant initiatives.
- To recommend ways in which this international initiative can engage the College's large, resident multicultural student population;
- To recommend an organizational model to manage college-wide international affairs.

As you carry out your charge, please consult within and without the institution, ensuring that perspectives, needs, and aspirations of the wide variety of stakeholders are considered. As the duration of the College's engagement with the ACE Internationalization Laboratory is 12 to 16 months, the task force is different from many such groups in that the expectation is to complete this charge over this period with recommendations for action to be taken to the Administrative Council. If certain items within the charge can be addressed before completion of the full report and are ready for College action, please forward them separately for consideration.

ACE staff will conduct a site visit in late August to meet senior administrators and to conduct a roundtable discussion with the leadership team and key stakeholders, to define key questions and issues, to clarify goals, to build synergy among international activities, and to build support for the process across the College. The chairman, Paul McVeigh, will contact you in early August to launch the task force and to prepare for their visit.

This is an exciting initiative, one that will have a broad and lasting impact on the institution, and I thank you for your willingness to address it. Please let me know if I can be of assistance in your deliberations.

Appendix C: Assurance of Learning Tips[1]

Articulating Student Learning

I A.   Do the general and specific student learning outcomes represent knowledge, skills, and attitudes (dispositions or values) that the program's graduates should have? Although skills typically refer to psychomotor actions, higher-level cognitive actions such as analysis and synthesis are considered skills as well.
Also, are the general and specific student learning outcomes written to focus on student achievement rather than what the program or courses will provide?

I B.   Have the general student learning outcomes been differentiated from the specific learning outcomes?
   1) Specific student learning outcomes are stated in measurable ways using action verbs, while general student learning outcomes are expressed in broad (nonmeasurable) ways.
   2) Typically, several specific student learning outcomes are needed to properly measure the different dimensions of a general student learning outcome.

I C.   Do the general and the associated specific learning outcomes correspond to accepted conventions in the academic discipline, if there are such guidelines?

I D.   *Undergraduate Programs:* For undergraduate programs, do the student learning outcomes build upon, deepen, and focus the knowledge, skills, and attitudes initially developed in the general education program and the lower division elective area of the major program?

   Graduate Programs: For graduate programs, do the student learning outcomes build upon, deepen, and focus the knowledge, skills, and attitudes initially developed in the undergraduate program?

   General Education Program: For the general education program, do the student learning outcomes build upon, deepen, and focus the knowledge, skills, and attitudes initially developed in the pre-college experience?

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[1] These tips were prepared by Valerie Whittlesey, Associate Vice President for Academic Affairs & Professor of Psychology, Kennesaw State University, 1000 Chastain Road #0104, Kennesaw, GA 30144-5591; (770) 423-6603 (office); (770) 423-6752 (fax).

I E.   Do the student learning outcomes reflect a progression from lower-order to higher-order
       thinking (Bloom's taxonomy)? Bloom's thinking taxonomy consists of:
       • Level 1—knowledge (action verbs include listing, identifying, and labeling)
       • Level 2—comprehension (action verbs include explaining, discussing, and
         interpreting)
       • Level 3—application (action verbs include showing and giving examples)
       • Level 4—analysis (action verbs include comparing and categorizing)
       • Level 5—synthesis (action verbs include composing and designing)
       • Level 6—evaluation (action verbs include concluding, criticizing, and recommending).

Connecting Outcomes to the Program Requirements

• Is there an inventory of all key course and program requirements for the program?

• Has a matrix linking course and program requirements and general and specific student
  learning outcomes been created?

II A.   Have all key course and program requirements in the inventory been linked to the
        program's general and specific student learning outcomes?

II B.   Are the program's general and specific student learning outcomes reinforced by multiple
        required course and program experiences?

II C.   How strong is the evidence that the program's entrance level requirements are facilitat-
        ing attainment of its general and specific student learning outcomes?

II D.   How strong is the evidence that the program's upper core division (or graduate) course
        requirements are facilitating attainment of its general and specific student learning out-
        comes?

II E.   How strong is the evidence that the program's elective upper division (or graduate)
        requirements are facilitating attainment of its general and specific student learning out-
        comes?

II F.   How strong is the evidence that the program's requirements that build on the general
        education program (or baccalaureate education for graduate programs) are facilitating
        attainment of its general and specific student learning outcomes?

II G.   How strong is the evidence that the program's practicums and internships or study
        abroad experiences are facilitating attainment of its general and specific student learning
        outcomes?

II H.   How strong is the evidence that the program's capstone experience is facilitating attain-
        ment of its general and specific student learning outcomes?

Note. Only II A and II B are relevant for general education programs.

Connect Outcomes to Methods that Collect Evidence of Assurance of Learning

III A. Focus of the Methods that Collect Evidence of Assurance of Learning for Assessing Students' Knowledge, Skills, and Attitudes
Have appropriate methods been chosen to measure students' knowledge? Have appropriate methods been chosen to measure students' skills? Have appropriate methods been chosen to measure students' attitudes?

III B. Focus of the Methods that Collect Evidence of Assurance of Learning for Assessing Students' Lower-Level and Higher-Level Thinking
Have appropriate methods been chosen to measure students' lower-level thinking? Have appropriate methods been chosen to measure students' higher-level thinking?

III C. Use of Reliable and Valid Methods that Collect Evidence of Assurance of Learning
Have reliable and valid methods that collect evidence of assurance of learning been selected to measure student achievement of each specific SLO?

III D. Timeliness and Cost of the Methods that Collect Evidence of Assurance of Learning
Are the chosen methods that collect evidence of assurance of learning reasonable in terms of time needed for instrument development, administration, evaluation, and instrument cost, given the program's resources?

III E. Student Motivation Concerning the Methods that Collect Evidence of Assurance of Learning
Are the chosen methods that collect evidence of assurance of learning engaging of students and do the chosen methods bring out the best in student performance?

III F. Use of Multiple Measures
Are varied, multiple methods that collect evidence of assurance of learning used to capture each specific SLO to gain a full and comprehensive picture of student achievement on each specific SLO and the associated general SLOs?

III G. Use of Direct and Indirect Measures of Outcomes
Has a combination of direct and indirect methods that collect evidence of assurance of learning been selected to measure student achievement of each specific SLO and the associated general SLOs?

III H. Use of Quantitative and Qualitative Measures
Has a combination of qualitative and quantitative methods that collect evidence of assurance of learning been selected to measure student achievement of each specific SLO and the associated general SLOs?

Articulating Expected and Hypothesized Findings for the Evidence

IV A. Articulating Expected Findings for each Method that Collects Evidence of Assurance of Learning
Has an expected finding (or expected level of student performance) been articulated for each method that collects evidence of assurance of learning?

IV B. Use of Measurable/Observable Language
Have expected findings been expressed in measurable and observable terms?

IV C. Use of an Appropriate Standard
Have expected findings been expressed using a criterion-referenced, norm-referenced, best practice, value-added, or longitudinal standard?
  • A criterion-referenced standard asks the question, are students in your program meeting an absolute level?
  • A norm-referenced standard asks the question, how do students in your program compare to peers?
  • A best practice standard asks the question, how do students in your program compare to the best of peers?
  • A value-added standard asks the question, are students in your program improving compared to when they entered the program?
  • A longitudinal standard asks the question, are current students in your program improving compared to prior students in your program?

IV D. Clarity of the Expected Findings
Have the expected findings been expressed in a clear and easily understandable way?

Articulating the Plan and Timetable for Collecting Evidence of Assurance of Learning

V A. Completeness of the Evidence Gathering Plan
Has the plan that collects evidence for assurance of learning addressed for each method linked to an SSLO: a description of the method, when and how often the collection of evidence will occur, who is responsible for the collection of evidence, where the collection of evidence will occur, and how the evidence collection will occur (characteristics of the sample and relation to the population, the instructions for the subjects, and the evidence collectors' training, and/or pilot testing)?

V B. Strengths and Weaknesses of the Evidence Gathering Plan
Is the plan that collects evidence for assurance of learning appropriate and sound for each of the following criteria for each method linked to an SSLO: the frequency of the collection of evidence, the faculty responsible for the collection of evidence, the location of the collection of evidence, the characteristics of the sample and relation to the population, the instructions for the subjects, and evidence collector's training and/ or pilot testing?

V C. Practicality of the Evidence Gathering Plan
       Is the plan that collects evidence for assurance of learning practical and reason-
       able given the program's resources (number of faculty, faculty workload, number of
       majors, finances, etc.)?

Collecting, Analyzing, and Interpreting Evidence of Assurance of Learning

VI A. Strengths and Weaknesses of Evidence Collection
        When deviations from the original plan for gathering evidence of assurance of learn-
        ing occurred, were the changes justified and did the changes maintain or enhance
        the quality of the evidence collection process for each method linked to an SSLO?

VI B. Strengths and Weaknesses of the Analysis of Evidence
        Was analysis of evidence appropriate and sound in terms of the rubric used for
        transformation of subjective evidence into objective evidence, the evaluators' training
        on the rubric and/or pilot training, and the analysis of the objective evidence that
        was performed?

VI C. Strengths and Weaknesses of the Interpretation of Evidence Gathered
        Have correct interpretations been drawn about student performance based on com-
        paring the actual and expected findings for each method that collects evidence of
        assurance of learning linked to an SSLO?

Using Findings of Assurance of Learning for Quality Enhancement

VII A. Quality of the Academic Program Improvement Plan
        Were appropriate improvements/changes identified related to the academic program
        based on decisions about student performance relative to the SSLOs and the associ-
        ated GSLOs? Is the improvement plan complete (addressing all areas in which the
        academic program needs improving) and does the plan provide a clear action plan
        and timeline for addressing all improvements that have been identified?

VII B. Quality of the Assurance of Learning Process Improvement Plan
        Were appropriate improvements/changes identified related to the assurance of the
        learning process itself based on decisions about student performance relative to the
        SSLOs and the associated GSLOs? Is the improvement plan complete (addressing all
        areas in which the assurance of learning process itself needs improving) and does
        the plan provide a clear action plan and timeline for addressing all improvements
        that have been identified?

Appendix D: Defining the Globally Competent Learner[2]

There are legitimate questions being raised by community college leaders and others regarding the lack of definitions: What is meant by a competency? What are the characteristics of a global learner? What are the developmental stages leading to global competency? Answers will help provide a more intentional, systemic, and measurable global education program.

Conferees responded by first defining the key term competency: A competency is an ability, skill, knowledge, or attitude that can be demonstrated, observed, or measured.

After generating a list of more than 50 elements, which admittedly contained some duplication and redundancy, conferees worked toward creating a consolidated profile of the educated person in a global society. Four developmental stages were identified in the process:

1. Recognition of global systems and their connectedness, including personal awareness and openness to other cultures, values, and attitudes at home and abroad.
2. Intercultural skills and direct experiences.
3. General knowledge of history and world events—politics, economics, and geography.
4. Detailed area studies specialization: expertise in another language, culture, or country.

The four stages represent a continuum germane throughout all levels of education; they are not exclusive to community colleges, or any other type of institution. What will vary is the emphasis or the sequencing. Conferees agreed that the first stage is of critical importance to all global learners. Individual learners may accomplish varying degrees of stages two through four. Participants also recognized that progress through the stages may not be linear. Some learners will begin with a general area of experience or knowledge and proceed to in-depth study of a specific component. Others may move from a specific experience into more generalized study.

Conferees returned to the list of competencies identified earlier in the day and selected the most important. Heading the list were the following nine characteristics . . .

The globally competent learner:
1. Is empowered by the experience of global education to help make a difference in society.
2. Is committed to global, lifelong learning.
3. Is aware of diversity, commonalities, and interdependence.
4. Recognizes the geopolitical and economic interdependence of our world.
5. Appreciates the impact of other cultures on American life.
6. Accepts the importance of all peoples.
7. Is capable of working in diverse teams.
8. Understands the nonuniversality of culture, religion, and values.
9. Accepts responsibility for global citizenship.

Conferees concluded: Global competency exists when a learner is able to understand the interconnectedness of peoples and systems, to have a general knowledge of history and world events, to accept and cope with the existence of different cultural values and attitudes and, indeed, to celebrate the richness and benefits of this diversity.

Appendix E: International/Intercultural Competencies[3]

Summary of Literature

What competencies do students need to become world citizens and succeed in today's global workforce? What learning outcomes should institutions of higher learning focus on to enable students to meet the challenges of the 21st century? There is no easy answer and, while there have been many attempts to answer these questions, there is no consensus. Part of the problem, as is evident through the list below, is the interdisciplinary nature of the competencies. Each field brings to the debate its own perspectives and there has been little discussion among them. This list shows the range of competencies that have been discussed to date; it is not exhaustive. The first section is a summary of the extended section, which follows. Headings have been created for organizational purposes but with an awareness that some of the competencies could appear under multiple headings.

Knowledge
- Knowledge of world geography, conditions, issues, and events.
- Awareness of the complexity and interdependency of world events and issues.
- Understanding of historical forces that have shaped the current world system.
- Knowledge of one's own culture and history.
- Knowledge of effective communication, including knowledge of a foreign language, intercultural communication concepts, and international business etiquette.
- Understanding of the diversity found in the world in terms of values, beliefs, ideas, and worldviews.

Attitudes
- Openness to learning and a positive orientation to new opportunities, ideas, and ways of thinking.
- Tolerance for ambiguity and unfamiliarity.
- Sensitivity and respect for personal and cultural differences.
- Empathy or the ability to take multiple perspectives.
- Self awareness and self-esteem about one's own identity and culture.

Skills
- Technical skills to enhance the ability of students to learn about the world (i.e., research skills).
- Critical- and comparative-thinking skills, including the ability to think creatively and integrate knowledge, rather than uncritical acceptance of knowledge.
- Communication skills, including the ability to use another language effectively and interact with people from other cultures.
- Coping and resiliency skills in unfamiliar and challenging situations.

[3] Prepared by Laura Siaya, former Assistant Director for Research, ACE Center for Institutional and International Initiatives, for the ACE Internationalization Collaborative Annual Meeting, March 16–17, 2001. This text also appears in M. Green and C. Olson. (2003). *Internationalizing the campus: A user's guide.* Washington, DC: American Council on Education.

Extended Review of the Literature

The terms used below are those utilized by the various authors and were included to facilitate your future searches for materials. Please note this is an not exhaustive list and the author would welcome any additions.

Knowledge

- *Political Knowledge* includes knowledge of one's own political system, players, and events as well as international systems, leaders, and events. It also includes a knowledge of geography, institutions and their processes, and economics (Carpini and Keeter).

- *"State of the Planet" Awareness* is understanding of prevailing world conditions, developments, and trends associated with world issues such as population growth, economic conditions, inter-nation conflicts, and so forth (Hanvey). The Knowledge Dimension in the ETS study includes awareness of such topics as trade arrangements, energy, human rights, and population issues (ETS).

- *Foreign Language Acquisition* refers to knowledge of another language as a way to increase one's understanding of another culture (Bonham).

- *Knowledge of International Etiquette* is understanding of appropriate international etiquette in situations with colleagues, to cover greetings, thanking, leave taking, gift-giving, and paying and receiving compliments (Stanley).

- *Knowledge of Global Dynamics* means comprehension of the hidden complexity that can alter the interpretation of world events (systems thinking) (Hanvey). It is linked to critical-thinking skills (Mestenhauser).

- *Knowledge of Global and National Interdependence* is knowledge of key elements of interdependency (Bonham).

- *Awareness of Human Choices* is an awareness of the problems of choice confronting individuals, nations, and the world (Hanvey).

- *Perspective Consciousness* is an awareness that one has a view of the world that is not universally shared, that there is a distinction between opinion and perspective (worldview) (Hanvey).

- *Knowledge of Self* refers to understanding one's own culture and place. Also known as Personal Autonomy.

- *Personal Autonomy* is an awareness of identity and includes taking responsibility for one's actions and understanding one's own beliefs and values (Kelley and Meyers).

- *Cross-Cultural Awareness* is an awareness of the diversity of ideas and practices found in the world (Hanvey).

- *Knowledge Acquisition* from a Multiple Perspective refers to knowledge selected to represent the variety of cultural, ideological, historical, and gender perspectives present in the world (Lamy).

- *Exploration of Worldviews* is a review of the values, assumptions, priorities, and policy orientations that are used to interpret both public and private issues (Lamy).

Attitudes

- *Movement Toward Empathy* is seeing others as they see themselves, given their conditions, values, and so forth (Hanvey). It goes beyond sympathy (ethnocentric thinking to ethno-relativist thinking) to a fuller view that focuses on the other instead of the self (Bennett). Also reflected in the Concern Scale, which is described as feelings of empathy and kinship with people from other nations and cultures (ETS, p. 136).

- *Emic Thinking* (Mestenhauser), *Intercultural Perspective Taking,* or *Allocentrism* is the ability to take a multiplicity of perspectives.

- *Reflective Attitude* is a reflection on the impact of decisions, choices, and behavior of self and others (Fantini).

- *Learning Attitude* is a willingness to learn from others and engage others (Fantini). Also termed **Flexibility Openness** on Kelley and Meyers' CCAI Scale (Kelley and Meyers), and is similar to **Positive Orientation to Opportunities** (Brislin) or **Dynamic Learning** (Dinges).

- *Tolerance for Ambiguity and Respect for Others* (Fantini).

- *Personality Strength* refers to well-developed self-esteem and positive self-concept (Brislin), similar to the idea of **Integration**, that is, a growing coherence and increased synthesis of personality.

- *Global Understanding* aims to measure attitudes, such as interest about international developments, expression of empathy, feelings of kinship about others, and degree of comfort in foreign situations (ETS).

Skills

- *Technological Skills* mean an enhanced capacity as consumers of information; also, using technology to gain a better understanding of the world.

- *Second-Language Proficiency Skills* refer to the ability to use another language to accomplish basic communication tasks (ETS). The BBCAI notes language skills to include the ability to understand a newspaper, technical reports, and everyday instructions (Stanley).

- *Critical Thinking Skills* refer to the ability to expand thinking to recognize issues, solutions, and consequences not ordinarily considered, that is, holistic thinking. It includes the ability to synthesize and integrate knowledge, rather than uncritical acceptance of knowledge, or meta-learning (Mestenhauser).

- *Comparative Thinking Skills* are similar to **Critical Thinking Skills**, in the ability to compare and contrast critically (Mestenhauser).

- *Skills for Understanding* are skills that enable students to analyze and evaluate information from diverse sources critically (Lamy).

- *Manage Stress When Dealing with Difference* (Hammer), also termed **Emotional Resilience**, is the ability to maintain a positive state, self-esteem, and confidence when coping with ambiguity and the unfamiliar (Kelley and Meyers). The BCCIE terms this **Resiliency and Coping Skills** and includes psychological preparedness and leaderships skills in diverse situations (Stanley).

- *Strategies for Participation and Involvement* are strategies to allow students to connect global issues with local concerns and take action in the context of their own lives (Lamy).

- *Self-monitoring Techniques* relate to the ability to self-monitor behaviors and communication and take responsibility for one's self (Spitzberg). This is similar to Autonomy, that is, autonomous self-regulation of actions.

- *Effective Cross-Cultural Communication Skills* are the ability to alter one's communication and responses to reflect another's communication style and thus build relationships (Hammer). Also termed **Perceptual Acuity**, which is attentiveness to verbal and nonverbal behaviors and interpersonal relationships, understanding the context of communication (Kelley and Meyers). This could also include the concept of **Potential for Benefit,** which includes an openness to change and the ability to perceive and use feedback as well as motivation to learn about others (Brislin).

- *Enhanced Accurate Communication Skills* refers to the ability to communicate with a minimal loss or distortion of the meaning (Fantini).

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Appendix F: Ranking Document
(ACE's Lessons Learned in Assessing International Learning Project)

We are asking you to draw upon your international expertise and your knowledge of your institutional culture to identify the most important international learning outcomes for undergraduates graduating from your institution.

The following list of learning outcomes has been organized into three categories: knowledge, skills, and attitudes. Please provide a ranking for each category using the following procedures:

Step 1: Identify the five most important learning outcomes within each category by placing an X in front of those five outcomes.

Step 2: Rank your top five choices within each category by placing a number to the left of the outcomes you deem most important. Please use a 1 to 5 scale, with 5 being the most important item of your five top choices.

Step 3: Complete the demographics section.

When ranking the outcomes, please keep in mind you are describing what is desirable for students graduating from your institution. You need not consider at what level students should master these outcomes.

Knowledge

A globally competent student graduating from our institution . . .

__ __ A. demonstrates knowledge of global issues, processes, trends, and systems (i.e., economic and political interdependency among nations; environmental-cultural interaction; global governance bodies).

__ __ B. demonstrates knowledge of the relationship between local and global issues.

__ __ C. demonstrates knowledge of one's own culture (beliefs, values, perspectives, practices, and products).

__ __ D. demonstrates knowledge of other cultures (beliefs, values, perspectives, practices, and products).

__ __ E. understands his/her culture in global and comparative context—that is, recognizes that his/her culture is one of many diverse cultures and that alternate perceptions and behaviors may be based in cultural differences.

__ __ F. understands how his/her intended field (academic/professional) is viewed and practiced in different cultural contexts.

__ __ G. demonstrates knowledge of world geography and conditions.

__ __ H. understands how historical forces have shaped current world systems.

__ __ I. understands intercultural communication concepts.

__ __ J. understands the nature of language and how it reflects diverse cultural perspectives—that is, understands the way a language organizes information and reflects culture.

Skills

A globally competent student graduating from our institution…

___ ___ K. uses knowledge, diverse cultural frames of reference, and alternate perspectives to think critically and solve problems.

___ ___ L. adapts his/her behavior to interact effectively with those who are different.

___ ___ M. uses a foreign language to communicate—that is, may be able to perform one or more of the following skills:
- speaks in a language other than his/her first language.
- listens in a language other than his/her first language.
- reads in a language other than his/her first language.
- writes in a language other than his/her first language.

___ ___ N. identifies and uses information from other languages and/or other countries—that is, may demonstrate one or more of the skills listed below:
- uses language skills to enhance learning in other academic areas.
- uses the study of a foreign language as a window to cultural understanding.
- uses learning in other academic areas to enhance language and cultural knowledge.
- can name ways to maintain or improve his/her language skills over time.
- uses technology to participate in global exchange of ideas and information.

___ ___ O. demonstrates coping and resiliency skills in unfamiliar and challenging situations.

___ ___ P. interprets issues and situations from more than one cultural perspective.

___ ___ Q. is engaged in global issues; plays an active role in community organizations within and beyond campus.

___ ___ R. mediates cross-cultural interactions—that is, facilitates intercultural relations for and between others.

Attitudes

A globally competent student graduating from our institution…

___ ___ S. accepts cultural differences and tolerates cultural ambiguity.

___ ___ T. is willing to learn from others who are culturally different from him/her.

___ ___ U. is willing to engage in diverse cultural situations.

___ ___ V. appreciates the language, art, religion, philosophy, and material culture of different cultures.

___ ___ W. demonstrates movement from being sympathetic to being empathetic toward people from other cultures.

___ ___ X. demonstrates resistance to cultural stereotyping.

___ ___ Y. demonstrates an ongoing willingness to seek out international or intercultural opportunities.

__ __ Z.   displays curiosity about global issues and cultural differences.
__ __ AA. demonstrates an interest in learning or further refining communication skills in a language other than his/her first language.
__ __ BB. is flexible, open to change, and seeks personal growth.

Demographics: The following identifying information will be used in the aggregate to explain the range of expertise of our subject matter experts when documenting the rating process.

Your Position:

Your Department/Unit:

Your Primary Cultural/Linguistic Area of Expertise:

Appendix G: Sample Global Learning Outcomes: A General List

Montgomery College[5]

Upon completion of general education requirements, students will:

- Appreciate the value of learning languages.
- Demonstrate an awareness of world geography, economics, politics, religion, philosophy, history, literature, the arts, and other aspects of culture.
- Understand how policy decisions made by one government affect other nations.
- Understand the interconnectedness of modern world politics and economics.
- Exhibit an awareness of the interrelatedness of global society.
- Develop critical-thinking skills and be able to apply them when encountering unfamiliar environments, experiences, and change.
- Demonstrate a respect for diversity and an appreciation of the multiplicity of perspectives.
- Gain an appreciation of their cultural heritage.
- Develop an understanding of the ways that culture shapes an individual's world view.
- Use technology to be able to participate in global exchange of ideas and information.
- Achieve awareness of international business, interpersonal, and intercultural etiquette.
- Understand the ethical implications of personal, business, and political decisions.
- Achieve an awareness of the commonality of core human experience.

St. Louis Community College at Forest Park[6]

The globally competent learner will be able to:

- Demonstrate appreciation of all people, regardless of differences in race, gender, age, lifestyle, and class.
- Demonstrate the equality of peoples of different nations.
- Recognize the geopolitical and economic interdependence of our world.
- Recognize the impact of other cultures on American life and vice versa.
- Demonstrate a capacity to work in diverse teams.
- Demonstrate an understanding of the non-universality of culture, religion, and values.
- Demonstrate the responsibility of global citizenship.
- Recognize and celebrate cultural diversity, respecting the rights of all to express and share their individual cultural heritages.

[5] These outcomes were created by the Montgomery College internationalization team as part of its work on the ACE Global Learning for All project (2003–05)

[6] These outcomes were created by the St. Louis Community College at Forest Park internationalization team as part of its work on the ACE Global Learning for All project (2003–05).

Indiana University–Purdue University Indianapolis (IUPUI)[7]

A Responsive Curriculum: International Learning Goals for IUPUI's Many Schools and Diverse Student Body

IUPUI is dedicated to graduating students who understand and function well in the globally interdependent world of the 21st century because they:

- Have a good working knowledge of the broader world, its natural systems and nations, their characteristics, and their relationships with other.
- Are able to analyze and evaluate the forces shaping international events, both now and in the past.
- Have detailed knowledge of the cultures, languages, history, and/or current condition of at least one country beyond the United States.
- Recognize the many ways "the global is reflected in the local" within the United States and beyond.
- Have reflected upon the distinctive position of the United States on the international stage, and have a good working knowledge of American history and cultural systems.
- Appreciate the complexity of contemporary cultural systems and know the fundamental principles of intercultural understanding and communication.
- Are skilled at interacting and collaborating with individuals and organizations from other countries.
- Use diverse frames of reference and international dialogue to think critically and solve problems.
- Are humble in the face of difference, tolerant of ambiguity and unfamiliarity, and willing to be in the position of a learner when encountering others.
- Understand the global context of their chosen profession and have blended international perspectives into their professional learning.
- Have developed a sense of responsibility and involvement with pressing global issues concerning health, poverty, the environment, conflict, inequality, human rights, civil society, and sustainable economic development.
- Can apply their international learning to diversity in the communities in which they live.

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[7] These guidelines were created by the IUPUI internationalization team as part of its work in the ACE Internationalization Laboratory (2004–05).

Appendix H: Sample Global Learning Outcomes: A Learning Domain Framework

Portland State University: International Student Learning Goals[8]

Graduates of Portland State University (PSU) should leave the university with certain knowledge, attitudes, and skills that will enable them to function as citizens of the world. Specifically, they should have acquired or developed these attributes:

Knowledge
- Understand where the main culture zones of the world are, and why they are important.
- Understand prevailing world conditions, developments, and trends associated with such world issues as population growth, economic conditions, international conflict, human rights, and the like.
- Understand how human actions modify the physical environment, and how physical systems affect human systems.
- Demonstrate in-depth knowledge of a single culture (other than their own).

Attitudes
- Recognize and appreciate differences among cultures; have developed tolerance for the diverse viewpoints that emerge from these differences.
- Have moved beyond ethnocentrism to a position approaching empathy; have developed the ability to see others as they see themselves, given their conditions and values.
- Have developed self-awareness and self-esteem regarding their own culture, with all its inherent diversity.

Skills
- Can communicate effectively across cultures.
- Can use maps and other geographic representations to acquire, process, and report information.
- (Recommended) Can use another language to accomplish basic communication tasks, including understanding a newspaper, technical reports, and everyday instructions.

[8] These outcomes were created by the PSU internationalization team as part of its work on the ACE Global Learning for All project.

San Diego Community College[9]

Global Perspective

1. Students will demonstrate an understanding of the interconnectedness of political, economic, and environmental systems.
2. Students will demonstrate a knowledge of history and world events.

Intercultural Competencies

1. Students will demonstrate an understanding of the common human experience and knowledge of intercultural issues and viewpoints.
2. Students will be able to recognize individual and cultural differences and demonstrate knowledge of these differences.
3. Students will demonstrate good listening and information processing skills.

Global Communication Skills

1. Students will demonstrate an ability to speak, read, and write one or more foreign languages.
2. Students will demonstrate an ability to interact successfully with people of other cultures, backgrounds, and countries.
3. Students will demonstrate an ability to use appropriate international etiquette in business and other situations.

Technology Skills

1. Students will demonstrate an ability to successfully utilize computer technology, including e-mail and the Internet, for communication.

Resiliency and Coping Skills

1. Students will demonstrate an ability to manage change in their personal and professional life.

Desirable International/Intercultural Competencies for Juniata College Graduates[10]

The International Education Committee (IEC) developed this competencies document as part of Juniata's participation in the Internationalization Laboratory, sponsored by the American Council on Education (ACE) during the 2004–05 academic year. The IEC used as a point of departure the international/intercultural competencies included in the ACE publication *Internationalizing the Campus: A User's Guide* (2003), and revised them in light of Juniata's particular institutional context and in response to feedback received from faculty and administrators to an initial draft. These competencies are not to be viewed as requirements, rather as goals toward which we strive as we seek to make internationalization an integral part of Juniata students' liberal arts education.

Knowledge

1. Awareness of the complexity and interdependency of world events and issues.
2. Knowledge of world geography and of the global environment, conditions, issues, and events.
3. Knowledge of one's own culture and history and at least one other culture and history.
4. Understanding of historical, political, religious, and economic forces that have shaped the current world system.
5. Understanding of the diversity and commonalities found in the world in terms of values, beliefs, ideas, and worldviews.

Attitudes

1. Openness to learning, intellectual curiosity, and a positive orientation to new opportunities, ideas, and ways of thinking.
2. Openness to the artistic and cultural expressions of one's own and other cultures.
3. Sensitivity and respect for personal and cultural differences and a commitment to responsible global citizenship.
4. Empathy or the ability to view the world and one's and others' place in it from multiple perspectives.

[10] These outcomes were created by the Juniata College internationalization team as part of its work in the ACE Internationalization Laboratory (2004–05).

Skills

1. Information access and research skills to enhance the ability of students to learn about the world.
2. Communication skills and strategies, including the ability to use another language to interact effectively with people from other cultures.
3. Coping and resiliency skills in unfamiliar and ambiguous situations.
4. Critical and comparative thinking skills, including the ability to think creatively and to integrate knowledge about other cultures into a coherent and inclusive worldview.
5. The ability to respond aesthetically and to interpret creatively the artistic and cultural expressions of other cultures.
6. The ability to critique one's own cultural values and biases by comparing and contrasting them with those of other cultures.

Appendix I: Sample Global Learning Outcomes: A Thematic Framework

California State University–Stanislaus[11]

Global education across the disciplines seeks to equip students with knowledge of the diverse peoples, governments, histories, and natural systems that comprise the world—and the forces that continue to shape them. It produces graduates who respect the many groups that make up a global society and who have skills and perspectives to meet the challenges of an interdependent world. As students learn to see the "global in the local," global education allows students to understand how their own behavior affects and is affected by larger world patterns.

Multiple Perspectives

Learning outcome: Each student will demonstrate the ability to perceive any given event from more than one cultural viewpoint.

Sample learning activity: Students work in small, diverse groups to assess a current or historical issue from the different points of view represented in the group, and seek to understand the reasons behind the differing perspectives.

Interdependence

Learning outcome: Each student will show how a given enterprise or living being affects and is affected by [depends upon and also influences] the larger natural, economic, or social systems of which it is a part.

Example: Welfare rolls in the Central Valley increased after the Asian financial crisis. This was a result of the reduced purchasing power of Asian currencies, which led people in Thailand, Japan, and elsewhere to reduce their purchase of imported foodstuffs, including nuts and other agricultural products from the Central Valley.

Equity/Living Responsibly with Others

Learning outcome: Each student will show how the behavior of individuals, groups, and nations affects others, in terms of human rights and economic well-being.

Example: Students will give examples of national policies that may have had unintended negative effects on other nations. Or: Students will identify their own behaviors that may unintentionally compromise the human rights or the dignity of others.

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[11] These outcomes were created by the CSU–Stanislaus internationalization team as part of its work on the ACE Global Learning for All project.

Sustainability

Learning outcome: Each student will demonstrate ways of handling environmental resources that will help or hurt future generations' ability to meet their own needs.

Examples: Students will explain the long-term economic and environmental impact of continuing to develop Central Valley farmland for urban uses. Or: Students will explain the short-term and long-term issues involved in harvesting the massive forests of Russia or the Amazon region for lumber to export.

Kennesaw State University[12]

International Education

International education involves a transformation of social consciousness beyond national consciousness. It prepares students to become responsible global citizens. It helps clarify values that seem to be in contradiction by developing an understanding for and appreciation of different cultural perspectives. It seeks to find a common ground. It is learning to create cultural bridges. It requires that students understand culture as the context in which people solve their problems, not as the cause of their problems. Conflict arises when different groups fail to understand their problems as interrelated. International education emphasizes the development of multicultural communities centered on creating respect for differences as well as addressing common problems affecting humanity. Through an interdisciplinary and experiential approach to international education, KSU creates opportunities for students to immerse themselves in systems of meaning different from their own. The more we know about other countries and cultures, the better we will understand our own.

The following list of global (general) learning outcomes is meant as a starting point for conversations about developing specific learning outcomes, primarily for courses in the general education curriculum but also within degree programs. The categories provide a general framework and may overlap considerably.

Global Perspectives [Knowledge]
- Through the general education curriculum, students will demonstrate knowledge of world history, literature, regional geography, and economics.
- Students will demonstrate the ability to systematically acquire information from a variety of sources regarding diverse regions, countries, and cultures.
- Students will acquire knowledge and methods needed for critical assessment of global events, processes, trends, and issues.
- Students will demonstrate an understanding of the interconnectedness of political, economic, and environmental systems.

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[12] These outcomes were created by the Kennesaw State University internationalization team as part of its work on the ACE Global Learning for All project.

- Students will develop an understanding of the role of culture in identity formation, social relationships, and the construction of knowledge systems.
- Students will demonstrate the ability to perceive any given event from more than one cultural viewpoint.
- Students will analyze the effects of globalization on local culture(s).

Intercultural Communication/Cross-cultural Adjustment [Skills]
- Students will recognize individual and cultural differences and demonstrate an ability to communicate and interact effectively across cultures.
- Students will perform in a culturally appropriate and professional manner in international, cross-cultural, and/or multicultural contexts.
- B.A. degree–seeking students will demonstrate at least an intermediate ability to speak, read, and write one or more foreign languages.
- Students will demonstrate awareness of their own values as well as of their biases and how these influence interaction/relationships with others.
- Students will be able to read the signals of an unfamiliar situation, interpret its elements, and adjust to them.
- Students will demonstrate flexibility, openness, empathy, and tolerance for ambiguity.
- Students will demonstrate respect for diversity.
- Students will demonstrate an ability to successfully use computer technology, including e-mail and the Internet, for both local and global communication needs.

Social Justice and Sustainable Development [Values]
- Students will recognize the importance of diversity in globalization.
- Students will show how the behavior of individuals, groups, and nations affects others, in terms of human rights and economic well-being.
- Student will demonstrate ways of handling environmental resources that will protect future generations' ability to meet their own needs.
- Students will connect root causes of basic global problems (e.g., population growth, poverty, disease, hunger, war, and ethnic strife) to issues of land use and access to natural resources (e.g., clean air and water, biodiversity, nutritious food sources, minerals, and energy).
- Students will demonstrate an understanding of the need to protect human rights in areas such as access to education, health care, and employment.
- Students will recognize the interconnected nature and importance of issues such as arms control, maintaining peace, enhancing security, alleviating poverty, and managing resources cooperatively, responsibly, and equitably.

Appendix J: Summary of Assessment Instruments for Global Learning[13]

Direct Measures

1. **Tests**
   a. Global Literacy Survey—National Geographic Society.
      http://www.nationalgeographic.com/roper2006/
   b. Corbitt, J. N. (1998). Global awareness profile. Yarmouth, ME: Intercultural Press
      Inc. http://www.interculturalpress.com/store/pc/mainIndex.asp
   c. Davidson College. Annual Dean Rusk International Awareness Test.
   d. Educational Testing Service. (1981). *Measures of global understanding*.
   e. International Knowledge Questionnaire, Center for Survey Research, MSU.

2. **Portfolios**
   a. Jacobson, W., Sleicher, D., & Burke, M. (1999). Portfolio assessment of
      intercultural competence. *International Journal of Intercultural Relations,* 23(3).
   b. Database and guidelines for student ePortfolios—Kalamazoo College.
      http://www.kzoo.edu/pfolio/frameform.html
   c. Summary of Learning Record Online—University of Texas.
      http://www.cwrl.utexas.edu/%7Esyverson/olr/contents.html
   d. Capstone Essays, International Studies Certificate program—
      Binghamton University (89KB; PDF).

3. **Interviews/Oral Examinations**
   a. Simulated Oral Proficiency Interview (SOPI).
      http://www.ericdigests.org/pre-9214/oral.htm
   b. ACTFL Oral Proficiency Interview—Summary of guidelines.
      https://www.languagetesting.com/corp_opi.htm
   c. Interagency Language Roundtable (ILR) Skill Levels—
      Speaking, Listening, Reading, and Writing. http://www.govtilr.org/ILR_scale1.htm

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[13] American Council on Education. (2003). For additional information on selecting assessment instruments and hyperlinks to many of these instruments, visit the ACE International Initiatives web site (www.acenet.edu/programs/international) and select Institutional Good Practice, located under Enhancing Campus Internationalization.

Indirect Measures

1. **Surveys**
   a. Study Abroad Alumni Survey (Memories of College)—Dickinson College (PDF). http://www.acenet.edu/AM/Template.cfm?Section=goodPractice&Template=/CM/ContentDisplay.cfm&ContentID=2823
   b. Internationalization Questionnaire—Arcadia University (49KB; PDF). http://www.acenet.edu/AM/Template.cfm?Section=goodPractice&Template=/CM/ContentDisplay.cfm&ContentID=2818
   c. International Mission Faculty Survey—Missouri Southern State University (75KB; PDF). http://www.acenet.edu/AM/Template.cfm?Section=goodPractice&Template=/CM/ContentDisplay.cfm&ContentID=2833
   d. Sample Graduate Survey (College of Management)—Castelli, Green, & Lafayette. (2002). *Outcomes Assessment in Higher Education.* Overland Park, KS: International Assembly for Collegiate Business Education.
   e. International Experience Demographic Form—developed by JMU to accompany Wiseman, Hammer, & Nishida's 1989 update of the Worldmindedness Scale (Sampson & Smith, 1957) (33KB; PDF). http://www.acenet.edu/AM/Template.cfm?Section=goodPractice&Template=/CM/ContentDisplay.cfm&ContentID=2825
   f. Study Abroad Program Survey—Kalamazoo College (60KB; PDF). http://www.acenet.edu/AM/Template.cfm?Section=goodPractice&Template=/CM/ContentDisplay.cfm&ContentID=2829
   g. Survey of Alumni with Doctorate Degrees—Kalamazoo College (46KB; PDF). http://www.acenet.edu/AM/Template.cfm?Section=goodPractice&Template=/CM/ContentDisplay.cfm&ContentID=2828
   h. Survey of 2000 Graduates and Analysis—Binghamton University (70KB; PDF). http://www.acenet.edu/AM/Template.cfm?Section=goodPractice&Template=/CM/ContentDisplay.cfm&ContentID=2820

2. **Inventories**
   a. Noel-Levitz Student Satisfaction Inventory. https://www.noellevitz.com/Our+Services/Retention/Tools/Student+Satisfaction+Inventory/
   b. Cross-Cultural Adaptability Inventory (CCAI). http://www.pearsonreidlondonhouse.com/assessments/ccai.htm
   c. The Beliefs, Events, and Values Inventory (BEVI) (46KB; PDF). http://www.acenet.edu/AM/Template.cfm?Section=goodPractice&Template=/CM/ContentDisplay.cfm&ContentID=2819
   d. Intercultural Development Inventory (IDI). http://www.hammerconsulting.org/

Appendix K: Approaches to Assessing Multiple Outcomes Along PLU's Global Education Continuum

Pacific Lutheran University (PLU)[14]

Approaches to Assessing Multiple Outcomes Along PLU'S Global Education Continuum

PLU's Global Education Continuum is a multiple-stage, multiple-learning outcome model of student development. The Assessment Subgroup of PLU's ACE Internationalization Laboratory Team proposes a four-part framework for assessing students' progress along the university's Global Education Continuum. The centerpiece of this assessment framework is each student's set of **Personal Milestones**—the **Global Education Pathway** he or she takes through PLU, consisting of courses, study away experiences, internships, language study, living arrangements (e.g., Hong International Hall), service learning, and co-curricular and other experiences that cumulatively develop discipline-based and cultural knowledge and intellectual skills, an increasingly rich values perspective regarding world issues, and personal engagement in world issues. The three other parts of the assessment framework include **Course-Embedded Assessments of Learning Outcomes**, **Student Self-Assessments and Self-Reports**, and **Assessments by Faculty/External Evaluators.**

To help integrate their global learning, students will use electronic portfolios (**e-Portfolios**) to document their achievement of learning outcomes, their self-evaluations and reflections about what they are learning, and selected evaluations made by faculty and other assessors at key points in their global education journey. PLU's Global Education Continuum, and how these four types of assessments can operate in parallel with phases of the continuum, are shown below. Examples of each type of assessment, and how assessments might be integrated in e-Portfolios, are elaborated on the proceeding page.
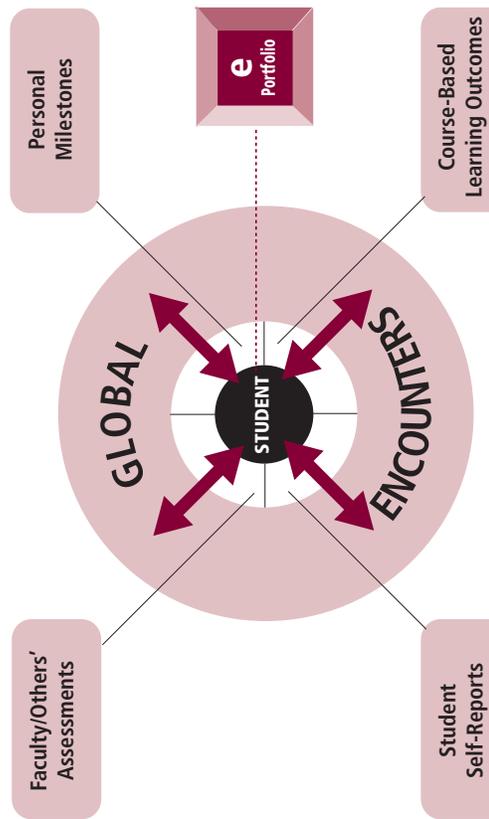
ASSESSMENTS

Assessments by Faculty/External Evaluators
Student Self-Assessments & Self-Reports
Course-Embedded Assessments of Learning Outcomes
Personal Milestones—Each Student's Global Education Pathway Through Pacific Lutheran University

Periodic Assessments Along the Global Education Continuum

Learning Outcomes	Introductory Phase	Exploratory Phase	Participatory Phase	Integrative Phase
Knowledge and Intellectual Skills	Describe, generally and with examples, existing issues of today's world, and systemic interdependence.	Describe, with facts as well as generalizations, at least two major issues facing today's world. Analyze with ample evidence a significant topic related to a world issue.	Develop a clear mental map of the interrelatedness of global institutions, issues, and systems using ample examples.	Describe the world's economic, environmental, and political systems. Assess the complexities and contradictions in one of the world's systems based on ample information about one or more of the relevant issues currently facing humankind.
Cultural Knowledge and Skills	Describe, generally and with examples, the world's cultural diversity. Communicate in any second modern language at a survival level.	Compare and contrast distinct behavioral characteristics of your own and one other culture. Communicate at a beginning level in a second modern language.	Analyze two cultures, including their enculturation processes, worldviews, economic/social/political patterns. Communicate at the intermediate level in any second language.	Reflect comparatively and in-depth on one's own and a second culture. Adapt in a second culture by working effectively with a counterpart in that culture. Read, write, and speak at an advanced level in a second language.
Values Perspective re: World Issues		Explain two ethical perspectives and evaluate the potential effectiveness of two relevant contrasting responses to one general world issue.	Assess your own perspective and locate it amid several philosophical, religious, ideological, and/or intellectual frameworks and their ethical assumptions.	Articulate the basic assumptions of two value-based perspectives (worldviews) and apply them in formulating alternative responses to one of the world's major issues.
Personal Engagement in World Issues		Articulate a relationship between a global issue and your personal commitments and vocational choice.	Engage in creating a just and healthy world.	Demonstrate potential for distinctive leadership in a local community and internationally in the pursuit of a just, healthy, sustainable, and peaceful world.

Examples of Assessments and Their Interrelationships

Assessments by Faculty/External Evaluators

- Evaluation of e-Portfolio prior to graduation—how well the student demonstrates achievement of integrative phase knowledge, skills, values, and engagement.
- Evaluation of capstone project.
- (Alverno-based) Abilities to analyze issues of global significance; gather, organize, and synthesize information; understand diversity and global inter connections; apply discipline-based knowledge to focused responses to global issues…
- (ACE/FIPSE knowledge, skills, and attitudes rubrics) Assessments of knowledge of global issues, processes, trends, and systems…

Student Self-Assessment & Self-Reports

- Reflections concerning abilities, skills developed through for instance, study away courses.
- Student responses to surveys following study away, prior to graduation….
- Student responses to surveys at various intervals following graduation….

Student e-Portfolio:

- Documentation of personal milestones (courses taken, study away experiences, language study, internships, service learn-ing, or co-curricular engagement).
- Reflections related to personal milestones; the abilities global education experiences have helped to develop; plans for future development of knowledge, skills, abilities.

Course-Embedded Assessments

- Quality of analytic work, ability to articu-late multiple perspectives in addressing issues and problems.

Examples: term paper demonstrating disci-pline-based knowledge, intellectual skills, and/or cultural knowledge applied

Personal Milestones—
Each Student's Global Education Pathway Through Pacific Lutheran University

- **Number and nature of global/cross-cultural courses taken.**
- **J-term and semester study away experiences.**
- **Language study.**
- **Participation/engagement in global/cross-cultural co-curricular experiences.**

Introductory Phase   **Exploratory Phase**   **Participatory Phase**   **Integrative Phase**

Appendix L: Sample Rubric for Global Learning Goals

California State University–Stanislaus[15]

	Level 1	Level 2	Level 3	Level 4
MULTIPLE PERSPECTIVES Each student will demonstrate the ability to perceive any given event from more than one cultural viewpoint.	Student describes a viewpoint different from his/her own.	Student discusses the advantages of a viewpoint different from his/her own, related to an issue in the discipline.	Student applies the concept of multiple perspectives to current issues locally, nationally, and internationally.	Student argues two points of view on a single world issue related to the discipline.
INTERDEPENDENCE Each student will show how a given enterprise or living being affects and is affected by [depends upon and also influences] the larger natural, economic, or social systems of which it is a part.	Student gives an example of interdependence.	Student discusses an issue in the discipline from an interactive and interdependent perspective.	Student identifies the interactive impact of interdependent forces on real issues related to the local region, the nation, and the world.	Student analyzes how interactive and interdependent forces affect an issue in the global community.
SOCIAL JUSTICE Each student will show how the behavior of individuals, groups, and nations affects others, in terms of human rights and economic well-being.	Student identifies an issue of social justice from his/her personal experience.	Student identifies social justice issues within the discipline.	Student applies the concept of social justice to a local issue related to the discipline.	Student analyzes the extent to which social justice issues provide the context for an international issue.
SUSTAINABILITY Each student will demonstrate ways of handling environmental resources that will help or hurt future generations' ability to meet their own needs.	Student defines the term *sustainability*.	Student discusses an issue in the discipline from the perspective of sustainability.	Student applies the concept in the local geographical region, nationally, and internationally.	Student analyzes global issues in terms of this concept.

15 This document was created by the CSU–Stanislaus internationalization team as part of their work on the ACE Global Learning for All project (2003–05).

Appendix M: Sample Mapping Documents

Sample 1: Kapi'olani Community College of Hawaii Asian Studies Certificate[16]

A student completing an **Academic Subject Certificate in Asian Studies**:

Knowledge

1. Understands his/her own culture in a comparative context relative to Asia—that is, recognizes that his/her culture is one of many diverse cultures and that alternate perceptions and behaviors may be based in cultural differences.
2. Demonstrates knowledge of Asian issues, processes, trends, and systems (i.e., economic and political interdependency among nations, environmental-cultural interaction, transnational governance bodies, and nongovernmental organizations).
3. Demonstrates knowledge of Asian cultures (beliefs, values, perspectives, practices, and products).

Skills

4. Uses knowledge, Asian cultural frames of reference, and alternate perspectives to think critically and solve problems.
5. Communicates and connects with people in Asian language communities in a range of settings for a variety of purposes, developing skills in each of the four modalities: speaking (productive), listening (receptive), reading (receptive), and writing (productive).
6. Uses Asian language skills and/or knowledge of Asian cultures to extend his/her access to information, experiences, and understanding.
7. Uses writing to discover and articulate ideas about Asia.
8. Applies numeric, graphic, or other forms of symbolic reasoning accurately and appropriately.

Attitudes

9. Appreciates the language, art, religion, philosophy, and material way of life of Asian cultures.
10. Recognizes cultural differences and tolerates cultural ambiguity.
11. Demonstrates an ongoing interest in seeking out international or intercultural opportunities.

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[16] This document, generated by the Asian Studies faculty at Kapi'olani Community College, University of Hawaii, reflects this institution's efforts to integrate the global learning outcomes created by the ACE/FIPSE team for the project Lessons Learned in Assessing International Learning (2003–2006) with the Asian Studies curriculum at Kapi'olani Community College.

Mapping of Kap'olani Community College Asian Studies Certificate

Learning Outcome:	Knowledge 1	2	3	Skills 4	5	6	7	8	Attitudes 9	10	11
ANTH 200	X	X	X	X			X		X	X	X
ART 280	X	X	X	X			X		X	X	X
ASAN 100	X	X	X	X		X	X	X	X	X	X
BUS 100								X			
CHNS 101-202	X	X	X	X	X	X	X		X	X	X
CHNS 111-212	X	X	X	X	X	X	X		X	X	X
EALL 261	X		X	X	X	X	X		X	X	X
EALL 262	X		X	X	X	X	X		X	X	X
EALL 269V	X	X	X	X	X	X	X		X	X	X
EALL 271	X		X	X	X	X	X		X	X	X
EALL 272	X		X	X	X	X	X		X	X	X
ENG 100							X				
ESL 100							X				
FIL/TAG 101-202	X		X	X	X	X	X		X	X	X
HIST 241		X	X	X			X		X	X	X
HIST 242		X	X	X			X		X	X	X
HUM 269V	X	X	X	X	X	X	X		X	X	X
ICS 141 or 241								X			
JPNS 101-202	X	X	X	X	X	X	X		X	X	X
KOR 101-202	X	X	X	X	X	X	X		X	X	X
KOR 111-212	X	X	X	X	X	X	X		X	X	X
MATH 100+								X			
PHIL 102	X		X	X					X	X	
PHIL 110								X			
POLS 120	X	X		X	X				X	X	X
REL 202	X		X				X		X	X	X

Sample 2: Juniata College[17]

INTERNATIONAL COMPETENCIES — Center for International Education — Activities Chart (I = introduced, P = practiced; shaded = key component)	KNOWLEDGE					EFFECTIVE COMMUNICATION				ATTITUDES						SKILLS					
	World geography and global environment	Complexity and interdependence	Historical forces	Own culture and history	One other culture and history	Second language	Intercultural communication concepts	International business etiquette	World diversity of values, beliefs, ideas	Openness to learning new ideas, ways of thinking	Tolerance for ambiguity and unfamiliarity	Sensitivity and respect for difference	Commitment to responsible global citizenship	Empathy/ability to take multiple perspectives	Self-awareness and esteem about own culture	Skills to learn about the world	Critical, creative and comparative thinking	Confronting one's own biases	Ability to use another language effectively	Ability to interact with people of another culture	Coping and resiliency skills in challenging situations
international dinners				P	P				P	P	P	P			P		P	P		P	
field trips	—			—	—				—			—					—			—	
international clubs	P	P		P	P		P	P	P		P	P	P	P	P				P	P	P
international roommates		P		P	P		P	P	P		P	P	P		P	P			P	P	P
CO-CURRICULAR																					
interaction with teachers				P	P		P	P	P		P	P	P	P	P		P		P	P	P
in-school presentations		P		P	P		P	P	P		P	P	P	P	P		P	P		P	P
workshops				P	—		P	—	—		P	—	—	P	—		P	—	—	P	—
LANGUAGE IN MOTION																					
CIE field trips	—	—	—	—					—		—	—	—				—	—	—	—	—
friendship families				P	P		P	P	P		P	P	P	P	P			P	P	P	P
conversation partners				P	P		P	P	P		P	P	P	P	P			P	P	P	P
IEP service/learning				P	P		P	P	P		P	P	P	P	P		P	P	P	P	P
Linked courses	P	P			P		P	P	P		P	P	P	P	P		P	P	P	P	P
IEP classes		P	P	P	P		P	P	P		P	P	P		P	P		P	P	P	P
orientation				—			—	—	—		—	—			P		P	—		—	—
Summer Course Univ. Prep				P			P	—	—		P	—	—		—		P	P		P	P
INTERNATIONAL STUDENTS																					
mentoring		P	P		P	P				P		P	P	P	P	P			P	P		P
reentry activities		P	P		P				P				P	P	P	P			P			
semester or year in English	P	P	P	P	P		P	P	P		P	P	P	P	P		P	P	P	P	
semester or year in 2nd language	P	P	P	P	P	P	P	P	P		P	P	P	P	P		P	P	P	P	
other summer programs	P	P		P	P		P	P	P		P	P	P	P	P		P	P	P	P	
summer language study	P	P		P	P	P	P		P		P	P	P	P	P		P	P	P	P	P
orientation	—	—							—	P	—	—	—	—	—	—	—		—	—	—
STUDY ABROAD																					

Appendix N: How Institutions Can Connect with ACE's International Initiatives

The Leadership Network for International Education is a network of ACE member presidents and chief academic officers interested in advancing internationalization. Its annual meetings support the efforts of senior leadership to enhance internationalization on their campuses. Membership is open to *all* ACE member institution presidents and chief academic officers.

The Internationalization Collaborative consists of 76 diverse ACE member institutions committed to internationalizing their campuses. The Collaborative provides a forum for faculty and administrators to share ideas and help one another in furthering their internationalization agendas. The activities of the Collaborative include an annual meeting, regional meetings, a web site, and working groups on selected issues.

The Internationalization Laboratory, an outgrowth of the Collaborative, consists of small clusters of institutions working closely with ACE over a 12- to 16-month period to further internationalization on their campuses by reviewing their internationalization strategies and activities and refining their action plans for internationalization. Participants in the Laboratory also help refine the ACE internationalization review process through their experiences and advance collective knowledge about their learning with other member institutions. Three cohorts, including 16 different institutions, have participated since its inception in 2003–04.

Internationalization Consulting Services. ACE offers consultation services for member institutions that seek assistance in advancing their internationalization agenda on campus. Such consultations range from a one-day strategic workshop to longer-term engagements involving a full self-assessment consultation.

For additional information about ACE's International Initiatives, please contact us at (202) 939-9313; see our web site at www.acenet.edu/programs/international; or send an e-mail to international@ace.nche.edu.

Appendix O: Guidelines for Collaborative Groups

Northern Virginia Community College Internationalization Task Force[18]

Overall, five operational principles should guide the collaborative groups:

1. Focus upon institutional, not campus-specific results.
2. Wherever possible, use the experience gained from the college's past international activities.
3. Maintain an awareness of the wide range of cultural identities making up the college community and try to address it/them wherever possible.
4. All collaborative group findings, suggestions, etc., will come to the Internationalization Task Force (ITF) for review.
5. Maintain flexibility in our approaches as new developments, insights, and opportunities emerge along the way.

Faculty Opportunities

Research & Study

There are many opportunities, probably tied to grants, but the group should:

- Identify the grant and other opportunities (a continuous process but after the ACIIE meeting on international grants we should know a lot).
- Therefore, key members from the group should attend the ACIIE conference in DC in December: www.aciie.org/annualconf.htm.
- Look particularly at the possibilities of research/study in countries from which we have large resident populations (El Salvador, Korea, etc.) that could lead to on-campus activities and opportunities for those students.

Teaching

As relationships begin to develop with institutions overseas, the possibility of creating opportunities for our faculty to teach there increases. However, while these develop, we need to address what needs to be put in place at the college to make this possible.

- Identify who among full- and part-time faculty want to teach overseas (where and for how long?).

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[18] This document was created by the NVCC task force as part of its work in the ACE Internationalization Laboratory (2005–06).

Student Opportunities

Study Abroad

Review existing (credit or non-credit) study abroad options college-wide.

Gather the faculty who have initiated these trips and enlist their assistance in answering the following questions:
- In the past five years, how many trips have taken place?
- How successful have they been?
- What have been the problems?

Review college policies and procedures for arranging and carrying out overseas study tours.

Appraise what the more reputable and experienced vendors in the study abroad field have to offer (e.g., AIFS, CIEE, Laureate, CCIS, etc.)
- Invite several to present directly to the sub-group.
- Pay particular attention to those who enable our faculty to teach within their programs, combining faculty professional development with the student opportunity.

Align and prepare NVCC to take advantage of opportunities resulting from U.S. Congress/ Lincoln Commission.

Take into account and make suggestions for including resident multicultural students in international study, either through study abroad options or through in-college opportunities.

Other Opportunities

In that these [opportunities] will, for the most part, be in-college, they'll have relation-ships to student activities and to curricula, and so to learning outcomes. Let's let these materialize as we progress.

Global Learning Outcomes

- Determine rationale for a learning outcomes approach that will be most productive at NVCC.
- Specify global learning outcomes (what do we want students to know and be able to do as a result of global learning opportunities?).
- Review learning opportunities to see if they are addressed in these outcomes.
- Consider alternative approaches: a broad general education approach, a program(s)-specific approach, or both.

Given that the institution's current status regarding learning outcomes assessment is in transition, try to address or set priorities for the following:

- Develop and implement a plan to assess student achievement of outcomes.
- Make improvements in learning opportunities based on these findings.

Appendix P: Sample Surveys

Sample 1: Northern Virginia Community College

Faculty Survey on Internationalization at NVCC
Fall 2005[19]

The Northern Virginia Community College Faculty Survey on Internationalization can also be viewed online at http://novasurvey.nvcc.edu/cgi-bin/qweb.cgi?42TFN98.

Use the following guidelines and examples for the four levels of internationalization to help determine what you customarily do in your teaching.

Description of the Levels of Internationalization of Courses

Level 1   **Course contains an international element.**
   Examples:
   - Using photos of various places around the world.
   - Analyzing an international web site for information.
   - Converting values from British (U.S.) to metric systems.
   - Referring to developments in your field that come from outside the USA.

Level 2   **One unit in the course is internationally oriented.**
   Examples:
   - Teaching a unit on international marketing in a marketing class.
   - Teaching a unit contrasting human development between or among different cultures.
   - Teaching a unit in a nursing class on medical practices in other parts of the world.

Level 3   **International elements are integrated throughout the course.**
   Examples:
   - Contrasting the international orientation in aspects of business management (finance, marketing, law, etc.) with those in the USA.
   - Requiring students to consider an international viewpoint with writing assignments from different units of a course in English, history, sociology, or whatever courses you teach.
   - Using in a science class research done in another country and/or by scientists from other countries.

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[19]   The Northern Virginia Community College internationalization team developed this survey as part of its work in the ACE Internationalization Laboratory (2005–06). Should they use this survey again in the future, the team would ask respondents to identify whether they are full-time or adjunct faculty so the results could be sorted according to these categories. The team would like to acknowledge Howard Community College and the Community Colleges for International Development (CCID) for having shared survey samples that informed the production of this survey.

Level 4   The entire course has an international orientation.
    Examples:
- World language courses.
- Courses on specific culture and countries.
- World history, geography, philosophy, sociology, i.e., courses whose main focus is to compare and contrast regions and cultures of the world.
- English courses taught with all assignments geared to a specific culture outside the USA.

When you have completed the survey, please forward it via campus mail to the individual at your campus in the list below by _____.

Alexandria	…, Humanities & Social Sciences
Annandale	…, Languages and Literature
Loudoun	…, Communications & Human Studies
Manassas	…, Communication Technology & Social Sciences
Medical Education	…, Special Assistant to the President
Woodbridge	…, Communications & Humanities

Faculty Name _____ **Division** _____ **Campus**_____

Current title_____ **Year of highest degree**_____

Specialization (within your discipline)_____

Gender_____ **Native language**_____

1. Are you currently teaching courses with international content? Yes ___ No ___
   If "No," skip to Question 2.

Course Number	Course Name	Level 1, 2, 3, or 4 (Use explanations above)	Brief Description	Means Used to Ensure Mastery of Content

2. Are you currently teaching or developing a course into which you would like to infuse international elements?

   Course Number   **Course Name**

3. Please circle the number that most closely matches your response to each statement.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know
1. In today's environment, it is important to consider the impact of globalization on undergraduate education in this country.	5	4	3	2	1	DN
2. Colleges and universities should respond to the increasingly global economy and marketplace.	5	4	3	2	1	DN
3. "Internationalizing" our curriculum will help our students be more competitive after graduation.	5	4	3	2	1	DN
4. Global and international topics should be incorporated into all undergraduate programs.	5	4	3	2	1	DN
5. It is important that students participate in a formal international education experience such as study abroad.	5	4	3	2	1	DN

4. If you want to globalize your courses, what do you think you need (e.g., guidance toward resource information and topics to include, more relevance within your discipline to international issues, etc.)?

5. Which of the following programs or activities interest you the most? Number them by preference, #1 being your first preference (specify course[s] if possible).

___Curriculum development projects (specify area of interest).

___Opportunities to attend seminars or conferences on international topics related to your discipline (specify topics and courses).

___Faculty exchange programs in another country (specify country or countries).

___Short-term research or curriculum development projects in other countries (specify country or countries).

___Short-term contract training (paid) in other countries (specify the type of training you believe you could do).

6. What type of assistance would help you globalize your courses? Number your preferences #1 to #8 (#1 being the most helpful).

___ Resource information (books, journals, articles) on international education topics.

___ Identification or suggestions of global topics relevant to my courses or discipline.

___ Help with incorporating global learning outcomes in your teaching.

___ Examples of course materials incorporating global content developed by faculty at NVCC and other institutions.

___ Opportunities to consult on an "as needed" basis with international specialists relating to your course and discipline.

___ Ongoing faculty development seminars on internationalizing your curriculum.

___ Grant funds to travel abroad to research ways to globalize your courses.

___ Guest speakers for your courses (specify country and topic area[s]):

7. What particular experience or interest do you have that might be a resource for internationalizing NVCC (check all that apply)?

___ I speak another language well enough to survive in that culture (specify which language[s]).

___ I have lived and worked/studied in another country (specify which country or countries).

___ I could serve as a guest speaker on a particular country or culture (specify which ones).

___ I have global resource material I would be willing to loan or donate.

___ Other contributions I could make to global education:

Do you have an active passport?   Yes _____   No _____

Additional comments are welcome:

Sample 2: St. Louis Community College at Forest Park

One of Forest Park's campus goals focuses on global* education. Currently we are involved in a grant-funded project emphasizing global learning for all. You can help us in furthering our efforts by completing this survey. This survey will provide us with an assessment of experiences, knowledge, and attitudes of faculty and staff about issues related to global education. Your input about future activities will help us in formulating directions for meeting this campus goal.

  * *Global* refers to international or multicultural.

If you teach a course(s):

Course(s) you are currently teaching with international/multicultural content:

Course & Title	Do student learning outcomes reflect global content? (Check box if "Yes")	
_____	❏	
_____	❏	If yes, please forward your syllabus to … or … on the Global Education for All Leadership Team.
_____	❏	
_____	❏	

Can you read, write, or speak any language other than English?

Language	Read	Write	Speak

Please check the box if your answer is "Yes" to the following questions:

Professional Experiences

Have you studied abroad...

as a college student? ❑

as part of an educational
study tour? ❑

Have you taught abroad? ❑

Have you done research
abroad (includes sabbatical,
release & extended time
projects)? ❑

Have you...

participated in or received funding
from a grant(s) with an
international focus? ❑

developed publications with
international content? ❑

Have you developed:

performances, ❑

exhibits, or ❑

student activities ❑

with an international theme or
multicultural content?

Have you done international consulting? ❑

Have you attended a conference in
another country or one that had an
international theme? ❑

Personal Experiences

Were you born in another country? ❑

Where? _____

Was a parent or grandparent born
in another country? ❑

Participated in service activities abroad? ❑

Have you lived in another country for an
extended period of time? ❑

Have you visited other countries on vacation? ❑

How many? _____

Do you have a current passport? ❑

About how many states in the U.S. have you
visited? _____

About what percentage of your future travel will
be to other countries? _____

Have you attended events in the community that
focus on another culture? ❑

Other pertinent professional or personal
 experiences: _____

_____

_____

_____

_____

	True	False
Over 20 percent of community college faculty nationwide have at some time in their career gone abroad to perform research, to take a sabbatical or to engage in a formal teacher exchange program.	❑	❑
The Forest Park campus has a Global Education project.	❑	❑
The Forest Park campus has a Global Education committee.	❑	❑
Non-U.S.–born students enrolled this fall at Forest Park come from about 50 different countries.	❑	❑
Ethiopia is one of the top five nations of birth for non-U.S.–born Forest Park students this fall semester.	❑	❑

How do you feel about the following:

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
It is important to provide our students with the knowledge and skills they need to function in a global society.	❑	❑	❑	❑	❑
Learning a foreign language is essential for college transfer students.	❑	❑	❑	❑	❑
Learning a foreign language is essential for career program students.	❑	❑	❑	❑	❑
In order to succeed in the workplace, students will need to have an understanding of different cultures.	❑	❑	❑	❑	❑
Meeting a set of global education competencies should be part of the college's general education requirements.	❑	❑	❑	❑	❑
Our students would benefit from more study abroad opportunities.	❑	❑	❑	❑	❑
I enjoy having students whose first language is not English in my classes.	❑	❑	❑	❑	❑
I enjoy working with students whose first language is not English.	❑	❑	❑	❑	❑
More campus resources should be allocated to global education projects.	❑	❑	❑	❑	❑
Our students are provided sufficient opportunities to increase their knowledge of other cultures through activities outside the classroom.	❑	❑	❑	❑	❑
It is important to me to incorporate international/multicultural content into the courses I teach or other work I do with our students.	❑	❑	❑	❑	❑

Other comments: _____

_____

_____

Given the opportunity, would you like to participate in a working group for any of the following: (Check box if "Yes")

Orientation for international students ❑

Global Education Committee ❑

Internationalizing the curriculum ❑

Presentations on international affairs, cultures, issues for faculty/staff ❑

Presentations on international affairs, cultures, issues for students ❑

Faculty/staff exchanges ❑

Fundraising for international programs ❑

Development of student activities with international/intercultural themes ❑

Development of more opportunities for faculty/staff study abroad experiences ❑

Staff development activities focusing on global education issues ❑

Other: _____
_____
_____
_____

Circle the correct category:

Position: Administrative	Professional	Faculty	Classified	Full Time	Part Time

Age:	Under 35	36–40 years	46–50 years	51–54 years	55 years or more

Gender:	Female	Male

Ethnicity:	White/Non-Hispanic	African-American	Hispanic	Asian	Other

Length of employment with the District:

Less than 5 years	5–10 years	11–15 years	16–20 years	More than 20 years

Faculty – Discipline: _____

Administrator/Professional/Classified – Division/Department: _____

Name (Optional):_____

Thank you so much for completing this survey!

If you have any additional comments, please feel free to share them below. The completed survey can be returned to either …or … by _____. The results of this survey and a corresponding survey for students will be shared with the campus community at an open forum.

Any other comments: _____
_____
_____
_____
_____

Sample 3: College of Notre Dame of Maryland

Weekend College and Accelerated Student Survey
on International Experiences and Attitudes
Adapted from the American Council on Education

The American Council on Education conducted a similar survey to help institutions and policy makers better understand the traditional age undergraduates' international experiences and their attitudes about international courses and activities.

As working professionals and adult students, your help is vital in helping the College of Notre Dame better understand your international experiences and attitudes. We hope you will agree to participate by completing this survey. If you have any questions, please contact ....

Directions

Your class has been randomly selected to complete this survey. *For each question, either circle the number that best matches your answer or fill in the blank.* Please be as candid and complete as possible. Your answers will remain completely confidential and all responses will be presented only in the aggregate to ensure that no individual can be identified. **Your name is not required and should not be recorded on this survey.** When you have completed the survey, please return it to your professor. Thank you in advance for your participation.

As our thanks, you will be entered in a drawing to receive a $100 gift certificate to Amazon.com. To be eligible, provide your professor with your name and e-mail when your return your completed survey. Your entry will be returned separately from this survey.

To begin, we would like to know about your international experiences.

1. Have you:

	Yes	No
a. Ever traveled outside the United States?	☐	☐
b. Ever lived outside the United States?	☐	☐
c. Participated in a study abroad program prior to college?	☐	☐
d. Participated in a study/work abroad program as an undergraduate student?	☐	☐
e. Participated in any other college-sponsored program outside the United States?	☐	☐

2. *If you HAVE NOT traveled outside the United States as an undergraduate for adult academic purposes,* what is the *main reason* you have not done so? Please select only one answer.

1. No interest in going to another country.
2. Do not speak a foreign language.
3. Parents did not want me to go.
4. Family obligations prevent me from going.
5. Faculty and/or advisers do not encourage students to go.
6. There are no opportunities at my college.
7. It will delay my graduation.
8. I cannot afford to take time off from my job.
9. It is too expensive.
10. I have not gone yet, but I plan to go before I graduate.
11. Other_____

3. *If you HAVE traveled outside the United States as an undergraduate for academic purposes,* what was the *main benefit* from this experience? Please select only one answer.

1. Increased my understanding of MY OWN culture and values.
2. Increased my understanding of OTHER peoples and cultures.
3. Increased my foreign language skills.
4. Made me a more well-rounded person.
5. Will help me get a better job.
6. Provided me with the skills to work with people from diverse backgrounds.
7. Other (please specify)._____

4. *If you HAVE traveled outside the United States for academic purposes,* **what is the longest period of time you have spent outside the United States at any one time?**

1. One month or less.
2. More than one month, but less than 6 months.
3. Six months to one year.
4. More than one year.

4a. Please list the county or countries outside the United States you have traveled to for academic purposes._____

5. Please indicate if you: **Yes**   **No**

  a. Studied a foreign language before college?   ❑   ❑

  b. Studied or are now studying a foreign
    language in college?   ❑   ❑

  c. Are a native speaker of another language?   ❑   ❑

  d. Come from a bilingual home?   ❑   ❑

6. Besides English, how many languages can you speak or read?

  0 None, only English (skip to Question 7)   2 Two
  1 One   3 Three or more

6a. Besides English, please list the other languages you can speak or read.

_____

6b. In your (best) second language, could you: **Yes**   **No**

  a. Read some selections of a daily newspaper?   ❑   ❑

  b. Carry on an informal conversation about daily
    events with a native speaker?   ❑   ❑

  c. Read a novel or textbook?   ❑   ❑

  d. Give a class presentation to native speakers?   ❑   ❑

7. Please indicate whether you have participated or plan to participate in the following campus activities:

	Have Participated	Would Like to Participate	Not Interested
a. Buddy program that pairs U.S. students with international students	1	2	3
b. International clubs or organizations	1	2	3
c. International residence hall in your previous college experience	1	2	3
d. International festivals on campus	1	2	3
e. Study groups with international students	1	2	3
f. Conversation partner program that pairs U.S. students with international students	1	2	3

8. How many undergraduate courses have you taken this academic year, including this term (SP03, SU03, FA03, WI04)?

_____

9. Of these courses, how many focus on perspectives, issues, or events from specific countries or areas outside the United States? Do not include language courses.

_____

9a. Of these courses included in question 9, how many focus on perspectives, issues, or events from specific countries or areas other than Canada, Australia, or Western Europe? Do not include language courses.

_____

9b. Which country or culture would you like to study?

_____

Next, we have some questions about the role of international education.

10. In order to compete successfully in the job market, how important will it be for you to:

	Very Important	Somewhat Important	Not Very Important	Not at All Important	No Opinion
a. Speak a foreign language?	1	2	3	4	5
b. Understand other cultures and customs?	1	2	3	4	5
c. Know about international issues and events?	1	2	3	4	5

11. Please read the following statements and mark if you strongly agree, somewhat agree, somewhat disagree, or strongly disagree with the statement.

	Very Important	Somewhat Important	Not Very Important	Not at All Important	No Opinion
a. The more time spent in class learning about other countries, cultures, or global issues, the less time is available for the basics.	1	2	3	4	5
b. Learning about other countries, cultures, and global issues is useful, but not a necessary component of my education.	1	2	3	4	5
c. The presence of international students (students from other countries) on U.S. campuses enriches the learning experience for American students.	1	2	3	4	5

d. All traditional-age undergraduates should have a study abroad experience some time during their college or university career.	1	2	3	4	5
e. All traditional-age undergraduates should be required to take courses covering international topics.	1	2	3	4	5
f. All traditional-age undergraduates should be required to study a foreign language if they don't already know one.	1	2	3	4	5
g. All weekend/accelerated college students should have a study abroad experience some time during their college or university career, appropriate to their schedule.	1	2	3	4	5
h. All weekend/accelerated college students should be required to take courses covering international topics.	1	2	3	4	5
i. All weekend/accelerated college students should be required to study a foreign language if they don't already know one.	1	2	3	4	5
j. It is the responsibility of ALL faculty to help students become aware of other countries, cultures, or global issues.	1	2	3	4	5
k. The study of language is important in order to understand other cultures.	1	2	3	4	5

Next, we have some questions about whether the events of September 11 have affected your willingness to participate in certain activities.

12. Compared to before September 11, how likely are you now to:

	Very Important	Somewhat Important	Not Very Important	Not at All Important	No Opinion
a. Study abroad?	1	2	3	4	5
b. Support an increases in the number of students from other countries on campus?	1	2	3	4	5
c. Take elective courses that focus on toher countries, cultures, or global issues?	1	2	3	4	5
d. Have a serious conversation with students or scholars from other countries on campus?	1	2	3	4	5

13. How do you rate yourself on the following:

	Excellent	Good	Could Be Better	Poor
a. Understand the values and practices of other cultures.	1	2	3	4
b. Respect the values and practices of other cultures.	1	2	3	4
c. Able to appreciated other cultures.	1	2	3	4
d. Able to evaluate other cultures.	1	2	3	4
e. Interact with people of other cultures.	1	2	3	4

14. Are you a: ❑ Part-time student ❑ Full-time student (12 credits and over)

15. Have you earned: ❑ Less than 30 credits ❑ 31–60 credits

❑ 61–90 credits ❑ 91–120 credits

16. Are you: ❏ First-time student   ❏ Recent AA grad

❏ Recent transfer student   ❏ Returning after a long break
without an AA degree

17. Are you: ❏ Married   ❏ Single

18. Are you: ❏ Female   ❏ Male

19. Do you have children younger than 18?

❏ One/two children   ❏ Three or more children   ❏ None

20. If you have declared a major, what is it?_____

21. What racial or ethnic group would you most identify yourself with?

❏ African American   ❏ White

❏ Asian   ❏ Multi-racial/ethnic

❏ Hispanic   ❏ Other_____

❏ Native American

22. In what year were you born?_____

23. What is the highest degree of education completed by your parents?

a. Mother
❏ Less than high school   ❏ College
❏ High school   ❏ Postgraduate degree
❏ Some college   (master's/doctorate)

b. Father
❏ Less than high school   ❏ College
❏ High school   ❏ Postgraduate degree
❏ Some college   (master's/doctorate)

**24. What questions and/or suggestions do you have about international study
and experiences?**

Thank you for your time and responses!

Sample 4: Kennesaw State University

Faculty Survey on International Learning

This study is to determine the effectiveness of our international programs at KSU. We ask that you read this consent form and ask any questions you may have before agreeing to be in the study.

Procedure:
Please complete the attached survey and answer the questions accurately.

Risks and Benefits of Being in the Study:
There are no risks involved in the study.

Confidentiality:
Your answers are treated confidentially. Your answer in the questionnaire cannot be linked to you. Your name is not required to participate in this study.

Voluntary Nature of the Study:
Your participation in the study is entirely voluntary. If you decide to participate, you are free to withdraw at any time without affecting those relationships.

Contacts and Questions:
The persons carrying out the study are Dr. Akanmu Adebayo and Dr. Dan Paracka. If you have questions, you may contact either or both of them at (770) 423-6336.

Statement of Consent:
The purpose of this research has been explained and my participation is entirely voluntary. I understand that the research entails no risks and that my responses are not being recorded in any individually identifiable form. By completing the survey, I am consenting to participate in the study and have my data used by the researchers.

THIS PAGE MAY BE REMOVED AND KEPT BY EACH PARTICIPANT

Research at Kennesaw State University that involves human participants is carried out under the oversight of an Institutional Review Board. Questions or problems regarding these activities should be addressed to …, Chairperson of the Institutional Review Board, Kennesaw State University, 1000 Chastain Road, Kennesaw, GA 30144, (770) 423-6089.

Faculty Survey on Internationalization

We define *internationalization* as the process of integrating an international or inter-cultural dimension into teaching and learning. It is the complex of processes that enhance the incorporation of global multicultural education into teaching, research, and service.

Please indicate whether you agree or disagree with the following statements by circling the number that best represents the extent of your agreement with each statement.

SA = Strongly Agree (5)   D   = Disagree (2)
A   = Agree (4)   SD = Strongly Disagree (1)
N   = Neutral (3)

General Attitudes About Internationalization

International learning is an important element of the educational process.	SA 5	A 4	N 3	D 2	SD 1
KSU exchange programs with institutions in other countries foster internationalization of instruction, research, and service learning.	SA 5	A 4	N 3	D 2	SD 1
Learning a foreign language is not essential for an undergraduate education.	SA 5	A 4	N 3	D 2	SD 1
Students can understand their own culture more fully if they have studied another.	SA 5	A 4	N 3	D 2	SD 1
Study abroad programs are the best way for students to encounter another culture.	SA 5	A 4	N 3	D 2	SD 1
I believe an understanding of international issues is important for success in the workforce.	SA 5	A 4	N 3	D 2	SD 1
Learning about people from different cultures is a very important part of education.	SA 5	A 4	N 3	D 2	SD 1

Contact with individuals whose background differs from my own is not an essential part of education.	SA 5	A 4	N 3	D 2	SD 1

KSU's Support for Internationalization

KSU strongly promotes faculty engagement in internationalization.	SA 5	A 4	N 3	D 2	SD 1
I have been encouraged in my department to offer courses that incorporate international content.	SA 5	A 4	N 3	D 2	SD 1
My courses with international content have provided examples from all regions of the world.	SA 5	A 4	N 3	D 2	SD 1
My department/college/school encourages me to participate in the study abroad program.	SA 5	A 4	N 3	D 2	SD 1
My department/college/school does not take advantage of community resources to enhance the international learning experience.	SA 5	A 4	N 3	D 2	SD 1

International Learning Interest

I frequently discuss world issues in my courses.	SA 5	A 4	N 3	D 2	SD 1
I frequently attend international activities such as international clubs, events, festivals, lectures, and films.	SA 5	A 4	N 3	D 2	SD 1
I try to meet people from other cultures when an opportunity arises.	SA 5	A 4	N 3	D 2	SD 1
I do not like having friends from foreign countries.	SA 5	A 4	N 3	D 2	SD 1
I try to understand others' experience from their perspective.	SA 5	A 4	N 3	D 2	SD 1

I enjoy having discussions with people whose ideas and values are different from my own.	SA 5	A 4	N 3	D 2	SD 1
I enjoy having students whose first language is not English in my classes.	SA 5	A 4	N 3	D 2	SD 1

Effects of Internationalization

International learning helps prepare students to become responsible global citizens.	SA 5	A 4	N 3	D 2	SD 1
International learning makes me appreciate more of other cultures.	SA 5	A 4	N 3	D 2	SD 1
The more we know about other countries, the better we will understand our own.	SA 5	A 4	N 3	D 2	SD 1
International education helps me recognize and understand the impact other cultures have on American life and vice versa.	SA 5	A 4	N 3	D 2	SD 1
Learning other cultures helps me better tolerate ambiguity when communicating with a foreign person.	SA 5	A 4	N 3	D 2	SD 1
International education can explain root causes of basic global problems such as population control, poverty, and disease.	SA 5	A 4	N 3	D 2	SD 1

Please circle one response to the following questions:

Have you ever visited th Office of International Services and Programs?	Yes	No
Do you know that there are international travel grants offered to KSU students?	Yes	No
Do you know that there are international symposiums on our campus?	Yes	No

Do you know the Office of International Services and Programs host international cultural events on campus?	Yes	No

Have you ever participated in the study abroad program?   Yes   No

Would you like to participate in a study abroad program?	Yes	No

Please select the demographic category that fits.

Your age:
Under 35 years   36–40 years   41–45 years   46–50 years   51 years or more

Your gender: Male   Female

Your ethnicity: African American   Latino/a   Asian   White/Latino/a   Other

Period of teaching in higher education following terminal degree:
Less than 5 years   5–10 years   11–15 years   16–20 years   More than 20 years

Period of teaching at KSU:
Less than 5 years   5–10 years   11–15 years   16–20 years   More than 20 years

Your tenure status: Tenured   Non-tenured/tenure-track   Non-tenure track

Are you an international faculty:	Yes	No

Your discipline and department: _____

Thank you so much for your participation in this survey.

This survey is being conducted by the
Kennesaw State University Institute for Global Initiatives #2702
1000 Chastain Rd., Kennesaw, GA 30144
(770) 423-6336

Sample 5: Kennesaw State University

Student Survey on International Learning

This study is to determine the effectiveness of our international programs at KSU. We ask that you read this consent form and ask any questions you may have before agreeing to be in the study.

Procedure:
Please complete the attached survey and answer the questions accurately.

Risks and Benefits of Being in the Study:
There are no risks involved in the study.

Confidentiality:
Your answers are treated confidentially. Your answer in the questionnaire cannot be linked to you. Your name is not required to participate in this study.

Voluntary Nature of the Study:
Your participation in the study is entirely voluntary. If you decide to participate, you are free to withdraw at any time without affecting those relationships.

Contacts and Questions
The persons carrying out the study are Dr. Akanmu Adebayo and Dr. Dan Paracka. If you have questions, you may contact either or both of them at (770) 423-6336.

Statement of Consent:
The purpose of this research has been explained and my participation is entirely voluntary. I understand that the research entails no risks and that my responses are not being recorded in any individually identifiable form. By completing the survey, I am consenting to participate in the study and have my data used by the researchers.

THIS PAGE MAY BE REMOVED AND KEPT BY EACH PARTICIPANT

Research at Kennesaw State University that involves human participants is carried out under the oversight of an Institutional Review Board. Questions or problems regarding these activities should be addressed to …, Chairperson of the Institutional Review Board, Kennesaw State University, 1000 Chastain Road, Kennesaw, GA 30144, (770) 423-6089.

Student Survey on Internationalization

We define *internationalization* as the process of integrating an international or intercultural dimension into teaching and learning. We are seeking your input as to the perceived role of international education in your college experience.

Please indicate whether you agree or disagree with the following statements by circling the number that best represents the extent of your agreement with each statement.

SA = Strongly Agree (5)　　　　　　D　 = Disagree (2)

A   = Agree (4)　　　　　　　　　　SD = Strongly Disagree (1)

N   = Neutral (3)

General Attitudes About Internationalization

	SA	A	N	D	SD
International learning is an important element of the educational process.	SA 5	A 4	N 3	D 2	SD 1
KSU exchange programs with institutions in other countries foster internationalization of instruction, research, and service learning.	SA 5	A 4	N 3	D 2	SD 1
Learning a foreign language is not essential for an undergraduate education.	SA 5	A 4	N 3	D 2	SD 1
Students can understand their own culture more fully if they have studied another.	SA 5	A 4	N 3	D 2	SD 1
Study abroad programs are the best way for students to encounter another culture.	SA 5	A 4	N 3	D 2	SD 1
I believe an understanding of international issues is important for success in the workforce.	SA 5	A 4	N 3	D 2	SD 1
Learning about people from different cultures is a very important part of education.	SA 5	A 4	N 3	D 2	SD 1
Contact with individuals whose background differs from my own is not an essential part of education.	SA 5	A 4	N 3	D 2	SD 1

KSU's Support for Internationalization

KSU strongly promotes student engagement in internationalization.	SA 5	A 4	N 3	D 2	SD 1
I have been encouraged in my department to take courses that incorporate international content.	SA 5	A 4	N 3	D 2	SD 1
My courses with international content have provided examples from all regions of the world.	SA 5	A 4	N 3	D 2	SD 1
My department/college/school encourages me to participate in the study abroad program.	SA 5	A 4	N 3	D 2	SD 1
My department/college/school does not take advantage of community resources to enhance the international learning experience.	SA 5	A 4	N 3	D 2	SD 1

International Learning Interest

I frequently discuss world issues in my classes.	SA 5	A 4	N 3	D 2	SD 1
I frequently attend international activities such as international clubs, events, festivals, lectures, and films.	SA 5	A 4	N 3	D 2	SD 1
I try to meet people from other cultures when an opportunity arises.	SA 5	A 4	N 3	D 2	SD 1
I do not like having friends from foreign countries.	SA 5	A 4	N 3	D 2	SD 1
I try to understand others' experience from their perspective.	SA 5	A 4	N 3	D 2	SD 1
I enjoy having discussions with people whose ideas and values are different from my own.	SA 5	A 4	N 3	D 2	SD 1
I enjoy having students whose first language is not English in my classes.	SA 5	A 4	N 3	D 2	SD 1

Effects of Internationalization

International learning helps prepare students to become responsible global citizens.	SA 5	A 4	N 3	D 2	SD 1
International learning makes me appreciate more of other cultures.	SA 5	A 4	N 3	D 2	SD 1
The more we know about other countries, the better we will understand our own.	SA 5	A 4	N 3	D 2	SD 1
International education helps me recognize and understand the impact other cultures have on American life and vice versa.	SA 5	A 4	N 3	D 2	SD 1
Learning other cultures helps me better tolerate ambiguity when communicating with a foreign person.	SA 5	A 4	N 3	D 2	SD 1
International education can explain root causes of basic global problems such as population control, poverty, and disease.	SA 5	A 4	N 3	D 2	SD 1

Please circle one response to the following questions:

Have you ever visited the Office of International Services and Programs?	Yes	No
Do you know that there are international travel grants offered to KSU students?	Yes	No
Do you know that there are international symposiums on our campus?	Yes	No
Do you know the Office of International Services and Programs hosts international cultural events on campus?	Yes	No
Have you ever participated in the study abroad program?	Yes	No
Would you like to participate in a study abroad program?	Yes	No

Please select the demographic category that fits.

Your Age:
 Under 20 years   21–25 years   26–30 years   31–35 years   36 years or more

Your Gender: Male   Female

Your Ethnicity: African American   Latino/a   Asian   White/Latino/a   Other

Your Class:
    Freshman   Sophomore   Junior   Senior

Your Student Status: Full-Time Student   Part-Time Student

Your Work Status: Full-Time Worker   Part-Time Worker   Not Employed

Your Major: _____   Undecided (interest): _____

Thank you so much for your participation in this survey.

This survey is being conducted by the
Kennesaw State University Institute for Global Initiatives #2702
1000 Chastain Rd., Kennesaw, GA 30144
(770) 423-6336

Appendix Q: Sample Focus Group Questions

Sample 1: California State University–Stanislaus

Focus Group Comments and Questions about Global Learning Goals[20]

I. Introduction/Purpose of the Goals

To ensure that all students participate in "global learning" in their undergraduate program. The goals tend to be widely accepted, but not uniformly practiced. The purpose of the ACE project is to ensure global learning for all.

Objectives:
- To ensure that all graduates understand the global issues relevant to their majors.
- To ensure that ALL the goals are addressed in appropriate sections of the general education program.

II. Questions for Faculty
- How do the learning goals relate to your discipline?
- How do they relate to general education courses you may teach?
- What campus efforts contribute significantly to achievement of the learning goals? (Examples: international students, study abroad, ties with local "heritage groups," faculty development, international partnerships, student clubs, service learning).
- Describe an appropriate "global experience" that would help students understand the global issues of your discipline.
- How important is the study of a foreign language to understanding/dealing with global issues in your discipline?

III. Questions for Students
- How do the goals relate to your discipline?
- What experiences or courses at CSU Stanislaus have contributed to your learning in each of the areas?
- Do you think that the campus is stronger in one area than another? Where do we excel? Where do we need to develop further?
- What experiences in previous education or life experience (e.g., travel, growing up in an ethnic community, learning a foreign language, courses in other schools) have equipped you in the identified areas?
- Do you feel that your education and experience are particularly strong or weak in one of the identified learning goals? Explain.
- Are you aware of campus efforts that contribute significantly to the achievement of the learning goals? (Examples: international students, study abroad, ties with local "heritage groups," faculty development, international partnerships, student clubs, service learning).

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[20] This document was created by the California State University—Stanislaus internationalization team as part of its work on the ACE Global Learning for All Project (2003–05).

Sample 2: American Council on Education

Focus Group Questionnaire (1- to 1½-hour guide)[21]

Introduction/Icebreaker

1. What have been your most "international" experiences prior to college or university? If you have not had any or many, are you interested in anything in particular? (See list for examples, page 3.)

Experience

2. What type of international experiences have you had since you have been a student? Describe. (See list for examples and provide examples of what the particular institution offers.) (If student has an unlisted experience, add it to our list.)

3. How did you decide to participate in these activities? What were your reasons? Was it required? What did you gain from this experience, if anything?

4. If you have not participated in any international activities or programs, or if you have chosen not to participate in some specific activities, why did you not participate? Were there particular reasons? (If no response, provide possible reasons: not interested, cost, *no opportunity, not required, too difficult, no time, intimidating, poor reputation…)*

Awareness

5. Whether you have participated or not, do you know about many international activities or programs at your school? Which activities or programs have you heard about? (If little response, list the institution's activities.)

6. How do you normally find out about these activities (faculty, friends/other students, flyers, school newspaper, adviser…)?

7. Which activities hold more interest for you?

8. How aware were you of the international requirements, programs, and activities offered at this institution before you applied or decided to enroll? Did they influence your decision to apply or enroll?

9. Do you think of your campus as one that places a lot of importance on providing students with knowledge about international events and issues or other perspectives?

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[21] For more information and the results of this project, see the ACE publication *Internationalization in U.S. Higher Education: The Student Perspective* (2005).

10. There is much discussion in higher education about the need to produce globally competent or internationally aware students. What would be the traits of such a student? How important is it to be a globally competent student?

Faculty/Adviser

11. How have faculty contributed to your awareness of international opportunities on and off campus? Do faculty tell you about activities or programs outside of their courses? What have they told you about?

12. To what extent do faculty include international dimensions into their courses, if at all?

    Probes:
    - Provide examples or applications of countries or cultures other than the United States.
    - Require or suggest readings by authors or on topics with international perspectives.
    - Bring in a speaker from another country or culture.
    - Bring in a speaker with an international topic.

13. In what other ways could faculty or advisers provide a more international education for you? Other examples or suggestions?

Appreciation

14. Have you benefited from the internationalization efforts at your campus? If so, in what ways? Have they added to your educational experience?

15. How important are these experiences to you? What value do you see in them, for example, personally (social awareness/understanding), academically (academic preparedness), or professionally (career/job skills)?

16. (if applicable) Specifically, have you benefited from the language or international course requirements? If so, how? What value do you see in these requirements?

17. How do you think you will capitalize on or use your experiences (work abroad, career with language requirements, multicultural work setting)? How important is that to you?

Suggestions

18. How would you change, modify or add to the international component of your experience here? Is there a way your college or university could attract you to more activities?
    - More publicity?
    - More classes?
    - Other ways?

Student Consent Form

You have been asked to participate in a research study. This form provides you with information about the study. The principal investigator will also be available to answer all of your questions. Please read the information below. Your participation is entirely voluntary. You are free to leave at any time and there will be no adverse affects on your grades or relationship with the University … or the American Council on Education.

Title of Research Study: Forging New Connections: A Study in Linking Internationalization Strategies and Student Learning Outcomes

Purpose of the study is to:
  - Study the level of international skills, attitudes, and behaviors of college students.
  - Determine if there is a relationship between an institution's international practices and the students' international skills, attitudes, and behaviors.

Student involvement: Students will be asked to participate in a discussion group with other students from their college or university. They will be asked questions about their campus and educational activities. The setting will be an informal discussion group. The discussion will last approximately 1½ hours.

Possible benefits: Students may become more aware of their college's activities and programs and may gain self-awareness regarding their own international interests.

Confidentiality: Student confidentiality will be protected by eliminating student names from all research records. Your consent form will be kept strictly confidential and housed at the American Council on Education. Upon completion of this project, all consent forms will be shredded. Research staff will have access to student names only during recruitment. Student names will never be used in connection with research findings. Loss of confidentiality may occur, as it cannot be completely secured in a group environment. Participants are free to terminate their participation at any time.

Audio taping: The discussion group will be audio taped for the purpose of transcribing the results of the meeting. The recordings will be heard only for research purposes by the investigator or her associates. Student names will then be eliminated from any documented files of the research results.

Compensation: Students will receive $40 for their participation, even if they terminate early.

Contact for questions: …/Principal Investigator
                            American Council on Education
                            (202) 939-9456 or cii@ace.nche.edu

Signatures: I have been informed about this study's purpose, procedures, and possible benefits and risks. I understand that I have the opportunity to ask questions at any time. I voluntarily agree to participate in this study.

_____   _____

Printed name of student   Signature of student

                            _____

                            Date

Appendix R: Details of a SWOT Analysis[22]

A SWOT (Strengths/Weaknesses/Opportunities/Threats) analysis is a useful tool for pulling together information and reflecting upon the internal strengths and weaknesses of internationalization efforts, as well as the external opportunities for and threats to these efforts. SWOTs can be generated at the level of the whole institution, the college, or individual units. If several SWOTs are generated, it is helpful to analyze the relationships among them to determine the most critical meta-issues that need to be resolved. Steps include:

1. Do a SWOT analysis for each element of the internationalization review.
2. Review all the SWOTs.
3. Prioritize and list the top five to seven strengths, weaknesses, opportunities and threats.
4. Discuss, make decisions, and fill in the boxes of the worksheet for *Invest*, *Need to Decide, Defend,* and *Control for Potential Damage*, based on the following definitions and questions:
   Invest: Clear matches of strengths and opportunities lead to competitive advantage. How can our strengths be leveraged to capitalize on a perceived opportunity?
   Need to Decide: Areas of opportunities matched by areas of weaknesses require a judgment call. Why should resources be invested in weak programs or infrastructure to respond to a perceived threat? Should resources be divested from weak areas?
   Defend: Areas of threat matched by areas of strength indicate a need to mobilize resources either alone or with others. How can strengths be mobilized to avert a perceived threat?
   Control for Potential Damage: Areas of threat matched by areas of weakness indicate a need for damage control. How will a weakness make an institution vulnerable, given an impending threat?
5. Compile a list of critical issues needing to be addressed.
6. Evaluate the issues. Which must be addressed, which require more information before decisions can be made, and which can be deferred or dropped without impairing progress?

	Opportunities	**Threats**
Strengths	Invest	Defend
Weaknesses	Need to Decide	Control for Potential Damage

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[22] Adapted from Office of Human Resources, The Ohio State University. (2001). *Strategic planning workbook: A step by step planning guide.* Columbus, OH: The Ohio State University, p. 26–27.

Appendix S: Peer Review Protocol

Introduction

This document describes the peer review process for ACE's Internationalization Laboratory. For further information on the Laboratory, see www.acenet.edu/programs/international. It is intended as a general reference guide for peer review team members.

Peer Review Overview

A *peer review* is a campus visit by an external team of internationalization specialists. The purpose is to provide thoughtful reflection on the institution's current level of international activity as it relates to its goals, and to suggest ways to improve the international dimensions of its curriculum and co-curriculum. Intended as a complement to the action plan, the peer review can motivate the campus team to keep the process moving forward and lend further credibility to the institution's internationalization agenda.

The peer review takes as its starting point the institution's self-assessment report (SAR) and is informed by comments and observations collected during the campus visit and drawn from the broader experiences of team members. The initial focus of the peer review is on an institution's vision and learning goals. Other considerations include, but are not limited to: How would you assess the institution's international efforts within the broad context of higher education? To what extent does the institution have a clear strategy to accomplish its goals? To what extent are institutional structures, policies, practices, and resources aligned with these goals? What are the major strengths and weaknesses of the institution's internationalization efforts? How effectively does the proposed action plan build upon these strengths and address these weaknesses? What changes might be considered?

Following the site visit, the review team prepares a site visit report (SVR), drawing upon information in the institution's SAR, the site visit, and the reviewers' general experiences with internationalization. The SVR provides a general review and analysis of the institution's SAR; an assessment of strengths, weaknesses, and opportunities for integration; and suggestions for improvement. At some institutions, certain activities or programs may be singled out in the SAR for special focus, and the SVR will include a more in-depth review and analysis of those dimensions that received special appraisal.

Peer Review Teams

Internationalization Laboratory peer review teams will consist of at least two members: one ACE staff member and one or two external experts unaffiliated with the institution undergoing evaluation. For each visit, the ACE staff member will be the review team leader. Other team members will be authorities in the field of internationalization and knowledgeable about higher education issues such as institutional leadership, transformation, and quality assessment. Persons with senior academic experience, especially those who have managed campus internationalization efforts or have knowledge of recent internationalization developments, are preferred. Institutions undergoing the peer review may request specific external experts. ACE will attempt to honor all such requests to the extent that schedules and finances allow.

Preparing for the Peer Review

A successful site visit requires careful advance preparation by the peer review team. Team members will receive the institution's completed SAR and information about the institution at least two weeks before the visit. We ask that team members read the material carefully in advance of the visit. If the institution's SAR raises questions about specific programs or dimensions of internationalization and further information is desired, team members should request in advance a special consultation about that area as part of the site visit.

The ACE team leader coordinates the visit with the institution under review, organizes a pre-visit conference call for review team members, hosts a dinner meeting immediately preceding the site visit, chairs debriefing sessions at the close of the site visit, and manages the circulation and revision of draft and final versions of the SVR.

We expect all team members to be sensitive to issues of confidentiality, conflicts of interest, and personal conduct. Peer review team members should not be employees (directly or as consultants) of the institution under review. Both the institution's SAR and the SVR are confidential documents and should not be discussed or referred to publicly by members of the peer review team without prior consent by officials of the institution under review. Public release of reports (or portions of them) is the sole responsibility of the institutions under review.

The Site Visit

Institutions undergoing peer review are responsible for developing an agenda prior to the review team's arrival on campus. Because each institution has its own review priorities, no two agendas will be the same. To ensure that the review team is exposed to as many perspectives as possible, institutions are asked to arrange meetings with senior administrators (the president, CAO, CIO, and deans), faculty and students who have significant international involvement, the director of assessment, and anyone else closely affiliated with campus international efforts.

Review team members should receive a tentative agenda before the visit. The site visit generally lasts for one and a half days, with the peer review team arriving the night before to review together its plan for the site visit and departing after a morning debriefing on the day following the visit. Institutions should keep this in mind when preparing agendas. Given the breadth of internationalization efforts on most campuses, institutions are encouraged to allow some time for review of areas that the site visit team discovers to be of interest while conducting the visit. Peer review teams should also plan to set aside some time during the site visit to exchange ideas and record key comments and findings. A debriefing will be scheduled at the end of the visit, when the team will give a brief oral presentation of its preliminary observations, suggestions, and conclusions.

The institution is responsible for organizing meetings and other events on campus. ACE coordinates other logistics (i.e., travel and accommodation). The institution shall reimburse team members for all transportation, lodging, and per diem costs incurred during the visit. Following the visit, each team member is responsible for submitting an expense report to the institution.

The Site Visit Report

Following the campus visit, the team prepares the SVR. Primary responsibility for drafting the report falls to the ACE team leader, but the team may decide to divide assignments among various team members. The SVR should briefly describe and analyze the institution's international initiatives, comment on major concerns raised by the institution, and record the observations, recommendations, and conclusions of the team.

For consistency, it is important that the authors follow the outline of the institution's SAR and/or the review guidelines (see below). The SVR should not exceed 10 double-spaced pages in length.

The following themes should be included as central elements of each SVR:
- A review and analysis of the institution's SAR, relative to observations and conversations during the site visit.
- A review and analysis of those internationalization themes/programs chosen by the institution to receive special appraisal.
- An assessment of institutional strengths and weaknesses.
- Suggestions on how the institution's action plan might be improved.

Drawn from ACE's review outline (see *Internationalizing the Campus: A User's Guide*, Appendix A), the following categories are designed to guide teams in preparing their SVR. It is perfectly acceptable—and expected—that only some of the categories will be addressed in depth in the SVR. To promote consistency, team members are encouraged to follow these categories (even if the institution has not done so in its SAR) when writing the SVR. It is not necessary to write about each item, but please highlight important areas, issues, and recommendations.

  a. Articulated Commitment: Mission, Goals, and Vision.
  b. The Environment for Internationalization.
  c. Strategy.
  d. Structures, Policies, and Practices.
  e. The Curriculum and Co-curriculum.
  f. Study and Internships Abroad.
  g. Engagement with Institutions in Other Countries.
  h. Campus Culture.
  i. Synergy and Connections among Discrete Activities.
  j. Draft Strategic Action Plan.
  k. Conclusions and Recommendations.

Once an agreed-upon draft has been completed, it should be sent to the institution's self-assessment team for factual review. The institution will have two weeks to comment on the report and return it to the ACE team leader for completion. The team then has two weeks to draft a final document.

Important Deadlines

3 weeks before the visit	ACE project leader consults with institution about agenda.
2 weeks before	Peer review team members receive institutional SAR and agenda.
2 weeks after	Peer review team completes first draft of SVR and forwards to institution for review.
4 weeks after	Comments on SVRs returned to peer review team.
6 weeks after	Final SVR submitted to institution.

Final Comments

The primary aim of the peer review is to help each institution as it finalizes its internationalization action plan. Those efforts will be most beneficial if the review team focuses on helping institutions align their institutional goals, student learning outcomes, and international activities as they advance their action plan for the future. Such planning necessarily takes into consideration the institutional culture and environment, as well as the global environment and the context of higher education in general.

This process is not designed to criticize or find fault, but to bring the talent and external experience of team members to bear on the critical issues faced by those institutions undergoing review. Team members' comments may point up areas in which the institution is doing better than it thinks—areas that the campus could highlight in promotional materials. The review team also may find areas in which institutional efforts might benefit from the experience of other institutions.

In short, the goal is to help participating higher education institutions further develop and maintain the capacity to produce graduates ready for professions, good citizenship, and a rewarding life in an increasingly globalized environment.

[23] Adapted from The Ohio State University. (2001). *Strategic planning workbook: A step-by-step planning guide.* Columbus, OH: The Ohio State University, p 30–32.

Appendix T: Matrix for Determining Priorities in an Internationalization Plan[23]

Criteria	Weight	Proposed Individual Activity	Proposed Individual Activity	Proposed Individual Activity	Proposed Individual Activity
Advance overall strategic plan and vision?	20%				
Contribute to student learning outcomes?	30%				
Build on institutional strengths?	30%				
Resources available?	20%				
Total	100%				

Having each team member fill in such a chart and compiling the results is one way to begin the discussion that will lead to setting priorities. Because consensus is unlikely to be immediate, the planning team may want to address each proposed activity, paying special attention to items rated either highest or lowest. Discussing reasons behind divergent opinions can lead to greater clarity about the specific activity's relative worth within the strategic plan.

[24] This document was created by the Kennesaw State University internationalization team as part of its work on the ACE Global Learning for All project (2003–05).

Appendix U: Strategic Internationalization Priority Timeline[24]

Kennesaw State University

Strategic Priority	Action Plan: 2004–2005	Action Plan: Next 3 to 5 Years
1. Capitalize on visible reputation as an international university and align resources with this core value.	• Host Global Ethics conference • Presidential Lecture Series (given by consuls in the Atlanta area and ambassadors from Washington and New York) • Raise the profile of Year of Country Study program • Submit proposals to foundations and agencies for funding	• Host annual conference • Further connections with funding agencies • Further connections with Atlanta Consular corps • Host annual award ceremony to honor international service— determine name and funding of award
2. Bring together more authority/ structures under chief internationalization officer.	• Discuss and negotiate with appropriate offices to move international admissions and international student retention services to Institute for Global Initiatives (IGI) • IGI begins issuance of initial I-20 • IGI takes an active role in ensuring that online applications have full functionality abroad	• Continue to build up international admission and retention services
3. Develop area studies and strengthen regional centers.	• Give support to majors, minors, and certificates: African and African Diaspora Studies major, Asian Studies minor, and Peace Studies certificate • Establish Center for African and African Diaspora Studies • Support Center for Hispanic Studies • Discuss with appropriate centers, departments, and colleges the need to harmonize separate programs and centers on Asia into one thorough-going center	• Continue to support and strengthen regional centers • Establish an Asian Studies Center • Connect mission and activities of regional centers with mission and activities to promote diversity on campus
4. Develop and support strategic exchange partnerships with universities abroad.	• Follow up on existing contacts and interests from abroad and move to MOU stage in Mali, Greece, Philippines, Ethiopia, Kenya, and Malawi • Review existing linkages and renew agreements as appropriate • Continue to promote ownership of exchange relationships by specific colleges and departments • Create a directory of exchange programs and opportunities	• Strengthen all existing linkages and seek additional linkages in regions/countries considered strategic to KSU curricular and co-curricular needs • Work with colleges/ departments that have established successful exchanges to deepen these relationships by extending/opening up to other colleges/depts

5. Develop joint degree and training programs with partner institutions.	• Explore joint degree programs with China • Evaluate the success of joint degree program currently being offered in the Coles College of Business • Discuss with the Registrar's Office what we need to do to waive the residency requirements on our degree programs to allow for joint degree programs at the undergraduate levels • Support the Executive MPA program with China	• Move joint degree program with Chinese institutions from drawing board to implementation • Explore possibilities of joint degree program with other countries
6. Promote international learning through University Studies.	• Get involved in the Foundations of Excellence, American Democracy, and Learning Communities programs • Get involved in planning to create University College; have a representative of IGI on the advisory board of the University College • Get involved in the General Education program and help connect Global Learning Outcomes with the General Education Learning Outcomes	• Continue to serve on the advisory committee of University College • Continue to support programs of the Department of Undergraduate and University Studies, and University College
7. Promote international learning throughout the curriculum.	• Develop list of internationalized courses and pathways for international learning within each major • Offer workshops and incentives for faculty to internationalize courses • Work more closely with CETL in organizing workshops on internationalization for new faculty • Organize workshops and share best practices on teaching world history, world literature, etc., for part-time faculty	• Expand the number of required upper-level courses within each major that are internationalized • Continue to organize workshops on internationalizing the curriculum • Develop an award for the most internationalized department
8. Develop greater incentives for faculty to be involved in international education.	• Recognize efforts of faculty involved in study abroad in hiring and in tenure and promotion • Create campus award for faculty contributing the most to internationalizing their courses/the campus	• Better promote opportunities for faculty to participate in semester-long exchanges while continuing to receive full pay and benefits

9. Provide opportunities for meaningful international and U.S. student interaction in and outside classrooms.	• Develop list of available courses, programs, and services that bring international and U.S. students together in meaningful ways • Disseminate this list among students, faculty, and staff • Evaluate the effectiveness of courses, programs, and activities that bring international and U.S. students together • Set formal/new goals for these courses and services	• Continue to monitor the quality and effectiveness of interaction between international and U.S. students • Organize symposium on international learning for students
10. Integrate study abroad into the curriculum.	• Develop a list of programs (graduate/undergraduate majors, minors, certificates) that require study abroad in any shape or fashion • Develop a list of programs that could benefit from study abroad or internships abroad and share this with appropriate departments • Engage the faculty in the task of encouraging their students to consider study abroad to fulfill graduation requirement • Engage faculty in discussion of what country or region they would like their students to study, and what theme they would like to see developed or emphasized in study abroad	• Continue to engage faculty in discussions of improving the quality, effectiveness, and academic content of study abroad • Establish new sites for study abroad to cater to the needs of specific programs • Develop sources of funding for scholarships to support study abroad • Increase study abroad participation to at least 3.5% of total enrollment • Increase participation in semester and yearlong exchange programs

Appendix V: Template for an Annual Operational Plan

Each institutional strategic internationalization priority should be given this level of detail for a clear and successful internationalization plan.

Institutional Strategic Priority:
Student Learning Outcome(s) Supported:
Annual Goal – Performance Indicator for Strategic Priority and Learning Outcomes:

Objective /Action Item(s)	Person Responsible	Timeframe: By When?	Status: As of Date	Resources Needed

Appendix W: Internationalization Planning Cost Worksheet

Priority ___ Action Item	Funding Year	Human Resources Required (Salaries and Benefits)		Operational Expenses (Equipment, Supplies, & Material)		Programmatic Expenses (Honoraria, Stipend, Grants, Meeting, Travel)		Expected Outcomes of the Acitivity
		Current	New	Current	New	Current	New	
Total								

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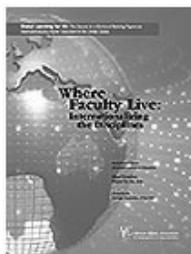
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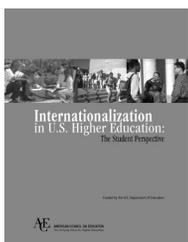
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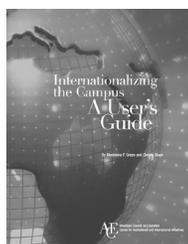
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