
Listserv Summary: Resources for International Advisory Committees

January - April 2015

Two inquiries were made to the listserv looking for resources that members share with their International Advisory Committees for the following purposes:

- Resources on global learning outcomes assessment that AIEA members regularly share with faculty who are engaged in curriculum revision to integrate global learning
- Resources on the internationalization of Graduate and Professional Education
- Resources on Engaging Faculty in Internationalization
- Resources on Institutional Support for International Research

Summary of Responses

The Forum on Education Abroad has a well-developed set of essential resources here: <http://www.forumea.org/resources/outcomes> . These resources include the Outcomes Assessment Toolbox <http://www.forumea.org/resources/member-resources/outcomes-toolbox> , and the Bibliography of Outcomes Assessment in Education Abroad <http://www.forumea.org/outcomes-bibliography-2> . Available in hard copy, the Forum's *Guide to Outcomes Assessment in Education Abroad* is considered a basic resource as well.

ICI maintains a list of Intercultural Competence & Inclusion/Diversity assessment tools, along w/ a guide to choosing an assessment tools here: <http://www.intercultural.org/tools.php> There is a more extensive list of assessment tools in our Summer Inst. Resource Directory - see here - scroll down to SIIC Resources: <http://www.intercultural.org/conferences.php>

AAC&U has developed an "Intercultural Knowledge & Competence VALUE Rubric" & "Global Learning Rubric":

<http://www.aacu.org/value/rubrics?CFID=357689&CFTOKEN=44930763>

AAC&U also has other resources available (an outcomes planning matrix and an assessment matrix) and is holding a Global Learning Conference in October. Since we cannot add attachments to listserv messages, I cannot attach them, but you may contact Dawn Whitehead at AAC&U.

Purdue University resources are available at this page:

<http://www.purdue.edu/cie/learning/global/index.html>

Other resources mentioned by respondents include:

Internationalization (general):

<http://www.intercultural.org/documents/SIICResources.pdf>

http://www.nafsa.org/uploadedFiles/Chez_NAFSA/Resource_Library_Assets/Publications_Library/Leading_CIZN.pdf

<http://www.aplu.org/NetCommunity/Document.Doc?id=32>

<http://campusinternationalization.org/about/comprehensive-internationalization/>

<http://www.acenet.edu/news-room/Pages/ACE-Internationalization-Laboratory.aspx>

<http://www.acenet.edu/news-room/Pages/Internationalization-in-Action.aspx>

<http://www.acenet.edu/news-room/Pages/Internationalization-Toolkit.aspx#.VWynuXiOsZs.email>

Faculty Engagement:

<http://www.acenet.edu/news-room/Pages/Intlz-in-Action-2013-April.aspx#3>

<http://www.acenet.edu/news-room/Pages/Intlz-in-Action-2013-June.aspx>

[http://fora.aa.ufl.edu/docs/74/2013-2014/IRWG%20Survey%20Report%20%20FINAL%20VERSION%20\(THAPA\).pdf](http://fora.aa.ufl.edu/docs/74/2013-2014/IRWG%20Survey%20Report%20%20FINAL%20VERSION%20(THAPA).pdf)

<http://www.acenet.edu/news-room/Documents/CIGE-Insights-2013-Trans-Atlantic-Dialogue.pdf>

http://global.umn.edu/icc/itl_cohort.html#about-tab

<http://www.acenet.edu/news-room/Pages/Internationalization-in-Action-Previous-Installments.aspx>

Graduate Education

<http://www.cgsnet.org/graduate-education-global-career-pathways>

http://global.umn.edu/funding/planning_research_abroad.html#funding-tab

<http://www.colorado.edu/oie/global-cu/graduate-student-opportunities-abroad>

<http://www.american.edu/sis/sisabroad/funding-grad.cfm>

Literature:

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Driscoll, A., and Wood, S. (2007). *Developing outcomes-based assessment for learner-centered education: A faculty introduction*. Sterling, VA: Stylus.

Hernon, P., & Dugan, R. (2013). *Higher education outcomes assessment in higher education for the 21st century*. Westport, CT: Libraries Unlimited.

Huba, M. E., and Freed, J. E. (2000). *Learner-centered assessment on college campuses: Shifting the focus from teaching to learning*. Boston: Allyn and Bacon.

Knowles, M. (1986) *Using learning contracts*. San Francisco: Jossey-Bass.

Maki, P. L. (2004). *Assessing for learning: Building a sustainable commitment across the institution*. Sterling, VA: Stylus.

Maki, P. L. (Ed.) (2010). *Coming to terms with student outcomes assessment: Faculty and administrators' journeys to integrating assessment in their work and institutional culture*. Sterling, VA: Stylus.

Palomba, C., & Banta, T. (2001). *Assessing student competence in accredited disciplines: Pioneering approaches to assessment in higher education*. Sterling, VA: Stylus.

Appendix: Becker College's Global Learning and Student Outcomes

(from <http://www.becker.edu/global/global-citizenship/terminology-working-definitions/global-learning-student-outcomes>)

Global learning is the knowledge, skills, and attitudes that students acquire through a variety of experiences allowing them to understand world cultures and events, to analyze global systems, to appreciate and respect cultural differences, and to demonstrate compassion and concern for others. This learning will be applied to their lives as citizens so that they may thrive, contribute to, and lead in a global society.

The purpose of articulating learning competencies is to ensure that all students at Becker College participate in global learning during their undergraduate program. A competency is an ability, skill, knowledge, or attitude that can be demonstrated, observed, or measured. These 15 outcomes are meant to be campus-wide and are appropriate for consideration in the curricular, co-curricular, and extracurricular domains. Outcomes are aligned with the College's mission, core values, general education goals, and reflect the culture of the institution.

Global Perspectives (Knowledge)

What knowledge do we want our students to attain during their time at Becker?

What is most important that they learn and take away?

1. Students will demonstrate knowledge of one's own culture and history and at least one other culture and history
2. Students will compare the historical, political, religious, and economic forces that have shaped the current world system
3. Students will demonstrate knowledge of world geography and conditions in relation to current events
4. Students will understand their culture in a comparative context and will recognize that their culture is one of many diverse cultures and that alternate perceptions and behaviors may be based on cultural differences
5. Students will value and be aware of intercultural communication concepts

Intercultural Communication and Cross-Cultural Adjustment (Skills)

What skills do we want our students to possess when they leave Becker?

What do we want them to be able to do?

1. Students will recognize individual and cultural differences and demonstrate an ability to communicate and interact effectively and respectfully across cultures
2. Students will use knowledge, diverse cultural frames of reference, and alternate perspectives to think critically and solve problems
3. Students will demonstrate awareness of their own values as well as of their biases and how those influence interaction and relationships with others
4. Students will show respect and empathy for diversity
5. Students will display an ability to successfully and responsibly use technology to participate in the global exchange of ideas and information

Social Justice and Sustainable Development (Attitudes)

What do we want our students to value as global citizens, workers, and leaders?

1. Students will show sensitivity to and respect for personal and cultural differences and a commitment to responsible global citizenship which includes personal engagement in community/world issues
2. Students will interpret how the behavior of individuals, groups, and nations affects others in terms of human rights and the well-being of the planet
3. Students will identify ways of handling and sustaining environmental resources that will protect future generations' ability to meet their own needs
4. Students will recognize the need to protect human rights in areas such as access to education, health care, and employment, and safety
5. Students will demonstrate the ability to perceive any given event from more than one cultural viewpoint and learn how to create cultural bridges