

**American Council on Internationalization Laboratory
Appalachian's Interim Report**



**Submitted to:
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EXECUTIVE SUMMARY

In July 2007, Appalachian was invited to participate in the American Council on Education's (ACE) Internationalization Laboratory for the 2007/2008 cohort. This goal of the Laboratory is to engage a limited number of institutions in finding new ways to internationalize their teaching, learning, research, and service functions. Participation in the ACE Internationalization Laboratory is assisting Appalachian to review its current internationalization efforts; articulate students' global learning outcomes and assessment; and help the University to make further progress by developing a plan to get to the next level of internationalization. Appalachian's participation in this experience started with ACE's team site visit on September 4 – 5, 2007. After the visit, the ACE team noted that Appalachian "is well positioned to significantly advance campus internationalization" and a number of strengths were observed that will be important to build upon as the University proceeded with its work of internationalizing the campus.

Representatives from various segments of the Appalachian community are participating in the Leadership Team for this initiative. The Leadership Team conducted its work in two committees: Internationalization Review and Global Learning Outcomes and Assessment. This interim report provides information on what the Leadership Team has already accomplished. It provides descriptive data collected from various sectors of the university to assess the extent of internationalization efforts. It also reports on global learning outcomes and assessment developed for a select number of academic programs.

The work of the Leadership Team will continue during the 2008/09 academic year where activities will focus on the following areas: Analysis of the internationalization review data collected from the campus community, development of assessment approaches to be suggested to the selected programs, sharing of the preliminary reports with the campus community through a series of three forums, site visit by a team of ACE and peer institutions, and the writing of the final report to be submitted to the Provost.

I. REVIEW OF ACTIVITIES TO DATE

A. ACE LABORATORY AND SITE VISIT

1. The Leadership Team

One of the ACE's requirements for participating in the Internationalization Laboratory was the formation of a broad-based campus-wide Leadership Team to guide the process. Consequently, Provost Stanley Aeschleman, requested the following individuals to serve on the Leadership Team:

- Dr. Renee Scherlen, Professor, College of Arts & Sciences, Team Co-Chair
- Dr. Jesse Lutabingwa, Associate Vice Chancellor, International Education & Development, Team Co-Chair
- Dr. James Toub, Assistant Chair, Department of Art, College of Fine & Applied Art
- Mr. Richard Campbell, Coordinator of Outdoor Programs, Student Development
- Dr. Charlie Duke, Dean, Reich College of Education
- Dr. Benito del Pliego, Spanish Language Professor, College of Arts & Sciences
- Dr. Mike Mayfield, Geology Professor, College of Arts & Sciences
- Dr. Jeremy Fox, Management Associate Professor, College of Business
- Dr. Pam Schram, Director, Appalachian Teaching Fellows Program, College of Education
- Dr. Scott Meister, Professor, School of Music
- Dr. Holly Hirst, Associate Dean, Graduate Studies
- Dr. Mary Reichel, University Librarian
- Dr. Lynn Moss Sanders, Director, Heltzer Honors Program
- Ms. Carter Hammett-McGarry, Director, General Education, University College
- Dr. Pete Wachs, Associate Director of Assessment, Institutional Research, Assessment & Planning
- Dr. David Haney, Vice Provost for Undergraduate Education
- Dr. David Huntley, Director, Watauga College
- Mr. David Taylor, Associate Vice Chancellor for Development
- Ms. Shari Galiardi, Service Learning Coordinator
- Ms. Jennifer Andrus, Graduate International Student
- Mr. Will Windley, Vice President, Student Government Association
- Ms. Amanda Edgell, Returned Study Abroad Student

Seven members of the Leadership Team are also members of the campus-wide International Education Council. This was done purposely to provide overlap and continuity between the two structures. It was thought that having members of the International Education Council on the Leadership Team will facilitate implementation of recommendations that will come out of the ACE's Internationalization Lab.

2. Provost's Charge to the Leadership Team

During its first meeting of the Leadership Team, Provost Aeschleman charged the Team to:

- Conduct a review of the current state of internationalization at the University;
- Assist in the application of the global learning outcomes identified by the new General Education curriculum to specific programs, such as the Honor's Program, Global Studies, and Watauga Global Village project;
- Assist in the development of assessment tools for measuring these global learning outcomes;
- Suggest ways to operationalize the international aspects of the University's Strategic Plan;
- Write an interim report to the Provost by the end of Spring 2008 summarizing activities and findings to date, as well as making initial recommendations; and
- Write a final report to the Provost by Spring 2009, which should include the findings of the internationalization review, recommendations of the Team, and suggested priorities for the future direction of internationalization at ASU.

3. ACE Team's Site Visit

On September 4 – 5, 2007, the ACE Team comprised of Dr. Madeleine Green, Vice President, and Dr. Barbara Hill, Senior Associate, visited Appalachian. During the visit, the ACE Team met with various individuals on campus including the following: Dr. Stanley Aeschleman, Provost and Executive Vice Chancellor; Chief of Staff Loren Baumhover; Dr. Cindy Wallace, Vice Chancellor for Student Development, and her staff; Deans Robert Lyman, Charles Duke, Randy Edwards, Glenda Treadaway, William Harbinson, and Edelma Huntley; Dr. Mary Reichel, University Librarian; the Internationalization Lab Leadership Team; the staff of the Office of International Education and Development; Dr. Bobby Sharp, Director of Institutional Research and Assessment; the staff of the Academic Advising Center; the staff of Appalachian and Community Together (ACT); Dr. Cynthia Wood of Global Studies; Dr. Alexandra Hellenbrand, Chair of the Department of Foreign Languages and Literatures; Dr. Pamela Schram, Director of the Appalachian Teaching Fellows Program; and Ms. Carter Hammett-McGrady, Director of General Education and Dr. Mike Mayfield, Faculty Coordinator for General Education.

In its report to Chancellor Kenneth Peacock and Provost Aeschleman after the site visit, the ACE Team made the following observations¹:

Appalachian State University is a somewhat decentralized institution, and internationalization will require the cooperation and collaboration of persons currently dispersed across the campus if this issue is to become even more central to the mission of the university. ASU is well positioned to significantly advance campus internationalization. We observed a number of strengths that will be important to build upon as you proceed with your work.

¹ Extract from the letter sent by Dr. Madeline Green and Dr. Barbara Hill to Chancellor Kenneth Peacock and Provost Stanley Aeschleman on September 10, 2007.

- ASU has senior leadership that strongly supports internationalization, and the deans are serious about creating both a vision and reality that highlights Appalachian State's unique strengths.
- ASU has an experienced and vigorous new leadership in the Office of International Education and Development.
- ASU has a well constituted and broadly representative Internationalization Lab Leadership Team, whose range of expertise will lead to the completion of the tasks clearly outlined in the Provost's charge to the Team.
- The leadership clearly understands the specific but different responsibilities of the Internationalization Lab Leadership Team and the ongoing work of the International Education Council and its committees.
- ASU's ongoing initiatives will support the institution's plans to intensify its internationalization efforts in the next five to ten years. These efforts include a university-wide strategic plan with a strong global emphasis; the new General Education curriculum with a strong local to global emphasis; the new Honor's Program requirement of significant international experience for honors students; the establishment of the new University College headed by a Vice Provost for Undergraduate Education to facilitate interdisciplinarity and to reconfigure the Living Learning Center; and the requirement for each academic department and program to develop learning outcomes and assessment plans.

Nonetheless, ASU has several contextual circumstances that present challenges to internationalization efforts. While many faculty are keenly interested in the international dimensions of their fields, their activity is individual and entrepreneurial, rather than connected to an coherent institutional plan. Efforts to centrally coordinate and require learning outcomes and methods of assessment for example, have just begun. Additional efforts to centrally plan in order to manage risk must also be undertaken systematically.

There are some issues that must be addressed to establish a strong foundation for future work.

- Is there a clear vision of ASU's internationalization goals?
- What aspects of current activity support this vision? What activities need to be coordinated to strengthen ASU's abilities to achieve this vision?
- How could existing relationships with institutions abroad be deepened to further ASU's international vision?
- What gaps exist in ASU's international activities?
- How could impending faculty retirements offer opportunities for hiring that would strengthen ASU's international dimensions?
- What faculty incentives are needed to encourage internationalization?
- What human and financial resources are necessary to support current and new activities?

Students increasingly want to study abroad: indeed, the Honors Students will be required to have a significant international experience, which will lead to program expansion. This educational opportunity will certainly strengthen the Honors Students global learning. But what about the students who do not study abroad? What curricular and co-curricular opportunities will they have? The whole program of education abroad needs to be examined for both its array of program sites and durations (year-long,

semester-long, or intense short term). Pre-departure orientations should be designed to help students maximize their learning abroad, and close coordination with departments can make sure that students receive pre-approved credit for this education...

We strongly encourage the Internationalization Lab Leadership Team to develop a clear communication plan, both to engage the wide number of people across campus with a stake in internationalization and to keep the entire community informed of the important work being done by the team in the next 16-20 months...

Finally, we applaud the leadership of Appalachian State University for taking on the task of internationalization. Enhancing internationalization at a complex institution such as Appalachian State University requires strong leadership at every level, and engaging a wide spectrum of faculty, staff, and others in this process. We hope that you will take every opportunity to convey to the university community the importance, value, and contribution of this work to the long-term vitality of your institution. We are happy to be helping you with this process. We know that Appalachian State University has a great deal to contribute to the Internationalization Laboratory and hope that it provides a rewarding experience for your institution.

B. LEADERSHIP TEAM ACTIVITIES

In order to facilitate the work, the co-chairs decided to subdivide the Leadership Team into two committees: (1) Internationalization Review and (2) Global Learning Outcomes and Assessment. Four members of the Leadership Team were selected to co-chair these committees. Dean Bob Lyman and Dr. Jim Toub were asked to chair the Internationalization Review Committee while Dr. Lyn Moss Sanders and Dr. Benito del Pliego were requested to co-chair the Assessment Committee. After Dean Lyman accepted a position at another university in Spring of 2008, Dr. Charles Duke, Dean of the College of Education was asked to serve on the Team and to co-chair the Internationalization Review Team. The Leadership Team Co-chairs divided themselves among the two committees with Dr. Lutabingwa taking responsibility of the Internationalization Review Committee and Dr. Scherlen for the Assessment Committee. Members of these committees were the following:

Internationalization Review	Assessment
Dr. Charlie Duke, Chair Dr. James Toub, Co-chair Ms. Tracey Wright Mr. Richard Campbell Dr. Holly Hirst Dr. Scott Meister Mr. David Taylor Dr. Mike Mayfield Dr. Mary Reichel Dr. Jeremy Fox Dr. Pam Schram Ms. Amanda Edgell Dr. Tina Hogan Dr. Jesse Lutabingwa, <i>Ex-Officio</i>	Dr. Lynn Moss Sanders, Chair Dr. Benito del Pliego, Co-chair Ms. Carter Hammett-McGarry Dr. Pete Wachs Ms. Shari Galiardi Dr. David Haney Dr. David Huntley Mr. Will Windley Ms. Jennifer Andrus Dr. Renee Scherlen, <i>Ex-Officio</i>

The committees continued to meet and work on their specific assignments throughout the 2007/08 academic year. The summary of committee's report is presented below.

1. Internationalization Review

The Internationalization Review Committee focused its work on four areas: (1) College/departmental-level review; (2) survey of faculty and students; (3) focus group of selected distinguishable groups; (4) review of existing data collected for other purposes but with relevance to internationalization efforts on campus.

a. College/Departmental-Level Review

The Leadership Team Co-Chairs met with each dean individually to explain the process and requested them to participate personally in the review process. The deans were considered to be key individuals in facilitating the College/departmental-level reviews. Each dean was provided a modified instrument, "Elements of an Internationalization Review," drawing on ACE's work on the elements that should be considered in conducting the review. Since each college/school is different with various structures in place, it was expected that there will be differences in how the reviews would be conducted and what would be reported. Deans were expected to submit their reports to the co-chairs by January 14, 2008. Except for the College of Arts and Sciences, which has 16 departments, each college submitted one report. In the College of Arts and Sciences, each department submitted an individual report. All of the reports were received during the Spring 2008 semester. However, there was not sufficient time to analyze the information contained in these reports.

b. Faculty and Student Surveys

(i) Faculty Surveys

An e-mail survey regarding internationalization attitudes and practices was sent to 1,105 faculty and student development professionals at Appalachian State University on February 19, 2008. Recipients were given two weeks to respond. Four hundred and twenty two (422) responses were received for a 38% response rate, of which 416 were valid and interpretable. Forty Two percent (42%) of respondents were from the College of Arts & Sciences, 18% were from the College of Fine & Applied Arts, and 10% each were from the Colleges of Business and Education.

Two hundred and sixty four (264) respondents, or 63% of the total, reported teaching courses with international content within the last two years. The modal number of such courses taught was zero (38%) with one course with international content taught having the second largest frequency (20%). Only 16% of respondents reported teaching four or more courses with international content over the past two years. Faculty were asked to describe the "level" of internationalization of such courses taught on a five point scale, with level one being only isolated international elements and level five being courses taught abroad for US students. The highest percentage (28%) of courses were described as being at level four (the entire course has

an international orientation), with 24% described as being at level one, 21% at level three (international elements are integrated throughout the course), 16% at level two (one unit in the course is internationally oriented), and 11% at level five. In summary, 60% of courses were described as being at level three or above. Almost 40% of faculty stated that they were currently developing or teaching courses into which they would like to infuse international elements, with the desired internationalization level of more than half of these at level three or above.

In terms of other internationally oriented academic activities, faculty responses indicated high interest in international experiences, with attendance at international conferences (70% of respondents), international faculty exchange programs (64% of respondents), seminars on international topics (62% of respondents), and other teaching and research opportunities overseas (52% each) receiving the most interest.

Faculty responses suggested that several types of assistance would help them internationalize their courses. Most frequently mentioned were grant funds to help faculty travel abroad to research ways to internationalize courses (64% of respondents); the availability of guest speakers, artists, or performers to emphasize international elements of courses (52% of respondents); assistance in making connections between ASU classes and similar classes in other countries (48% of respondents); information resources (books, journals, articles, films, videos, etc.) on international education topics (41% of respondents); and the opportunity to consult with international specialists related to specific courses and disciplines (41% of respondents).

Faculty responses also suggested that faculty have experiences or interests that could serve as resources for internationalizing ASU's curriculum. More than 72% of respondents have lived or worked in another country and 50% read a language other than English. Forty five percent (45%) have some level of spoken fluency in another language and 37% have served as guest speakers on particular non-US countries or cultures. The most common languages spoken and read by faculty were Spanish, French, German, Chinese, Portuguese, and Russian. Countries in which three or more faculty report having lived, worked, or studied include Argentina, Australia, Austria, Bolivia, Britain, Canada, China, Costa Rica, the Czech Republic, Finland, France, Germany, Greece, India, Ireland, Italy, Japan, Kenya, Mexico, the Netherlands, New Zealand, Poland, Russia, and Spain. Faculty have also served as guest speakers or performers in a similar range of countries. Seventy nine percent (79%) of responding faculty have a currently active passport.

When faculty were asked which regions of the world should be the focus of Appalachian State University faculty exchanges and other outreach efforts, the four most popular responses were (in descending order), Latin American (named on 14% of all responses), Europe (14%), Australia/Oceania (10%), and East Asia (8%). Regions receiving between 8% and 5% of responses were (in descending order) the Caribbean, Southeast Asia, North Africa and the Middle East, South Asia, the Russian domain, Sub-Saharan Africa and North America. Some areas of Asia were named on 28% of responses and some areas of Africa were named on 13% of responses. Specific countries identified as those which should be the target of future exchanges and outreach efforts numbered more than 100.

Narrative responses corroborate that the majority of responding faculty at ASU incorporate international material into their classes, most often at a level in which the entire class has an international orientation. They are eager to expand such content. They are also interested in organized programs to assist them in these internationalization efforts, particularly if these programs provide funding for international faculty travel or assist in providing classroom resources that focus on internationalization. Many of the responding faculty have lived or worked overseas and/or have some level of fluency in another language and want to use this knowledge to enhance the international aspects of their teaching. Faculty are particularly interested in ASU focusing its exchange and outreach efforts on Asia, Latin America, Europe, and Africa.

(ii) Student Surveys

The following data were collected during Spring 2008 semester:

- A voluntary-response survey of students delivered online. The 528 survey respondents were distributed as follows: 45% lower division, 42% upper division, 12% graduate, and the rest non-degree. Approximately 90% were full time on campus students. Sixty five percent (65%) were female. More Caucasian students responded (percentage-wise) than students of color. Approximately half have a valid passport;
- A focus group of graduate students (graduate student senators). Eleven graduate student senators – all full time on campus students;
- A focus group of undergraduate academic advisors. Eight advisors from the central advising office participated; and
- A focus group of international students (recruited through OIED). Seven students participated, including 4 males, 5 undergraduates, 1 graduate student, 1 intern, 4 degree-seeking. The nationalities represented were European, Asian, African, and Oceania.

The results can be grouped into the following five categories: (1) Curriculum; (2) interaction with internationals on campus; (3) climate for international students on campus; (4) knowledge of and participation in international activities/opportunities on campus; and (5) study abroad or exchange programs.

Curriculum:

Almost 100% of the survey respondents indicated that they had participated in at least one course with international content in the last two years. The example courses listed by survey respondents varied widely in the extent of the international content, and most were FLL, HIS, INT'L BUS, or had titles that indicated a “world” or “international” focus.

Twenty four percent (24%) of the survey respondents indicated that they took a foreign language at Appalachian. 30% of students indicated that the primary reason they took a foreign language was to fulfill the language requirement for their majors. The primary reasons students did not take a foreign language were because language was not required for their major (50%) and courses did not fit into their schedules (19%).

The advisor focus group indicated that there is not enough space or instructors to meet student demand for foreign language courses, especially those that are not offered every semester. There are high demand languages that are seldom or not offered: Arabic, Japanese, Chinese, Russian. There are insufficient Spanish courses for specific groups who will deal with Hispanics in their jobs such as health/helping professions, education, and building science. Some advisors indicated they were “pushing” the BA to give students the requirement of completing foreign language coursework. There is a need to study the real demand for foreign language courses.

The advisor focus group also felt that courses on other cultures needed to be created (or the offerings of existing courses expanded), and that this was also as important as foreign language courses.

Interaction with Internationals on Campus:

Few survey respondents (< 30%) indicated that they have interacted with international faculty and staff outside of the classroom environment. More students recalled taking courses from international faculty (51%) and taking courses with or interacting informally with international students (58%). Thirty percent (30%) have interacted with international students in the residence halls or through club membership.

The graduate student focus group discussion revealed that interaction with internationals varies widely depending on the department housing the graduate program. The perception was that there are isolated pockets of internationals and a low number of internationals on campus, making interaction difficult. The suggestion was to find funds to help international graduate students with tuition and travel costs.

Climate for International Students on Campus:

The international student focus group was satisfied overall with the way international students were received on campus and praised the international student orientation and diversity celebration. They reported several barriers to academic success, including adjusting to the style of exams, writing in English, professors not being accommodating, and general workload issues. They suggested several actions to help overcome difficulties, such as educating faculty on the challenges faced by international students, providing scholarship opportunities, changing orientation into smaller less overwhelming sections, arranging more excursions and “fun” days, and making more information available on the web.

The advisor focus group suggested that international students have difficulty navigating the system, because there is not one place to go to get all answers. These students are frustrating to advise, because of the amount of misinformation students are given elsewhere related to transfer and general education/core curriculum. The advisors felt that the international orientation needed to be revamped to allow international students to recover from traveling and get acclimated first. Also, it is difficult for these students to “bounce between” the international and regular orientations.

Knowledge of and Participation in International Activities/Opportunities on Campus:

Forty four percent (44%) of the survey respondents knew about international events on campus, 27% knew that funds were available for international travel, and 17% had actually visited OIED. A sizable majority have not participated in and do not plan to participate in campus activities such as buddy programs, international clubs, international festivals, study groups, international coffee hours.

The graduate student focus group indicated that many graduate students are unaware of the opportunities on campus and suggested that there needs to be more promotion of these events at the department level.

The advisor focus group indicated that there is great interest among students in all types of international experiences. The advisors also pointed out that more of the students need more opportunities to interact with people from other cultures, and that students need to become more willing to get out of their (cultural) comfort zones.

Study Abroad or Exchange Programs:

While 67% of the survey respondents reported having traveled abroad, very few had actually participated in a formal study abroad program (3% prior to college, 7% while in college). The main region to which students traveled was Europe (67% of those who traveled, with no other region receiving more than 15%), and the most common length of travel was “one month or less” (64%). The most reported benefits of such an experience was the increase in understanding of other cultures and the increase in the student’s “well-roundedness.”

The top regions listed as of interest to survey respondents for a university-sponsored program were Europe (79%), Australia and Oceania (67%), and the Caribbean (50%). All (populated) regions of the world received some interest, but no other region received more than 36%. The “ideal” length of time students selected for such an experience was more than one month to one year (66%).

The main reason reported for not participating in study abroad was financial (62% of the survey respondents). Other reasons varied widely with approximately uniform frequency, including delaying graduation, maintaining a job, not knowing how to get started, and not speaking a foreign language.

The graduate student focus group indicated that the barriers to study abroad were: money (main reason), time, the need to arrange independent studies or use elective hours, lack of knowledge of where to go for information, information that is available is geared towards undergraduates, the perception that these are more “party” or “vacation” experiences than educational in nature. There was also a perception that more exchange programs for graduate students were needed. A website that addresses the issues facing graduate students studying abroad and procedures for setting up a trip was suggested; this website could include living arrangement information and costs in order to help graduate students needing to create their own international experience agendas.

The advisor focus group indicated that almost every student expresses interest in participating in study abroad, but obstacles prevent many willing students from participating: money, the daunting logistics involved, and the need for foreign language coursework beyond the intermediate level to prepare. In addition, students need to be self-motivated and to start the planning process early (a year in advance); then upon return the students need help negotiating the course equivalencies. How do we create a “buzz” of excitement and get students interested early? Advisors also indicated that they need more information about the study abroad process to better advise students.

The advisors questioned why it seems that study abroad is so hard at Appalachian; how do other schools do this? It seems that summer study abroad (especially departmental trips) currently work better than other formats. It would help to expand the lists of international internship opportunities to help students find such placements.

c. Focus Group

The committee decided that there were several groups on campus that could provide important information related to the University’s internationalization efforts. In order to learn more information from these groups, the committee decided to conduct focus groups with a sample of members from these groups. The groups identified, including the focus groups, were the following: (1) International Faculty and Staff Association members; (2) International Students; (3) Graduate Students; (4) Student Government Association; and (5) Academic Advisors. Except for the Student Government Association, all focus group were conducted during the Spring 2008 semester. The Student Government Association focus group will be conducted in early Fall 2008. These groups provided useful information that complements the survey data. An in depth analysis of the information collected through the focus group will be undertaken during the Fall 2008 semester. Some of the data, especially from students, is reported in the student survey section above.

d. Review of Existing Data

Prior to Appalachian’s involvement in the ACE’s Internationalization Lab, the University had already conducted several other surveys that had some relevant information for the work of the Internationalization Review. These surveys include: (1) 2007 Campus Climate Survey for Faculty and Staff (which had some questions on the attitudinal issues regarding some aspects of internationalization); (2) Spring 2007 Faculty Evaluation and Development Task Force Survey; (3) Fall 2007 Chancellor’s Task Force on Diversity Focus Group; (4) 2007 Internationalization Survey Data – Sophomore; (5) 2007 National Survey of Student Engagement (NSSE); and (6) Spring 2006 General Education Task Force Faculty and Alumni Survey. Through the Office of Institutional Research and Assessment, the committee accessed results from these different surveys of the campus and will be analyzing the results in the Fall 2008.

2. Global Learning Outcomes and Assessment

The Global Learning Outcomes and Assessment group had two main objectives. The first involved assisting specific university programs to develop global learning outcomes. The committee identified five programs that have a significant focus on global learning: the Heltzer Honors Program; the International Relations and Comparative Politics concentration in Political Science; ACT; Global Studies program; and Watauga College. By January 2008, all five had submitted their learning outcomes and assessment plans to the committee.

a. Heltzer Honors Program

Through special topics seminars with specialized faculty, experiential and international educational opportunities, and interaction with other highly skilled, academically motivated peers, Heltzer Honors Program graduates will: (1) serve as intellectual leaders; (2) demonstrate international competence; and (3) produce independent research.

- Serve as intellectual leaders -- the successful Heltzer Honors Program student will:
 - Participate in the Honors community
 - Engage in challenging intellectual discourse
 - Read, discuss, and write about complex texts
 - Develop cross-disciplinary perspectives
 - Demonstrate superior creative and critical thinking

- Demonstrate international competence -- the successful Heltzer Honors Program student will:
 - Fulfill the International Education requirement for Honors graduation
 - Know a foreign language
 - Integrate international experience with classroom learning
 - Reflect on the personal impact of international experience
 - Prepare to assume a leadership role in a global community

- Produce independent research -- the successful Heltzer Honors Program student will:
 - Conceive and develop an original research project
 - Conduct research and collect data
 - Organize, integrate, and interpret findings
 - Produce a polished written document in appropriate scholarly format
 - Discuss and defend conclusions

b. International Relations/Comparative Politics Concentration

- **The concentration has four learning outcomes:**
 - Students will demonstrate knowledge of the theoretical foundations, analytical skills, and research methods needed to understand politics.
 - Students will demonstrate understanding of the patterns of interaction among actors in the world community as well as underlying global interdependence.
 - Students will demonstrate knowledge of the underlying nature and purpose of political processes and institutions across time and different cultures.

- Students will demonstrate the ability to think critically and comparatively about political science, including integrating knowledge from other countries and/or cultures.

➤ **The concentration's effectiveness will be assessed as follows:**

- Direct evidence (which requires students to demonstrate achievement of an outcome) will be utilized whenever possible.
- Multiple measures will be used to assess each outcome.
- Whenever possible, assessment measures will be integrated into regular graded class work to eliminate need for special assessment sessions and help with the problem of student motivation.
- An assessment cycle will be established for the program: every outcome will not be assessed every year and only a sample of students will be used for assessment.
- Rubrics will be created for the assessed outcomes to guide the evaluation of student work.
- Assessment approaches will include criteria that focus on the student's performance at a given point in the program and criteria that provide a cumulative or value-added perspective on their performance (such as review of material presented as part of capstone experience).

c. Appalachian and the Community Together (ACT)

- To challenge students to embark on an inner journey of personal, intellectual, moral, and cultural development as they engage in service projects that meet the human needs and environmental concerns of Watauga County, the U.S., and in many countries around the world.
- To raise students' awareness about crucial social concerns, encourage them to view themselves as part of the global community, and challenge them to seek solutions to the complex root causes of these systemic problems.
- To illustrate the powerful connection between theory and practice by integrating community service with academic coursework/research, thus augmenting the university's intellectual climate.
- To support and recognize the efforts of individuals, organizations, and classes whose actions and commitment enhance local community agencies' abilities to deliver services, thereby strengthening the relationship between Appalachian and the local community.
- To instill in students an ethic of caring, teach students about the importance of civic responsibility, and empower them to engage in active citizenship beyond graduation from Appalachian.

d. Global Studies

The educational objectives of the proposed Global Studies program are to prepare students to “think and act with global awareness and cross-cultural understanding” as a necessary part of a high-quality undergraduate education in a globalizing world (ACE, *A Handbook for Comprehensive Internationalization*, 2006, p. x). Among the most important of these objectives are the following:

- To build knowledge of world geography, conditions, issues, and events, including the connections between local and global communities
- To promote awareness of the complexity and interdependence of global issues
- To increase skills in global communication, including knowledge of a foreign language and the ability to interact with people from other cultures
- To strengthen understanding of multiple perspectives and diversity in global contexts to develop critical thinking and the ability to integrate knowledge

e. Watauga Global Community

Watauga Global Community is an interdisciplinary, globally-focused, residential program of general education. To meet Goal Three of the General Education Curriculum (Making Local-to-Global Connections), students are required to:

- Analyze past, present, and future relationships among humans and between them and their environment;
- Evaluate significant local issues through service work, course content, research, and collaborative group work;
- Evaluate significant global issues through course content, research, collaborative group work, and course-related travel;
- Demonstrate the ability to analyze, critically and creatively, the relationships among local issues and between local regions and global issues;
- Demonstrate knowledge of historical, social, political, economic, and environmental issues related to the world's cultural diversity; and
- Demonstrate the ability to communicate effectively, in a variety of media, with people of all cultures.

To meet Goal Four of the General Education Curriculum (Understand the Responsibilities of Community Membership), students are required to:

- Demonstrate an ability to live and work with a diverse population of students in a self-governing residence hall; and
- Demonstrate an understanding of the relationships among curricular, co-curricular, and residential components of the program.

f. University-wide Global Learning Outcomes

The second objective of the Committee was to draft global learning outcomes for all Appalachian students. Based upon the responses of the above programs, as well as information garnered in ACE material and assessment research, the Committee developed the following set of global learning outcomes for all students (regardless of degree program) who graduate from Appalachian State University:

Globally competent students graduating from Appalachian State University . . .

- will demonstrate an understanding of world community, world diversity, and global interdependence from a comparative perspective.
- will be able to communicate with people of other cultures and put into practice solutions to crucial issues affecting the global community
- will accept their responsibility as global citizens informed by respect for universal human values and cultural diversity.

The Committee will present its suggestions to the University community and revise them based upon feedback received. In addition, the Committee will examine the findings of the internationalization review in order to assess any gaps that might exist in our current educational situation which would make attainment of these goals problematic.

3. Appalachian's Strategic Plan and UNC Tomorrow

Appalachian's involvement in the ACE's Internationalization Lab has taken place at the time when the University is also developing its new strategic plan. The outcome of the Leadership Team will feed well into the strategic plan. Once completed, the University's strategic plan is expected to have a major focus on internationalization. Drawing on the University's strategic plan, the International Education Council will take a leadership role in developing a campus-wide internationalization plan. The result of the ACE's Internationalization Lab will form an important part of that plan. The fact that several members of the International Education Council are also members of the Internationalization Lab's Leadership Team will further facilitate the integration of the Lab's results into the campus-wide internationalization plan.

Another important planning process that has enhanced the work of the ACE's Internationalization Lab at Appalachian is the University of North Carolina (UNC) Tomorrow. The purpose of the UNC Tomorrow "was to determine how the University of North Carolina can respond more directly and proactively to the 21st century challenges facing North Carolina both now and in the future through the efficient and effective fulfillment of its three-pronged mission of teaching, research and scholarship, and public service."² One of the major findings of the UNC Tomorrow is that North Carolina public universities need to prepare graduates who are globally ready: "UNC should educate its students to be personally and professionally successful in the 21st century and, to do so, should enhance the global competitiveness of its institutions and their graduates."³ Each of the 17 UNC institutions was asked to respond to the UNC Tomorrow Report and indicate how it will meet the needs identified in the final report. At Appalachian, the Provost formed a Response Team comprised of both faculty and administrators. The Associate Vice Chancellor for International Education and Development, who also serves as the co-chair of the ACE Internationalization Lab Leadership Team, was invited to serve on the Response Team. Appalachian's response outlined programmatic activities (curricular, co-curricular, and

² University of North Carolina, *University of North Carolina Tomorrow Commission: Final Report*, December 2007.

³ Ibid.

extracurricular) that are currently in place or in the planning stage to facilitate the internationalization efforts of the University. In the abstract, the Appalachian report states:

In the fall of 2006, Appalachian hired a new Associate Vice Chancellor for International Education and Development who was charged with enhancing our international partnerships, with particular emphasis on expanding our presence in China, India, and Africa. Accordingly, Appalachian has or is in the process of signing agreements with five universities in India, four in China, and three in South Africa, as well as enhancing our existing partnerships with universities in Europe, China, South America, and the Caribbean.⁴

This further demonstrates that the ACE Internationalization Lab has happened at an opportune time for Appalachian and its results will be used effectively to meet the needs of the University and the University of North Carolina System.

II. FUTURE ACTIVITIES

A. ANALYSIS OF DATA FROM THE REVIEW PHASE

Data gathering was the first phase for the Internationalization Review Committee. The Committee now moves to the next phase of evaluating the data, identifying areas of strength and weakness. The Committee also will analyze the ability of the University, with its current capacities, to achieve the student learning outcomes developed by the Leadership Team. Thus, the data analysis will also be utilized to articulate recommendations for the future of internationalization at Appalachian.

B. DEVELOPMENT OF ASSESSMENT GUIDELINES AND STANDARDS

The Global Learning Outcomes and Assessment Committee will focus upon revision of global learning outcomes for the University as well as developing suggested assessment guidelines. The Committee plans to examine the results of the Internationalization Review in order to develop specific recommendations about how any Appalachian student can achieve the global learning outcomes. Furthermore, the Committee intends to generate recommendations regarding current gaps in Appalachian internationalization that may need to be addressed for these global learning outcomes to be achieved.

C. FORUMS ON INTERNATIONALIZATION LABORATORY ACTIVITIES

Three public forums are planned on campus to share the preliminary findings of the Internationalization Lab Leadership Team's work. The three forums will be organized according to three themes as follows:

⁴ Appalachian State University, *UNC Tomorrow Response: Phase I Report*, May 1, 2008.

September 26, 2008: Forum on Internationalization Review. The University community will be invited to a short presentation about the initial findings of the internationalization review. Prior to the forum an invitation will be issued to the entire University community. Attached to the invitation will be a draft of the Internationalization Review findings. The majority of the forum will be devoted to comments from the University community about the Review.

October 3, 2008: Forum on Global Learning Outcomes. The University community will be invited to a short presentation about the initial suggestions for Global Learning outcomes. Prior to the forum an invitation will be issued to the entire University community. Attached to the invitation will be a draft of the Global Learning outcomes developed by the sub-committee. The majority of the forum will be devoted to comments from the University community about the Global Learning outcomes.

January 23, 2009: Forum on ACE Internationalization Lab Findings. The University community will be invited to a short presentation about the findings of the ACE Internationalization Lab. Prior to the forum an invitation will be issued to the entire University community. Attached to the invitation will be a draft of the ACE Internationalization Lab Leadership Team's findings. The majority of forum will be devoted to comments from University community about the Internationalization Lab's report.

D. PRELIMINARY REPORT FOR THE SITE VISIT TEAM

The Appalachian Internationalization Lab Leadership Team will develop a preliminary report for the site visit. The report will summarize the findings of the review, the global learning outcomes adopted, and the recommendations of the Team for strengthening internationalization at Appalachian State University. The report will be sent to ACE on February 13, 2009.

E. SITE VISIT BY A TEAM OF ACE AND PEER INSTITUTIONS

A group of faculty and administrators from peer institutions will visit Appalachian State University March 2-4, 2009. The purpose of the visit is to assess the current state of internationalization on campus, evaluate the Leadership Team's work, and make recommendations.

F. FINAL REPORT

After receipt of the ACE Site Visit Report, the co-chairs of the Internationalization Lab Leadership team will compile a final report for the University. This report will summarize the findings of the internationalization review, the global learning outcomes suggested, the site visit report, and recommendations for future internationalization at Appalachian State University. The Report will also contain an outline of possible future activities to be undertaken in order to implement the recommendations.