

## **FACULTY SURVEY ON INTERNATIONALIZATION AT CCSU**

Spring 2009

*For the first section of this survey, please use the following guidelines and examples for the four levels of Internationalization to assess the level of internationalization in your teaching at CCSU. The information that you provide in this survey will, in general, help the members of the Internationalization Laboratory learn the depth of interest in international issues at the University and the level of integration into the curriculum. Please know that your responses will be maintained in strictest confidence. We promise that this form will not take long to complete -- and thank you for your willingness to share your assessments.*

### DESCRIPTION OF THE LEVELS OF INTERNATIONALIZATION USED IN THIS SURVEY

#### **Level 1      Course contains an international element.**

*Examples:*

- Analyzing an international website for information.
- Converting values from British (U.S.) to metric systems.
- Using photos of various places around the world.
- Referring to developments in your field that come from outside the US.

#### **Level 2      One unit in the course is internationally oriented.**

*Examples:*

- Teaching a unit in international marketing in a marketing class.
- Teaching a unit contrasting scientific/technological 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 US.
- Requiring students to consider an international viewpoint when completing assignments for different units of a course in education, law, engineering, sociology, or whatever courses you teach.
- Using situational research conducted in another country to address local problems in that country/region.

#### **Level 4      The entire course has an international focus.**

*Examples:*

- World language courses.
- Courses on specific cultures and countries.
- World history, geography, health care, bio-environmental, manufacturing, sociology courses, *i.e.* classes whose main focus is to compare and contrast regions, cultures, issues, etc. of the world.
- Business courses taught with all assignments geared to policies and practices outside the US.

Faculty Name \_\_\_\_\_

Department \_\_\_\_\_

Status:  Part Time  Full Time

*Please include all courses, including graduate courses, which you normally teach and that have any degree of international content. Include all courses routinely taught in the academic year.*

Course Number	Course Title	Level 1, 2, 3, or 4	International Content	Means of Assessment
				<input type="checkbox"/> Exam(s) <input type="checkbox"/> Portfolio <input type="checkbox"/> Paper(s) <input type="checkbox"/> Project(s) <input type="checkbox"/> Presentation(s) <input type="checkbox"/> Other:
				<input type="checkbox"/> Exam(s) <input type="checkbox"/> Portfolio <input type="checkbox"/> Paper(s) <input type="checkbox"/> Project(s) <input type="checkbox"/> Presentation(s) <input type="checkbox"/> Other:
				<input type="checkbox"/> Exam(s) <input type="checkbox"/> Portfolio <input type="checkbox"/> Paper(s) <input type="checkbox"/> Project(s) <input type="checkbox"/> Presentation(s) <input type="checkbox"/> Other:
				<input type="checkbox"/> Exam(s) <input type="checkbox"/> Portfolio <input type="checkbox"/> Paper(s) <input type="checkbox"/> Project(s) <input type="checkbox"/> Presentation(s) <input type="checkbox"/> Other:
				<input type="checkbox"/> Exam(s) <input type="checkbox"/> Portfolio <input type="checkbox"/> Paper(s) <input type="checkbox"/> Project(s) <input type="checkbox"/> Presentation(s) <input type="checkbox"/> Other:
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				<input type="checkbox"/> Exam(s) <input type="checkbox"/> Portfolio <input type="checkbox"/> Paper(s) <input type="checkbox"/> Project(s) <input type="checkbox"/> Presentation(s) <input type="checkbox"/> Other:
				<input type="checkbox"/> Exam(s) <input type="checkbox"/> Portfolio <input type="checkbox"/> Paper(s) <input type="checkbox"/> Project(s) <input type="checkbox"/> Presentation(s) <input type="checkbox"/> Other:

**Faculty Assessment of Draft International Competencies for CCSU Students  
ACE Internationalization Laboratory - Spring 2009**

*Please assess these suggested International Competencies for students using the following scale:*

**1. Strongly Agree      2. Agree      3. Neutral      4. Disagree      5. Strongly Disagree      Not applicable (NA)**

The CCSU undergraduate curriculum should increase a student's

	1	2	3	4	5	N/A
1. knowledge of world geography.						
2. knowledge of world history.						
3. understanding of diversity of values, beliefs, ideas, and world views .						
4. understanding of one's own culture and its relationship to the rest of the world.						
5. knowledge of a foreign language.						
6. curiosity and openness toward new opportunities, ideas, and ways of thinking.						
7. awareness of ethnic and cultural differences.						
8. ability to examine issues objectively and without prejudice.						
9. appreciation for multiple perspectives.						
10. awareness of one's own identity and culture.						
11. ability to think critically and creatively, and integrate knowledge of the world.						
12. ability to communicate effectively in a foreign language and interact with people from other cultures.						
13. ability to cope with unfamiliar and challenging settings with resiliency.						
14. ability to locate information and investigate issues about international topics.						

15. Are you developing any courses that will integrate international components? If so, please indicate below.

<i>Course Number</i>	<i>Course Title</i>
_____	_____
_____	_____
_____	_____

16. What barriers do you believe you might face in internationalizing a course at CCSU?

17. Which of the following programs or activities interest you? Number each according to preference, with #1 as your first preference.

- Curriculum development projects
- Opportunities to attend seminars or conferences on global topics related to my discipline.
- Faculty exchange programs in another country.
- Long-term research or curriculum development projects in other countries

18. What type of assistance would help you internationalize your courses? Number your preferences, with #1 as your first preference.

- 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 my teaching.
- Examples of course materials incorporating global content developed by faculty at CCSU and other institutions.
- Opportunities to consult on an as-needed-basis with international specialists on topics related to my discipline and courses.
- Ongoing faculty development seminars or conferences on internationalizing my courses.
- Grant funds to travel abroad to research ways to internationalize my courses.
- Guest speakers for my courses (please specify): \_\_\_\_\_
- Other: \_\_\_\_\_

19. What particular experience or interest do you have that might be a resource for internationalizing CCSU? (Check all that apply)

- I have lived and worked/studied in another country or culture (please specify).
- I could serve as a guest speaker on a particular country or culture (please specify).
- Other contributions I could make to global education at CCSU:

20. In what non-English language(s) do you have competency and how would you describe your level of foreign language ability:

None

- Language: \_\_\_\_\_  Survival     Intermediate     Advanced     Native/Fluent
- Language: \_\_\_\_\_  Survival     Intermediate     Advanced     Native/Fluent
- Language: \_\_\_\_\_  Survival     Intermediate     Advanced     Native/Fluent

*Thank you for your participation in this survey.*