



Internationalization Collaborative Annual Meeting

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Washington, DC 20005

Workshop A:

An Introduction to the

ACE Internationalization Collaborative

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Introductions

Please introduce yourselves and explain:

- › What you hope to accomplish during this workshop.

AND

- › One of your institution's internationalization goals.



Workshop Goals

As a result of attending this workshop, participants will be able to:

- Explain internationalization as a transformational change process
- Identify potential partners at their institution or other institutions with whom they might collaborate to achieve their internationalization goals
- Describe the internationalization review process
- Engage in a conversation about international learning outcomes and assessment
- Locate additional internationalization resources through ACE and other relevant organizations



Publications and Packet Materials

- Internationalizing the Campus: A Users Guide
- 2008 Mapping Internationalization
- Strategic Framework for Internationalization
- Agenda
- Web References
- Internationalization Review Guidelines
- Learning Outcomes Ranking Document
- Evaluation

How has ACE been working on internationalization?

<http://www.acenet.edu/Content/NavigationMenu/ProgramsServices/cii/current/past/index.htm>

Good Practices and Discovery Projects

- **Promising Practices in Comprehensive Internationalization (2000-02)**
- **Global Learning for All project (2002-2007)**
- **Where Faculty Live: Internationalizing the Curriculum (2004-2006)**



How has ACE been working on internationalization?

<http://www.acenet.edu/Content/NavigationMenu/ProgramsServices/cii/current/past/index.htm>

Good Practices and Discovery Projects

- **Assessing International Learning Project (2005-2008)**
- **Forum on Internationalization for Chief Academic Officers (2005-2008)**
- **At Home in the World (2006-present)**





Research on Mapping Internationalization

- › **Mapping Internationalization on U.S. Campuses: Final Report (2003)**
- › **Measuring Internationalization (2005)**
- › **Internationalization in U.S. Higher Education: The Student Perspective (2005)**
- › **Mapping Internationalization on U.S. Campuses: 2008 edition**

Leadership Forums & Institutional Networks

- **Leadership Network for International Education**

http://www.acenet.edu/Content/NavigationMenu/ProgramsServices/C/EL/Leadership_Network1.htm

- **Internationalization Collaborative**

<http://www.acenet.edu/Content/NavigationMenu/ProgramsServices/cii/current/networks/Collaborative.htm>

- **Internationalization Laboratory**

<http://www.acenet.edu/Content/NavigationMenu/ProgramsServices/cii/current/networks/index.htm>



Internationalization Collaborative

- Created in 2000 with twin purposes of:
 - › Identifying good practices in internationalization
 - › Promoting collaboration within and between institutions of diverse institutional types
- Growth from around 30 to 120 institutions
- Activities:
 - › Annual Meeting for teams of administrators and faculty
 - › Web-site featuring profiles of good practice
 - › Regional meetings & spawning of collaborations
 - › Advisory Council





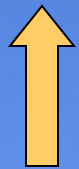
What do we mean by Internationalization?

Internationalization: the process for integrating international/intercultural content into the teaching, research, service and extension functions of the institution.

Typology of Change

Shallow ← **Depth** → Deep

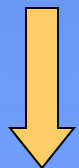
Narrow



Adjustments
(I)

Isolated Change
(II)

Pervasiveness



Far-Reaching
(III)

Transformational
(IV)

Broad





Comprehensive Internationalization

- An example of transformational change
- Intentional, requiring leadership, strategy, and time.
- A long-term undertaking, involving many people, usually over at least 5 to 10 years

A Comprehensive Model of Internationalization

For institutions that perceive internationalization more comprehensively, internationalization:

- › pervades the institution's teaching, learning, research, service and extension agendas
- › affects a broad spectrum of people, policies, and programs
- › leads to a deeper and potentially more lasting change in institutional focus and culture

Any Questions?





Campus Team Reflection

- How does internationalization as a transformational change process apply to our institution?
- What in our institutional context will support and what might challenge this internationalization process?



What is the integrated approach?

- An **internationalization review** to catalog and analyze what the institution is doing
- The development of **student global learning outcomes** and a method for assessing them to better understand the impact of what the institution is doing
- The integration of the results of the review and the learning outcomes process into a strategic **internationalization plan**



What is an Internationalization review?

A process for ...

- Taking stock of the international or global initiatives on campus
- Collecting and analyzing information as a basis for an internationalization plan
- Identifying strengths, weaknesses, gaps and possibilities for synergy
- Engaging people across the institution in a discussion of internationalization

What does an internationalization review look at?



Questions to guide a review of ...

- Articulated Commitment (mission, goals and vision)
- Institutional Environment for internationalization
- Strategy
- Structures, Policies and Practices, Resources



What does an internationalization review look at? (cont)

- Faculty and Staff
- Students
- Curriculum and Co-Curriculum
- Education Abroad
- Engagement with Institutions Abroad

Phases of the Review

- Launching the Review Process
- Gathering Information
- Analyzing the Review Findings
- Drafting a Report on the Findings

What's involved with conducting a review?

- Leaders Prep and Follow-up tasks...
 - › Create team & add people as needed
 - › Provide the team with a formal charge, visibility and resource support
 - › Work with the team to craft a common vision & language
 - › Ask the team for updates on their progress
 - › Communicate your support of this work
 - › Use the results for planning

What's involved with conducting a review?

- Information Collection and Reporting
 - › Take inventory of all international activities
 - › **Surveys, Mappings, Interviews,**
 - › Compile information into a report.
- Analyze as a basis for Planning
 - › Conduct analysis of information – SWAT
 - › Formulate recommendations
 - › Utility of a Peer Review

To the end of a plan...

- Integration of the results of the review and the learning outcomes process into a **strategic internationalization plan**
- **Elements of a Plan**
 - › Vision & Strategic Goals for Internationalization
 - › Performance Indicators – Outcomes and Evidence of Success
 - › Specific Action Steps and Timeline
 - › Responsible Agents and Funding

ACE-CII Resources...

Publications about Internationalization Concepts and Processes ...

<http://www.acenet.edu/Content/NavigationMenu/ProgramsServices/cii/pubs/ace/index.htm>

Internationalization Toolkit ...

- [Mapping and Planning Internationalization](http://www.acenet.edu/Content/NavigationMenu/ProgramsServices/cii/tool/map/index.htm)
 - › <http://www.acenet.edu/Content/NavigationMenu/ProgramsServices/cii/tool/map/index.htm>
- [Implementing and Evaluating Internationalization](#)
- [Examples of Good Practice in Internationalization](#)



Any Questions?



Individual Reflection

- What would such a review process look like at your institution?
- What scope would you undertake?
- Who would need to be involved?
- What dimensions would you expect to be the most difficult to examine? Why?
- What challenges do you think you would face?

Break



American Council on Education

What does articulating global learning outcomes add to the review process?

- Encourages a shift away from an ad-hoc approach
- Offers a guide for aligning curriculum and other inputs with desired outcomes for students
- Helps stakeholders understand the impact of institutional activities
- Encourages a culture of quality improvement
- Satisfies accrediting agencies
- Helps prioritize activities in an internationalization plan.

Basic Questions addressed by Learning Outcomes & Assessment

- What do we want our students to know and be able to do? (knowledge, skills, attitudes)
- Where would students acquire this knowledge and these skills and attitudes?
- What is our evidence that students are actually achieving these outcomes?

What's Involved with Learning Outcomes and Assessment?

- Specifying global learning outcomes
- Reviewing learning opportunities to see if they are addressing these outcomes
- Developing and implementing a plan to assess for student achievement of outcomes
- Making improvements in learning opportunities based on the findings

ACE's Guide to Assessing International Learning: the SPIF/ePortfolio Approach

<http://www.acenet.edu/Content/NavigationMenu/ProgramsServices/cii/res/assess/index.htm>

- The purpose of this Guide is to assist institutional leaders in preparing for assessment, developing an assessment plan, implementing the SPIF/ePortfolio approach, and using the results. It offers concrete tools and practical advice to administrators and faculty on applying these tools for program improvement.
 - › [Preparing for Assessment](#)
 - › [Overview of SPIF/ePortfolio Approach](#)
 - › [Implementing the SPIF/ePortfolio Approach](#)
 - › [Using the Tools](#)
 - › [Using the Results](#)
 - › [Other Assessment Resources](#)
 - › [Lessons Learned](#)

Developing International Learning Outcomes

http://www.acenet.edu/Content/NavigationMenu/ProgramsServices/cii/res/assess/Using_Tools.htm

- Selecting learning outcomes is a critical first step in measuring a student's international learning. This section provides information on how to develop and select international learning outcomes and includes examples of a ranking document and the learning outcomes used in the ACE/FIPSE project.



Developing International Learning Outcomes

http://www.acenet.edu/Content/NavigationMenu/ProgramsServices/cii/res/assess/Using_Tools.htm

- **Ranking Document Exercise**
 - › Mechanism for having conversations about learning outcomes.
 - › Step 1: Individual review and rankings
 - › Step 2: Consensus building conversation
 - › Step 3: Debrief on process

Other tools

http://www.acenet.edu/Content/NavigationMenu/ProgramsServices/cii/res/assess/Using_Tools.htm

- Rubrics
Rubrics developed for assessing specified international learning outcomes are an important element in implementing ePortfolios and other qualitative methods. This section includes information on different types of rubrics and the rubric piloted in the ACE/FIPSE project.
- ePortfolios
ePortfolios are an effective assessment tool when the goal is to assess multiple complex learning outcomes with one assessment tool. This section highlights links to different types of ePortfolio software, ePortfolio templates, how students can use ePortfolios, and exemplary ePortfolios.
- Student Portfolio Information Form
The SPIF is a survey instrument designed to provide student information that complements the artifacts in their ePortfolios. This section presents the SPIF used by the ACE/FIPSE project, links to survey software, and suggestions for institutional adaptation.

Advise on assessment process

http://www.acenet.edu/Content/NavigationMenu/ProgramsServices/cii/res/assess/Using_Tools.htm

- Rating Process

The rating process is an essential step in evaluating student ePortfolios and generating data to compare with student survey results. This section includes recommendations for selecting and training a team and a Handbook for ePortfolio raters.

- Sample Analysis and Strategies for Data Interpretation

After implementing and conducting an assessment approach, the final step is to analyze the results in order to use them for improvement. This page highlights questions that can be asked of the data collected through the SPIF/ePortfolio approach, and provides an overview of how the data can be used as part of a cycle of continuous improvement.

Other Assessment Resources

- There are several assessment instruments that measure international or intercultural proficiency. The hyperlink below includes a variety of methods, including knowledge tests, portfolios, interviews, oral proficiency examinations, satisfaction surveys, and cross-cultural inventories. This list is meant to showcase additional methods and tools beyond the ePortfolio and SPIF. The instruments have not been tested by ACE for reliability or validity...
 - › http://www.acenet.edu/Content/NavigationMenu/ProgramsServices/cii/res/assess/assess_resources.htm

Other assessment resources

Assessment Conferences

- › Assessment Institute, IUPUI
- › Association for Institutional Research Annual Forum
- › NC State Assessment Symposium
- › Texas A&M Assessment Conference
- › Assessment & Retention Conference, NASPA

Group Discussion

Where is your institution in the assessment cycle?

(See Strategic Framework, page 10, figure 2)

What assessment tools and resources have you found useful?

Individual Reflection & Evaluation

What are you taking away from this workshop?

