Learning without Borders:

Internationalizing the Gator Nation

UF UNIVERSITY of FLORIDA

Quality Enhancement Plan for the University of Florida

2014

Leadership

Joseph Glover, Provost and Senior Vice President of Academic Affairs
Timothy S. Brophy, Director and Professor, Institutional Assessment, Office of the Provost, SACSCOC Liaison
Cheryl Gater, Director of SACSCOC Accreditation, Office of the Provost
David Miller, Professor, College of Education, Director of QEP Development
Leonardo Villalón, Dean and Professor, International Center, Director of QEP Implementation

The Internationalization Task Force

Elizabeth Auer, Assistant Director, University Of Florida Performing Arts
Jean Ballantyne, Clinical Professor, College of Nursing
R. Kirby Barrick, Professor, College of Agricultural and Life Sciences
Kelli Brown, former Associate Dean, College of Health and Human Performance
Diane Bruxvoort, Senior Associate Dean, University Libraries
Mary Kay Carodine, Assistant Vice President for Student Affairs
Linda Cottler, Professor and Chair, College of Public Health and Health Professions and College of Medicine
George Dawson, Professor, College of Law
Margaret Fields, Associate Dean, College of Liberal Arts and Sciences
Jorge Hernandez, Professor, College of Veterinary Medicine
Susanne Hill, Executive Director, University of Florida International Center
Jane Houston, Clinical Assistant Professor, College of Nursing
Andy Howard, Assistant Director for Marketing, Student Affairs Department of Recreational Sports
Christopher Janelle, Interim Associate Dean and Professor, College of Health and Human Performance
Nikki Kernaghan, Associate Director, Program Development (former student), UF International Center
Michael Anthony King, Associate Director, Warrington College of Business Administration
Tawnya Means, Director, Warrington College of Business Administration
Juan-Carlos Molleda, Professor and Chair, College of Journalism and Communications
Ranga Narayanan, Bonnie and Fred Edie Distinguished Professor and Distinguished Teacher Scholar, and Director, Center for Surface Science and Engineering, College of Engineering
Sven Normann, Clinical Associate Professor and Assistant Dean, College of Pharmacy
Kevin Orr, Professor, College of Fine Arts
Milagros Peña, Associate Dean and Professor, College of Liberal Arts and Sciences
Brian Ray, Associate Dean and Lecturer, Warrington College of Business Administration
Karen Reed, Clinical Assistant Professor, College of Nursing
DeEtta Rhodes, Academic Advisor, College of Health and Human Performance
Dena Roberts, Assistant Director for Study Abroad Unit, UF International Center
Joe Rojo, Director, Warrington College of Business Administration
David Sammons, Professor Emeritus and former Dean, University of Florida International Center
Edward Schaefer, Associate Dean and Professor of Music, College of Fine Arts
Eric Segal, Education Curator of Academic Programs, Harn Museum of Art
Mickie Swisher, Associate Professor, Institute of Food and Agricultural Sciences
Brijesh Thapa, Professor, College of Health and Human Performance and UF International Center
William Tilson, Professor and Assistant Dean, College of Design, Construction and Planning
Theresa Vernetson, Assistant Dean and Lecturer, College of Education
Timothy Wilson, Student, College of Education
Marie Zeglen, Assistant Provost and Director of Institutional Planning and Research, Office of the Provost

UF | UNIVERSITY of FLORIDA
Gainesville, Florida 32611

Learning without Borders: Internationalizing the Gator Nation

The University of Florida Quality Enhancement Plan

January 2014

M. David Miller, Professor and Director, Quality Enhancement Plan Development

Leonardo A. Villalón, Professor and Dean, University of Florida International Center, Director, Quality Enhancement Plan Implementation

Timothy S. Brophy, Professor and Director, Institutional Assessment, SACSCOC Liaison

Table of Contents

Executive Summary **4**

Chapter 1: Process Used to Develop the QEP **5**
Introduction: Mission alignment 5
Institutional process 5
Leadership 5
Topic development and research 6
Broad-based involvement 8
Process Summary 10

Chapter 2: Topic Identification and Development of SLOs **11**
Empirical evidence supporting the need to increase efforts in internationalization 11
Table 2.1 Enrollment in courses with an international focus (SERU) 12
Topic Selection 12
Development of Competencies 13
Development of the SLOs 14
Figure 2.1. Student Learning Framework for Internationalization at the University of Florida: Definitions, Competencies, and Student Learning Outcomes 16

Chapter 3: Literature Review **17**
Overview 17
Theory 18
Faculty and Students 19
Internationalization at selected universities and colleges 20
Table 3.1. United States public universities by undergraduate enrollment, 2009-2010 20
Internationalization activities 21
QEPs 21
Internationalization as a primary theme 21
Global Awareness 22
Intercultural Communication 23
Summary 24

Chapter 4: Campus Initiatives **25**
Current Campus Initiatives 25
Existing curriculum on Internationalization 25
Existing co-curriculum on Internationalization 26
New and Expanded Campus Initiatives for the QEP 27
Study Abroad 27
Curriculum Enhancement 28
Campus Life 29
Internationalization Resources and Support 30
International Scholar Program 30
Table 4.1. International Scholar Qualifications 31

Chapter 5: Assessment **32**
Review of Existing Instruments 32
Figure 5.1. Interrelationship of SLOs with campus initiatives and assessment 32
Instrument Development 33

Direct Assessments....33
Table 5.1. VALUE Rubrics Used to Assess SLOs....34
Figure 5.2. Internationalization Area Definitions and Student Learning Outcomes....34
Figure 5.2. QEP Institutional Rubrics....35
Figure 5.2. QEP Rubrics, continued....36
....36
Figure 5.2. QEP Rubrics, continued....37
Indirect Assessments....38
SERU....38
*Percent agreeing or strongly agreeing on a five point scale....39
International Critical Thinking (IntCRIT) and International Communication (IntCOMM) Attitudes and Beliefs....39
Table 5.3. Psychometrics of IntCRIT and IntCOMM Scales....40
Table 5.3. Psychometrics of IntCRIT and IntCOMM Scales, continued....41
Outputs....41
Assessment Plan....41
Direct Assessments....41
Table 5.4. Assessment of Campus Initiatives....42
Indirect Assessments....42
Table 5.5. Administration of IntCRIT and IntCOMM by year....43
Outputs....43
Figure 5.3. Logic Model for the Quality Enhancement Plan....44

Chapter 6: Timeline....45
Prior to Fall 2014....45
Fall 2014 – Summer 2015....46
Fall 2015 – Summer 2016....47
Fall 2016 – Summer 2017....48
Fall 2017 – Summer 2018....49
Fall 2018 – Summer 2019....50

Chapter 7: Organizational Structure....51
Figure 7.1. Quality Enhancement Plan Organizational Chart....53

Bibliography....54

Appendix 1. January 26, 2012, Faculty Senate minutes endorsing the QEP theme**....60**

Appendix 2. Internationalization - from the President's 2007 Strategic Work Plan **....62**

Appendix 3. Excerpt on Global Competence and International Education, 2010 Task Force Report on Undergraduate Education**....63**

Appendix 4. Specifications for the *International Critical Thinking (IntCRIT)* and *International Communication (IntCOMM)* attitudes and beliefs items**....65**
Item Specifications – Critical Thinking....65
Item Specifications - Communication....71

Executive Summary

Learning without Borders: Internationalizing the Gator Nation is a five-year Quality Enhancement Plan (QEP) designed to further internationalize the undergraduate learning experience at the University of Florida (UF). Internationalization has been a university focus for many years. It is a component of the university mission and is addressed by several of the university's Strategic Work Plan goals. However, recent data from various sources has shown that student engagement in international activities and courses has declined at UF since 2009. This plan directly addresses specific areas for improvement related to factors that impact student participation in international learning experiences.

An International Task Force (ITF) of faculty, administration, staff and students from across the university was appointed in January 2011 charged to develop a plan to improve student engagement in international learning experiences. The ITF set the following goals:

Goal 1. Identify the factors that impede student participation in international learning experiences.
Goal 2. Design initiatives to mitigate these factors, the student learning outcomes subsequent to these initiatives, and the measures to be used to assess student learning and the university's progress toward successful implementation.
Goal 3. Implement these initiatives, assess their effectiveness annually, analyze the results of these assessments, and revise the initiatives as needed based on this analysis.

The QEP represents the achievement of goals 1 and 2. Goal 3 will be annually assessed during plan implementation and its achievement determined at the end of year 5.

To focus the plan on student learning and the conditions that enhance student learning, the ITF selected two international competencies to develop and measure in UF undergraduate students - global awareness and intercultural competence. Three student learning outcomes (SLOs) were developed to measure these competencies. Next, the ITF engaged various stakeholder constituencies in the development of campus initiatives that enhance the learning environment to enable student learning and demonstration of the SLOs. The campus initiatives are briefly described here.

- Study Abroad. This initiative enables more students, especially those in underrepresented disciplines, to participate in study abroad, through scholarships and faculty professional development to stimulate and incentivize additional and improved offerings.
- Curriculum Enhancement. For this initiative, a faculty committee reviews the current course inventory to identify existing courses that address the QEP SLOs. Major components of this initiative include incentives for the development of new courses that address the SLOs and faculty professional development on international course development.
- Campus Life. This initiative enables and encourages increased interaction between international and domestic students through planned events.
- International Resources and Support. This initiative increases SLO-focused co-curricular experiences for students through support of international events (speakers, performances, etc.) and the development of an international calendar available to students through social media.
- International Scholars Program. This new program incentivizes students to engage in international learning activities by acknowledging their accomplishments with medallions presented at graduation.

This plan is the culmination of the work and contributions of hundreds of university constituents, and presents a cogent, detailed description of the plan elements.

Chapter 1: Process Used to Develop the QEP

Introduction: Mission alignment

As a comprehensive, very-high research, public AAU institution, the University of Florida mission reflects the importance of preparing graduates for success in a global society:

> …*Together with its undergraduate and graduate students, UF faculty participate in an educational process that links the history of Western Europe with the traditions and cultures of all societies, explores the physical and biological universes and nurtures generations of young people from diverse backgrounds to address the needs of the world's societies…*
>
> *…The University of Florida must create the broadly diverse environment necessary to foster multi-cultural skills and perspectives in its teaching and research for its students to contribute and succeed in the world of the 21st century…*
>
> (Extracted from the university mission, https://catalog.ufl.edu/ugrad/current/uf-mission/Pages/home.aspx)

Internationalization was a major component of the University of Florida's 2003 SACSCOC self-study, and the 2003 report served as the springboard for the development of internationalization as an area of strategic importance for the institution. Two important institutional initiatives operationalized institutional efforts to meet this component of our mission. First, the President's 2007 strategic work plan, *From achievement to recognition: A strategic work plan for the University of Florida,* addressed the importance of internationalization as an area of strategic investment (see Chapter 2). Second, University of Florida Provost Joseph Glover launched a campus-wide initiative for enhancing the quality of academic programs in January 2011, with internationalization as the central theme.

Institutional process

Leadership

An interdisciplinary committee of university faculty and administrators, the University of Florida Internationalization Task Force (ITF), was assembled and charged with the task of developing the Provost's initiative into a Quality Enhancement Plan. The ITF was structured to be broadly representative, and membership invitations were extended to the university's 16 colleges. The university's model of constituent participation in institutional initiatives is *participation by representation*, and the ITF was intentionally designed so that its members would represent all university constituents in the development process. The University of Florida International Center leadership and staff also assumed a central role in engaging the campus in this initiative.

A number of individuals served the ITF in positions of leadership. The dean of the University of Florida International Center served as the initial leader and facilitator of ITF through July 2011, at which time a faculty member was appointed to the role of QEP Director. In June 2011, another faculty member was named Director of Institutional Assessment to provide guidance, oversight, and coordination for maintaining regional accreditation through SACSCOC, including oversight of the QEP.

ITF Leaders were proactive in seeking the expertise of those beyond the University of Florida. An outside QEP consultant was retained for a three-month period in 2011 to assist ITF members in the early development of broad QEP themes and goals. Additionally, ITF leaders were active in meetings of both the Florida QEP Network (March 2011) and the SACSCOC Institute (July 2011), gaining knowledge instrumental to channeling the work of the ITF toward increased efficiency and productivity.

Topic development and research

Early ITF discourse was stimulated, in part, by the examination of numerous research articles related to globalization, internationalization and assessment, as well as the review and analysis of QEPs recently completed by other institutions (see Chapter 4, Literature Review). Members reviewed articles electronically through a shared website, enabling regular feedback and discourse.

The ITF held bi-weekly meetings initially so members could reflect upon and discuss assigned readings, as well as share information gathered from colleagues in their home colleges. This array of sources provided ITF members a more comprehensive understanding of the diversity of the University of Florida community and, thus, a more informed perspective on the scope and scale of the task ahead. Ultimately, such discourse proved vitally important in shaping the QEP, as detailed in Chapter 2.

At its first meeting in January 2011, the Provost gave the ITF members three critical directives that framed the development of this plan. These directives were that the Quality Enhancement Plan must

1) be relevant and manageable for all University of Florida colleges;
2) reflect a consensus among colleges for the QEP theme; and
3) be built upon measurable Student Learning Outcomes (SLOs).

While the ongoing discourse inevitably led to the modification of the broader QEP themes over time, these core directives remained unchanged. The ITF continued to meet monthly (including summers) to discuss the direction and progress of the QEP through 2013.

QEP development timeline was established early in the process for a three-year period from January 2011 through December 2013. In addition, a QEP website was developed and maintained as a university-wide resource for specific QEP information: http://qep.aa.ufl.edu/home.aspx.

The ITF was divided into five working groups in Fall 2011, each charged to focus on a specific element of the QEP. The working groups reported their progress bi-weekly to the QEP Director and provided a monthly summary to the entire ITF. The working groups included additional members outside the ITF as needed. The working groups and their assigned tasks were:

1) Literature Review/Research – This working group provided the foundation for the QEP by reviewing (1) other universities' internationalization activities and (2) literature on best practices for internationalization. The literature guided the overall formation of the QEP, and served as a basis for refinement of the SLOs. The review results also served as the basis for the rationale for the specific QEP initiatives.
2) Communications – This working group planned and implemented the interface with all stakeholders for the QEP. Initially, they identified the stakeholders on and off campus.

They were then charged with raising awareness and seeking additional input from these stakeholders.

3) Campus Initiatives – This working group conducted an examination of current university internationalization activities that appeared to be aligned with the QEP SLOs. They also developed a plan for new initiatives that were needed to achieve the SLOs. The plan included initiatives/activities, the budget, and a timeline for implementation.
4) Evaluation/Assessment – This working group was charged with developing an assessment plan to measure progress in implementation of the goals, specifically to measure progress on the SLOs.
5) Writing – This working group worked with the QEP Director to get the QEP into its final form.

The results from each Working Group inevitably led to the discovery of information leading to shifts in the overall development and direction of the QEP. Feedback from the University of Florida Associate Vice President for University Relations illuminated a number of areas in which the ITF could more effectively pursue its goals. In addition to an important shift in one of the established QEP competencies (discussed in Chapter 2), the Associate Vice President provided these suggestions to the Communications Working Group:

1) The ITF must clearly articulate that the 2003 SACSCOC International Focus Report is the foundation on which the present QEP development is based—that efforts from 2003 will not be lost, but further developed.
2) The ITF must intentionally and vigorously focus its communication efforts to emphasize the benefits of internationalization for University of Florida students, providing students meaningful international exposures that foster cultural sensitivity and global interconnectedness.
3) The ITF must increase the involvement of faculty and students in the QEP process, acknowledging that all internationalization efforts already in place are beneficial and relevant. Faculty and students could be asked the following question: "Out of all the international efforts your unit or the university have implemented, or in addition to the internationalization efforts you have engaged in, which of the efforts are most beneficial for us to achieve the greatest impact…", in an attempt to engage various members of the campus community in the internationalization discourse.

Working Groups continued with their respective assignments and progress reporting at monthly ITF meetings. The Writing Working Group reviewed and edited the findings of the Literature Review, Campus Initiatives and Communications Working Groups. Revisions were then returned to the respective groups for validation and comportment with their original submissions.

An official title was given to the QEP during this period. The ITF voted from a list of several proposed titles, and they chose *Learning without Borders: Internationalizing the Gator Nation*.

In December 2011, the QEP Director presented the QEP theme to the Faculty Senate. The Senate unanimously voted to endorse the QEP at its January 2012 meeting. The endorsement was:

> *The University of Florida Faculty Senate endorses the development of a Quality Enhancement Plan to enhance the undergraduate learning environment, with a focus on the topic of internationalization.* (see the Faculty Senate minutes, Appendix 1).

The university's Academic Assessment Committee reviewed the assessment plan for the QEP at its meeting on November 12, 2013, and approved the plan at its December 11, 2013 meeting.

Broad-based involvement

In summer 2012 plans were developed for a fall campus outreach event at which various university stakeholders would be engaged in the work of the ITF and prompted for input. On September 5, 2012, the ITF conducted a Quality Enhancement Plan Forum with an audience of key university administrators, staff and faculty. A general presentation was made on progress to date, after which attendees were organized into small discussion groups. Group facilitators (ITF members) generated feedback from members through the following questions:

Curriculum
1. What curriculum activities currently within your unit would impact the SLOs?
2. What other curriculum activities would you suggest to impact the SLOs?
3. Prioritize three curriculum activities that you believe would have the greatest impact on the SLOs.

Co-Curriculum
1. What co-curriculum activities currently within your unit would impact the SLOs?
2. What other co-curriculum activities would you suggest for our campus to impact the SLOs?
3. Prioritize three co-curriculum activities that you believe would have the greatest impact on the SLOs

Engagement
1. What do you currently do in your unit to engage students, faculty and staff in internationalization?
2. What other things would you suggest to engage students, faculty and staff in internationalization?
3. Prioritize three suggestions for increasing engagement of students, faculty and staff in internationalization.

Members of the ITF took notes of the discussions at each table. Their notes were assembled, analyzed for themes using *NVivo9* qualitative analysis software, and summarized for subsequent review by the ITF. Based on discussions, the ITF, particularly the Campus Initiatives Working Group, incorporated the identified themes into the QEP planning process.

The ITF organized additional Faculty fora held on two dates, January 29 and February 1, 2013. The fora engaged a range of university faculty who were selected by the college SACSCOC coordinators for their known interest in internationalization. As in the fall 2012 forum, attendees were arranged into small groups and presented with questions similar to, but more specific, than those utilized previously:

1. How do the Student Learning Outcomes align with the international courses in your program? What additional curricular offerings would you suggest?
2. How do the Student Learning Outcomes align with co-curricular activities for your students? What additional co-curricular offerings would you suggest?
3. What steps need to be taken to ensure faculty and student participation in the QEP?

Using the same procedures operationalized in the fall 2012 forum, responses from the small groups were recorded, and themes were identified through qualitative analysis for discussion in the subsequent meeting of the ITF. The most frequent themes identified by faculty for delivering an internationalized curriculum and co-curriculum were:

1. Study abroad
    a. Increasing the number of students participating
    b. Ensuring alignment of study abroad courses or course content with SLOs
2. Coursework
    a. Using existing international courses in the QEP
    b. Developing new international courses
    c. Incorporating SLOs into international courses
3. Student Organizations
    a. Considering ways to increase interactions of students with international student organizations
    b. Considering ways to increase interactions of students with international students
4. Faculty Training
    a. Training faculty to incorporate international content into their courses and the SLOs
5. Speakers
    a. Outside international speakers/performers
    b. Internal speakers/performers on international topics
    c. Developing an International Events calendar

We gathered input from University of Florida students through Student Focus Groups assembled during the 2012-2013 academic year. Focus group participants were identified by the International Center and the Office of Student Affairs. A number of specific suggestions were returned from these groups:

1. Required courses – including more international courses and foreign language courses in student requirements
2. Peer-to-peer involvement – providing opportunities for students to interact with each other about international issues
3. Study abroad–providing more and different models
4. Requirement that students attend intercultural events
5. Need for greater dissemination of information about international events and development of an International Calendar
6. Development of smartphone applications or other media to disseminate information about international events
7. Development of student organizations with a specific focus on international issues
8. Recognition/awards for international activities

Additional stakeholders were engaged through a number of events to increase the visibility and discussion of the QEP across campus. These included, but were not limited to:

- Presentations at Department and College meetings to engage faculty
- Presentations to the University's General Education committee on the SLOs to ensure the purposes of the QEP and the General Education requirement for students to enroll in and complete a course with an international designation are consistent
- Reports on the progress of the QEP at national (SACSCOC in 2012 and 2013) and state meetings (Florida Consortium on International Education in 2011 and 2012)

- A presentation at the Eye Opener Discovery Breakfasts, sponsored by the Office of University Relations, which brings together leaders across the university and the community to discuss timely issues. Discussions ensued with the local community college (Santa Fe College) which is also working to internationalize their campus.

Process Summary

The process summarized here led to a plan that (a) was developed and endorsed by a broad-based university constituency, (b) confirmed our capability to initiate, implement, and complete the plan, (c) resulted in a clear, well-designed set of student learning outcomes, and (d) is measured through a rigorous assessment plan using psychometrically tested, reliable, and valid measures.

In the remaining chapters, we present the QEP in its entirety. Chapter 2 describes the identification of the topic of internationalization and the defining competencies and SLOs. The competencies and SLOs served as the guiding framework for the literature review presented in Chapter 3, and we applied our deepening understanding of the literature to the refinement of the competencies and the SLOs. The review of literature included theoretical issues for internationalizing campuses, internationalization efforts at other institutions, and effective internationalization practices. On the basis of the literature review and stakeholder input, the ITF developed the campus initiatives in Chapter 4. In Chapter 5, the assessment plan for the QEP initiatives is described. Finally, Chapters 6-7 describe the timeline, the organizational structure and the resources/budget to operationalize the QEP. An extensive bibliography and four Appendices complete the document.

Chapter 2: Topic Identification and Development of SLOs

As described in Chapter 1, the University of Florida has established internationalization as vital to its mission. Internationalization was also the focus of the university's 2003 SACSCOC self-study report.

In 2007, internationalization was identified as one of 12 areas of investment in the President's Strategies for Maximum Impact and the Strategic Work Plan (see Appendix 2). Three of the President's Strategic Work Plan goals address internationalization. They are:

> Goal 13: Provide a wide range of excellent co-curricular/extra-curricular activities and student services to maximize students' development as outstanding scholars, leaders and citizens in Florida, the nation and the global community.
>
> Goal 30: Enhance existing and develop new programs to promote international research, teaching and study abroad and exchange programs.
>
> Goal 31: Support Title VI centers in making competitive grant applications to secure extramural funding

In January 2010, the University of Florida's Task Force on Undergraduate Education provided a report on the major assets and challenges of the university's undergraduate programs (see Appendix 3). The report included a section on global competence and international education with the following recommendations to strengthen the internationalization of the undergraduate programs:

- Offer an International Certificate
- Promote more broadly the opportunity to study abroad
- Identify faculty and staff who are trained and willing to help freshmen and sophomores to plan for study abroad
- Support and encourage faculty to identify ways to internationalize their syllabi

Internationalization was the focus of the university's 2003 SACSCOC self-study report, has been an element of the university's mission, a focus of the president's strategic goals, and an area of need identified by the 2010 Report on Undergraduate Education. These institutional benchmarks pinpointed a need for the university to increase its efforts in internationalization. This Quality Enhancement Plan addresses that need.

Empirical evidence supporting the need to increase efforts in internationalization

Despite our institutional emphasis on internationalization, empirical evidence suggests that further effort is needed. The University of Florida has participated in a biennial survey of university climate called the *Student Experience in the Research University (SERU)* since 2009. The SERU is an undergraduate census survey that had 70% return in 2009, 63% return in 2011, and 58% return in 2013. This survey revealed the following:

- In 2011, 46% of the freshmen wanted to participate in study abroad but only 3% participated. While the data improved by cohorts, 30% of seniors wanted to participate in study abroad but only 14% participated. In 2013, similar data showed that 13% had participated in study abroad.
- There have been substantial decreases in student-reported enrollment in courses with an international focus from 2009 to 2011 and 2013 as shown in the table below. The

drop occurred in every college ranging from 18% to 32% in 2011 with substantial drops for freshmen, sophomores and juniors in 2013. The institutional trends are summarized in Table 2.1.

Table 2.1 Enrollment in courses with an international focus (SERU)

Cohort	2009	2011	2013
Freshman	58%	37%	27%
Sophomore	70%	40%	36%
Junior	62%	40%	37%
Senior	68%	45%	46%

Data from the Office of Institutional Planning and Research on student enrollment in courses with an international focus validate this student-reported decrease. From 2008 through 2012, the number of students enrolling in foreign language courses at the 1000 and 2000 level (lower division) has decreased from 10,980 to 8,006. This also included a drop of 1,377 students from 2011 to 2012.

Similarly, the University of Florida has not experienced the 3.4% increase in Study Abroad participation reported in the Open Doors database (http://www.iie.org/en/Research-and-Publications/Open-Doors). Instead, the number of students participating in study abroad at the University of Florida has remained flat over the last five years.

Topic Selection

Topic selection was an inclusive process. Because of the size and scope of the University of Florida, it is our practice and culture to engage in institutional decisions by representation. The Provost convened the 16 college deans as the representatives of their constituents to provide a direction for the QEP. The Deans and the Provost selected the topic of internationalization as a means to engage the campus in broadening learning opportunities for students on a topic that has been central to the University of Florida's mission and the Strategic Work Plan.

The Provost and the Deans appointed an International Task Force (ITF) to represent the faculty and students in the development of the QEP and to engage stakeholders more broadly in the process of development and implementation. The ITF was created to broadly represent administrators, faculty, staff and students as well as having invited representation from the 16 colleges.

The ITF discussed and assimilated documented feedback from colleagues to develop the broad QEP headings. The ITF weighed the term "internationalization" against "globalization" and numerous similar terms for QEP direction. Internationalization was chosen as the focus topic since the term was more all-encompassing and generally more relevant to the campus. The initial working definition of internationalization was given as the following: "*Internationalization is the conscious integration of intercultural and global dimensions into student learning*." ITF members discussed, adjusted and revised this definition, and *global dimensions* became *global competencies*.

Based on a number of factors (e.g., feasibility, mission, strategic work plan, need, and the size of UF's student population), the ITF decided to focus the plan on undergraduates. The ITF noted that reaffirmation of accreditation by SACSCOC applied to the entire university, and focusing on the undergraduate population reaches the largest cross-section of the student population while remaining manageable. By extension, professional schools/colleges benefit from a more internationalized undergraduate student body.

Development of Competencies

During ITF meetings, members were assembled into small groups to develop and generate common themes appropriate for university-wide SLOs. These exercises led the ITF to develop the following broad competencies: Global Awareness, Communication, and Interconnectedness. They followed a similar process to develop preliminary definitions, SLOs, and methods of measurement for the competencies:

Global Awareness

Definition:	The understanding and knowledge, in historical and contemporary context, of principal human experiences (including religion, science, culture, politics, and economics) and the discernment of the global context of the student's disciplinary interests.
SLO Outcome:	Reading choices/information acquisition, course selection, cultural activities, and travel choices.
Measurements:	Pre/posttest; use existing instruments.

Communication

Definition:	The process of sharing meaning determined by background, experiences, and contexts enhanced by expression, attentiveness, and receptiveness.
SLO Outcome:	Demonstrate the ability to interpret and interact with people/groups in venues/contexts different than one's native culture or language.
Measurements:	Instruments that measure changes or improvements in one or more of the following: cognitive, motivation of, and behavior aspects of multicultural communication.

Interconnectedness

Definition:	How individuals and institutions interact with one another across ecological, economic, and political environments.
SLO Outcomes:	Be aware of patterns of inter-connectivity in global events, problems, or losses. Be able to transfer skills and values to different or broader contexts.
Measurements:	Pre/post survey, formal tests of values, opinions of others, and evaluation and tests.

ITF members shared these competencies, definitions, outcomes, and methods of measurement with unit faculty for feedback. The documented feedback was then used for further editing and shaping.

In the summer, 2011, feedback and further discourse led to the realization that the Global Awareness and Interconnectedness competencies were too similar. It was decided that the previous three competencies would be condensed into two:

Global Citizenship:	Students comprehend the trends, challenges, issues and opportunities that affect the global community, and apply this knowledge responsibly and effectively in local and global contexts.
Intercultural Communications:	Students interact with members of other cultures with sensitivity and respect.

In the fall 2011, following a meeting between the ITF Communications Working Group and University of Florida Associate Vice President of University Relations, Andy Fletcher, it was suggested that our adopted competency, Global Citizenship, and its definition, might be changed to convey a message more embraceable, and less potentially divisive, to internal stakeholders. The ITF voted to change the first competency to Global Awareness (a term we had initially considered), and amend its definition as follows:

Global Awareness:	Students comprehend the trends, challenges, issues and opportunities that affect our communities and communities worldwide, and apply this knowledge responsibly and effectively in local and global contexts.

In January 2012, in the interests of both measurability and simplification, ITF members approved the following final definitions:

Topic:	Internationalization is the conscious integration of global awareness and intercultural competencies into student learning.
Competencies:	Global Awareness: Students comprehend the trends, challenges, opportunities that affect our communities and communities worldwide, and apply this knowledge responsibly and effectively. Intercultural Communication: Students interact effectively with members of other cultures.

Development of the SLOs

The ITF used the competencies, Global Awareness and Intercultural Communications, to design student learning outcomes (SLOs) that were consistent with the requirements for Florida Academic Learning Compacts. The State of Florida Board of Governors has mandated that all baccalaureate programs in the state public universities develop Academic Learning Compacts (ALCs) for each degree program that include student learning outcomes in three areas: (1) content knowledge, (2) critical thinking, and (3) communication.

SLOs were developed to be desirable, measurable, and achievable by all undergraduate students. The first draft of the SLOs was:

SLO 1 (Content):	Demonstrates knowledge of global issues and the interdependency among nations
SLO2 (Critical Thinking):	Applies knowledge, diverse cultural frames of reference, and multiple perspectives to think critically and interpret global issues
SLO 3 (Communication):	Communicates accurately and appropriately with members of other cultures

In January 2012, the SLOs were revised in the interests of both measurability and simplification. Additionally, although the SLO titles, [Content, Critical Thinking and Communication], were the impetus behind the development of the SLOs, the titles were removed as it was thought they led to confusion.

SLO 1:	Demonstrates knowledge of global and intercultural conditions and interdependencies
SLO 2:	Demonstrates the ability to think critically to interpret global and intercultural issues
SLO 3:	Communicates effectively with members of other cultures

In January 2013, the SLOs were further modified to delineate more explicitly the student behaviors expected and to comport with the university's Academic Assessment Committee guidelines for using active verbs:

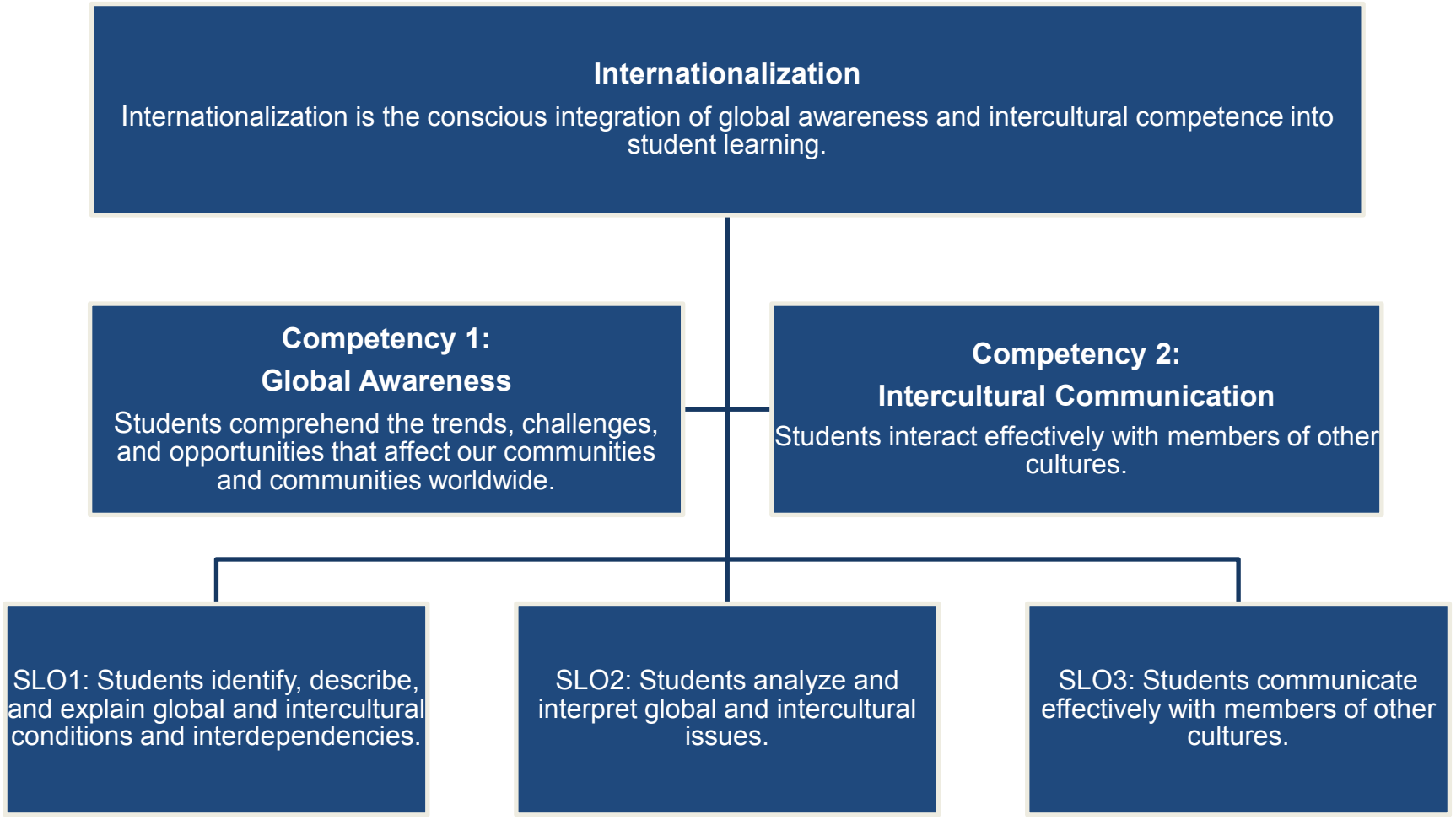
SLO1:	Students identify, describe, and explain global and intercultural conditions and interdependencies
SLO2:	Students think critically to interpret global and intercultural issues.
SLO3:	Students communicate effectively with members of other cultures.

The Academic Assessment Committee reviewed the SLOs, and recommended that the verb "think critically" in SLO2 be clarified in more measurable behavioral terms. The SLOs were modified in July 2013 to their final form:

SLO1:	Students identify, describe, and explain global and intercultural conditions and interdependencies.
SLO2:	Students analyze and interpret global and intercultural issues.
SLO3:	Students communicate effectively with members of other cultures.

Figure 2.1 presents the finalized student learning framework for internationalization that served to guide and structure our planning of the new initiatives and assessments for the QEP. The guiding definitions and SLOs were the basis for all further planning of the QEP including the literature review, the campus initiatives, and the assessment plan. All remaining elements of the plan were developed to meet the student learning outcomes.

Figure 2.1. Student Learning Framework for Internationalization at the University of Florida: Definitions, Competencies, and Student Learning Outcomes



Chapter 3: Literature Review

The literature review in support of this Quality Enhancement Plan addresses five facets of the internationalization theme. First we explore what internationalization means in the university setting, considering theory, faculty input and faculty attitudes. In the second and third sections we examine how internationalization is being operationalized in other universities with large undergraduate populations outside of the QEP process and how other SACSCOC accredited colleges and universities are applying the internationalization theme within the QEP process. Finally we provide literature reviews for the two primary competencies: Global Awareness and Intercultural Communication.

Overview

Over the past 30 years, a variety of definitions of the internationalization of higher education have emerged, describing it as (a) the process of integrating an international perspective into a college or university system, (b) making campuses more internationally-oriented, (c) infusing international material into the curriculum, and (d) adapting to an ever-changing, diverse external environment becoming more globally-focused (Bartell, 2003; De Wit, 2002; Hanson & Meyerson, 1995; Lambert, 1993; Tonkin & Edwards, 1981). More recently, internationalization of higher education has been defined as "the process of integrating an international, intercultural or global dimension into the purpose, functions or delivery of post-secondary education" (Knight, 2004, p.11).

The American Council on Education's report of the Blue Ribbon Panel on Global Engagement (ACE, 2011) identified priorities and opportunities for global leadership and engagement in higher education. The report offers analysis of challenges facing U.S. universities in the coming decades, and highlights factors that make internationalization a fundamental cornerstone of higher education.

Two themes on the importance of internationalization in higher education emerged from the ACE report. First, universities and colleges should prepare students for a volatile, unpredictable, and rapidly changing professional life, rather than a single career. Second, universities should prepare students to navigate global interconnections that make national boundaries permeable and transparent, especially with regard to the exchange of ideas and innovations. The ACE report concluded that successful colleges and universities will need to (1) develop their own strategies for global engagement rather than rely on an established model, (2) identify alternative models for global engagement, (3) develop and implement strategies with a balance of idealism and pragmatism, (4) focus on aligning global and local interests, and (5) use technology to engage students and faculty globally. The report concludes that internationalization is not a "frill" or an "added component" of higher education, but rather a fundamental driving force that will shape what colleges and universities are and do in the future. "The rapid recent evolution of a world that is truly global, in which sovereign boundaries are significantly permeable in ways that interconnect countries and institutions as never before, is a strong impetus for change in higher education. Moreover, this evolution offers an array of new opportunities that can strengthen – and perhaps even transform – colleges and universities" (ACE, 2011, p. 27).

Theory

Allen and Ogilvie (2004) posited multiple theories for internationalizing universities which lead to different policies that impact the defining characteristics of internationalizing the institutions of higher education. They provide three contrasting perspectives on globalization. The three perspectives on the underlying rationales for globalization are neo-liberal, liberal, and social transformation.

The neo-liberal perspective is based on a capitalist view where universities are striving to shift from public to private funding and to greater autonomy. As a consequence, the focus on economic development is not limited by state or federal sources. Economic development is based on global and local marketing and includes global partnerships. Internationalization occurs to the extent that it increases the economic viability of the university.

According to the liberal perspective, there is less emphasis on the economic benefits of globalization. Instead, the emphasis is on multicultural relationships and expanding international programs. The liberal perspective recognizes the importance of students being trained to work in a multicultural environment and with people from a wide range of backgrounds. Universities actively seek out global contacts to recruit international students, to provide international opportunities for students and faculty, and to develop international relationships for training and employment.

According to the social transformation perspective, the university strives to maintain the existing climate of the institution. This perspective values a critical awareness of the interconnection of the institution within local and global contexts. Relationships with international entities focus on structural inequalities and developing opportunities for disadvantaged groups. International partnerships are based on equity and social justice.

Internationalization of higher education focuses on changing attitudes and decreasing stereotypical perceptions of peoples and culture so that individuals function more effectively in multi-cultural settings and across cultures, countries, languages, norms, and values. According to Allen and Ogilvie (2004), challenges occur if universities are transformed into competitive, privatized “free market” institutions, leading to the commodification of education. One result, already observable, is international marketing of education as a commodity or service where students are treated as consumers and are led to expect tangible products for their “purchase” of education(e.g., access to the job market). Another potential pitfall is that internationalization of education will increase the hegemony of Western institutions in the knowledge economy, resulting in a homogenization of global cultures. The authors further suggest the development of transnational knowledge conglomerates that unite both universities and corporate partners to produce degrees, develop and disseminate proprietary products (including information), and control access to participation in the knowledge economy. This kind of “trans-nationalization” of higher education provides selective access, and marginalizes a large portion of the world’s population.

Gibson (2010) is critical of the neo-liberal perspective on globalization and education’s role in this process. The author questions whether the contemporary discourse on internationalization recognizes that globalization has different meanings for different peoples and cultures. Second, Gibson examines the degree to which current discourse recognizes the potential conflict between economic growth and global, social, and cultural exchange. The author’s final point explores how educators can utilize the current discourse on globalization as an educational tool that reflects differing views and sometimes conflicting cultural experiences.

Curriculum design and re-design is critical for any lasting change in the educational experience and student outcomes. Most of the literature focuses on the *content* of an “internationalized

curriculum." Van Gyn et al. (2009) focused on the need to extend curriculum design to include pedagogy that promotes cross-cultural understanding and functioning. Van Gyn et al. studied a learning-centered approach, intended to increase retention, understanding, and the ability to apply what students learn. In a learning-centered approach, instructors need to be aware of the assumptions made about students' prior knowledge, previous experiences and cultural background.

Haigh (2008) argued that contradictions result when internationalization of higher education is based on achieving educational objectives, as opposed to economic considerations. Haigh assumes that the primary goals of the international education are sustainable development and democratic citizenship. Thus, the purpose of higher education is to produce citizens with a global rather than national perspective, who understand and value cultural differences, and accept responsibility for the future of the world and its population. On the other hand, Haigh argues that internationalization generates income from international students who pay higher tuition. In short, international student fees subsidize the education of students from the host nation or state. Consequently, internationalization focuses on international marketing, and builds programs that emphasize e-learning and credentialing. Haigh argues that internationalization may provide an academically acceptable justification for attracting international students both on-campus and through various e-learning venues, allowing institutions to make up budgetary shortfalls. The author concludes that internationalization that meets educational goals requires a focus on global citizenship and curriculum design rather than economic advantages.

Faculty and Students

Dewey & Duff (2009) examined the perspective of a faculty member in the internationalization process. The authors provide insight into faculty members' perceived problems of roles, responsibilities, and barriers to internationalization in the university. Dewey & Duff directly address the tensions that arise as faculty members feel "pulled in different directions" and assume additional responsibilities.

Sawir (2011) examined variations in the implementation of internationalization within programs. The author explores how pedagogical differences by discipline affect faculty views and responses to internationalization, specifically in regard to what constitutes knowledge and how students learn. These differences cause faculty members to respond differently to the changing educational environment that internationalization creates and offers. Faculty in engineering and physical sciences were reported least likely to change their teaching to accommodate internationalization, while those in the social sciences, business and arts were most likely to react to internationalization by examining and changing their own approaches to teaching. The article concludes that disciplinary differences need to be taken into account in developing and implementing internationalization plans.

Stohl (2007) addressed the degree to which faculty are rewarded for involvement in international activities. The author offers three criteria for successful faculty involvement: (1) internationalization begins from a nuclei of faculty who have a strong personal commitment to it in their teaching, research and service; (2), there exists a clear reward system for faculty involvement; and (3), faculty recognize the manner in which internationalization can greatly enhance one's professional experience.

Stroud's (2010) study offers interesting data on the number of American students who plan to study abroad, and differences in participation rates by parental income and education, gender, and race. The results suggest that female students, those attending school more than 100 miles from home, and those expressing an interest in understanding other cultures and countries

possess a greater intent to study abroad. By comparison, individuals planning to pursue a master's degree or higher, those living with family while attending school, and those majoring in engineering and professional areas such as architecture and medicine, tend to be less inclined to study abroad.

Internationalization at selected universities and colleges

Internationalization activities at colleges and universities with smaller undergraduate populations may be effective within those institutions, but not necessarily predictive of the results for larger campuses. The University of Florida is ranked among the top universities with the largest number of undergraduate students. The following table identifies the largest United States universities by undergraduate enrollment for the academic year 2009-2010 with similar undergraduate enrollments. The eleven largest undergraduate populations provide a basis for comparing internationalization efforts on similar campuses. The public universities by undergraduate enrollment are shown in Table 3.1.

Table 3.1. United States public universities by undergraduate enrollment, 2009-2010

Ranking	University	Undergraduate Enrollment
1	University of Central Florida	45,398
2	Ohio State University	41,348
3	Arizona State University	41,256
4	Rutgers University	38,902
5	Texas A & M University	38,810
6	Pennsylvania State University	38,630
7	University of Texas at Austin	38,168
8	University of South Florida	36,595
9	Michigan State University	36,489
10	University of Florida	33,628
11	University of Minnesota	33,607

Internationalization activities

Our review of the universities listed in Table 4.1 revealed that three - Ohio State, Arizona State, and Rutgers – displayed a limited web presence of international activities other than study abroad programs. The remaining seven universities displayed strategic plans that were either internationalization specific or contained goals and action plans related to internationalization. The bibliography contains links to these documents.

Whereas most of the strategic plans acknowledge the need and propose actions to increase study abroad programs, University of Central Florida (UCF) concentrated their action steps on on-campus activities and opportunities. The UCF Office of Internationalization developed an Internationalization Strategic Plan 2009-2012 (UCF, 2009). This plan contained three goals: (1) enhancing global competitiveness of graduates, (2) creating an international campus climate, and (3) enhancing global reputation through international collaborations. Each goal is then broken down into measureable objectives each with specific action steps to advance the success of the specific goal. The UCF plans calls for international engagement opportunities through student organizations, UCF housing and events.

QEPs

Public and private colleges of varying sizes throughout the SACSCOC region have developed and implemented internationalization-focused Quality Enhancement Plans, and these are in varying stages of planning and implementation. The first of these began in 2005. Some institutions adopted internationalization as the primary theme for the QEP, while others used internationalization as one aspect of a more generalized theme.

Internationalization as a primary theme

Duke University's QEP *GLOBAL DUKE: Enhancing Students' Capacity for World Citizenship* (Broadhead and Ruderman, 2009) has three primary components: the Winter Forum, a 2 ½ day immersive on-campus program; the global semester abroad, an opportunity to compare an issue in two countries; the global advising program, a resource for all students. Each component is intended to enhance students' capacity for global citizenship.

University of Tennessee's *International and Intercultural Awareness Initiative* was launched in 2005 with a goal of "moving intercultural/international studies from the periphery to the center of the institution (Papke, 2005). The 16-point Action Plan called for participation across the university, with central coordination, support from the chancellor, reviews of departmental curricula and general education requirements. This QEP focused on how internationalization goals can be accomplished on campus.

At Wake Forest University however, the internationalization QEP, *Beyond Boundaries: Preparing Students to Become Global Citizens,* has two primary initiatives. The first is to enhance the quality of student international experiences and the second is to increase student participation in international experiences. The QEP was initiated with 50% of Wake Forest students involved with academic study abroad.

Like Wake Forest, Kennesaw State University, Georgia (KSU) aims to increase its position as a global university through the *Get Global* QEP. Their students engage in "global learning for an engaged citizenship" (KSU, 2007). Learning outcomes for graduating seniors include global perspectives, intercultural engagement, and global citizenship.

In Florida, three institutions have developed QEPs with internationalization as a primary theme: Florida International University, University of Tampa, and Rollins College. *Global Learning for Global Citizenship* (Florida International University) has three components: curriculum, co-curriculum and faculty development. *Building International Competence: An Integrated Approach to International Education* (University of Tampa) also has three components: creating a campus learning environment that promotes international competency, creating international learning experiences and opportunities, and maximizing learning outcomes through repeated exposures. Since implementation, the University of Tampa has developed a Certificate of International Studies program. *Building International Competence: An Integrated Approach to International Education* (Rollins College) includes five initiatives: leadership and citizenship, student recruitment and retention, academic and social integrity, internationalization, and diversity.

Internationalization is also included as one component of three QEPs: *Strengthening the Global Competence and Research Experiences of Undergraduate Students* (Georgia Institute of Technology), *Making Critical Connections* (University of North Carolina Chapel Hill), and *USConnect: Student Empowerment through Integrative Learning* (University of South Carolina).

Global Awareness

The terms Global Awareness and Global Competence are often cited as desired outcomes of efforts to internationalize higher education. Many colleges and universities are adding programs to meet organizational goals for their graduates to achieve a global perspective or global awareness. In fact, global awareness has been incorporated into the mission statements and student learning outcomes at many U.S. colleges and universities (Altbach, 2002). For example, Florida International University has defined global awareness as the "knowledge of the interrelatedness of local, global, international, and intercultural issues, trends, and systems" (Florida International University's Quality Enhancement Plan, 2010, p.23). Similarly, the University of Wisconsin's *Global Competence task Force Report (2008)* has defined a globally aware student as a person who "has the knowledge, competencies, values, and dispositions to act in an informed manner, demonstrate empathy, engage in effective intergroup communication, and build community across social, cultural, political, environmental, geographic, and economic boundaries."

Hanvey (1982) developed one of the first definitions of global awareness and suggested five dimensions for the preparation of globally aware students. These included perspective consciousness, state-of-the-planet awareness, cross-cultural awareness, knowledge of global dynamics, and awareness of human choices. Subsequently, Merryfield (1990), a leading scholar in the field of global education, combined Hanvey's definition with those of several other scholars, arguing that global awareness involves the possession of human beliefs and values. Case (1993) suggested that two interrelated dimensions contribute to global awareness: the substantive dimension, which refers to knowledge of various features of the world and how it works; and the perceptual dimension, which is an orientation or outlook. According to Bikson (1996) global awareness is of critical importance in the preparation of students to compete in a global economy, while Clarke (2004) defined global awareness as the "cognitive or knowledge aspect of students' perceptions" (p. 56).

Early studies indicated that students lacked both global awareness and international knowledge in the context of the major disciplines (American Council on Education, 2000: Council on International Educational Exchange, 1988; Lambert, 1990; Siaya & Hayward, 2001). These studies suggest that action was required to infuse international concepts in schools, colleges

and universities. In a review of literature, Ferreira (2010) found little evidence of this emphasis on global awareness in higher education.

However, a limited number of studies have provided evidence and justification for emphasizing global awareness and education. Opper, Teichler and Carlson (1990) indicated that an international experience provides cultural awareness, improves communication abilities, and increases foreign language skills. Similarly, Clarke (2004) reported that exposure to a foreign language and culture had a positive impact upon global awareness attitudes. Chieffo and Griffiths (2004) assessed the global awareness of study abroad students in four areas: intercultural awareness; personal growth and development; awareness of global interdependence; and functional knowledge of world geography and language. They concluded that short-term programs, even as short as one month, are worthwhile educational endeavors that have significant self-perceived impacts on students' global awareness. Other studies supporting the development of global awareness in response to internationalization initiatives include Burnouf (2004), Engle and Engle (2003), and Tritz and Martin (1997).

Intercultural Communication

The terms Intercultural Communication (IC), Intercultural Communication Competence (ICC) and Intercultural Education (ICE) have been established in discussions of international issues in education, business, and government, as evidenced in an extensive body of literature. The significance of IC as a basic citizenship skill is underscored by numerous studies from the past several decades (Hall, 1959; Prosser, 1973; Gudykunst, 1983; Lustig, and Koester, 1993; and Reid, 2002). Chen and Starosta (1996) noted "five triggers" of global society that make ICC a "survival" tool. As recently as 2012, Liu and Dall'Alba asserted that "Competence in intercultural communication has become a necessity for functioning effectively in our increasingly globalized and multicultural society."

UF has witnessed significant growth in cultural diversity in student, faculty and staff populations in the last decade, mirroring state and national trends (Fischer, 2010). Thus, the UF campus itself plays a pivotal role in the development of ICC.

Some authors have offered specific definitions for IC:

> Intercultural communication can be defined simply as that interpersonal communication on the individual level between members of distinctly different cultural groups (Prosser, 1978).
>
> Intercultural communication is a transaction, symbolic process involving the attribution of meaning between people from different cultures (Gudykunst & Kim, 2003).
>
> Intercultural Communication (IC) is the study of heterophilous interpersonal communication between individuals of different cultures. IC focuses on the interpersonal interaction of people who represent different cultures (Rogers & Hart, 2002).

Others have offered tools for analysis of ICC strategies. Gudykunst's Anxiety/Uncertainty Management Theory (AUM) identifies forty-seven axioms that aid in the development and analysis of intercultural communication strategies. Axiom 39 states, "An increase in our ability to manage our anxiety about interacting with strangers and an increase in the accuracy of our predictions and explanations regarding their behavior will produce an increase in the effectiveness of our communication." Sitaram & Cogdell, (1976, p. 39) distinguish "international communication," which the authors define as "…interaction at national, rather than cultural,

levels. The purpose of international communication is to affect political, economic, and defense policies of other nations."

As noted by Bennett (1993) and Freed (2004), neither studying abroad nor learning to speak a second language ensures ICC. Indeed, ICC encompasses an awareness of body language, social mores, religious practices, gender roles and stereotypes, as found in both mass media and popular culture (Samovar, Porter, McDaniel, 2012, Carbaugh, 2007, Gudykunst, 2005).

Recent publications on the topic of ICE offer an integrated approach to theory, best practices and methods of evaluation. Gudykunst's (2005) "Theorizing about Intercultural Communication" provides a comprehensive overview of the literature on ICE/ICC epistemology and methodology. "The Handbook of Critical Intercultural Communication" (Nakayama and Halualani, 2011) expands IC study into rhetoric, popular cultural, feminist studies, media, race and ethnicity, as does the "SAGE Handbook of Intercultural Competence" (Deardorff, 2009). "Intercultural Communication: A Reader" (Samovar, Porter, McDaniel, 2012), outlines methodologies from perspectives of Social Science, Interpretive Approach and Critical Theory. The Reader also contains a significant section on the relationship between IC and popular culture.

Distance learning platforms create additional challenges and opportunities for achieving intercultural communication competence. Guth and Helm (2012) offer an analysis of how teleconference and web based tools add value to the pursuit of ICC, as does Kitade's (2012) "An Exchange Structure Analysis of the Development of Online Intercultural Activity."

In regard to assessment, Arasaratnam (2009) suggests a need for "a measure of intercultural communication competence (ICC) that can be used in culturally diverse groups of participants." She proposes a model that evaluates intercultural sensitivity for diverse populations from different universities, disciplines and personal backgrounds. Deardorff (2006) provides an alternative approach for assessing intercultural competence as a student outcome of internationalization. The Purnell Model for Cultural Competence (Purnell, 2005), although developed within the context of healthcare professions, has a universal application. Purnell's framework is comprised of twelve domains, along with the primary and secondary characteristics of culture, which determine variations in values, beliefs, and practices of an individual's cultural heritage.

Summary

The literature review revealed that there are a broad range of strategies and rationales for increasing the internationalization of a campus. At a minimum, internationalization needs to include curricular enhancement, co-curricular initiatives and faculty development. These three strategies were adopted as campus initiatives (see Chapter 4).

Chapter 4: Campus Initiatives

This chapter begins with a description of some of the current programs that comprise internationalization efforts for the undergraduate population. The QEP initiatives are an expansion of the work already being done on internationalization. While there is a strong emphasis on internationalization at the University of Florida, there is also a clear need to increase efforts to involve more students in this important learning experience. In the second section of this chapter, we describe the expanded initiatives planned for the QEP.

Current Campus Initiatives

The University of Florida currently engages in numerous initiatives that incorporate international content into the life of our undergraduate students. These initiatives include curricular and co-curricular activities.

Existing curriculum on Internationalization

Students in all majors are introduced to international content through the university's general education requirements. All general education courses follow a rigorous review process and the General Education Committee reviews and approves all courses in the inventory. The general education curriculum is organized around seven major content areas: composition, diversity studies, humanities, international studies, mathematics, physical and biological sciences, and social and behavioral sciences. All students are required to complete 36 credits for the general education requirement which includes 3 credits of international studies. The international studies courses (coded as "N" in the undergraduate catalog) are described as follows:

> *International courses provide instruction in the values, attitudes and norms that constitute the culture of countries outside the United States. These courses lead you to understand how geographic location, development level and geopolitical influences affect these cultures. Through analysis and evaluation of your own cultural norms and values in relation to those held by the citizens of other countries, you will develop a cross-cultural understanding of the rest of the world.*
>
> (excerpted from https://catalog.ufl.edu/ugrad/1213/advising/info/general-education-requirement.aspx#description)

The University of Florida has designated 384 courses as international studies (N) courses.

In addition to the general education curriculum, the study abroad program provides opportunities for deeper, first-hand international study and experience. Each year, approximately 2,000 UF undergraduate students participate in Study Abroad in more than 50 countries. Through these programs, students participate in a wide range of cultural and language studies, and rigorous subject-specific course offerings.

We offer three types of Study Abroad programs. Exchange programs typically involve a student enrolling in another university that has been designated as a UF exchange partner. These universities then send a comparable number of students to attend UF in exchange. This experience lasts one semester or a full year, and students apply to have credits transferred to UF. In addition, UF sponsors programs that have been developed by UF faculty and are usually taught by UF faculty at international locations. Most of these programs award UF credit. These courses are typically shorter, either during a break week or a six- to twelve-week summer program. Finally, the International Center staff works with students to obtain credit for

international programs that are not affiliated with UF. UF has a wide range of models for Study Abroad that range from traditional student study abroad at another institution to internships and service learning options.

The university supports Area Studies Programs through the Title VI Centers and other programs that bring international content to courses and programming across campus. These programs and centers include the Center for African Studies, the Center for Greek Studies, the Center for Jewish Studies, the Center for European Studies, the Center for International Business Education and Research (CIBER), the Center for Latin American Studies, and The France-Florida Research Institute.

Colleges and departments also support significant internationalization programs. The Warrington College of Business offers, on an on-going basis, information sessions, orientation, professional development, and social activities related to international study for students. The Global Education Lab in the Department of Agricultural Education and Communication focuses on globally integrated educational programs for undergraduate and graduate students. IFAS Global is UF's Institute of Food and Agricultural Sciences (IFAS) International Program department. IFAS also had a certificate program in global studies. Also, the College of Liberal Arts and Sciences (CLAS) has 24 Global Affairs majors and 10 Language majors. International minors are also available in the College of Journalism and Communication (International Communication) and CLAS (East-Central European Studies, European Union Studies, International Relations, Jewish Studies, Latin American Studies, and Russian and East-European Area Studies).

Existing co-curriculum on Internationalization

Co-curricular activities substantially internationalize the student experience at UF, often enhancing courses as well as enriching the cultural life of the campus. Co-curricular activities include all activities that are not part of courses, including study abroad, for which students receive credit.

The Division of Student Affairs offers many experiences that internationalize the campus including the Common Reading Program (CRP). Instituted in 2007-2008, the Common Reading Program provides all incoming freshmen a Common Reading Program book, which is selected by a committee of faculty, staff and students, to feature international, interdisciplinary and diversity themes. The book selected for the Common Reading Program is intended to expose students to issues relevant in today's global community and enhance students' intercultural competence through exploration of experiences relevant to diverse communities. The Freshman Convocation & Orientation includes groups hosted by each college's faculty to bring the incoming students together for discussion of the current CRP book. In addition, students enrolled in the freshman experience course, First Year Florida, explore in more detail the themes of the CRP book during their classroom discussions. The CRP book for 2013-2014 was *A school for my village: A Promise to the orphans of Nyaka* by T.J. Kaguri, and 2012-2013 book was *The dressmaker of Khair Khana* by A. Ali, respectively.

Within Student Affairs, the Housing and Residence Education department offers living/learning communities and programs that focus on international and domestic student interactions as well as education. The Gator Global Initiative is another example of a current UF program that educates students about social issues worldwide and efforts to address those issues.

The University of Florida libraries support the internationalization of teaching through their collections and programs. In addition to Special and Area Studies International Collections, the library hosts and sponsors International Education Week activities, international lectures, international music, foreign language events, and internationally themed exhibits.

UF Performing Arts (UFPA) presents many international artists each year (twenty in 2011-12), and hosts international cultural events. The UFPA staff collaborates with faculty to support various classes through facilitating contacts and interactions with international artists.

The Samuel P. Harn Museum of Art supports international teaching through courses (reaching some 10,000 students in classes each year), international exhibitions and lectures, several internationally themed Museum Night events, and in activities in the new David A. Cofrin Asian Art Wing.

Students themselves are significant contributors to the internationalization of UF and have organized 63 current student organizations for international students and/or promoting international interests. In addition, many of the 980 student organizations offer programs and workshops that address internationalization of student learning outcomes.

New and Expanded Campus Initiatives for the QEP

The Quality Enhancement Plan for the University of Florida focuses on five campus initiatives designed to provide optimal learning experiences for our students. Our initiatives expand curricular offerings through Study Abroad and Curricular Enhancement, expand the supporting co-curricular offerings through Campus Life and Internationalization Resources and Support, and provide an incentive for students to participate in internationalization activities through the International Scholars Program. Each of the initiatives builds on existing programs at UF and enhances the learning environment for our undergraduate population to enable students to achieve our learning outcomes. Each of the initiatives is measurable and includes a valid, reliable assessment (described in Chapter 5).

Study Abroad

The core output goals for the study abroad component of the QEP are to: 1) increase participation in study abroad by 5% per year with a focused effort to attract students that typically do not participate; 2) strengthen current study abroad offerings to best achieve the defined student learning outcomes described in the QEP; and 3) develop new and innovative modes of delivering study abroad programs beyond traditional classroom learning.

In order to achieve these output goals, we have planned efforts that increase resources for students, particularly underrepresented students, through 1) new and different study abroad offerings, 2) improved promotion of study aboard opportunities, and 3) additional scholarships to support student participation in study abroad. The typical student in study abroad in 2011-2012 was female (66.0%), Caucasian (59.4%), and majored in business (29.3%) or Social Sciences (31.7%). This QEP initiative focuses on increasing participation of ethnic minority students, socio-economically disadvantaged students, males, and students in disciplines who do not typically participate in study abroad.

We plan the following specific actions to increase participation and expand offerings in study abroad.

1) Additional scholarships. These scholarships will be preferentially offered to students from cohorts that are currently underrepresented among study abroad participants. The scholarships are planned to increased opportunities for majors not typically participating in Study Abroad, such as those in STEM fields and the health sciences. Our plan focuses on creating a greater demographic balance in study abroad scholarship awards.

2) Resources are budgeted to increase course offerings. These resources include faculty incentives, faculty professional development, and faculty travel to key study abroad locations. Our plan supports the design of more diverse course offerings to attract currently underrepresented student groups and stimulates the incorporation of new and flexible methods of delivery. In consultation with academic advisors across the campus, these programs include:

a. Research Abroad. With our growing emphasis on undergraduate research (our Center for Undergraduate Research, http://cur.aa.ufl.edu/, leads the university in this endeavor), our plan supports the development of courses that identify and promote research opportunities abroad.

b. Internships: As more UF colleges incorporate an internship component in their degree requirements, fulfilling those requirements abroad simultaneously enhances desired learning outcomes both in the discipline and in the context of internationalization of undergraduate education. Our plan stimulates the identification and development of well-structured and carefully supervised professional learning experiences abroad that are related to a student's field of study and develop lifelong skills.

c. Service-Learning: Still relatively new to our campus's study abroad offerings, service-learning is an experiential mode for study abroad delivery that purposefully combines academic learning with relevant community service. Our plan enables study abroad leaders to work closely with academic advising units on campus and relevant hosting units abroad to identify and develop carefully selected service learning opportunities that match students' interests and skills, thus making a valuable contribution to the beneficiary community abroad while simultaneously providing quality learning in service settings.

Curriculum Enhancement

Curriculum enhancement has been planned in two processes. First, we plan a review of existing curriculum to determine which courses meet the QEP's SLOs. Approved courses qualify for inclusion in our new *International Scholars Program* (the complete qualifications are listed in Table 5.1). We plan to create an *International Scholars Course Approval Committee* to review the consistency of courses with the QEP SLOs. Second, the QEP supports the development of new courses that specifically address the SLOs and qualify for the International Scholars Program.

Beginning in Fall 2014, the *International Scholars Course Approval Committee* shall commence a review of our current International Studies General Education (N) courses and other courses submitted by faculty for qualification consideration in the International Scholars Program. The review guidelines focus on the course content in the syllabus, and the assessments for the SLOs. Course approval is contingent upon 1) the degree to which courses are focused on

internationalization, 2) whether the course addresses at least one of the QEP SLOs, and 3) the development of a reasonable measurement system for reporting SLO achievement.

We have also planned professional development at annual International Faculty Professional Development workshops. QEP staff members are responsible for these workshops. As described earlier, faculty incentives are planned to stimulate new course development. The procedure for faculty course development is described here.

1) First, faculty members apply to attend the International Faculty Professional Development workshop. The *International Scholars Course Approval Committee* then reviews the applications and recommends participants to the QEP Leadership Team (see Chapter 7, Organizational Structure, for the members of this team). The committee makes its recommendations using the following guidelines:
    a. The goal is to select a set of courses that address at least one SLO so that the total set reflects a balanced representation of the Content, Critical Thinking and Communication SLO categories.
    b. Communication courses that include foreign language learning and courses emphasizing Language for Specific Purposes (LSP) receive priority. consideration. LSP is an approach to foreign language teaching that focuses on the immediate needs of learners who require a specific language for professional use. Needs analysis of the learner is key for the development of LSP courses and programs.
2) Selected faculty members attend the International Faculty Professional Development workshop conducted under the leadership of the Associate Director. The International Faculty Professional Development workshop includes instruction on internationalizing the content of the courses and using the QEP direct and indirect assessments.
3) Faculty members then develop the international course with ongoing advice from the Associate Director.
4) Next, the course is reviewed by the *International Scholars Course Approval Committee* for inclusion in the International Scholars Program. Courses approved for the program are required to measure at least one of the SLOs and provide assessment data to the Leadership Team.
5) Once approved, the selected courses enter the university curriculum approval process for review by the College and University Curriculum Committees for inclusion in the UF curriculum inventory.

Campus Life

Campus life plays a critical role in the internationalization and education of students. To maximize these learning opportunities, we plan to facilitate interactions between international and domestic students in meaningful ways. We plan to engage international graduate students in the residence halls as well as within living-learning communities in mutually beneficial relationships with undergraduate students. Our plan includes the collaboration of the QEP Associate Director and Office of Student Affairs representatives to develop activities that increase participation of students in international events and increase interactions with international students. Finally, the *Gator Global Initiative* - an annual conference that inspires students to find their passion and create change locally, nationally and globally, with the aim to have students interact with each other and learn from various speakers to develop socially responsible leadership - will be modified and expanded to address more fully the learning outcomes. Our plan includes infusing international components into existing student programs, such as the *Certified Gator Professional* program within the Career Resource Center and

Florida Alternative Breaks. Our QEP resources support training for student affairs professionals to operationalize these initiatives.

Internationalization Resources and Support

A variety of international and cross-cultural events and activities are regularly programmed at the University of Florida; however, the challenge is navigating the wealth of programs available and deepening the learning that results from these activities. This initiative has been designed to manage the massive amounts of information collected and connect student learning more intentionally to our learning outcomes. To achieve this, the Associate Director will guide the development and maintenance of a centralized international calendar of events occurring at UF, in the community, and online that support the QEP SLOs. QEP staff shall assist with updating the calendar and sending notices via social media. In addition to the calendar, UF will utilize current speakers brought by Accent, UF's student government-funded speaker bureau, and student organizations to connect learning that is occurring in the classroom to the co-curriculum. Staff will also assist faculty to find speakers that align with their courses. The QEP budget includes matching funds up to $10,000 to cover the costs of speakers and events on international themes; funding decisions are the responsibility of the Leadership Team.

International Scholar Program

Student focus groups were integral to the development of our QEP. Students were particularly interested in an award program that recognized international achievement. In response to student focus group data, the ITF developed an *International Scholar* program with two levels of recognition – Silver and Gold – with corresponding medallions that reflect this achievement. To qualify for the Silver medallion, students must complete three approved International Scholar courses or two International Scholar courses and a semester of Study Abroad. To qualify for the Gold medallion, students must complete the Silver medallion requirements *plus* two additional approved International Scholar foreign language or Language for Specific Purposes courses beyond their college's foreign language requirement[1]. Students must also participate in 6 international events to qualify for either designation. To verify their completion of these requirements, students must submit a transcript that verifies completion of the Study Abroad and International Scholar course requirements and self-report participation in international events that have been approved for the QEP. The requirements are summarized in Table 4.1. Monitoring student qualifications is the responsibility of the QEP staff.

[1] Some University of Florida colleges require a foreign language for all of their students, so to qualify for the Gold medallion students must take foreign language courses beyond those requirements.

Table 4.1. International Scholar Qualifications

Qualifications for Undergraduate International Scholar Medal	
Gold Medallion	**Silver Medallion**
Academic: Complete Study Abroad x 1 semester *and* 4 International Scholar courses, demonstrating satisfactory achievement of the QEP SLOs for each course.Two of the courses must be foreign language learning courses that exceed the student's college requirements. *OR* Complete 5 International Scholar courses, demonstrating satisfactory achievement of the QEP SLOs for each course. Two of the courses must be foreign language learning courses that exceed the student's college requirements.	Academic: Complete Study Abroad x 1 semester *and* 2 International Scholar courses, demonstrating satisfactory achievement of the QEP SLOs for each course. *OR* Complete 3 International Scholar courses, demonstrating satisfactory achievement of the QEP SLOs for each course.
International Events: Participation in and/or attendance at 6 international events that have been approved for the International Scholars program.*	International Events: Participation in and/or attendance at 6 international events that have been approved for the International Scholars program.*
**Approved international events are those listed on the international calendar.*	

Chapter 5: Assessment

The Internationalization Task Force (ITF) and the Assessment Committee engaged in a rigorous and sequential process to identify and develop assessments. This chapter presents 1) a description of the process that was used to examine existing instruments, 2) the process and results of instrument development, and 3) the assessment plan to measure the impact of the campus initiatives.

Review of Existing Instruments

We assumed that our first choice for instrumentation would be to use existing instruments with strong psychometric properties, and that we would have to develop our own instruments only if existing instruments could not be found or did not have strong psychometric properties. Thus, the first step in planning the assessment was to review existing instruments and determine their suitability for measuring the impact of our program.

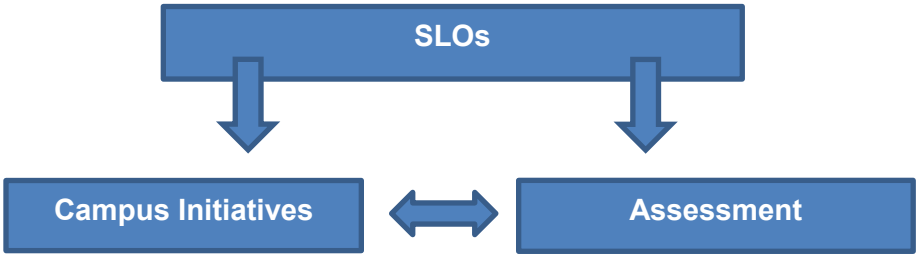
The assessment subcommittee identified seven commercially available instruments that were designed for use with undergraduate students to measure components of internationalization. We requested technical reports or data on each instrument to evaluate the alignment of the assessment with our SLOs and other evidence of reliability and validity. The seven instruments were:

- Global Perspectives Inventory (GPI)
- Global Competence Aptitude Assessment (GCAA)
- Intercultural Development Inventory (IDI)
- Global Competencies Inventory
- Cross Cultural Adaptability Inventory
- Global Awareness Profile
- Intercultural Effectiveness Scale

Figure 5.1 graphically illustrates our conception of how the assessments and the campus initiatives must align with the Student Learning Outcomes (SLOs). We reviewed each instrument for the following:

1) its alignment with our SLOs and usefulness as a measure of the effects of our campus initiatives (validity),
2) the level of reliability of the assessment scales and/or subscales (internal consistency or other measures of reliability exceeding .80), and
3) its suitability for large-scale use at UF (practicality and feasibility).

Figure 5.1. Interrelationship of SLOs with campus initiatives and assessment



After an extensive review and discussion, we concluded that none of these commercially available instruments were suitable to assess the impact of our QEP. The primary reason for disqualification was that the instrument(s) did not assess our SLOs. In addition, a few scales or subscales did not meet our standards for reliability. Finally, data was not available with any of the scales to show the practicality of the scales for use in a large-scale context.

Instrument Development

Because existing instruments were not an option, the ITF and the Assessment Committee began the process of developing assessments that would align with our SLOs, meet our psychometric standards, and could be administered on a large scale. We decided that our assessment protocol must include three assessment types: 1) *direct outcome assessments* to measure student learning, 2) *indirect outcome assessments* to measure student attitudes, beliefs, and behaviors, and 3) *output measures* that count student participation in the campus initiatives.

Direct Assessments

Direct assessments measure student achievement of the QEP SLOs. The Assessment Committee determined that all QEP direct assessments would be administered in association with specific learning activities related to the approved QEP courses.

Our assessments are based on institutional rubrics that are designed to assess student learning on the content, critical thinking and communication SLOs. The rubrics are general enough to allow instructors to align them with the curriculum in a specific discipline, but specific enough to clearly measure the SLOs.

The Association of American Colleges and Universities (AAC&U) developed a set of 15 rubrics through which institutions can evaluate students across programs and courses. The VALUE (Valid Assessment of Learning in Undergraduate Education) rubrics were developed by faculty and assessment expert teams across the country and have been used by more than 2000 institutions as part of their assessment plans (from http://www.aacu.org/value/index.cfm). We developed adaptations of the VALUE rubrics to ensure that the direct assessments are aligned with our SLOs. The VALUE rubrics and our adaptations are described in Table 5.1. Each of the adapted rubrics was modified to maximize its alignment with our SLOs. Table 5.2 presents the definitions and SLOs that the ITF developed for Content, Critical Thinking, and Communication.

The resulting adapted QEP rubrics are shown in Figure 5.2. As part of the QEP course approval process, faculty are required to align their assignment grading process with the rubric levels. Faculty provide a table that aligns their assignment grading scale with the levels of the institutional rubric used for that assignment.

Table 5.1. VALUE Rubrics Used to Assess SLOs

UF QEP SLO	VALUE Rubric	Adaptation
SLO 1: Content	Intercultural Knowledge and Competence	Limit criteria to knowledge, dropping skills and attitudes. Modify descriptions for consistency across levels and ease of use.
SLO 2: Critical Thinking	Critical Thinking	Add language to reflect emphasis on international context for critical thinking. Modify descriptions for consistency across levels and ease of use.
SLO 3: Communication	Written Communication Oral Communication	Combine rubrics to measure communication in multiple modes, and add language to reflect emphasis on international context. Modify descriptions for consistency across levels and ease of use.

Figure 5.2. Internationalization Area Definitions and Student Learning Outcomes

QEP Internationalization Definitions and Student Learning Outcomes		
AREA	**ITF Definition**	**Internationalization SLO**
Content	Content is knowledge of the concepts, principles, terminology and methodologies used to access, comprehend, interact with, and analyze intercultural and global issues.	Students identify, describe, and explain global and intercultural conditions and interdependencies.
Critical Thinking	Critical Thinking is characterized by utilizing appropriate judgments, comprehensive analysis, effective reasoning, and solution-finding skills in terms of intercultural competency and global awareness	Students analyze and interpret global and intercultural issues.
Communication	Communication is the development and utilization of the skills of cultural sensitivity, cultural awareness and acceptance, situational adaptability, and effective oral and written expression in terms of intercultural competency and global awareness.	Students communicate effectively with members of other cultures.

Figure 5.2. QEP Institutional Rubrics

QEP Content Rubric				
SLO Components	Outstanding 3	Satisfactory 2	Unsatisfactory 1	Not Applicable 0
Concepts/ Principles	Consistently and effectively demonstrates sophisticated understanding of the complexity of factors important to members of another culture in relation to its history, values, politics, communication styles, economy, and beliefs and practices.	Usually demonstrates understanding of the complexity of factors important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Rarely or never understands the complexity of factors important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Not Applicable to Assignment or Course
Terminology	Consistently recognizes and effectively utilizes important and relevant terminology regarding intercultural and global issues in the appropriate environmental context.	Usually identifies and implements important and relevant terminology regarding intercultural and global issues in the appropriate environmental context.	Rarely or never understands important and relevant terminology regarding intercultural and global issues in the appropriate environmental context.	Not Applicable to Assignment or Course
Methodologies	Consistently comprehends and effectively utilizes diverse and appropriate methodologies for understanding complex intercultural and global issues.	Usually comprehends and utilizes diverse and appropriate methodologies for understanding intercultural and global issues.	Rarely or never comprehends and utilize diverse and appropriate methodologies for understanding intercultural and global issues.	Not Applicable to Assignment or Course

Figure 5.2. QEP Rubrics, continued

QEP Critical Thinking Rubric				
SLO Components	Outstanding 3	Satisfactory 2	Unsatisfactory 1	Not Applicable 0
Judgment	Effectively and consistently makes logical and informed judgments when encountering diverse intercultural and global situations.	Usually makes logical and informed judgments when encountering diverse intercultural and global situations.	Rarely or never makes logical and informed judgments when encountering diverse intercultural and global situations.	Not Applicable to Assignment or Course
Analysis	Logically and consistently analyzes alternate points of view, recognizing important differences or similarities of cultural points of view regarding global issues.	Usually analyzes alternate points of view, recognizing some differences or similarities of cultural points of view regarding global issues.	Rarely or never analyzes alternate points of view, recognizing some differences or similarities of cultural points of view regarding global issues.	Not Applicable to Assignment or Course
Reasoning	Comprehensively and effectively utilizes inductive and deductive reasoning skills to draw appropriate conclusions about intercultural and global issues.	Usually utilizes inductive and deductive reasoning skills to draw conclusions about intercultural and global issues.	Rarely or never utilizes inductive and deductive reasoning skills to draw conclusions about intercultural and global issues.	Not Applicable to Assignment or Course
Solution Finding	Comprehensively and effectively evaluates possible solutions (for example, contains thorough and insightful explanation) and includes, deeply and thoroughly, all of the following: considers history of problem, reviews logic/reasoning, examines feasibility of solution, and weighs impacts of solution in regards to intercultural and global issues.	Usually evaluates possible solutions (for example, contains thorough explanation, but lacks insight) by including the following: considers history of problem, reviews logic/reasoning, examines feasibility of solution, and weighs impacts of solution in regards to intercultural and global issues.	Rarely or never evaluates possible solutions (for example, contains cursory, surface level explanation) and fails to include to any significant degree the following: history of problem, logic/reasoning, an examination of feasibility of solution, and weighs impacts of solution in regards to intercultural and global issues.	Not Applicable to Assignment or Course

Figure 5.2. QEP Rubrics, continued

QEP Communication Rubric				
SLO Components	Outstanding 3	Satisfactory 2	Unsatisfactory 1	Not Applicable 0
Sensitivity	Effectively and consistently exhibits sensitivity, comprehends cultural differences, and navigates appropriately in various sensitive intercultural situations.	Usually exhibits sensitivity, comprehends cultural differences, and navigates appropriately in various sensitive intercultural situations.	Rarely or never exhibits sensitivity, comprehends cultural differences, and navigates appropriately in various sensitive intercultural situations.	Not Applicable to Assignment or Course
Production	Effectively and consistently understands how to communicate (verbal and non-verbal) effectively in intercultural and global contexts.	Usually understands how to communicate (verbal and non-verbal) effectively in intercultural and global contexts.	Rarely or never understands how to communicate (verbal and non-verbal) effectively in intercultural and global contexts.	Not Applicable to Assignment or Course
Awareness	Effectively and consistently recognizes and explores intercultural communication differences (verbal and non-verbal).	Usually recognizes and explores intercultural communication differences (verbal and non-verbal).	Rarely or never recognizes and explores intercultural communication differences (verbal and non-verbal).	Not Applicable to Assignment or Course
Adaptability	Effectively and consistently explores and adapts multiple cultural perspectives into their own world view.	Usually explores and adapts multiple cultural perspectives into their own world view.	Rarely or never explores and adapts multiple cultural perspectives into their own world view.	Not Applicable to Assignment or Course
Acceptance	Effectively and consistently expresses and fosters openness to other cultural views, differences, and opinions.	Usually expresses and fosters openness to other cultural views, differences, and opinions.	Rarely or never expresses and fosters openness to other cultural views, differences, and opinions.	Not Applicable to Assignment or Course

Indirect Assessments

Indirect assessments for the QEP measure attitudes, beliefs and student behaviors. These assessments are self-reports and do not directly measure student learning but capture changes in attitudes, beliefs and self-reported behaviors. The ITF and the assessment subcommittee determined that the content SLO (SLO #1) was best measured only with direct assessments using the rubrics shown in Figure 6.3, and that critical thinking and communication was best measured using direct *and* indirect assessments. We determined that three indirect assessments would be appropriate for our assessment protocol: 1) international items on the Student Experience in the Research University (SERU), 2) a measure of critical thinking focusing on internationalization (IntCRIT), and 3) a measure of communication focusing on internationalization (IntCOMM).

SERU

The Student Experience in the Research University (SERU) has been implemented at the University of Florida on a biennial basis since 2009. The SERU survey was developed for the University of California System by the UC Berkeley Center for Studies in Higher Education provide data to research intensive institutions regarding the student perceptions of their undergraduate experience. The University of Florida administered the survey in spring 2009, 2011 and 2013. In the most recent survey (2013), 17,798 students completed the survey for a response rate of 58%. All undergraduate students are administered two common forms of the survey – Academic and Personal Development, and Background information - and are randomly assigned one of four modules. Data from the Academic Experience and Globalization modules (in addition to background information) will be a QEP assessment measure.

Data from the SERU were used in planning the QEP. Selected trends from the 2013 SERU were:

- Students have a variety of international travel experiences in 2013 including formal study abroad trips (13%) and trips related to service learning, volunteer or work experiences (11%).
- In 2013, ten percent of the undergraduates obtained a certificate, major or minor with an international/global theme.
- A high percent of the students rated themselves as very good or excellent with respect to their ability to apply disciplinary knowledge in a global context (39% in 2009, 39% in 2011, and 44% in 2013), their linguistic and cultural competency in non-native language (25% in 2009, 30% in 2011, and 33% in 2013), and their comfort working with people from other cultures (68% in 2009, 67% in 2011, and 64% in 2013).
- Fewer students enrolled in a class with an international or global focus in 2013 (42%) and 2011 (42%) than in 2009 (66%).

The SERU contains other items that measure student global educational experiences and global engagement that will be included in the QEP assessment. In addition, UF added a locally developed module in 2013 (these are called “wild card” modules because students are randomly selected to receive these special question sets). The ITF pilot tested ten items that were written for the critical thinking SLO and reviewed by the ITF. The following items were added to the SERU in Spring 2013:

1) I am open to different cultural ways of thinking in any international context. (83%)*
2) I consider different perspectives before making conclusions about the world. (82%)

3) I do not feel threatened when presented with perspectives from outside the U.S. (81%)
4) I feel uncomfortable in situations outside my cultural experiences. (30%).
5) I prefer to socialize with people from my culture. (38%)
6) In a global context, I can reflect on the impact of my decisions. (70%)
7) In a global context, I understand how cultural beliefs and values influence decision making. (81%)
8) It is important to know about my cultural values. (78%)
9) Some cultures are better than others. (22%)
10) I feel comfortable discussing international issues. (66%)

*Percent agreeing or strongly agreeing on a five point scale.

International Critical Thinking (IntCRIT) and International Communication (IntCOMM) Attitudes and Beliefs

Although the SERU provides survey items that examine student attitudes, beliefs and behaviors, the ITF and the Academic Assessment Committee decided to develop assessments and scales that measure attitudes and beliefs as an indirect measure of SLOs 2 and 3. The steps were sequential and are described here.

1) We developed item specifications based on the two SLOs and a literature review of how critical thinking and communication are operationalized in assessments with a focus on internationalization. The item specifications are in Appendix 4.
2) We then wrote items based on the item specifications. (Approximately 70 items were written for each SLO).
3) The ITF, the Academic Assessment Committee, and other experts in assessment reviewed the items.
4) We revised items based on feedback from expert review. The revisions were mostly minor changes in wording.
5) Items were pilot tested with undergraduate students at UF and we eliminated those items with poor item discriminations. The initial piloting was completed with four forms to minimize the testing burden for students. Forms A and B contained overlapping sets of IntCRIT items. Forms C and D contained overlapping sets of IntCOMM items. The overlap consisted of ten items expert reviewers agreed that defined the construct so that the same construct was being assessed on each form. Each form was pilot tested with 70-100 undergraduates.
6) We then completed an item analysis of pilot data. Data were analyzed to examine the psychometric properties of the items and the scales. The scale reliabilities exceeded .95 for all four forms. Items were retained that had an item discrimination of .25 or higher. The only trend in the data was that IntCRIT items that were phrased in terms of comparisons across cultures (e.g., one culture being better or worse than other cultures) had uniformly lower item discriminations and were eliminated.
7) Next, we pilot tested the remaining items on a single form for each SLO. Each of the assessments was administered to approximately 70 undergraduates.
8) The second round of pilot data was analyzed. Recommendations were developed to retain items with the highest item discriminations that would result in a scale with a reliability of at least .90. For IntCRIT, the recommendation was to retain 12 items. For IntCOMM, the recommendation was to retain 14 items.
9) We then presented items from the second pilot testing with item data and recommendations for which items to retain to the ITF and assessment experts for

final review. Final review included consideration of the overall length of the assessment and the content of specific items.

Table 5.3 presents the items and their psychometric properties for their associated assessments (IntCRIT and IntCOMM).

Table 5.3. Psychometrics of IntCRIT and IntCOMM Scales

Item	Discrimination
International Critical Thinking (reliability=.90)	
1. I consider different perspectives before making conclusions about them.	.696
2. I am able to manage when faced with multiple cultural perspectives.	.687
3. I am open to different cultural ways of thinking in any international context.	.681
4. I can make effective decisions when placed in different cultural situations.	.666
5. Knowing about other cultural norms and beliefs is important to me.	.661
6. I am able to think critically to interpret global and intercultural issues.	.650
7. I actively learn about different cultural norms.	.649
8. Understanding different points of view is a priority to me.	.631
9. I can recognize how different cultures solve problems.	.630
10. I can contrast important aspects of different cultures with my own.	.623
11. Knowing about other cultural beliefs is important.	.621
12. I am able to recognize how members of other cultures make decisions.	.612
International Communication (reliability=.90)	
1. I demonstrate flexibility when interacting with members of another culture.	.692
2. I prefer to socialize with people of my culture.	.662
3. I am confident that I can adapt to different cultural environments.	.643
4. I am able to communicate effectively with members of other cultures.	.632
5. I like working in groups with students from other countries.	.620
6. I feel comfortable in conversations that may involve cultural differences.	.616
7. When working on a group project, I enjoy collaborating with students from	.610
8. I often ask questions about culture to members of other cultures.	.602
9. I enjoy learning about other cultures.	.588
10. I appreciate members of others cultures teaching me about their culture.	.565
11. I am able to interact effectively with members of other cultures.	.554
12. I appreciate differences between cultures.	.542
13. I feel comfortable discussing international issues.	.541
14. I can clearly articulate my point of view to members of other cultures.	.538

Table 5.3. Psychometrics of IntCRIT and IntCOMM Scales, continued

Item	Discrimination
1. I like working in groups with students from other countries.	.620
2. I feel comfortable in conversations that may involve cultural	.616
3. When working on a group project, I enjoy collaborating with students.	.610
4. I often ask questions about culture to members of other cultures.	.602
5. I enjoy learning about other cultures.	.588
6. I appreciate members of others cultures teaching me about their	.565
7. I am able to interact effectively with members of other cultures.	.554
8. I appreciate differences between cultures.	.542
9. I feel comfortable discussing international issues.	.541
10. I can clearly articulate my point of view to members of other	.538

Outputs

QEP outputs are a critical measure of implementation and are measured as counts of the numbers of participants in the QEP events and programs. Our QEP output measures are:

- Number of participants at specific campus events with an international focus.
- Number of courses that teach the internationalization SLOs.
- Number of students enrolled in QEP approved international courses.

Assessment Plan

Our assessment plan is comprehensive and implemented in stages over the five years of the QEP. The assessments will be administered as the initiatives are implemented. Table 5.4 shows the alignment of the outcomes and their associated assessments, and the outputs for each of the planned initiatives.

Direct Assessments

Direct assessments (using the rubrics in Figure 5.2) are associated with specific assignments in approved QEP courses. This data will be collected each fall and spring semester during the QEP period. After the assignments are completed and graded, faculty provide the student data and examples of the assignments used to score the rubrics in the Study Abroad program to the Associate Director.

Table 5.4. Assessment of Campus Initiatives

Campus Initiative	Outcome	Output
Study Abroad	Direct: Post – Rubrics Indirect Assessment: Pre and Post – IntCRIT and IntCOMM	• Number of students by demographics and college • Number of participating faculty
Curriculum – Courses	Direct: Rubrics (Sampling 500 students per semester)	• Number of international courses offered (new and existing) • Number of students by college • Number and type of faculty training sessions • Number of faculty trained
Campus Life		• Number of international student organizations • Number of students by college
International Calendar		• Number of international events • Number of students participating in events
International Scholars Program		• Number of students

Indirect Assessments

To assess the overall impact of the program on the campus climate, the indirect assessments are planned on an annual or biennial basis. The SERU is administered to all undergraduate students on a biennial basis in odd years. Beginning in Fall 2014, the IntCRIT and IntCOMM will be administered electronically to random samples of students by cohort (500 students per cohort) annually. The cohorts and their assessment year(s) are shown in Table 5.5. In the first year of the program, the assessment will be administered to first year students only. In the succeeding years, the assessments shall be administered to the entering class and the previously measured cohorts until the final year when all cohorts are included. This plan allows us to track the effect of the program initiatives between different cohorts and within the same cohorts over time.

Table 5.5. Administration of IntCRIT and IntCOMM by Year

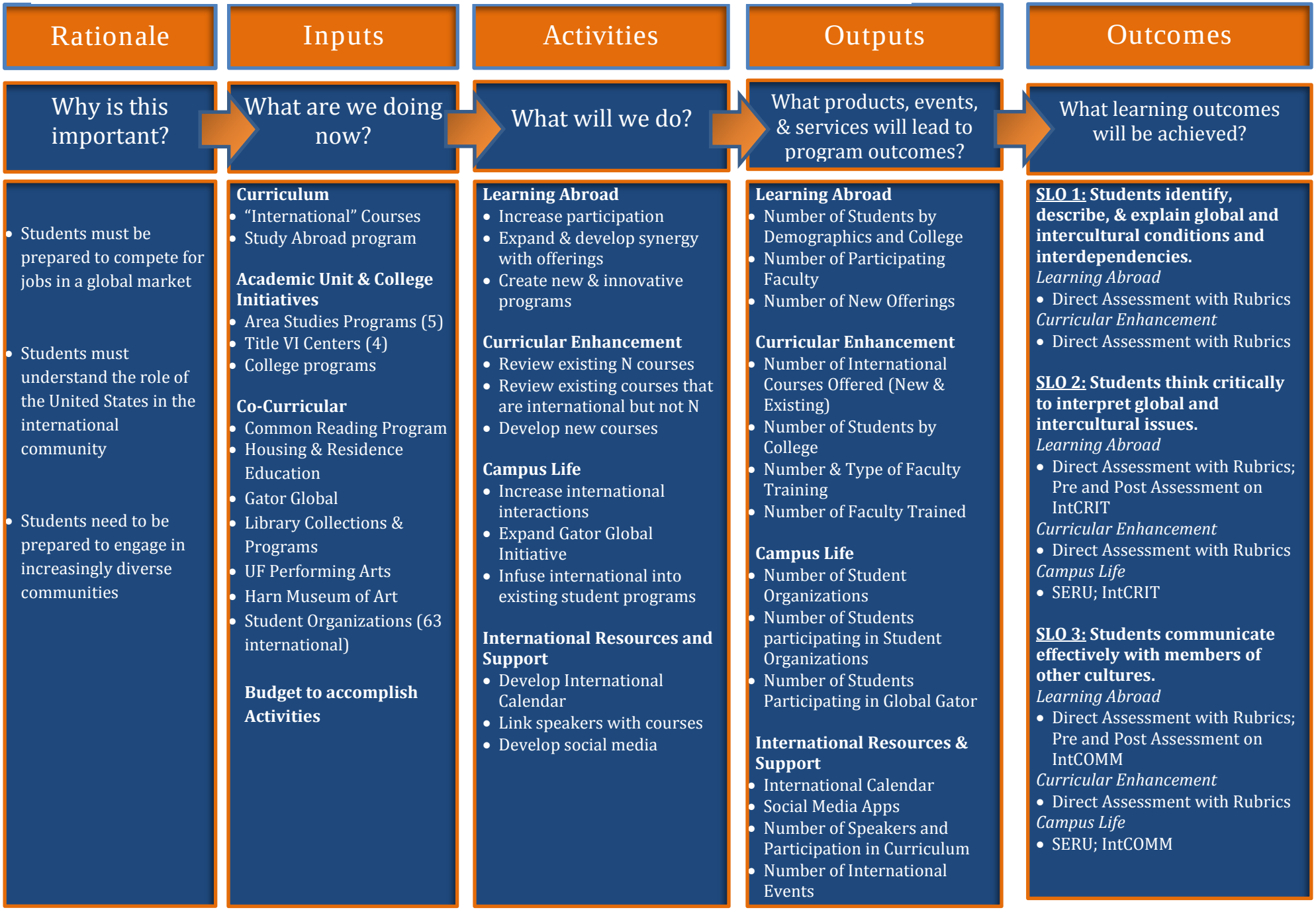
Assessment Administration by Year					
Year Student Enters	**2014**	**2015**	**2016**	**2017**	**2018**
2014	X	X	X	X	
2015		X	X	X	X
2016			X	X	X
2017				X	X
2018					X

Outputs

Outputs are linked to each of the specific activities in our plan (see Table 5.4). Output measures include counts of the number of students in QEP classes, Study Abroad, International Scholars, selected events, and the number of faculty participating in the program.

Figure 5.3 presents the logic model that provides a clear description of the links between each of the plan components. The Rationale for the plan is linked to specific Inputs, which include the existing programs and initiatives and a budget to implement new initiatives. The Activities are the initiatives described in Chapter 4, and the Outputs and Outcomes, the assessment plan, and their associations with the campus initiatives have been described in this chapter.

Figure 5.3. Logic Model for the Quality Enhancement Plan



Chapter 6: Timeline

The timeline for the QEP begins prior to Fall 2014 and continues through Summer 2019. The timeline for the full implementation of the QEP is presented by academic year on the following pages.

Prior to Fall 2014

Study Abroad:	Advertise and interview for additional advisor funded by QEP budget Improved marketing of Study Abroad program Develop International Faculty Professional Development workshop
Curriculum Enhancement:	Align General Education SLOs and QEP SLOs Develop and implement process for review of courses Develop International Faculty Professional Development workshop
Campus Life:	Collaborate with Student Affairs to identify opportunities to enhance interactions of international and domestic students Collaborate with Student Affairs to develop Gator Global Initiative conference
International Resources:	Develop process for distributing matching funds for speakers, performers or other international events Begin development of International Calendar
International Scholar:	Develop and notify Colleges of process
Direct Assessments:	Pilot rubrics with a limited group of classes
Indirect Assessments:	Piloting completed (see Chapter 5)

Fall 2014 – Summer 2015

Initiative	Fall 2014	Spring 2015	Summer 2015
Study Abroad			
Promotion	X	X	x
Use of Scholarships	X	X	x
Faculty Professional Development	X	X	x
Curriculum Enhancement			
International Professional Development Workshop		X	
International Course Review	X	X	
Work with Faculty Individually on Courses	X	X	x
Campus Life			
Enhance Student Interactions	X	X	x
Global Gator Conference Planning	X	X	
Resources and Support			
Matching Grants for International Events	X	X	x
International Calendar and Postings on Social Media	X	X	x
International Scholars**			
Assessment-Data Collection			
Outputs	X	X	x
Rubrics – Curriculum		X	x
IntCRIT and IntCOMM	500 freshmen		
Study Abroad Assessment		X	x

** QEP staff will work with Colleges to understand the International Scholars Program and to ensure valid data collection. However, students would not be expected to graduate from the program in the first two years.

Fall 2015 – Summer 2016

Initiative	Fall 2015	Spring 2016	Summer 2016
Study Abroad			
Promotion	X	X	x
Use of Scholarships	X	X	x
Faculty Professional Development	X	X	x
Curriculum Enhancement			
International Professional Development Workshop		X	
International Course Review	X	X	
Work with Faculty Individually on Courses	X	X	x
Campus Life			
Enhance Student Interactions	X	X	x
Global Gator Conference Planning	X	X	
Resources and Support			
Matching Grants for International Events	X	X	x
International Calendar and Postings on Social Media	X	X	x
International Scholars**			
Assessment-Data Collection			
Outputs	X	X	x
Rubrics – Curriculum		X	x
IntCRIT and IntCOMM	500 freshmen and 500 sophomores		
Study Abroad Assessment	X	X	x

** QEP staff will work with Colleges to understand the International Scholars Program and to ensure valid data collection. However, students would not be expected to graduate from the program in the first two years.

Fall 2016 – Summer 2017

Initiative	Fall 2016	Spring 2017	Summer 2017
Study Abroad			
Promotion	X	X	x
Use of Scholarships	X	X	x
Faculty Professional Development	X	X	x
Curriculum Enhancement			
International Professional Development Workshop		X	
International Course Review	X	X	
Work with Faculty Individually on Courses	X	X	x
Campus Life			
Enhance Student Interactions	X	X	x
Global Gator Conference Planning	X	X	
Resources and Support			
Matching Grants for International Events	X	X	x
International Calendar and Postings on Social Media	X	X	x
International Scholars	X	X	x
Assessment-Data Collection			
Outputs	X	X	x
Rubrics – Curriculum		X	x
IntCRIT and IntCOMM	500 freshmen, 500 sophomores and 500 juniors		
Study Abroad Assessment	X	X	x

Fall 2017 – Summer 2018

Initiative	Fall 2017	Spring 2018	Summer 2018
Study Abroad			
Promotion	X	X	x
Use of Scholarships	X	X	x
Faculty Professional Development	X	X	x
Curriculum Enhancement			
International Professional Development Workshop		X	
International Course Review	X	X	
Work with Faculty Individually on Courses	X	X	x
Campus Life			
Enhance Student Interactions	X	X	x
Global Gator Conference Planning	X	X	
Resources and Support			
Matching Grants for International Events	X	X	x
International Calendar and Postings on Social Media	X	X	x
International Scholars	X	X	x
Assessment-Data Collection			
Outputs	X	X	x
Rubrics – Curriculum		X	x
IntCRIT and IntCOMM	500 from each class level		
Study Abroad Assessment	X	X	x

Fall 2018 – Summer 2019

Initiative	Fall 2018	Spring 2019	Summer 2019
Study Abroad			
Promotion	X	X	x
Use of Scholarships	X	X	x
Faculty Professional Development	X	X	x
Curriculum Enhancement			
International Professional Development Workshop		X	
International Course Review	X	X	
Work with Faculty Individually on Courses	X	X	x
Campus Life			
Enhance Student Interactions	X	X	x
Global Gator Conference Planning	X	X	
Resources and Support			
Matching Grants for International Events	X	X	x
International Calendar and Postings on Social Media	X	X	x
International Scholars	X	X	x
Assessment-Data Collection			
Outputs	X	X	x
Rubrics – Curriculum		X	x
IntCRIT and IntCOMM	500 from each class level		
Study Abroad Assessment	X	X	x

Chapter 7: Organizational Structure

Figure 7.1 shows the QEP organizational chart. The Director of Institutional Assessment (who is also the university's SACSCOC Liaison) will be responsible for reporting the implementation and results of the QEP to the Provost and Senior Vice President for Academic Affairs.

The Leadership Team holds decision-making authority regarding all matters related to funding and implementation of the QEP. The Leadership Team consists of the Dean of the International Center (UFIC) as the chair, the Associate Director who is responsible for the operational management of the QEP, the Director of Institutional Assessment, and representatives from the Office of Student Affairs and the Title VI Centers.

The UFIC Dean is the Director of the QEP Implementation and will work with a full time Associate Director who manages the daily operations of the QEP. The Associate Director will be supported by a half-time Graduate Assistant and the resources of the Office of Institutional Assessment. The major responsibilities of the Associate Director are:

1) Manage QEP implementation, promotion and assessment
    (a) Implement the promotional campaign, curriculum development, assessment, international events program and calendar, and the International Scholars Program
    (b) Chair the International Scholars Committee
    (c) In collaboration with the International Center, implement Study Abroad components
    (d) In collaboration with Student Affairs, implement the Campus Life component
    (e) Manage assessment data collection and analysis, and report QEP results

2) Curriculum Development and Assessment
    (a) Plan, implement, and lead curriculum/new course development workshops as well as notify faculty of workshops
    (b) Consult with faculty to implement courses that include the student learning outcomes and assessment practices using the QEP assessments (e.g. ongoing follow-up to the workshops)
    (c) Serve as chair of the International Scholars Program Course Approval Committee that certifies that courses fulfill the requirements for the International Scholars Program

3) International Events Program and Calendar
    (a) Administer the International Events program to develop and maintain an application process for selecting collaboratively funded speakers, performers, and events
    (b) Provide oversight and assistance to collaborators to ensure speakers and performers participate with the university community to inform the international curriculum (e.g., meeting with students and classes before or after events)
    (c) Develop and maintain a university-wide international calendar in collaboration with the various university departments and units to inform university stakeholders of internationalization opportunities

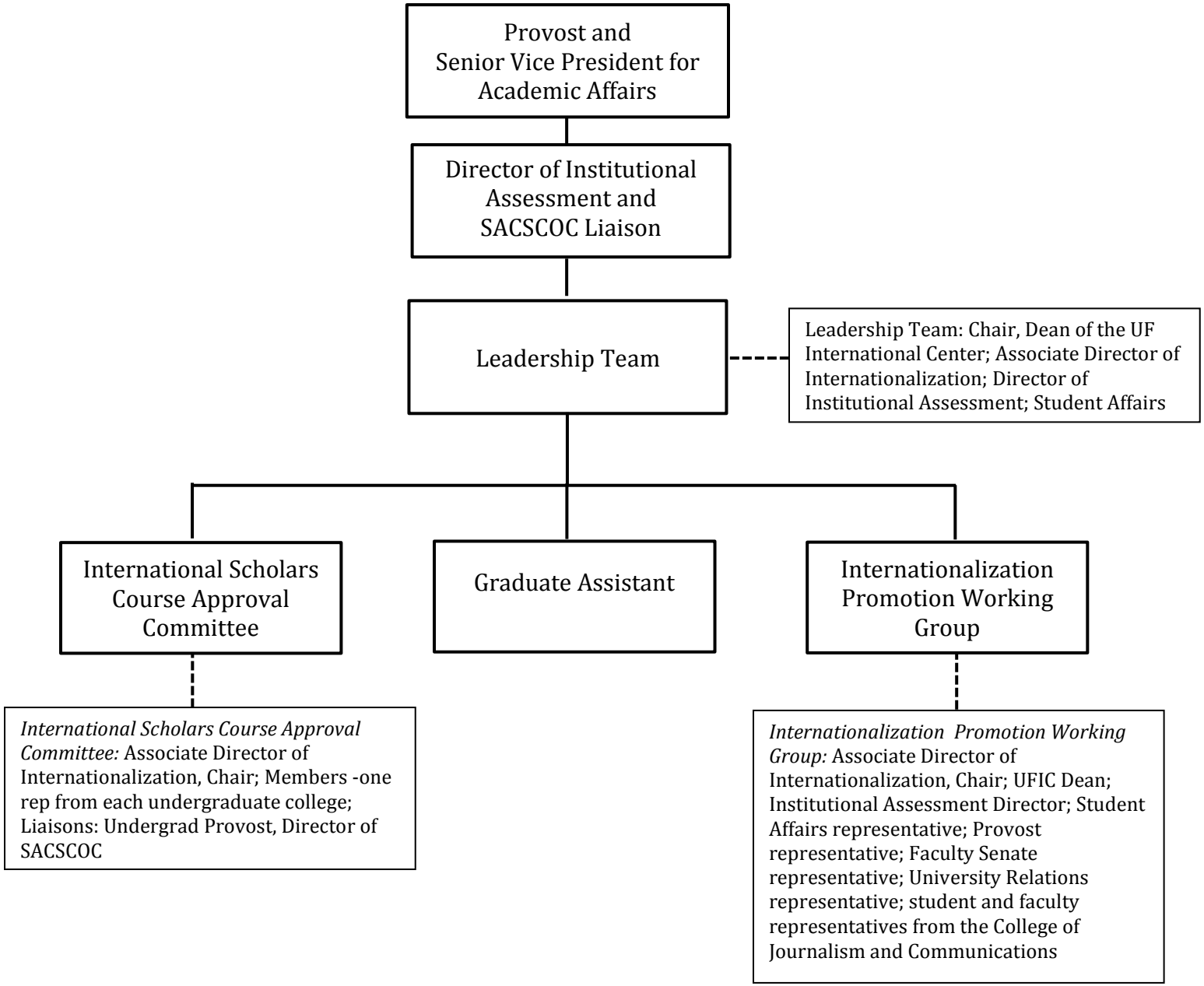
(d) International Scholars Program – coordinate and manage course offerings as well as plan and implement annual event in recognition of the international scholars

The *International Scholars Course Approval Committee* provides faculty input into the initiative. The committee performs the following tasks:

1. Review existing courses for approval as an option for the *International Scholars Program.* Courses would need to have a clear emphasis on internationalization, specific assignments that address at least one QEP SLO, and use QEP rubrics to assess student achievement of the SLO(s).
2. Review courses developed as part of the QEP for approval as an option for the *International Scholars Program.*
3. Recommend to the Leadership Team applications for faculty to participate in the workshops on course development.

To ensure success of the QEP, it is essential that we inform the targeted population of the initiatives. The *International Promotion Working Group* consists of multiple stakeholders who provide institutional oversight for the QEP promotional campaign. Because we have a top-ranked College of Journalism and Communications on our campus, we approached the College's administration with an idea to engage their senior undergraduates in the development and implementation of a campus-wide promotional campaign. The outcome of that meeting was an agreement that the promotional campaign will be developed in Spring 2014 by students in two sections of *PUR4800: Public Relations Campaigns* under the guidance of college faculty, with institutional oversight from the *Internationalization Promotion Working Group*. PUR4800 is a capstone course for seniors in the College of Journalism on developing marketing campaigns. This brings our students clearly into a leadership role in the QEP, and maximizes their involvement in the promotion of the QEP initiative to their peers.

Figure 7.1. Quality Enhancement Plan Organizational Chart



Bibliography

American Council on Education. (2011). *Strength through global leadership and engagement: U.S. higher education in the 21st century.* Report of the Blue Ribbon Panel on Global Engagement. Center for Internationalization and Global Engagement, American Council on Education. Washington, DC.

American Council on Education. (2000*). ACE survey of international attitudes and knowledge.* American Council on Education. Washington, DC.

Arasaratnam, L. (2009). The development of a new instrument of intercultural communication competence. *Journal of Intercultural Communication*, 20, 1-11.

Arasaratnam, L., & Banerjee, S. (2011). Sensation seeking and intercultural communication competence: A model test. *International Journal of Intercultural Relations,* 35 226–233.

Ashwill, M. (2004). Developing Intercultural Competence for the Masses. *International Educator,* 13, 2: 16-25.

Babones, S. (2010). Trade globalization, economic development, and the importance of education-as-knowledge. *Journal of Sociology,* 46 (1), 45-61.

Barna, L. (1998). Stumbling blocks in intercultural communication. In M. J. Bennett (Ed.). *Basic Concepts of Intercultural Communication: Selected Readings*. Yarmouth, ME: Intercultural Press.

Battsek, M. (1962). A practical analysis of some aspects of study abroad. *Journal of General Education*, 13, 225–242.

Bennett, M. (1986). Toward ethnorelativism: A developmental model of intercultural sensitivity. In R. M. Paige (Ed.), *Cross-cultural orientation: New conceptualizations and* applications (pp. 21-70). New York: University Press of America.

Bennett, J., Bennett, M., & Allen, W. (1999). Developing intercultural competence in the language classroom. In R. M. Paige, D. Lange, & Y. Yershova (Eds.), *Culture as the core: Integrating culture into the language curriculum* (pp. 13-46). Minneapolis, MN: University of Minnesota Press.

Bennett, J. (2004). Becoming interculturally competent. In J. Wurzel (Ed.), *Toward multiculturalism: A reader in multicultural education* (2nd ed., pp. 62–77). Newton, MA: Intercultural Resources Corporation.

Bennett, M. (2008, July). Introduction to the field of intercultural effectiveness. Presented at the Summer Institute for Intercultural Communication, Portland, OR.

Bennett, M., Bennett, J., & Stillings (1977). *The D-I-E model*. Intercultural Communication Workshop Facilitator's Manual, Portland State University, Portland, OR.

Bennett, M. (1997). How not to be a Fluent Fool: Understanding the cultural dimension of language. In A. Fantini (Ed.), *New ways in teaching culture* (pp. 16-21). Alexandria, VA: TESOL.

Bikson, T. (1996). Educating a globally prepared workforce: New research on college and corporate perspectives. *Liberal Education*, Spring, 12-19.

Brislin, R., and Yoshida, T. (2004). Intercultural Communication Training: An Introduction. Thousand Oaks, California: Sage Publications.

Broadhead, Richard H., & Ruderman, J. (2009). GLOBAL DUKE: Enhancing Students' Capacity for World Citizenship. Retrieved from http://research.provost.duke.edu/pdfs/QEP_final_version_Feb09.pdf

Burnouf, L. (2004). Global awareness and perspectives in global education. *Canadian Social Studies*, 38, 3: 1-9.

Carrier, S. (2005). Education for citizenship and leadership in local and global communities. Retrieved from http://www.rollins.edu/provost/QEP/QEP.pdf

Case, R. (1993). Key elements of a global perspective. *Social Education*, 57(6), 318-325.
Chieffo, L., & Griffiths, L. (2004). Large-scale assessment of student attitudes after a short-term study abroad program. *Frontiers: The Interdisciplinary Journal of Study Abroad*, X, 165-177.
Childress, L. (2009). Internationalization plans for higher education institutions. *Journal of Studies in International Education*, 13 (3), 289-309.
Clarke, V. (2004). Students' global awareness and attitudes to internationalism in a world of cultural convergence. *Journal of Research in International Education*. 3, 1: 51-70.
Clough, W. (2005). Strengthening the global competence and research experiences of undergraduate students. Retrieved from http://www.accreditation.gatech.edu/wp-content/uploads/2010/04/QEP_FINAL-COPY_WEB-without-blank.pdf
Council on International Educational Exchange. (1988). *Education for global competence: Report of the advisory council for international educational exchange*. Council on International Educational Exchange, New York, NY.
Danylchuk, K. (2011). Internationalizing ourselves: realities, opportunities and challenges. *Journal of Sport Management*, 25(1), 1-10.
Davies, I., Evans, M., & Reid, A. (2005). Globalising citizenship education? A critique of 'global education' and 'citizenship education'. *British Journal of Educational Studies,* 53.1: 66-89.
Deardorff, D. (2006). Identification and assessment of intercultural competence as a student outcome of internationalization. *Journal of Studies in International Education*, 10: 241.
Dewey, P. & Duff, S. (2009). Reason before passion: Faculty views on internationalization in higher education. *Higher Education,* 58, 491-504.
Dwyer, M. (2004). More is better: The impact of study abroad program duration. Frontiers: *The Interdisciplinary Journal of Study Abroad*, Fall (2004), 151–163.
Edwards, J. (2007). Challenges and opportunities for the internationalization of higher education in the coming decade: Planned and opportunistic initiatives in American institutions. *Journal of Studies in International Education*, 11, 373-381.
Florida International University. (2005). Global learning for global citizenship. Retrieved from http://accreditation.fiu.edu/index.php?name=qep
Ferreira, R. (2011). Development of an instrument to measure high school students' global awareness and attitudes: Looking through the lens of social sciences. (Unpublished doctoral dissertation), Florida International University, Miami, FL.
Freed, B. F. (1995). What makes us think that students who study abroad become fluent? In B. F. Freed (Ed.), *Second language acquisition in a study abroad context*, (pp. 123-148). Philadelphia: John Benjamins.
Ghils, P. (1992). Standardized terminologies and cultural diversity: Is Intercultural communication becoming monocultural? *Journal for General Philosophy of Science / Zeitschrift für allgemeine Wissenschaftstheorie,* 23.1: 33-44.
Gibson, M.L. (2010). Are we "reading the world"? A review of multicultural literature on globalization. *Multicultural Perspectives,* 12(3), 129-137.
Giger, J., & Davidhizar, R. (2002). The Giger and Davidhizar transcultural assessment model. *Journal of Transcultural Nursing,* 13, 185-188.
Gillespe, J. (2002). Colleges need better ways to assess study abroad programs. *The Chronicle of Higher Education*.
Gobbo, F. (2011). Globalization and education: Comparative perspectives. *International Sociology,* 26, 170-182.
Gudykunst, W. (2005). *Theorizing about intercultural communication.* Thousand Oaks, CA: Sage Publications.
Gudykunst, W. (2004). *Bridging differences: Effective intergroup communication* (4th ed.). Thousand Oaks, CA: Sage Publications.

Gudykunst, W. (2003). Intercultural communication theories. In W. Gudykunst (Ed.), *Cross-Cultural and Intercultural Communication* (pp. 167-189). Thousand Oaks, CA: Sage Publications.

Greenholtz, J. (2005). Does intercultural sensitivity cross cultures? Validity issues in porting instruments across languages and cultures. *International Journal of Intercultural Relations,* 29(1), 73-89.

Guth, S.; & Helm, F. (2012). Developing multiliteracies in ELT through telecollaboration. *ELT Journal*, 66, 42-51.

Haigh, M. (2008). Internationalisation, planetary citizenship, and Higher Education Inc. *Compare: A Journal of Comparative Education,* 38 (4), 427-440.

Hammer, M., Bennett, M., & Wiseman, R. (2003). Measuring intercultural sensitivity: The intercultural development inventory. *International Journal of Intercultural Relations*, 27, 421-443.

Hammer, M., Bennett, M., & Wiseman, R. (2003). The intercultural development inventory: A measure of intercultural sensitivity. In M. Paige (Guest Editor), *International Journal of Intercultural Relations,* 27, 421-443.

Hanvey, R. (1982). An attainable global perspective. *Theory into Practice*, 21, 162-167.

Hatch, N. (2006). Beyond boundaries: Preparing students to become global citizens. Retrieved from http://www.wfu.edu/qep/documents/QEP011906_SACSReport.pdf

Healey, N. (2008). Is higher educational really internationalizing? *Higher Education*, 55 (3), 333-355.

Ho, L. (2009). Global multicultural citizenship education: A Singapore experience. Social Studies, 100 (6), 285-293.

Hodges, B., Maniate, J., Martimianakis, M., Alsuwaidan, M., & Segouin, C. (2009). Cracks and crevices: Globalization discourse and medical education. *Medical Teacher* 31, 910-917.

Hodges, B., Maniate, J., Martimianakis, M., Alsuwaidan, M. & Segouin, C. (2011). Internationalizing the Millsaps campus: QEP level 3 research. Retrieved from http://www.millsaps.edu/_resources/author_files/appendix_to_level_3_QEP_internationalizing_the_campus.pdf

Jackson, J. (2009). Intercultural learning on short-term sojourns. *Intercultural Education,* 20, S59-71.

Jandt, F. (2004). *An introduction to intercultural communication: Identities in a global community* (4th ed.). Thousand Oaks, CA: Sage Publications.

Jiang, X. (2008). Towards the internationalisation of higher education from a critical perspective. *Journal of Further & Higher Education,* 32(4), 347-358.

Jiang, X. (2007). Kennesaw State Get Global. Retrieved from http://www.kennesaw.edu/getglobal/

Kim, Y. (2001). *Becoming intercultural: An integrative theory of communication and cross-cultural adaptation*. Thousand Oaks, CA: Sage Publications.

Kim, Y. (2005). Adapting to a new culture. In W. Gudykunst (Ed.), *Theorizing about intercultural communication*. Thousand Oaks, CA: Sage Publications.

Kitade, K. (2012). An exchange structure analysis of the development of online intercultural activity. *Computer Assisted Language Learning,* 25(1), 65-86.

Klak, T. & Martin, P. (2003). "Do university-sponsored international cultural events help students to appreciate difference?" *International Journal of Intercultural Relations*, 27 (2003), 445-465.

Knight, J. (2011). Education hubs: A fad, a brand, an innovation. *Journal of Studies in International Education*, 15(3), 221-240.

Koirala-Azad, S. & Blundell, J. (2011). Concepts of choice and motivation in the discourse on globalization of higher education. *Intercultural Education,* 22(3), 135-148.

Kreber, C. (2009). Different perspectives on internationalization in higher education. *New Directions for Teaching & Learning,* 118, 1-14.

Lambert, R. (1990). International studies and education: The current state of affairs. *International Education Forum*, 10(1), 1-8.

Lee, H., Chang, H., Choi, K., Kim, S. & Zeidler, D. (2012). Developing character and values for global citizens: Analysis of pre-service science teachers' moral reasoning on socioscientific issues. *International Journal of Science Education,* 34(6), 925-953.

Lustig, M., & Koester, J. (1993). *Intercultural Competence: Interpersonal communication across cultures*. New York, NY: HarperCollins College Publishers.

Medina-López-Portillo, A. (2004). Intercultural learning assessment: The link between program duration and the development of intercultural sensitivity. *Frontiers: The Interdisciplinary Journal of Study Abroad,* 10, 179-199.

Merryfield, M. (1990). Teaching about the world: Teacher education programs with a global perspective. Retrieved from ERIC database. (ED339623).

Office of International Programs, San Diego State (2010). Institutionalizing internationalization: Requiring study abroad. Retrieved from: https://universitydesign.asu.edu/db/institutionalizing-internationalization-requiring-study-abroad

Office of International Programs, University of Minnesota (3 July 2007). Bringing the world to U: Internationalization of students at the University of Minnesota. Retrieved from: http://www1.umn.edu/ohr/prod/groups/ohr/@pub/@ohr/documents/asset/ohr_81336.pdf

Office of International Relations, Penn State (2006). University Office of International Programs: Strategic plan 2009-2013.

Office of Internationalization, University of Central Florida (December 2010). Internationalization strategic plan 2009-2012. Retrieved from: http://www.internationalization.ucf.edu/files/Internationalization%20Plan%202009-2012.doc-2010-01-19 .

Olson, C. (2005). Comprehensive internationalization: From principles to practice. *Journal of Public Affairs,* 8, 51-74.

Olson, C., & Kroeger, K. (2001). Global competency and intercultural sensitivity. *Journal of Studies in International Education,* 5(2), 116-137.

Opperr, S., Teichler, U., & Carlson, J. (1990). *Impacts of study abroad programmes on students and graduates*. London, UK: Jessica Kingley Publishers.

Osler, A. & Vincent, K. (2002). Citizenship and the challenge of global education. Stoke-on-Trent: Trentham.

Pandit, K. (2009). Leading internationalization. *Annals Association of American Geographers,* 99(4), 645-656.

Papke, M. (2005). Quality Enhancement Plan for SACS reaccreditation: The International and Intercultural Awareness initiative. The University of Tennessee, Knoxville. Retrieved from https://my.tennessee.edu/pls/portal/docs/PAGE/WSG/2005%20QUALITY%20ENHANCEMENT%20PLAN/docs/qep.pdf

Pedersen, P. (2010). Assessing intercultural effectiveness outcomes in a year-long study abroad program*, International Journal of Intercultural Relations*, 34(1), 70-80.

Peng, S. (2006). A comparative perspective of intercultural sensitivity between college students and multinational employees in China. *Multicultural Perspectives,* 38-45.

President's and Provost's Council on Strategic Internationalization (2009). Proposed international goals for the Ohio State University. Retrieved from: http://oia.osu.edu/pdf/presidentandprovoststrategicinternationalization060909.pdf

Pruegger, V., & Rogers, T. (1994). Cross-cultural sensitivity training: Methods and assessment. *International Journal of Intercultural Relations*, 18(3), 369–387.
Purnell, L. (2005). The Purnell model for cultural competence. *Journal of Multicultural Nursing & Health,* 11(2), 7-15.
Rathje, S. (2007). Intercultural competence: The status and future of a controversial concept. *Journal for Language and Intercultural Communication*, 7(4), 254–266.
Reid, A. (2002). Public education and democracy: a changing relationship in a globalising world, *Journal of Education Policy*, 17 (5), 571-585.
Resnik, J. (2009). Multicultural education – Good for business but not for the state? The IB curriculum and global capitalism. *British Journal of Educational Studies*, 57(3), 217-244.
Rice, J., & Vastola, M. (2011). Who needs critical agency? Educational research and the rhetorical economy of globalization. *Educational Philosophy & Theory,* 43(2), 148-161.
Riedinger, J. (n.d.) ISP- Building on a half- century of global engagement. Michigan State University. Retrieved from: http://www.isp.msu.edu/resources/documents/MSUIntl2006.pdf
Rogers, E., Hart, W., & Miike, Y. (2002). Edward T. Hall and the history of intercultural communication: The United States and Japan. *Keio Communication Review*, 24, 1-24.
Roundtree, L. (2006). Making critical connections. Retrieved from http://www.unc.edu/depts/our/pdfs/QEP_publication.pdf
Roy, L. (2006). In search of the global graduate: Transforming international experience into intercultural competence. Master's thesis, Concordia University.
Ruben, B. (1976). Assessing Communication Competency for Intercultural Adaptation. *Group & Organizational Studies*, 1(3), 334-354.
Samovar, L., Porter, R., & McDaniel, E. (2010). *Communication between cultures*. Boston, MA: Wordsworth.
Sawir, E. (2011). Academic staff response to international students and internationalizing the curriculum: The impact of disciplinary differences. *International Journal for Academic Development*, 16(1), 45-57.
Siaya, L., & Hayward, F. (2001). Public experience, attitudes, and knowledge: A report on two national surveys about international education. American Council on Education, Washington, DC.
Stier, J. (2004). Taking a critical stance toward internationalization ideologies in higher education: Idealism, instrumentalism and educationalism. *Globalisation, Societies and Education*, 2(1), 83-97.
Stier, J. (2006). Internationalisation, intercultural communication and intercultural competence. *Journal of Intercultural Communication*, 11(1), 1-12.
Stohl, M. (2007). We have met the enemy and he is us: The role of the faculty in the internationalization of higher education in the coming decade. *Journal of Studies in International Education,* 11(3-4), 359-372.
Stromquist, N. (2007). Internationalization as a response to globalization: Radical shifts in university environments. *Higher Education*, 53, 81-105.
Stroud, A. (2010). Who plans (not) to study abroad? An examination of U.S. student intent. *Journal of Studies in International Education*, 14(5), 491-507.
Stroud, A., & McDaniel, E. (2012). *Intercultural Communication: A Reader*. Boston, MA: Wadsworth Cengage Learning.
Texas A & M (n.d.) Examples of diversity and internationalization strategic areas: University level. Retrieved from: http://http://facultysenate.tamu.edu/Quick_Links/Faculty_Evaluation/examplesDIVINTERKLW.pdf

University of Minnesota Duluth Strategic Planning Steering Committee. (2011). UMD strategic planning campus action plan goals and action steps. Retrieved from: http://www.d.umn.edu/chancellor/planning/action.html

University of South Carolina. (2010). Quality Enhancement Plan proposal (summary). USConnect: Student empowerment through integrative learning. Retrieved from http://www.sc.edu/uscconnect/archives/doc/QEP_DraftProposal_Aug2010.pdf

University of Tampa. (2005). Building international competence: An integrated approach to international education. Retrieved from http://www.ut.edu/content.aspx?id=4802

Van Gyn, G., Schuerholz-Lehr, S., Caws, C. & Preece, A. (2009). Education for world-mindedness: Beyond superficial notions of internationalization. *New Directions for Teaching and Learning,* 118, 25-37.

Wilkinson, S. (2000). Emerging questions about study abroad. *ADFL Bulletin* 32(1), 36-41.

Williams, C., & Johnson, L. (2011). Why can't we be friends: Multicultural attitudes and friendships with international students. *International Journal of Intercultural Relations,* 35(1), 41-8.

Wiseman, R. (2003). Intercultural communication competence. In W. Gudykunst (Ed.), *Cross-Cultural and Intercultural Communication* (191-208). Thousand Oaks, CA: Sage Publications.

Wilson, D. (2004). Cultural diversity: What do we fear? *Diversity in Health and Social Care,* 1, 145-150.

Young, M. (2009). Education, globalization and the "voice of knowledge." *Journal of Education and Work.* 22(3), 193-204.

Appendix 1. January 26, 2012, Faculty Senate minutes endorsing the QEP theme (retrieved and excerpted from http://fora.aa.ufl.edu/docs/78//2011-2012//January%2026%202012%20Faculty%20Senate%20minutes%20approved.pdf).

Faculty Senate Meeting
Minutes
January 26, 2012
3:00 – 5:00 p.m. Reitz Union Auditorium

The meeting was called to order at 3:03 p.m. Minutes of the December meeting were approved.

Chair's Report **Scott Nygren,** Faculty Senate Chair

Dr. Nygren gave a short report about his trip to Tallahassee last week to attend the Board of Governors and the Advisory Council of Faculty Senate meetings. He was impressed by Dean Colson, the new chair of the Board of Governors. House Speaker Weatherford is interested in distance learning and gave a presentation.

President's Report **Bernie Machen,** President

- ☐ President was asked to speak before one of the House education committees a week and a half ago about University of Florida, what it is and what it plans to be. During his presentation, he requested that the University have more autonomy.
- ☐ The Academic Affairs office has been having conversations about courses that all students can take, no matter the major. The logical place to add these types of courses is in Gen Ed. President Machen presented a proposal to the legislature asking that it allow any university that wished, require at least 9 or 10 credit hours of Gen Ed taken on the campus where the degree is awarded. We might be able to have a combined effort with Santa Fe College.
- ☐ State budgets came out this week. House budget proposal has a 12.5% cut to the University.
- ☐ President is ready for faculty's final input on the 3%. Plans are to make a final decision in the next couple days. Beginning March 2012, the university will pay faculty a retirement payment of 3% of base salary for reimbursement of the amount that the state legislature is requiring faculty to pay toward the pension fund. This will bring the take home pay back what it was back in June 2011. If the court case ends up requiring us to restore the 3% toward retirement pay, then the University will take the 3% that's approved for March 2012 and apply it to the restoration. If we have to make a retroactive payment,
  the 3% will be used for that also.
- ☐ IFAS Faculty Assembly asked the President to consider their resolution to extend the protected five year retirement sick leave payout to 10 years for those retiring in 10 years. It appears to the assembly that faculty who plan to retire in 10 years and have accrued many hours of sick leave will break even if the regulation is extended. President Machen asked that they send their information /data to him the next day.

Provost's Report **Joe Glover,** Provost

- ☐ Call for proposals for this year's SEC Academic Conference Competition. Funding of $200,000 is provided from the SEC Presidents and the conference meets in Atlanta.

University of Florida submitted several proposals last year. If faculty want to participate, they should contact their Dean.

- ☐ Most of the Deans seem to feel that RCM is working OK, but needs some tweaking or adjustment. They do not seem to think that RCM is fundamentally broken. CFO and administrators are working on how to improve.

Action Item

Digital Media Art Program Name Change — **Bernard Mair**, Assoc. Provost, Undergraduate Affairs

This item was approved.

Advisory Vote – Increase College of Medicine Tenure Probationary Period from Seven to 10 years — **Marian Limacher,** Senior Assoc. Dean for COM Faculty Affairs & Professional Develop.

This item was approved.

SACS & QEP Endorsement — **David Miller,** Director, QEP

The University of Florida Faculty Senate endorses the development of a Quality Enhancement Plan to enhance the learning environment, with a focus on the topic of internationalization.

This item was approved.

Information Item and Topical Discussion

Self-Insurance — **David Guzick,** Sr. Vice President Health Affairs

Deanna Pelfrey, Chair, Welfare Council

Dr. David Guzick gave a presentation on Self-Insurance Plan: GatorCare

Deanna Pelfrey reported on the communication and work that the Welfare Council has been doing with self- insurance. She requested that if faculty have ideas or comments, to please visit the Faculty Senate Website.

Appendix 2. Internationalization - from the President's 2007 Strategic Work Plan (retrieved and excerpted from https://catalog.ufl.edu/ugrad/current/uf-mission/Pages/strategies-for-maximum-impact.aspx#2

Internationalization

The last fifty years has seen the rise of a truly global community, a trend that will accelerate rapidly in the next few decades. Increases in global travel, the integration of the world's economies, the migration of peoples and the great advances that have been made in the development of a global information infrastructure have significantly diminished the effective distance between different cultures and societies. Understanding the world's cultural and linguistic diversity has consequently become an urgent practical matter.

All Floridians and Americans in the future will be in closer contact with peoples who are not native speakers of English, who come from different cultural and religious backgrounds and whose political and social perspectives differ. The University of Florida has an obligation to develop resources for understanding different cultures and societies so that the citizenry of the state and nation are prepared for the increasing integration of the global community, and it must inculcate this understanding in its students.

The university has embarked on some significant initiatives to these ends. The university's study abroad programs have provided students with the opportunity for the transformative experience of living and studying for extended periods in other countries. Its scholarly exchange programs provide faculty the opportunities to teach and conduct research aboard and to bring international scholars here.

The university also has been competitive in getting Fulbright awards and a variety of other international research grants and awards. The university's faculty engages frequently in collaborative research with scholars from other countries and carries out research on international issues in medicine, health, business, law, agriculture, science, language, religion, culture and art, among others.

To fulfill its obligations, the university needs to continue support for these efforts, to develop new programs to deepen its understanding of the world's cultural diversity and to promote international research and education.

- **Goal 30: Enhance existing and develop new programs to promote international research, teaching and study abroad and exchange programs.**

Of particular importance to the university's stature as a center for international studies are its prestigious Title VI centers. The university has been a national leader in competing for and winning funding from the United States Department of Education.

The university has had five such centers, making it a leader among AAU universities. Three centers focus on area studies (the Center for Latin American Studies, the Center for African Studies and the Center for European Studies) and two are thematic (the Center for International Business Education and Research and the Center for Transnational and Global Studies).

All five centers are nationally ranked and each interdisciplinary center collects faculty from all sixteen of the university's colleges. Latin American Studies is one of the top-ranked centers in the world and is consistently ranked number one or two nationally. African Studies has been ranked as high as number three nationally.

- **Goal 31: Support Title VI centers in making competitive grant applications to secure extramural funding.**

Appendix 3. Excerpt on Global Competence and International Education, 2010 Task Force Report on Undergraduate Education
(retrieved and excerpted from pages 23-24 of
http://fora.aa.ufl.edu/docs//56//UGTaskForceReport.pdf)

Global Competence and International Education

The majority of UF's current practice on global competency and international education consists of UF undergraduates who study abroad. The results of the task force's brief senior survey indicated over 89% of the students engaging in study abroad while at UF rated this experience as excellent. This was the highest rating of any of the experiences we want our students to have as undergraduates at UF. In 2007-2008, 2,222 (6.5% of the undergraduate student population) students studied abroad through UF programs, with exchange agreements, through other
colleges, or with independent study abroad providers. Six study abroad advisers serve the whole population. The Warrington College of Business has two full-time advisers and a part-time graduate assistant to advise their students about study abroad.

In addition to study abroad, there are co-curricular opportunities for domestic students to work with international students on their English skills and on their cultural adjustment to the United States. Finally, language requirements exist to help expose students to other cultures.

In reviewing best practices a number were identified, some of which UF already does on a limited bases, such as the grants program to assist faculty in internationalizing their courses. The program at Georgia Tech in particular received strong support from the task force members and seems promising for implementation at UF given that it may be less resource intensive, at least initially, than some others.

Georgia Tech's International Plan offers a unique program for its students to develop global competence. It is a challenging four-year program that works in tandem with an undergraduate's academic curriculum to produce globally competent citizens. Successful completion of the program results in a special "International Plan" designation on the Georgia Tech degree and transcript. The program builds global competence by requiring students to engage in a minimum of twenty-six weeks of international experience (work, research, or study) related to their discipline, to develop a proficiency in a second language, and to take internationally oriented coursework.

This experience provides students a deeper global competency than traditional international opportunities. Each participating Georgia Tech degree program in the International Plan has integrated international studies, language acquisition, and overseas experience into the traditional Bachelor of Science degree that works best for that specific discipline. This would mean early interventions by advisers and faculty to encourage students to pursue this opportunity. The overall goal of the program would be to institutionalize global competency and international education as a value of a UF education.

Recommendations

- Offer an International Certificate similar to Georgia Tech's plan. This offers a much more substantial option for students who are highly interested in a thorough international experience.
- The opportunity to study abroad should be more strongly promoted through undergraduate opportunities as well as through courses.
- Faculty and staff who are trained and willing to help freshmen and sophomores plan for study abroad in terms of curriculum, financial aid, etc., should be identified. This would greatly increase the number of students who study abroad.
- Faculty should be supported and encouraged to identify ways to internationalize their syllabus to give a more global perspective to their topics.

Appendix 4. Specifications for the *International Critical Thinking (IntCRIT)* and *International Communication (IntCOMM)* attitudes and beliefs items

Item Specifications – Critical Thinking

SLO#2. Students analyze and interpret global and intercultural issues.

Operational Definition: JARS (Judgment, Analysis, Reasoning, Solution Finding)

Benchmark #	1
Big Idea	Judgment
Enduring Understanding	Making judgments
Benchmark	Students will use multiple strategies to make appropriate judgments
Item types	Agreement, Self-Rating, Task/Behavior Domain
Content Limits	The text should contain clear and sufficient context for determining the meaning of the question. Each question should not take more than ___ to answer.
Stimulus Attributes	Students will effectively judge and/or evaluate issues that exist in global and intercultural situations.
Response Attributes	Students will exhibit effective judgment by selecting a response to the listed assessment item in terms of agreement/self-rating/behavioral-task domains
Sample Question	<u>Agreement</u> I can evaluate cultural differences from an informed perspective. *Strongly Agree/Agree/Neutral/ Disagree/Strongly Disagree* I can suspend judgment and appreciate the complexities of communicating and interacting interculturally. *Strongly Agree/Agree/Neutral/ Disagree/Strongly Disagree* <u>Self-Rating</u> How effective are you in evaluating cultural differences from an informed perspective. *Not at all effective/Somewhat effective/Effective/Very effective* <u>Behavioral/Task Domain</u> Please choose your response in the following situation: You read about an international situation regarding human rights in another country. You feel disturbed by the situation. Which one of the following may be you next step? A. Initiate a conversation with a student from that country

	B. Conduct more research on the subject C. Talk to a professor regarding the topic D. Do nothing <u>Essay</u> • When we value the diversity of different groups, why is it important to understand the groups' histories of oppression? Why not? • Discuss: You should avoid the assumption that all Latinos speak Spanish

Benchmark #	2
Big Idea	Judgment
Enduring Understanding	Evaluation
Benchmark	Students will use multiple strategies to make appropriate judgments
Item types	Agreement, Self-Rating, Task/Behavior Domain
Content Limits	The text should contain clear and sufficient context for determining the meaning of the question. Each question should not take more than ___ to answer.
Stimulus Attributes	Students will effectively judge and/or evaluate issues that exist in global and intercultural situations.
Response Attributes	Students will exhibit effective judgment by selecting a response to the listed assessment item in terms of agreement/self-rating/behavioral-task domains
Sample Question	<u>Agreement</u> I can effective decisions when placed in different cultural situations. *Strongly Agree/Agree/Neutral/ Disagree/Strongly Disagree* I could contrast important aspects of the host language and culture with my own. *Strongly Agree/Agree/Neutral/ Disagree/Strongly Disagree* <u>Self-Rating</u> How effective are you at making effective decisions when placed in different cultural situations. *Not at all effective/Somewhat effective/Effective/Very effective* <u>Essay</u> • Discuss: The key to diversity is not just an increase in the numbers of Latinos, African Americans, or others from different nations, but the increased variety of perspectives, values, and thoughts they bring with them.

Benchmark #	3
Big Idea	Analysis
Enduring Understanding	Analyzing Arguments
Benchmark	Students will comprehend and consider various cultural arguments
Item types	Agreement, Self-Rating, Task/Behavior Domain
Content Limits	The text should contain clear and sufficient context for determining the meaning of the question. Each question should not take more than ___ to answer.
Stimulus Attributes	Students will use multiple cultural perspectives in analyzing arguments in dealing with global and intercultural issues
Response Attributes	Students will exhibit effective analysis of arguments by selecting a response to the listed assessment item in terms of agreement/self-rating/behavioral-task domains
Sample Question	<u>Agreement</u> I take into account different perspectives before drawing conclusions about the world around me. *Strongly Agree/Agree/Neutral/ Disagree/Strongly Disagree* I could contrast my own behaviors with those of my hosts in important areas (e.g., social interactions, basic routines, time orientation, etc.) *Strongly Agree/Agree/Neutral/ Disagree/Strongly Disagree* <u>Self-Rating</u> How effective are you in taking into account different perspectives before drawing conclusions about the world around me. *Not at all effective/Somewhat effective/Effective/Very effective* <u>Essay</u> • What do you find to be the most important global issue facing our world today, give examples of how it is affecting our world, and what would be some potential solutions that you would advise?

Benchmark #	4
Big Idea	Reasoning
Enduring Understanding	Making inferences using inductive or deductive reasoning
Benchmark	Students will use various reasoning strategies to make informed conclusions.
Item types	Agreement, Self-Rating, Task/Behavior Domain
Content Limits	The text should contain clear and sufficient context for determining the meaning of the question. Each question should not take more than ___ to answer.
Stimulus Attributes	Students will make inferences using inductive or deductive reasoning regarding global and intercultural issues
Response Attributes	Students will exhibit effective reasoning strategies by selecting a response to the listed assessment item in terms of agreement/self-rating/behavioral-task domains
Sample Question	Agreement I evaluate situations in my own culture based on my experiences and knowledge of other cultures. *Strongly Agree/Agree/Neutral/ Disagree/Strongly Disagree* Self-Rating How effective are you in understanding the reasons behind cultural differences. *Not at all effective/Somewhat effective/Effective/Very effective* Essay • Do groups with diverse members make better decisions? Discuss.

Benchmark #	5
Big Idea	Solution Finding
Enduring Understanding	Making decisions
Benchmark	Students will use multiple strategies to decide upon potential solutions to cultural problems.
Item types	Agreement, Self-Rating, Task/Behavior Domain
Content Limits	The text should contain clear and sufficient context for determining the meaning of the question. Each question should not take more than ___ to answer.
Stimulus Attributes	Students will use multiple strategies to decide upon potential solutions to cultural problems.
Response Attributes	Students will exhibit effective problem solving by selecting a response to the listed assessment item in terms of agreement/self-rating/behavioral-task domains
Sample Question	Agreement I understand the reasons and causes of conflict among nations of different cultures. *Strongly Agree/Agree/Neutral/ Disagree/Strongly Disagree* Self-Rating How effective are you in understanding the reasons and causes of conflict among nations of different cultures. *Not at all effective/Somewhat effective/Effective/Very effective* Essay • In a group project with an international student, how would you respond to their group contribution?

Benchmark #	6
Big Idea	Solution Finding
Enduring Understanding	Solving Problems
Benchmark	Students will use multiple strategies to decide upon potential solutions to cultural problems
Item types	Agreement, Self-Rating, Task/Behavior Domain
Content Limits	The text should contain clear and sufficient context for determining the meaning of the question. Each question should not take more than ___ to answer.
Stimulus Attributes	Students will use multiple strategies to decide upon potential solutions to cultural problems.
Response Attributes	Students will exhibit effective problem solving by selecting a response to the listed assessment item in terms of agreement/self-rating/behavioral-task domains
Sample Question	<u>Agreement</u> I have the ability to understand international perspectives (economic, political, social, cultural) (SERU). *Strongly Agree/Agree/ Neutral Disagree/ Strongly Disagree* I could cite important historical and socio-political factors that shape my own culture and the host culture. *Strongly Agree/Agree/ Neutral Disagree/ Strongly Disagree* <u>Self-Rating</u> I can effectively understand the reasons and causes of conflict among nations of different cultures. *Not at all effective/Somewhat effective/Effective/Very effective* I am effective at helping to resolve cross-cultural conflicts and misunderstandings when they arise. *Not at all effective/Somewhat effective/Effective/Very effective* <u>Behavioral/Task Domain</u> Working on a group project, you witness an American student arguing with an international student regarding this student continuously being late to team meetings. What would you do in this situation? A. Side with the American student B. Do nothing C. Explain to the American student the cultural difference of time D. Explain to the international student the cultural difference of time <u>Essay</u> • What do you find to be the most important global issue facing our world today, give examples of how it is affecting our world, and what would be some potential solutions that you would advise?

Item Specifications - Communication

SLO 3#. Students communicate effectively with members of other cultures.

Operational Definition:

The Students will be able to exemplify effective communication with members of other cultures through the use of following traits:

SPAAA (Sensitivity, Production, Awareness, Adaptability, Acceptance)

1. Sensitivity – cultural empathy and sensitivity, nonjudgmental perceptiveness (Olson & Kroeger, 2001, Ting-Toomy, 1999)

2. Production – Active listening, conversation reflectiveness, conveying a clear and intended message, decoding skills, engage in collaboration, and effective interactions (Deardoff, 2006,; Griffith & Harvey, 2000; Gudykunst, 1993; Sue, 2001; Ting-Toomey & Kurogi, 1998)

3. Awareness – cross- cultural awareness, engage in international relationships (Landis, Bennett, & Bennett, 2004; Paige, Jorstad, Paulson, Klein, & Colby, 1999, Storti, 1999; Storti & Bennhold-Samaan, 1998)

4. Adaptability- flexibility, high tolerance for cultural ambiguity and differences, manage cultural misunderstandings (Dignes, 1983, Olson & Kroeger, 2001, Kim 1991, Ting-Toomy, 1999)

5. Acceptance – open-mindedness, cultural reception (Dignes, 1983, Ting-Toomy, 1999)

Benchmark #	1
Big Idea	Sensitivity
Enduring Understanding	cultural empathy and sensitivity
Benchmark	Students will demonstrate a level of sensitivity toward other cultures.
Item types	Agreement, Self-Rating, Task/Behavior Domain
Content Limits	The text should contain clear and sufficient context for determining the meaning of the question. Each question should not take more than ___ to answer.
Stimulus Attributes	Students will exhibit cultural empathy and sensitivity and nonjudgmental perceptiveness when communicating with members of other cultures.
Response Attributes	Students will demonstrate cultural empathy and sensitivity by selecting a response to the listed assessment item in terms of agreement/self-rating/behavioral-task domains
Sample Question	Agreement I do not feel threatened emotionally when presented with multiple perspectives. *Strongly Agree/Agree/Neutral/ Disagree/Strongly Disagree* Self-Rating How effective are you in situations where cultural differences in the way people express their emotions led to misunderstanding. *Not at all effective/Somewhat effective/Effective/Very effective* Essay Considering different cultures, is it appropriate for a teacher or manager to praise a student or an employee in front of others? Might it be appropriate to criticize or reprimand a student or employee in private?

Benchmark #	2
Big Idea	Sensitivity
Enduring Understanding	Nonjudgmental perspectives
Benchmark	Students will demonstrate a level of sensitivity toward other cultures.
Item types	Agreement, Self-Rating, Task/Behavior Domain
Content Limits	The text should contain clear and sufficient context for determining the meaning of the question. Each question should not take more than ___ to answer.
Stimulus Attributes	Students will exhibit cultural empathy and sensitivity and nonjudgmental perceptiveness when communicating with members of other cultures.
Response Attributes	Students will demonstrate nonjudgmental perspectives by selecting a response to the listed assessment item in terms of agreement/self-rating/behavioral-task domains
Sample Question	<u>Agreement</u> I am open to learning about other cultures. *Strongly Agree/Agree/Neutral/ Disagree/Strongly Disagree* <u>Self-Rating</u> How effective are you at understanding different perspectives from members of other cultures. *Not at all effective/Somewhat effective/Effective/Very effective* <u>Essay</u> • Explain: “Persons within the same or similar ethnic group may have different cultural traits.” Consider traditions. Provide examples

Benchmark #	3
Big Idea	Production
Enduring Understanding	Active listening
Benchmark	Students will demonstrate effective communicative skills production with members of other cultures.
Item types	Agreement, Self-Rating, Task/Behavior Domain
Content Limits	The text should contain clear and sufficient context for determining the meaning of the question. Each question should not take more than ___ to answer.
Stimulus Attributes	Students will demonstrate effective active listening skills with members of other cultures.
Response Attributes	Students will demonstrate effective active listening skills by selecting a response to the listed assessment item in terms of agreement/self-rating/behavioral-task domains
Sample Question	<u>Agreement</u> When I am in a conversation with student from another culture, I often ask many questions. *Strongly Agree/Agree/Neutral/ Disagree/Strongly Disagree* <u>Self-Rating</u> How effective are you at listening to others' perceptive from members of other cultures. *Not at all effective/Somewhat effective/Effective/Very effective* <u>Essay</u> • When communicating with persons of other cultures and ethnicities, what are common miscommunications? How can we learn to avoid them?

Benchmark #	3
Big Idea	Production
Enduring Understanding	Conversation reflectiveness
Benchmark	Students will demonstrate effective communicative skills production with members of other cultures.
Item types	Agreement, Self-Rating, Task/Behavior Domain
Content Limits	The text should contain clear and sufficient context for determining the meaning of the question. Each question should not take more than ___ to answer.
Stimulus Attributes	Students will demonstrate effective conversation reflectiveness skills with members of other cultures.
Response Attributes	Students will demonstrate effective conversation reflectiveness skills by selecting a response to the listed assessment item in terms of agreement/self-rating/behavioral-task domains
Sample Question	<u>Agreement</u> I often reflect upon discussions regarding international issues. *Strongly Agree/Agree/Neutral/ Disagree/Strongly Disagree* I can reflect on the impact and consequences of my decisions and choices on my hosts *Strongly Agree/Agree/Neutral/ Disagree/Strongly Disagree* <u>Self-Rating</u> How effective are you at reflecting discussions regarding international issues. *Not at all effective/Somewhat effective/Effective/Very effective* <u>Essay</u> • Explain: “Different people may interpret the same communication differently.” “What one hears may be different than what the speaker meant.”

Benchmark #	4
Big Idea	Production
Enduring Understanding	Convey a clear and intended message
Benchmark	Students will demonstrate effective communicative skills production with members of other cultures.
Item types	Agreement, Self-Rating, Task/Behavior Domain
Content Limits	The text should contain clear and sufficient context for determining the meaning of the question. Each question should not take more than ___ to answer.
Stimulus Attributes	Students will demonstrate the ability to convey a clear and intended message with members of other cultures.
Response Attributes	Students will demonstrate the ability to convey a clear and intended message with members of other cultures. by selecting a response to the listed assessment item in terms of agreement/self-rating/behavioral-task domains
Sample Question	<u>Agreement</u> I can clearly articulate my message to members of other cultures. *Strongly Agree/Agree/Neutral/ Disagree/Strongly Disagree* <u>Self-Rating</u> How effective are you at articulating you message to members of other cultures. *Not at all effective/Somewhat effective/Effective/Very effective* <u>Essay</u> • Explain: “Different people may interpret the same communication differently.” “What one hears may be different than what the speaker meant.”

Benchmark #	5
Big Idea	Production
Enduring Understanding	Decoding Skills
Benchmark	Students will demonstrate effective decoding skills with members of other cultures.
Item types	Agreement, Self-Rating, Task/Behavior Domain
Content Limits	The text should contain clear and sufficient context for determining the meaning of the question. Each question should not take more than ___ to answer.
Stimulus Attributes	Students will demonstrate effective decoding skills with members of other cultures.
Response Attributes	Students will demonstrate effective decoding skills with members of other cultures. by selecting a response to the listed assessment item in terms of agreement/self-rating/behavioral-task domains
Sample Question	<u>Agreement</u> I am able to understand cultural differences in conversations with members of other cultures. *Strongly Agree/Agree/Neutral/ Disagree/Strongly Disagree* <u>Self-Rating</u> How effective are you at understanding cultural differences in conversations with members of other cultures. *Not at all effective/Somewhat effective/Effective/Very effective* <u>Essay</u> • Share examples of subtle actions or communications directed to someone, which may be perceived as disrespectful by the receiver. An example could be “not having time to talk.” Discuss.

Benchmark #	6
Big Idea	Production
Enduring Understanding	Engage in Collaboration
Benchmark	Students will demonstrate the ability to engage in collaboration with members of other cultures.
Item types	Agreement, Self-Rating, Task/Behavior Domain
Content Limits	The text should contain clear and sufficient context for determining the meaning of the question. Each question should not take more than ___ to answer.
Stimulus Attributes	Students will demonstrate the ability to engage in collaboration with members of other cultures.
Response Attributes	Students will demonstrate the ability to engage in collaboration with members of other cultures. by selecting a response to the listed assessment item in terms of agreement/self-rating/behavioral-task domains
Sample Question	<u>Agreement</u> When working on group projects with a student of another culture, I feel confident that I am able to collaborate with this student. *Strongly Agree/Agree/Neutral/ Disagree/Strongly Disagree* <u>Self-Rating</u> I am effective at negotiating responsibilities with international students when working on a team project. *Not at all effective/Somewhat effective/Effective/Very effective* <u>Essay</u> • When working in a team of students or colleagues that include individual from other cultures, how would you proceed with group goals while being sensitive to cultural differences?

Benchmark #	7
Big Idea	Production
Enduring Understanding	Effective Interactions
Benchmark	Students will demonstrate effective interaction skills with members of other cultures.
Item types	Agreement, Self-Rating, Task/Behavior Domain
Content Limits	The text should contain clear and sufficient context for determining the meaning of the question. Each question should not take more than ___ to answer.
Stimulus Attributes	Students will demonstrate effective interaction skills with members of other cultures.
Response Attributes	Students will demonstrate effective interaction skills with members of other cultures. by selecting a response to the listed assessment item in terms of agreement/self-rating/behavioral-task domains
Sample Question	<u>Agreement</u> I often have conversations with members of other cultures. *Strongly Agree/Agree/Neutral/ Disagree/Strongly Disagree* I use appropriate strategies for adapting to the host culture and reducing stress. *Strongly Agree/Agree/Neutral/ Disagree/Strongly Disagree* <u>Self-Rating</u> How effective are you at having conversations with members of other cultures. *Not at all effective/Somewhat effective/Effective/Very effective* <u>Essay</u> • Do you feel you are able to engage effectively with people of other cultures? Why or why not?

Benchmark #	8
Big Idea	Awareness
Enduring Understanding	Cross- cultural awareness
Benchmark	Students will demonstrate cross-cultural awareness with members of other cultures.
Item types	Agreement, Self-Rating, Task/Behavior Domain
Content Limits	The text should contain clear and sufficient context for determining the meaning of the question. Each question should not take more than ___ to answer.
Stimulus Attributes	Students will demonstrate cross-cultural awareness with members of other cultures.
Response Attributes	Students will demonstrate cross cultural awareness with members of other cultures. by selecting a response to the listed assessment item in terms of agreement/self-rating/behavioral-task domains
Sample Question	<u>Agreement</u> I evaluate situations in my own culture based on my experiences and knowledge of other cultures. *Strongly Agree/Agree/Neutral/ Disagree/Strongly Disagree* I could discuss and contrast various behavioral patterns in my own culture with those of another culture. *Strongly Agree/Agree/Neutral/ Disagree/Strongly Disagree* <u>Self-Rating</u> How effective are you at evaluating situations in my own culture based on my experiences and knowledge of other cultures. *Not at all effective/Somewhat effective/Effective/Very effective* <u>Essay</u> • In which cultures might *touching* be important when others are greeted? In which cultures might *touching* not be appropriate? Discuss • In which cultures might *eye contact* be important and respectful? In which cultures might there be a different scenario? Explain.

Benchmark #	9
Big Idea	Awareness
Enduring Understanding	Engage in international relationships
Benchmark	Students will demonstrate the ability to engage in international relationships with members of other cultures.
Item types	Agreement, Self-Rating, Task/Behavior Domain
Content Limits	The text should contain clear and sufficient context for determining the meaning of the question. Each question should not take more than ___ to answer.
Stimulus Attributes	Students will demonstrate the ability to engage in international relationships with members of other cultures.
Response Attributes	Students will demonstrate the ability to engage in international relationships by selecting a response to the listed assessment item in terms of agreement/self-rating/behavioral-task domains
Sample Question	<u>Agreement</u> I often show interest in new cultural aspects (e.g., to understand the values, history, traditions, etc.) *Strongly Agree/Agree/Neutral/ Disagree/Strongly Disagree* <u>Self-Rating</u> I am effective at engaging in relationships with international students. *Not at all effective/Somewhat effective/Effective/Very effective* <u>Essay</u> • How specifically might one work to increase or achieve *cultural competence*? Provide examples in the community, school, work and other situations.

Benchmark #	10
Big Idea	Adaptability
Enduring Understanding	Flexibility
Benchmark	Students will demonstrate communicative flexibility with members of other cultures.
Item types	Agreement, Self-Rating, Task/Behavior Domain
Content Limits	The text should contain clear and sufficient context for determining the meaning of the question. Each question should not take more than ___ to answer.
Stimulus Attributes	Students will demonstrate communicative flexibility with members of other cultures.
Response Attributes	Students will demonstrate communicative flexibility by selecting a response to the listed assessment item in terms of agreement/self-rating/behavioral-task domains
Sample Question	<u>Agreement</u> I demonstrate flexibility when interacting with persons from another culture. *Strongly Agree/Agree/Neutral/ Disagree/Strongly Disagree* <u>Self-Rating</u> I am effective at demonstrating flexibility when interacting with persons from another culture *Not at all effective/Somewhat effective/Effective/Very effective* <u>Essay</u> • Adapting to different cultural situations is important. Why or why not?

Benchmark #	11
Big Idea	Adaptability
Enduring Understanding	High tolerance for cultural ambiguity and differences
Benchmark	Students will demonstrate a high tolerance for cultural ambiguity and differences with members of other cultures.
Item types	Agreement, Self-Rating, Task/Behavior Domain
Content Limits	The text should contain clear and sufficient context for determining the meaning of the question. Each question should not take more than ___ to answer.
Stimulus Attributes	Students will demonstrate a high tolerance for cultural ambiguity and differences with members of other cultures.
Response Attributes	Students will demonstrate a high tolerance for cultural ambiguity and differences by selecting a response to the listed assessment item in terms of agreement/self-rating/behavioral-task domains
Sample Question	<u>Agreement</u> I can look at the world through the eyes of a person from another culture *Strongly Agree/Agree/Neutral/ Disagree/Strongly Disagree* I adjusted my behavior, dress, etc., as appropriate, to avoid offending my hosts *Strongly Agree/Agree/Neutral/ Disagree/Strongly Disagree* <u>Self-Rating</u> I am effective in situations where there are cultural differences. *Not at all effective/Somewhat effective/Effective/Very effective* <u>Essay</u> • Discuss: Although persons may have different cultures, they may share similar needs and values. Although persons may identify with the same culture, they may have needs and values that are not the same. Provide examples.

Benchmark #	12
Big Idea	Adaptability
Enduring Understanding	Manage cultural misunderstandings
Benchmark	Students will demonstrate the ability to manage cultural misunderstandings with members of other cultures.
Item types	Agreement, Self-Rating, Task/Behavior Domain
Content Limits	The text should contain clear and sufficient context for determining the meaning of the question. Each question should not take more than ___ to answer.
Stimulus Attributes	Students will demonstrate the ability to manage cultural misunderstandings with members of other cultures.
Response Attributes	Students will demonstrate the ability to manage cultural misunderstandings by selecting a response to the listed assessment item in terms of agreement/self-rating/behavioral-task domains
Sample Question	<u>Agreement</u> I have seen many situations where cultural differences in the way people express their emotions led to misunderstanding. *Strongly Agree/Agree/Neutral/ Disagree/Strongly Disagree* I deal with my emotions and frustrations when interacting with a different culture. *Strongly Agree/Agree/Neutral/ Disagree/Strongly Disagree* <u>Self-Rating</u> I am effective at managing in situations where there are cultural misunderstandings. *Not at all effective/Somewhat effective/Effective/Very effective* <u>Essay</u> • When communicating with persons of other cultures and ethnicities, what are common miscommunications? How can we learn to avoid them?

Benchmark #	13
Big Idea	Acceptance
Enduring Understanding	Open-mindedness
Benchmark	Students will demonstrate open-mindedness with members of other cultures.
Item types	Agreement, Self-Rating, Task/Behavior Domain
Content Limits	The text should contain clear and sufficient context for determining the meaning of the question. Each question should not take more than ___ to answer.
Stimulus Attributes	Students will demonstrate open-mindedness with members of other cultures.
Response Attributes	Students will demonstrate open-mindedness by selecting a response to the listed assessment item in terms of agreement/self-rating/behavioral-task domains
Sample Question	<u>Agreement</u> I an open-minded when learning about new cultures. *Strongly Agree/Agree/Neutral/ Disagree/Strongly Disagree* <u>Self-Rating</u> I am effective at being patient when trying to learn about new cultural aspects. *Not at all effective/Somewhat effective/Effective/Very effective* <u>Essay</u> • Describe your reaction to a time you were in a situation that involved a different cultural norm from your own and how you felt and responded to this situation.

Benchmark #	14
Big Idea	Acceptance
Enduring Understanding	Cultural reception
Benchmark	Students will demonstrate the ability to be culturally receptive with members of other cultures.
Item types	Agreement, Self-Rating, Task/Behavior Domain
Content Limits	The text should contain clear and sufficient context for determining the meaning of the question. Each question should not take more than ___ to answer.
Stimulus Attributes	Students will demonstrate the ability to be culturally receptive with members of other cultures.
Response Attributes	Students will demonstrate the ability to be culturally receptive with members of other cultures by selecting a response to the listed assessment item in terms of agreement/self-rating/behavioral-task domains
Sample Question	<u>Agreement</u> I implement differing cultural norms into my everyday life. *Strongly Agree/Agree/Neutral/ Disagree/Strongly Disagree* <u>Self-Rating</u> I am effective at implementing different cultural components into my life. *Not at all effective/Somewhat effective/Effective/Very effective* <u>Essay</u> • If a few employees or students are speaking their first language, such as Spanish or Japanese and there is not a reason at this time for them to be communicating to a person who does not speak their native language, should the employees or students be told by a manager, teacher or someone else to refrain from speaking their native language? Discuss