

Draft Six Final
A COMPREHENSIVE PLAN
FOR
INTERNATIONAL EDUCATION AT SIMPSON COLLEGE
February 10, 2007

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SECTION A: Statement of Philosophy

Perhaps at no other time in history has international education been so important, since at no other time in history have so many diverse societies around the world been so easily interconnected. Intercultural encounters are quickly becoming inevitable, whether or not one leaves home. Moreover, the ability to understand the "other" on his or her own terms is a requisite skill in conflict resolution, negotiation, and social interaction, be it on a personal or international scale. To be truly educated citizens of the world today, students need to be given ample opportunities to experience, analyze, and understand other cultural perspectives beyond their own. Characterized in terms of Bennett's (1986, 1993) developmental model of intercultural sensitivity, they need to move from an "ethnocentric" worldview to an "ethnorelative" one, in which they are curious about and respectful of other cultural perspectives and are able to look at the world "through different eyes" (Bennett & Hammer, 1998). Research suggests that this shift in intercultural sensitivity is most likely to occur through a combination of experience and analysis, making study abroad one of the richest contexts in which to address these goals (Deardorff, 2007; Laubscher, 1994).

As a comprehensive college in the liberal arts tradition with a strong history of unique semester abroad options and interdisciplinary May Term travel courses, Simpson College is well positioned to offer a variety of study abroad opportunities and to integrate them systematically into the larger curriculum. International education is clearly well aligned with the social justice themes of our mission, since the seeds of cultural awareness and sensitivity planted during study abroad provide an essential framework in which to understand global human issues. Overseas immersion also introduces greater diversity into students' experiences, which is particularly important for the population we serve. Many Simpson students might never venture out of their familiar surroundings, and thus might never be forced to question ethnocentric points of view, if they do not first experience another area of the world as part of their undergraduate education. Conversely, just one positive educational experience in another country can whet the appetite of a formerly reluctant student for more international contact. Given the

potential of study abroad for significantly impacting the often limited worldview of many of our students and the established commitment of faculty across academic disciplines to educational travel, Simpson is already poised to make study abroad one of its institutional hallmarks.

To involve as many students as possible from all disciplines on campus in overseas experiences, Simpson will need to augment the number, types, and foci of its study abroad offerings. For some students, short-term programs, such as May and perhaps summer options will fit their needs the best. Others may need to spend a semester or a year overseas to achieve their goals. Some may want to be able to start studying the host language in-country. Others may benefit from options that allow them to capitalize on and continue the language learning they have begun at Simpson. Still others may prefer an English-language program. Some students may want to focus on discipline-specific learning, while others may be more interested in general cross-cultural experiences. Some students may be drawn to immersion in another Western culture. Others may want to experience life in a non-Western society. The more learner goals we are able to meet with our offerings, the greater the number of students who will benefit from experiential cultural learning, which underlies the core of our mission.

Not all study abroad programs are of equal quality, however. As Rivers (1998) puts it, just “being there” does not guarantee significant linguistic and cultural learning. Numerous studies have converged on the finding that unless an immersion experience is coupled with analysis from the host-country perspective, not only is intercultural sensitivity unlikely to advance, ethnocentrism may even be strengthened (e.g., Dearthoff, 2007; Kline, 1998; Laubscher, 1994; Pellegrino Aveni, 2005; Wilkinson, 1998). This report reflects the belief that Simpson College should provide the highest quality international programs, regardless of the destination(s) and length of stay—programs that engage students daily in the process of encountering and understanding the “other” in a concerted effort to help them move toward a wider, more informed perspective on the world.

SECTION B: Statement of Purpose

This report summarizes the results of a semester of self-study and discussion by the International Education Working Group, a task force appointed by Dean Griffith in the early fall of 2006 to study existing efforts to internationalize the Simpson experience and potential for future directions in global awareness and understanding. At an early meeting, Dean Griffith set three goals for the Working Group. The first was to propose a plan for program enhancement that would both strengthen current programming and provide direction for new program development. The second goal was to study how Simpson College can best facilitate these program enhancement efforts, including ways of coordinating study abroad offerings, providing support to faculty involved in international education, and establishing a financial model to sustain study abroad programming and help fund the creation of new study abroad courses. A third goal was to begin to discuss how Simpson College might “internationalize” the curriculum and the

campus for the purpose of helping Simpson students develop global understanding and a world view whether or not they go overseas.

The Working Group, which met approximately every two weeks throughout the fall semester, began by focusing its energy on the first two goals outlined by Dean Griffith, breaking into volunteer subgroups to work on specific issues. Subgroups were formed in the areas of current offering enhancement, third-party vendors, international students, Simpson College English-language semester programs, and Simpson College language-based semester programs. It was decided that the goal of internationalizing the campus would entail a series of campus-wide discussions and initiatives that would follow as the Group achieved the first two objectives. This report to the Simpson community integrates the outcomes of the subgroups' deliberations and provides the Working Group's recommendations for the future of international education at Simpson College. It is presented for discussion by the Simpson College community and ultimately for adoption by the administration of the College.

SECTION C: Program Enhancement

The International Education Working Group recognizes the good work that the faculty and others have done throughout the years to encourage and provide opportunities for Simpson College students to study abroad. The College has much to be proud of in the high percentage of students who study abroad each year. In 2006-2007, over 300 Simpson College students will study overseas. Although the majority of Simpson College students who participate opt for short-term experiences (primarily during May Term), many others study for a semester or more at programs sponsored by the College (Schorndorf, Nicaragua, and London) or associated with the institution (Curtin University, AIFS, etc.). Yet other students directly enroll in universities abroad or with third-party vendor programs (Butler University, Central College, Arcadia University, etc.). It should be noted that all of these opportunities have been developed with little, formal institutional support.

With this strong history of interest and participation in study abroad, Simpson College is well positioned to grow in the area of international education. To gain additional insights into how Simpson might best serve students and faculty in the area of international education, two surveys have been developed (see Appendix A and Appendix B) that will be conducted in the coming weeks. The results will further shape the directions outlined in this document. In the interim, however, the Working Group makes the following recommendations regarding current offerings and future directions.

Simpson Offerings

May Term. The Working Group believes that for the vast majority of Simpson College students, the May Term (or other short-term study abroad opportunity) represents the most realistic opportunity for study abroad. At present, travel course participation during May Term represents about 90% of overseas study by Simpson College students. The

difficulty students have planning their course of study years ahead and the roadblocks to study abroad presented by some academic majors are not easily overcome. Although the Working Group recommends elsewhere in this document that all departments be encouraged to identify study abroad programs that will offer coursework that will fit within their major, the reality is that most students who study abroad while enrolled at Simpson College are likely to do so outside of the regular semester. In recent years, this has been during May Term. Should May Term be eliminated, the Working Group recommends that other short-term study abroad opportunities be developed so that large numbers of Simpson College students will continue to have at least a brief exposure to a culture other than their own.

The Working Group believes that the recommendations throughout this document provide possibilities for enhancing May Term study abroad and suggests their speedy implementation. The Working Group stresses that short-term study abroad experiences must be more than "tours" if they are to achieve the academic objectives of the faculty of the College and fulfill the Cornerstone Seven criteria. As discussed below, it is also highly recommended that all May Term courses be preceded by a 1-3 credit preparatory course during the preceding spring semester.

Semester Programs. Although two subgroups were formed originally to work on Simpson College semester-long programs (one focused on English-language programs and a second on language-based programs), in the end, their recommendations came together to focus on the development of a "Simpson Model" for study abroad.

The Working Group agreed that the existing programs in London and Schorndorf be continued. The London program is popular with students, and it provides Simpson College faculty with a tremendous development opportunity. Similarly, the Working Group sees continuing value in the Schorndorf program, albeit with the changes outlined elsewhere in this document. Similarly, the College's program in Nicaragua may need to be revised, should a decision be made to continue it. The Group suggests that the Curtin University program in Australia and the potential program at Harlaxton in England be reviewed for inclusion in the College's third-party vendor offerings. It was recognized that the Curtin University program also allows for some faculty development opportunities by way of a site for sabbaticals.

The Working Group recommends that the College expand its semester-long study abroad opportunities. It does so for several reasons. The first is academic quality and fit with the mission of the institution. A program that is created and run by the faculty of Simpson College can be designed to meet the specific academic objectives of the faculty and the College. Such a program can be designed to meet Cornerstone Seven and possibly other Cornerstone requirements. It can also meet multiple institutional objectives, providing students with study abroad opportunities at the same time providing faculty development opportunities. A final but significant consideration is the cost. By running such "in-house" programs, the College has the ability to better control the costs of study abroad. The money stays in-house and the amount of third-party overhead is limited. Potentially, the College may be even able to offer the programs to other institutions and thereby gain

outside revenue. The Working Group recommends the development of several new semester-long programs to fit into a regular rotation with the existing London and Schorndorf programs. Such programs would provide rich opportunities for academic and personal growth of both students and faculty. Guidelines for site selection and program design are described more fully in subsequent sections.

In addition, there should be a standardization of programs offered on a regular, predictable basis. The Working Group recommends that enough programs be developed so that at least one Simpson College semester-long program is available each semester. The Group also recommends that the majority of sites be fixed and one slot in the rotation be open for a "floating" program based on the interests of faculty and student demand.

Developing a "Simpson Experience Abroad" Model. The Working Group recommends that a "Simpson Experience Abroad" model be developed that would provide distinctiveness to the College's offerings, meet the academic objectives of the faculty, and clearly connect to the mission of the institution. Such a framework would also provide guidelines for future semester-long program development and allow multiple faculty members to participate over time in the programs, contributing to a sense of College-wide "ownership" of all programs. The offerings would be site-specific enough to build on the in-country relationships established over time, but not so narrowly focused academically that it would preclude faculty from multiple disciplines from participating. Distinctive features of Simpson Experience Abroad (SEA) courses would include:

A Language Study Component

All SEA semester-long programs will have a language component if the program takes place in a country that does not have English as a native language. All students who participate in these programs could receive Simpson foreign language credit for these courses. It should be noted that the Schorndorf program would be expanded to include students without significant German language skills, and subsequent language-based programs would likewise be designed to appeal to students with and without host-language skills. It may be that intensive language study can be "front-loaded" in the semester abroad experience to provide beginners with enough language to participate immediately in the host culture. Language training would continue throughout the semester.

A Simpson College Faculty Member in Residence

A distinctive feature of the Simpson Experience Abroad courses will be that each will have at least one Simpson College faculty member in residence. The faculty member will serve as resident program director and teach one or more classes. It will also be the case that additional instructors will be employed, especially in the language area, to fill out the student's academic program. The normal course load for SEA semester programs would mirror that expected of full-time students on the campus in Indianola. It is hoped that a group of Simpson College faculty interested in a particular program will form to serve as advisors, future resident directors, and champions for each of the SEA programs.

Home Stay and Other Cultural Integration Component

Commensurate with the philosophy of international education outlined in the introduction to this document, the Working Group believes that cultural integration should be a hallmark of SEA courses. Because of the unique cultural integration that host families can offer to students, the preferred option for Simpson language-based programs will be a semester-long home stay for each student. Home stays might also be considered for non-language study abroad programs. Where this is not possible or appropriate, shorter home stays might be paired with longer stays in other living environments where students would come into regular contact with individuals from the host country and/or other countries. It should be noted that having Simpson students reside en masse or in residences with only other American students is unlikely help them question ethnocentric viewpoints and develop greater cultural sensitivity and understanding. Such arrangements should thus be avoided whenever possible.

The Working Group believes that each SEA course must have a purposeful cultural integration component. A home stay may meet this goal, but whenever possible appropriate alternative cultural integration components will also be included. These could include service-learning projects, field experiences, and/or internship opportunities.

Cultural Learning Portfolio

All Simpson Experience Abroad courses would require a structured cultural component, for example a cultural portfolio, which would be standardized across programs. The project would be research based; it would serve as both a learning process and a product for assessment. The specifics of what might be included in the Cultural Learning Portfolio, how it might be created, etc., will need additional development, although resources are available to help with the design (see Appendix C). The goal is to ensure that all students have the opportunity to analyze their encounters with the host culture in ways that will help them progress in their level of intercultural sensitivity. It will also result in something tangible to share with others upon their return to campus.

The Working Group recommends that all Simpson semester-long programs (those that are already established, as well as new proposals) be reviewed by the appropriate committee to make sure they also fit the framework of the Simpson Experience Abroad model.

Third-Party Vendor Offerings

Simpson faculty frequently contract with third-party vendors to organize and conduct study abroad tours. These services are available for both May Term and semester-long study. The Working Group believes that third-party vendors will likely continue to be a significant part of study abroad at Simpson College, especially with regard to the May Term offerings.

May Term. Many faculty members have developed significant relationships with third-party vendors for their May Term courses and these relationships likely benefit Simpson students. At the same time, there might be some advantage for the College to seek cost savings by working with fewer vendors. It may be possible to get discounts on airfare,

hotels, etc., if vendors could be guaranteed a certain volume of the May Term travel. The Working Group recommends that this issue be explored.

It should be clear that the Working Group does not at this time suggest mandating faculty to use only specified vendors, but it may be that the institution creates a list of preferred vendors. Faculty seeking to switch vendors or new faculty seeking vendors may be directed to the preferred vendors list. The Working Group has gathered a list of vendors currently being used by faculty to serve as a starting point for sharing information (see Appendix D). It contains profiles and contact information, along with an assessment of the vendors' strengths and weaknesses, as perceived by Simpson faculty who have utilized their services.

Semester Programs. Third-party vendor programs for longer term study abroad are created by an organization (often a college or university on its own) and offered to students at other institutions. Examples of third-party vendor programs include the Harlaxton program run by the University of Evansville, the Higher Education Consortium for Urban Affairs (HECUA), the International Student Exchange Program (ISEP), Central College, and the Center for Global Education at Augsburg College. Third-party vendors are of two basic types. The first is an agency or institution that serves as a broker between the home institution and the enrolling foreign institution. This type of third-party vendor typically provides the student with orientation, assistance finding lodging, and help enrolling at the foreign university. The students receive credits by transfer from the foreign university, or the home institution creates its own experiential course that matches the experience at the foreign institution. The Curtin University program is a broker program.

A second type of third-party vendor program is when an institution in the United States creates and owns a study abroad program and invites students from other institutions to attend for a fee. In this type of program, students are often taught by American instructors or a combination of American and foreign instructors. The credits are transferred from the third-party vendor institution. The Harlaxton program is an example of this second type of third-party vendor program.

Many institutions have built their study abroad programs around the use of third-party vendors. They provide an institution and its students with a wide variety of offerings at little upfront cost to the home institution. Some third-party vendor programs are designed as a consortium of institutions. Members of the consortium are charged an annual fee which allows participation in the management of the program and program discounts to students enrolled at member institutions. HECUA is an example of a third-party vendor member organization, as is ISEP. Simpson is not yet a member of HECUA. Simpson is an Affiliate member of ISEP. This level of membership allows our students to attend certain ISEP programs. Full membership would increase the number of institutions available to Simpson students but is more expensive. The difference between HECUA and ISEP is that HECUA creates its own programming, whereas ISEP facilitates direct enrollment of students into host universities.

Unfortunately, third-party vendor programs are expensive for students unless financial aid provided by the home institution goes with the student. At Simpson College, this is presently the case with the Curtin University program in Perth, Australia; Lorenzo di Medici Scuola di Arts and The Saci Institute for International Studies in Florence, Italy; AIFS in Grenoble, France and Seville, Spain; and the New Zealand Christ Church College of Education. Third-party vendor programs for semester-long study abroad experiences are especially expensive to Simpson College because of the College's significant financial aid "discount" of about 43%. In essence, the College pays out to the third-party vendor more than the student actually pays the College in tuition. Several years ago, the use of third-party vendors at Simpson College was significantly decreased due to the increasing financial cost.

The Working Group recommends that the current third-party vendor programs being used by the College be reviewed. The addition of third-party vendor programs that specifically meet the mission of the College and that align most closely with the "Simpson Experience Abroad" model could enhance Simpson's offerings (see Appendix E). However, it is in the College's best interest to limit the third-party programs available to those most consistent with the institution's objectives and those that fit within the overall international education budget model. Students on approved programs should be able to carry their Simpson College financial aid with them. Additional programs may be made available to Simpson College students at full, actual cost.

Direct Enrollment Programs

Students in direct enrollment study abroad programs enroll as international students at universities in other countries. They take classes with students from the host country, live on their own or with host families, and ideally, experience their time abroad from the perspective of someone fully engaged in the host culture. In order to directly enroll at a particular university, the student must meet the admission requirements, find lodging, and pay all expenses for the experience. The home institution may act as a pass-through agent to facilitate admission and payment of fees, but the student receives credit by transfer from the host institution. Some foreign institutions provide orientation programs for guest students, others do not.

The Working Group agreed that for some students, especially those who seek study abroad programs that will fulfill major requirements, direct enrollment at universities abroad may be the best option. Direct enrollment may also be the best choice for students with high fluency language skills. All academic departments at Simpson College should be encouraged to identify specialty programs abroad that would provide such opportunities for majors. The cost of direct enrollment programs vary significantly. Some directly enrolled students will see lower costs than those at the home institution. Others will be higher. Participation in direct enrollment study abroad programs should be carefully monitored. It may be that GPA and other requirements need to be set by Simpson College to make sure that the individual students enrolling have the capacity for such an intense experience.

Additional Study Abroad Opportunities

The design of new programs and the selection of new study abroad host sites should be done based on a variety of factors, including fit with Simpson's philosophy of study abroad, programmatic need, faculty and student interest, potential for program stability and reciprocity, and balance and diversity in our offerings. As mentioned above, two surveys will provide important data that can be used to guide these decisions (see Appendix A). Additionally, Working Group members themselves have identified potential opportunities and expressed interest in new programs in South Africa, Namibia, Thailand and Ireland among other locations. A new program in Spain will be launched in the spring of 2008. A program in a French-speaking area is also in the conceptual stages of planning. Certainly the College should explore potential programs in Latin America and perhaps the Muslim world. In all cases, it is recommended that the College seek institutional partners in the host country to provide expertise and stability for the programs. It should also be noted that the programs established by Simpson College may be in partnership with other institutions, and such agreements should be sought where advantageous. The establishment of enduring sites will increase the possibility that students in host locations will learn about Simpson College and want to enroll here. The development of such sites may also lead to faculty and cultural exchanges, sabbatical opportunities, etc.

In addition to the familiar May Term and semester-long study abroad options, the Working Group recommends the development of other short-term study abroad options, which might vary in length from one to three weeks and be offered during breaks between the regular semesters, Spring Break, summer, or at any other time during the year. Such courses may be designed as enhancements for regular semester course or be offered as stand-alone courses for variable credit to be determined by the appropriate faculty committee. The target market for such short-term study abroad opportunities might include alumni, adult students and friends of the College. It should be clear that all such offerings must have an academic core if they are to carry Simpson College credit.

Assessment

The key to developing high quality study abroad programs is ongoing assessment that informs practice. The Working Group recommends that all existing and future international education programs be regularly assessed using best practice techniques. Several assessment instruments suggested by Olson, Green, and Hill (2006) have been included in Appendix C. In addition, the Working Group suggests that the College develop student evaluations of teaching instruments and require them for all study abroad courses. Data from these assessments can be used to help enhance future overseas offerings. It is expected that semester-long programs and all third-party vendor programs will be reviewed by the appropriate faculty committee on an established schedule.

The International Education Working Group also recommends that the application process for each international study course be reviewed to make sure that all study abroad courses maintain the rigorous standards set for other Simpson College courses.

SECTION D: Support for International Education

Program Coordination

The Working Group sees the addition of Jay Wilkinson as International Education Coordinator as a positive step towards the development of a Center for International Education which will provide administrative support for study abroad and the internationalization of the campus. It is assumed that Jay will also provide leadership in the program enhancements and new directions offered throughout this document.

Crisis Management Plan

No coordinated crisis management plan currently exists. The crises that have arisen so far have been handled by an ad hoc approach. While this method has been adequate in the past, we need to have in place a more systematic plan for the future. This plan should be available on the International Education Web site so that participants can access information, such as who to contact with concerns before and during the travel. The development of the plan needs to involve the business office, student development, College attorney, dean, registrar, International Education Coordinator Jay Wilkinson, faculty who teach abroad, and perhaps the student body president.

Once a crisis management plan is in place, we need to redesign the waiver that international program participants sign so that it reflects this plan. The Working Group also recommends that a behavior contract be developed, which all participating students must sign, outlining the College's expectations, the rules for refunds, being sent home for disciplinary reasons, etc. We need to develop a specific chain of command and a communication plan to inform parents and others about any crises or behavior infractions that arise. We also need to specify expectations about faculty-student interactions for travel programs including guidelines regarding sexual harassment. We need a faculty training seminar on physical and mental health concerns during travel.

Trip Preparation and Re-entry for Students

Travel experiences are enhanced by adequate preparation before the trip. Participants need to know what expectations faculty have for the course and from each student. Students need the stage to be set for their involvement in the course. A Web site needs to be developed with FAQs about study abroad opportunities, information, and expectations for students when they study abroad. Every student going abroad must be involved in some sort of orientation/preparatory course the semester before travel. The Working Group recommends that both May Term and Simpson semester abroad offerings be preceded by a 1-3 credit mandatory preparatory course at no additional cost to the students.

While much attention is often paid to the preparation of students for an intercultural experience, good study abroad practice also suggests that similar components be designed for the re-entry phase as well, allowing students (and faculty) to analyze their retrospective views of their experiences and potentially to contribute to the internationalization of the campus. A reflective essay could be required of all students as the final component of the Cultural Portfolio and could also be kept on file in the International Education Office as an additional resource. Likewise, one or multiple debriefing opportunities (either collective or individual) could be scheduled, allowing students to reflect on and share their thoughts and experiences. Perhaps the Lilly Initiative could be of help in the design and implementation of a self-reflective component.

Academic Support for Faculty Who Teach Abroad

As discussed in our philosophy statement in the introduction to this document, international travel and study courses need to develop a reflective, transformational pedagogical basis for students to benefit fully and understand what happens to them in these courses. Just as a department discusses the curricular needs for its own discipline, the faculty who teach study abroad courses need to develop pedagogical methods to meet these demands. This step will help faculty develop more meaningful travel experiences with specific goals and desired outcomes for participants. The Working Group recommends that the College invite to campus representatives of knowledgeable agencies, such as the Augsburg Center for Global Education, to lead faculty development seminars for travel faculty. Experienced Simpson College faculty should also be invited to give workshops and provide mentoring to new faculty. Faculty discussion groups should be created to share pedagogical techniques for study abroad.

In order to stimulate more campus discussion about international education, reports on May Term trips and semester-long experiences should be made available to the faculty as a whole, perhaps at faculty meetings. With the leadership of the International Education Coordinator, the College should develop an International Education Resource Center that collects Web sites, articles, promotional materials (both in-house and from third-party vendors), speakers, reports and itineraries of previous trips, pedagogical materials, etc. The Working Group also recommends that additional surveys be conducted of faculty resources and experience in international travel to determine present level of expertise available among the Simpson faculty.

Faculty development events such as workshops, conferences, and internal retreats should be held to help faculty increase their capacity for international study. It is anticipated that these activities will be initiated and coordinated by the International Education Coordinator with oversight by the faculty.

Affordability and Funding Models

The Working Group agreed that funding models must be developed to sustain and encourage study abroad and course development, as well as develop faculty capacity for

study abroad. Current best practice suggests that funding for study abroad will likely be a mix of endowed funding, annual operating funds and revenue generated by student fees. The Working Group agreed on a few basic principles that it now recommends to the administration of the College.

First, all Simpson College students who wish to study abroad should be able to do so without a crushing financial burden. The program offerings of the College should be reasonably priced and financial aid, preferably from endowed scholarships, should be available to students to reduce the out-of-pocket costs.

Second, the current funding model for Simpson College semester programs should be revised to recognize the regular tuition and other fees being paid to the institution by each student going abroad. Establishing study abroad as a cost and revenue center for the institution would accomplish this. Money received from students in tuition and room and board fees paid during the term in which they study abroad should be dedicated to the study abroad program.

The Working Group recognizes this will be a significant change in practice but makes its recommendation with the understanding that this change is not only on the surface fair, it is considered to be good practice in study abroad. The current practice of charging full tuition/room and board, plus the majority of the cost of the program is not justifiable or sustainable as the institution increases the number of programs available and the number of students who study abroad.

Third, the Working Group understands that certain study abroad program costs, including the cost of new course development, enhancing program quality and coordination are appropriate and real costs to the institution. As such, it is appropriate that reasonable fees be included in the tuition and fees charged to students who study abroad. Caps on enrollment and GPA requirements may need to be established for certain programs.

The Working Group suggests that the College begin immediately to seek donated funds to provide scholarships for students who wish to study abroad. Endowed scholarship funds and endowed funds for international education are the only long-term solution to the rising costs of study abroad. There are many naming opportunities for such endowed funds including individual scholarships, program sites, new course development opportunities, and even the long-term support for the International Education Office and the salary of the staff. The Cowles Fellows travel award may serve as a model for named and focused international education scholarships.

Although it is philosophically opposed to making the College's study abroad program "pay for itself" in a way that other academic offerings are not asked to do, the Working Group recognizes the financial realities of sending money to off-campus vendors to support students going abroad. So too, the Working Group recognizes this problem has been exacerbated in recent years by the practice of "discounting" student tuition by way of unfunded financial aid awards. It is for this reason that the Working Group seeks to clarify and stabilize the funding of study abroad by limiting the use of third-party vendors

and direct enrollment of students and move toward more in-house program opportunities. This shift will allow Simpson College to better control the costs of study abroad. To help faculty and others better understand the finances of study abroad and to provide a funding model that will support the current program and any future program development, the Working Group recommends that

- Tuition for Simpson Experience Abroad (SEA) programs be capped at the tuition, room and board costs of a regular semester on the campus in Indianola, plus the addition of specific program fees.
- The actual tuition, room and board fees paid by students studying abroad (stated tuition, room and board, less financial aid) go to fund the study abroad program.
- Additional program fees above the cost of tuition, room and board be only charged when the program the student wishes to attend is more than the cost of tuition, room and board at Simpson College.
- A fee for program development, program quality enhancement and emergencies be included above the normal tuition, room and board charge for all study abroad programs. Best practice suggests this would be in the neighborhood of \$400-\$500 for semester programs and between \$100 and \$150 per student for May Term programs.

This fee would fund course development opportunities, help provide other support for the program and serve as a reserve fund in case of emergencies and. It is projected that about 50% of the revenue generated from the program fee would be used for new course development, sending faculty to the site of a new course to make final preparations. Twenty-five percent of the revenue from the program fee would be used to provide additional support for program development (publicity, student workshops, training for faculty, etc.) The remaining 25% would be used to develop a program emergency fund to be used to resolve unexpected financial crisis in the program. It would not be unusual for an institution to budget up to full expenses necessary to bring all students abroad home in a time of world-wide crisis.

In the case of May Term, a \$100 fee per student would allow about seven faculty members \$2,000 grants to go to the site of their trip to make final preparations in the year before their travel course. An additional \$5,000 would be available for other May Term program enhancements including publicity, orientation, workshops and training for faculty. Another \$5,000 could be set-aside in an emergency reserve fund. Such a fund could be used to offset any financial crisis caused by unforeseen charges, health crisis forcing evacuation or hospitalization, or other emergencies. Fees from semester-long programs would be similarly distributed.

- The actual cost to the student be reduced by endowed scholarships and institutional support funding whenever possible.

As suggested elsewhere, the idea of “tuition and fees net financial aid” is understood to be best contemporary practice in funding study abroad. The Working Group understands that a time of transition may be needed to accommodate this shift in budgeting, but it believes making the change to a “tuition and fees net financial aid” model must be done if Simpson College is to achieve its study abroad goals. It should be noted that it is likely that significant support from the College’s annual operating budget will continue to be necessary for the foreseeable future to provide funds for the institution’s commitment to affordable study abroad opportunities and an increasing need for administrative support. It is unrealistic to believe that international education can totally “pay for itself” any more than most academic departments of the College could be expected to do so. Although a “money loser,” the Working Group believes international education for Simpson College is of the utmost importance and represents a wise investment in our graduates.

SECTION E: Internationalizing the Campus

As suggested earlier in this document, recognizing the complexity in its desire to “internationalize” the campus, the International Education Working Group agreed that it would focus its time on enhancing current study abroad options and creating a comprehensive plan for overseas programs. In doing so, the Working Group did not devalue the importance of a campus-wide effort to help Simpson College students understand themselves as part of a wider community, but rather it understood that in order to succeed, such an attempt needs to have wide support in the community. It must also be part of a larger institutional plan and come from the “bottom up” rather than the “top down.” An institution seeking to enhance its efforts in this regard must develop specific goals and competencies for its students. These may include knowledge, attitudes, and skills (see Appendix F) and be part of curricular and extra-curricular efforts of the College.

Although the Working Group felt it was premature to work on a plan for internationalizing the campus, it did recognize two obvious human resources who might become components of such a plan: returning study abroad participants and international students on campus. The Working Group also discussed how study abroad and international student recruitment could be linked.

Students and Faculty Returning from Study Abroad

As suggested elsewhere in this report, students and faculty who have been abroad should be encouraged to share their experiences with the wider campus community. For example, Forum events could be organized to allow study abroad program participants to offer their reflections on cultural encounters, language-learning in immersion settings, etc. Using study abroad offerings as a point of departure, perhaps an international film festival could be created, involving films from areas of the world where Simpson students and faculty can go, and inviting program returnees to help lead post-film discussions. Likewise, international food events could be planned, similar to the one at the Study Abroad Fair. The new International Education Coordinator could help provide focus and support for such efforts.

International Students on Campus

In recent years, Simpson College has hosted students from Argentina, Austria, Germany, France, Brazil, Kenya, South Africa, Poland, Nepal, Bulgaria, Turkey, India, Northern Ireland, Armenia, Canada, China, Ghana, Cameroon, Myanmar, Sri Lanka, Romania, Peru, Japan and Mexico. Although the Working Group recognizes that no one individual can or should be expected to represent an entire culture, we nonetheless feel that these international students from such diverse areas of the world are an undertapped resource on campus. To be sure, their integration into campus life as matriculated students encourages informal exchange of ideas about cultural and linguistic differences on a daily basis, but the College could do more to create structured opportunities to learn about their home cultures and about U.S. culture through their eyes. A Forum event or discussion group or workshop where international students are invited to talk about their experiences could be held each year. Likewise, an event where international students at Simpson and returning study abroad students might compare their experiences with cultural difference could be eye-opening for the campus community. International students might also be invited to speak to pre-departure study abroad students about cross-cultural adaptation, particularly if they are from the program's host country.

Because international students have such an important role to play in the internationalization of our campus, the Working Group recommends increasing our recruitment efforts overseas, particularly in the areas where we have study abroad programs. Hosting more international students on campus also has some secondary advantages: It increases the number of students classified as "non-traditional"; it can create additional tuition revenue since few international students receive financial aid; in the case of native speakers of languages that we offer, it increases the opportunities for informal language use and creates ties to countries where those languages are spoken. If we recruit students specifically from the host cities of our programs, we can further strengthen those ties by having the educational endeavor become a "two-way street." Moreover, our international alumni can help us in the future with our recruitment efforts, by identifying students in their communities who would be interested in the Simpson experience. Scholarships or financial assistance could help bring our costs within reach for students from less affluent countries.

Possibilities exist for liaison with colleges or universities in other geographic regions as well. For example, Dean Griffith recently received an inquiry from Krosno State College in Poland (<http://www.pwsz.krosno.pl>) about their interest in establishing a partnership with Simpson.

Capitalizing on particular strengths of the Simpson Experience could also help in international recruitment efforts. If Simpson does develop a firm working relationship with the Great Ape Trust in southeast Des Moines, international students of high academic caliber might be recruited to partake in the opportunities that would arise from that partnership. International students interested in particular academic programs, such as voice performance or international business, should be sought as well.

Although increasing the number of international students at Simpson would present logistical challenges for staff and faculty, the Working Group feels that the extra effort would be offset by the resulting gains to the College and its students, a point that has been highlighted recently in several articles (e.g., http://www.kansascity.com/mld/kansascity/news/local/16093006.htm?source=rss&channel=kansascity_local and <http://www.desmoinesregister.com/apps/pbcs.dll/article?AID=2006611290329>).

In the months following the release of this report, it is the hope of the Working Group that a continuing dialog will develop about Simpson College's goals with regard to truly internationalizing the institution and that these will link to the outcome of the strategic thinking/planning process currently underway. It may be that the College will wish to follow the systemic approach for internationalizing higher education institutions, as suggested by Olson, Green, and Hill (2006) in their book on the subject.

SECTION F: Organizational Structure

The International Education Working Group believes that faculty should provide appropriate oversight for all international education programs at Simpson College. The Working Group believes this can best be accomplished by the creation of a standing committee of faculty. The committee should consist of at least seven faculty members, five of whom should be elected by the full faculty from nominations by divisions. In addition, two more faculty members should be appointed by the academic dean. In addition, the College's registrar, international programs director, and international education coordinator and academic dean or her/his designee should serve ex officio. The faculty members on the committee would elect the chair of the committee.

This committee should be charged with any and all issues leading to the development of a first-rate international education for Simpson students. This charge includes faculty development, development and approval of new courses and study abroad programs (both May Term and Simpson Experience Abroad courses), and their regular evaluation. The committee should also regularly review and make recommendations to the administration regarding the annual budget allocation for international education. The committee will also provide regular reports to the faculty about the international programs of the College. It is anticipated that the faculty committee will work closely with the newly named International Education Coordinator to implement the recommendations in this report and on future program development. The Working Group recommends that the current duties of the International Programs Advisory Committee that has been providing the administration with advice in recent years with regard to international programming be subsumed into the proposed International Education Committee.

SECTION G: Conclusion and Future Directions

The International Education Working Group believes the guidelines and recommendations contained in this report provide the basis for enhancing the current study abroad programs of the College and lay the foundations for expansion of international education at Simpson College. Of critical importance will be the College's willingness to provide the resources necessary (both in financial and human capital) to strengthen the existing programs and create new ones that are attractive to students and achieve the goals of the institution. The College must be guided by best practices in the field of study abroad as it seeks to become a leader among like institutions. The College must expand its international offerings in order to prepare its students with critical intellectual skills, personal integrity, moral responsibility, and a commitment to social justice and citizenship and fulfill its stated mission.

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NOTE: THE FOLLOWING DOCUMENTS WILL BE SENT VIA EMAIL TO ALL FACULTY NEXT WEEK.

- APPENDIX A-Faculty Survey
- APPENDIX B-Student Survey
- APPENDIX C-Sample Assessment Instruments
- APPENDIX D-Current Third-Party Vendor List
- APPENDIX E-Proposed Third-Party Vendor List
- APPENDIX F-Objectives of International Education

SIMPSON COLLEGE INTERNATIONAL BACKGROUND & EXPERIENCE SURVEY

APPENDIX A

(Use the back of this sheet to answer any of these questions, if necessary)

NAME: _____ DEPARTMENT: _____

1. Languages Other Than English.

List those languages in which your proficiency level is (1) tourist level, (2) simple conversational ability, (3) intermediate reading, writing, and conversation, (4) full oral fluency, or (5) advanced writing, reading, and full oral fluency. Include the frequency of use (daily, weekly, once a month, once a year).

Language

Proficiency

Frequency of Use

2. Courses Taught With Significant International Content

Department/Institution

Course Number & Title

Frequency

3. Professional Experience Abroad.

Please include study, teaching, research, consulting, and employment. If trips are numerous, please list the most significant and summarize these experiences by indicating the frequency and typical length of stay.

Institution (if any)

Country

Dates (or frequency)

Nature of Experience

4. Current Contacts Abroad
Country of Contact

Organization

Nature of Contact

5. International Conferences.

Please list conferences which you organized or at which you delivered papers. Include conferences which are "international" because they were held abroad, involved international participants, or had an international theme.

Your role

Conference Title

Organization

Country/Dates

6. Internationally Oriented Research/Projects/Grants.

Please list those that are international because of collaboration abroad, subject, or funding.

Funding Source

Description

Dates

7. Publications/Performances/Exhibits: International in content

Nature of Participation

Title

Dates

8. International Professional Organizations
Nature of Participation

Organization

Dates

9. Given the opportunity, would you be willing to participate in a working group for:

Grant Writing/Fund Raising for International Programs Seminars/Lectures on International Affairs
 International Student Orientation Education Abroad Advising Faculty/Staff Exchange
 Internationalization of the Curriculum International Festivals

10. Please list 3-5 countries where you believe we should explore establishing a Simpson Semester Abroad program.

1. _____
2. _____
3. _____
4. _____
5. _____

APPENDIX B



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Friday, January 26, 2007

Design Survey Show All Pages and Questions

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Preview

To change the **look** of your survey, select a choice below. Click 'Add' to create your own custom theme.

Theme: Orange Zest

Simpson College Study Abroad Interest Survey

1. Introduction

The International Education Committee is interested in how we might facilitate your study abroad during your time at Simpson College. This survey has been prepared to help the College better understand your interests and needs.

Please take a moment to fill it out.

Thank you!

2. Demographics

Replies to these questions are confidential. We will not keep records on who answers the questions.

<input type="button" value="Edit"/>	<input type="button" value="Delete"/>	<input type="button" value="Copy/Move"/>	<input type="button" value="Add Logic"/>
1. What is your year in school?			
<input type="radio"/> First			
<input type="radio"/> Second			
<input type="radio"/> Third			
<input type="radio"/> Fourth			
<input type="radio"/> Fifth			
<input type="radio"/> Other (please specify)			
<input type="text"/>			

2. Gender

Male

Female

3. Major

Department

First Major

Second Major

4. Minor

Department

First Minor

Second Minor

3. Study Abroad Experience

Please answer these questions about your experience with study abroad.

5. Have you studied abroad for a SEMESTER or more during your time at Simpson College?

Yes

No

4. Studied Abroad for at least a semester

6. Please tell us where you have studied.

Simpson College Schorndorf Program

Simpson College Nicaragua Program

Simpson College London Program

Curtin University in Australia

AIFS-Grenoble

AIFS-Spain

Other (please specify)

Add Question Add Page

Edit Delete Copy/Move Add Logic

7. How did you pay for your semester abroad? Check all that apply.

Loans

Summer work

Extra jobs during the school year

Contribution by parents, relatives, friends

Other (please specify)

Add Question Add Page

5. Studied Abroad in May Term Edit Page Delete Page Copy/Move Add Logic

Add Question Add Page

Edit Delete Copy/Move Add Logic

8. Have you studied abroad in May Term?

Yes No

Add Question Add Page

6. Studied in May Term Edit Page Delete Page Copy/Move Add Logic

Add Question Add Page

Edit Delete Copy/Move

9. Please briefly describe where you studied in May Term.

Add Question Add Page

Edit Delete Copy/Move Add Logic

10. How did you pay for your May Term abroad? Check all that apply.

Extra jobs during the school year

Summer work

Loans

Contribution by parents, relatives, friends

Other (please specify)

Add Question Add Page

11. Are you planning to study abroad again during your years at Simpson College?

- Yes, for a semester
- Yes, for a May Term
- No

7. Considering Study Abroad

12. Are you considering studying abroad while at Simpson College?

- Yes
- No

8. Considering Yes

13. If you have not yet studied abroad but are considering it, what program are you most interested in attending?

- Semester Program
- May Term Program
- Other (please specify) _____

9. Considering Sem

14. If you are thinking about studying abroad for a semester while at Simpson College, what factors are important to your decision? Check all that apply.

- Cost of the program
- Location of the program
- Fitting the program into your course schedule
- Making sure the program is accepted for your major
- Making sure the program meets a requirement
- Other (please specify) _____

[Add Question](#) [Add Page](#)

[Edit](#) [Delete](#) [Copy/Move](#)

15. Of the considerations listed above, which is most important to you? Which is second most important?

Second most important

First most important

[Add Question](#) [Add Page](#)

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16. How interested are you in studying abroad for a semester in the following countries? 1 is high, 5 is low. For example, if you are really interested in studying in France for a semester, you would check 1.

	1	2	3	4	5
Thailand	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mexico	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Japan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Australia	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ireland	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Scandinavia	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Central America (Costa Rica, Guatemala...)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
France	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Spain	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
China	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
South Africa. Namibia or other country in Africa	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Switzerland	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
India	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
England	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Italy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Greece	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Germany	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

[Add Question](#) [Add Page](#)

10. Did Not Study Abroad in May Term [Edit Page](#) [Delete Page](#) [Copy/Move](#) [Add Logic](#)

[Add Question](#) [Add Page](#)

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17. Have you considered studying abroad during May Term

Yes

No

[Add Question](#) [Add Page](#)

11. Considering May Term

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[Add Question](#) [Add Page](#)

[Edit](#) [Delete](#) [Copy/Move](#) [Add Logic](#)

18. If you are thinking about studying abroad in May Term while at Simpson College, what factors are important to your decision? Check all that apply.

Cost of the program

Location of the program

Fitting the program into your course schedule

Making sure the program is accepted for your major

Making sure the program meets a requirement

Other (please specify)

[Add Question](#) [Add Page](#)

[Edit](#) [Delete](#) [Copy/Move](#)

19. Of the considerations listed above, which is most important to you? Which is second most important?

Second most important

First most important

[Add Question](#) [Add Page](#)

[Edit](#) [Delete](#) [Copy/Move](#)

20. How interested are you in studying abroad for a May Term in the following countries? 1 is high, 5 is low. For example, if you are really interested in studying in France for a May Term, you would check 1.

	1	2	3	4	5
Ireland	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Central America (Costa Rica, Guatemala...)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Thailand	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Switzerland	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
India	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Scandinavia	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Australia	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
China	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mexico	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
South Africa, Namibia, or other country in Africa	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Japan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
France	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Greece	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
England	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Germany	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Spain	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Italy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

21. Have you considered studying abroad for a FULL SEMESTER?

Yes

No

12. Not Considering

22. If you have decided NOT to study abroad while you are a student at Simpson College, what is the primary reason for your decision?

- Cost
- Hard to fit into course schedule
- Inability to find a program that is of interest
- Programs don't fulfill a requirement
- Didn't want to miss out on campus activities
- Participation in sports
- Security issues abroad
- Not fluent in a language other than English
- Personal relationship(s)/homesickness
- Other (please specify)

13. Not Considering-Cost Reasons

23. If cost were not a factor in your decision, what study abroad program would you attend?

Simpson College Schorndorf Program

- AIFS-Spain
- Simpson College Nicaragua Program
- Simpson College London Program
- Simpson College Spain Program
- Curtin University in Australia
- May Term Program
- AIFS-Grenoble
- Other (please specify)

[Add Question](#)

[Add Page](#)

14. Thank You!

[Edit Page](#)

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Thanks for taking the time to complete this survey. The information we receive will be used to improve the study abroad opportunities for Simpson College students.

If you have other ideas or would like to talk to someone about study abroad at Simpson College, contact Jay Wilkinson at jay.wilkinson@simpson.edu.

[Add Question](#)

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APPENDIX C

~~Appendix~~ Summary of Assessment Instruments for Global Learning¹³

Direct Measures

1. Tests

- a. Global Literacy Survey—National Geographic Society.
<http://www.nationalgeographic.com/roper2006/>
- b. Corbitt, J. N. (1998). Global awareness profile. Yarmouth, ME: Intercultural Press Inc. <http://www.interculturalpress.com/store/pc/mainIndex.asp>
- c. Davidson College. Annual Dean Rusk International Awareness Test.
- d. Educational Testing Service. (1981). *Measures of global understanding*.
- e. International Knowledge Questionnaire, Center for Survey Research, MSU.

2. Portfolios

- a. Jacobson, W., Sleicher, D., & Burke, M. (1999). Portfolio assessment of intercultural competence. *International Journal of Intercultural Relations*, 23(3).
- b. Database and guidelines for student ePortfolios—Kalamazoo College.
<http://www.kzoo.edu/pfolio/frameform.html>
- c. Summary of Learning Record Online—University of Texas.
<http://www.cwrl.utexas.edu/%7Eesyverson/olr/contents.html>
- d. Capstone Essays, International Studies Certificate program—Binghamton University (89KB; PDF).

3. Interviews/Oral Examinations

- a. Simulated Oral Proficiency Interview (SOPI).
<http://www.ericdigests.org/pre-9214/oral.htm>
- b. ACTFL Oral Proficiency Interview—Summary of guidelines.
https://www.languagetesting.com/corp_opi.htm
- c. Interagency Language Roundtable (ILR) Skill Levels—Speaking, Listening, Reading, and Writing. http://www.govtilr.org/ILR_scale1.htm

¹³ American Council on Education. (2003). For additional information on selecting assessment instruments and hyperlinks to many of these instruments, visit the ACE International Initiatives web site (www.acenet.edu/programs/international) and select Institutional Good Practice, located under Enhancing Campus Internationalization.

Indirect Measures

1. Surveys

- a. Study Abroad Alumni Survey (Memories of College)—Dickinson College (PDF).
<http://www.acenet.edu/AM/Template.cfm?Section=goodPractice&Template=/CM/ContentDisplay.cfm&ContentID=2823>
- b. Internationalization Questionnaire—Arcadia University (49KB; PDF).
<http://www.acenet.edu/AM/Template.cfm?Section=goodPractice&Template=/CM/ContentDisplay.cfm&ContentID=2818>
- c. International Mission Faculty Survey—Missouri Southern State University (75KB; PDF). <http://www.acenet.edu/AM/Template.cfm?Section=goodPractice&Template=/CM/ContentDisplay.cfm&ContentID=2833>
- d. Sample Graduate Survey (College of Management)—Castelli, Green, & Lafayette. (2002). *Outcomes Assessment in Higher Education*. Overland Park, KS: International Assembly for Collegiate Business Education.
- e. International Experience Demographic Form—developed by JMU to accompany Wiseman, Hammer, & Nishida's 1989 update of the Worldmindedness Scale (Sampson & Smith, 1957) (33KB; PDF). <http://www.acenet.edu/AM/Template.cfm?Section=goodPractice&Template=/CM/ContentDisplay.cfm&ContentID=2825>
- f. Study Abroad Program Survey—Kalamazoo College (60KB; PDF). <http://www.acenet.edu/AM/Template.cfm?Section=goodPractice&Template=/CM/ContentDisplay.cfm&ContentID=2829>
- g. Survey of Alumni with Doctorate Degrees—Kalamazoo College (46KB; PDF). <http://www.acenet.edu/AM/Template.cfm?Section=goodPractice&Template=/CM/ContentDisplay.cfm&ContentID=2828>
- h. Survey of 2000 Graduates and Analysis—Binghamton University (70KB; PDF). <http://www.acenet.edu/AM/Template.cfm?Section=goodPractice&Template=/CM/ContentDisplay.cfm&ContentID=2820>

2. Inventories

- a. Noel-Levitz Student Satisfaction Inventory. <https://www.noellevitz.com/Our+Services/Retention/Tools/Student+Satisfaction+Inventory/>
- b. Cross-Cultural Adaptability Inventory (CCAI). <http://www.pearsonreidlondonhouse.com/assessments/ccai.htm>
- c. The Beliefs, Events, and Values Inventory (BEVI) (46KB; PDF). <http://www.acenet.edu/AM/Template.cfm?Section=goodPractice&Template=/CM/ContentDisplay.cfm&ContentID=2819>
- d. Intercultural Development Inventory (IDI). <http://www.hammerconsulting.org/>

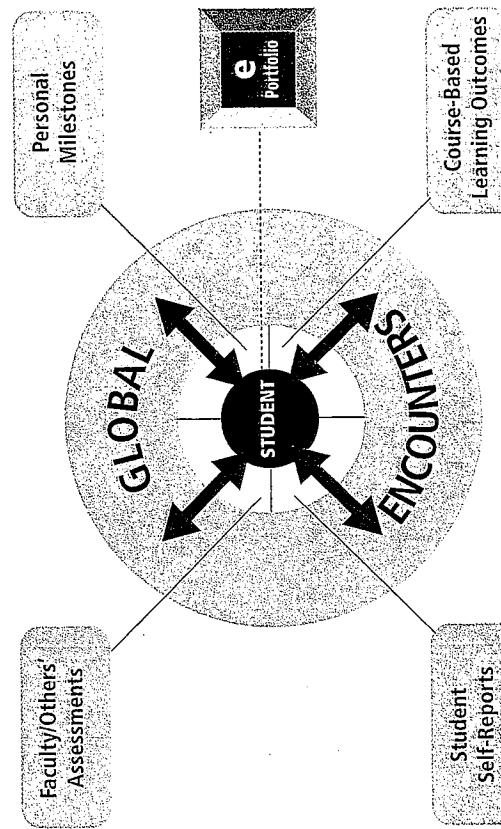
Appendix K: Approaches to Assessing Multiple Outcomes Along PLU's Global Education Continuum

Pacific Lutheran University (PLU)¹⁴

Approaches to Assessing Multiple Outcomes Along PLU's Global Education Continuum

PLU's Global Education Continuum is a multiple-stage, multiple-learning outcome model of student development. The Assessment Subgroup of PLU's ACE Internationalization Laboratory Team proposes a four-part framework for assessing students' progress along the university's Global Education Continuum. The centerpiece of this assessment framework is each student's set of **Personal Milestones**—the **Global Education Pathway** he or she takes through PLU, consisting of courses, study away experiences, internships, language study, living arrangements (e.g., Hong International Hall), service learning, and co-curricular and other experiences that cumulatively develop discipline-based and cultural knowledge and intellectual skills, an increasingly rich values perspective regarding world issues, and personal engagement in world issues. The three other parts of the assessment framework include **Course-Embedded Assessments of Learning Outcomes**, **Student Self-Assessments and Self-Reports**, and **Assessments by Faculty/External Evaluators**.

To help integrate their global learning, students will use electronic portfolios (**e-Portfolios**) to document their achievement of learning outcomes, their self-evaluations and reflections about what they are learning, and selected evaluations made by faculty and other assessors at key points in their global education journey. PLU's Global Education Continuum, and how these four types of assessments can operate in parallel with phases of the continuum, are shown below. Examples of each type of assessment, and how assessments might be integrated in e-Portfolios, are elaborated on the preceding page.



Assessments by Faculty/External Evaluators

Student Self-Assessments & Self-Reports

Course-Embedded Assessments of Learning Outcomes

Personal Milestones—Each Student's Global Education Pathway Through Pacific Lutheran University

ASSESSMENTS

¹⁴ This document was prepared by the PLU internalization team during their work with the ACE Internationalization Laboratory (2004–2005).

Periodic Assessments Along the Global Education Continuum

Learning Outcomes	Introductory Phase	Exploratory Phase	Participatory Phase	Integrative Phase
Knowledge and Intellectual Skills	Describe, generally and with examples, existing issues of today's world, and systemic interdependence.	Describe, with facts as well as generalizations, at least two major issues facing today's world. Analyze with ample evidence a significant topic related to a world issue.	Develop a clear mental map of the interrelatedness of global institutions, issues, and systems using ample examples.	Describe the world's economic, environmental, and political systems. Assess the complexities and contradictions in one of the world's systems based on ample information about one or more of the relevant issues currently facing humankind.
Cultural Knowledge and Skills	Describe, generally and with examples, the world's cultural diversity. Communicate in any second modern language at a survival level.	Compare and contrast distinct behavioral characteristics of your own and one other culture. Communicate at a beginning level in a second modern language.	Analyze two cultures, including their enculturation processes, worldviews, economic/social/political patterns. Communicate at the intermediate level in any second language.	Reflect comparatively and in-depth on one's own and a second culture. Adapt in a second culture by working effectively with a counterpart in that culture. Read, write, and speak at an advanced level in a second language.
Values Perspective re: World Issues		Explain two ethical perspectives and evaluate the potential effectiveness of two relevant contrasting responses to one general world issue.	Assess your own perspective and locate it amid several philosophical, religious, ideological, and/or intellectual frameworks and their ethical assumptions.	Articulate the basic assumptions of two value-based perspectives (world views) and apply them in formulating alternative responses to one of the world's major issues.
Personal Engagement in World Issues		Articulate a relationship between a global issue and your personal commitments and vocational choice.	Engage in creating a just and healthy world.	Demonstrate potential for distinctive leadership in a local community and internationally in the pursuit of a just, healthy, sustainable, and peaceful world.

Examples of Assessments and Their Interrelationships

Assessments by Faculty/External Evaluators

- Evaluation of e-Portfolio prior to graduation—how well the student demonstrates achievement of integrative phase knowledge, skills, values, and engagement.
- Evaluation of capstone project.
- (Averno-based) Abilities to analyze issues of global significance; gather, organize, and synthesize information; understand diversity and global interconnections; apply discipline-based knowledge to focused responses to global issues...
- (ACE/FIPSE knowledge, skills, and attitudes rubrics) Assessments of knowledge of global issues, processes, trends, and systems...

Course-Embedded Assessments

- Quality of analytic work, ability to articulate multiple perspectives in addressing issues and problems.
Examples: term paper demonstrating discipline-based knowledge, intellectual skills, and/or cultural knowledge applied

Student e-Portfolio:

- Documentation of personal milestones (courses taken, study away experiences, language study, internships, service learning, or co-curricular engagement).
- Reflections related to personal milestones; the abilities global education experiences have helped to develop; plans for future development of knowledge, skills, abilities.

Student Self-Assessment & Self-Reports

- Reflections concerning abilities, skills developed through for instance, study away courses.
- Student responses to surveys following study away, prior to graduation...
- Student responses to surveys at various intervals following graduation...

Personal Milestones— Each Student's Global Education Pathway Through Pacific Lutheran University

- Number and nature of global/cross-cultural courses taken.
- J-term and semester study away experiences.
- Language study.
- Participation/engagement in global/cross-cultural co-curricular experiences.

Introductory Phase

Exploratory Phase

Participatory Phase

Integrative Phase

Appendix L: Sample Rubric for Global Learning Goals

California State University–Stanislaus¹⁵

	Level 1	Level 2	Level 3	Level 4
<p>MULTIPLE PERSPECTIVES Each student will demonstrate the ability to perceive any given event from more than one cultural viewpoint.</p>	Student describes a viewpoint different from his/her own.	Student discusses the advantages of a viewpoint different from his/her own, related to an issue in the discipline.	Student applies the concept of multiple perspectives to current issues locally, nationally, and internationally.	Student argues two points of view on a single world issue related to the discipline.
<p>INTERDEPENDENCE Each student will show how a given enterprise or living being affects and is affected by [depends upon and also influences] the larger natural, economic, or social systems of which it is a part.</p>	Student gives an example of interdependence.	Student discusses an issue in the discipline from an interactive and interdependent perspective.	Student identifies the interactive impact of interdependent forces on real issues related to the local region, the nation, and the world.	Student analyzes how interactive and interdependent forces affect an issue in the global community.
<p>SOCIAL JUSTICE Each student will show how the behavior of individuals, groups, and nations affects others, in terms of human rights and economic well-being.</p>	Student identifies an issue of social justice from his/her personal experience.	Student identifies social justice issues within the discipline.	Student applies the concept of social justice to a local issue related to the discipline.	Student analyzes the extent to which social justice issues provide the context for an international issue.
<p>SUSTAINABILITY Each student will demonstrate ways of handling environmental resources that will help or hurt future generations' ability to meet their own needs.</p>	Student defines the term <i>sustainability</i> .	Student discusses an issue in the discipline from the perspective of sustainability.	Student applies the concept in the local geographical region, nationally, and internationally.	Student analyzes global issues in terms of this concept.

¹⁵ This document was created by the CSU–Stanislaus internationalization team as part of their work on the ACE Global Learning for All project (2003–05).

APPENDIX F

International/Intercultural Competencies¹

Summary of Literature

What competencies do students need to become world citizens and succeed in today's global workforce? What learning outcomes should institutions of higher learning focus on to enable students to meet the challenges of the 21st century? There is no easy answer and, while there have been many attempts to answer these questions, there is no consensus. Part of the problem, as is evident through the list below, is the interdisciplinary nature of the competencies. Each field brings to the debate its own perspectives and there has been little discussion among them. This list shows the range of competencies that have been discussed to date; it is not exhaustive. The first section is a summary of the extended section, which follows. Headings have been created for organizational purposes but with an awareness that some of the competencies could appear under multiple headings.

Knowledge

- Knowledge of world geography, conditions, issues, and events.
- Awareness of the complexity and interdependency of world events and issues.
- Understanding of historical forces that have shaped the current world system.
- Knowledge of one's own culture and history.
- Knowledge of effective communication, including knowledge of a foreign language, intercultural communication concepts, and international business etiquette.
- Understanding of the diversity found in the world in terms of values, beliefs, ideas, and worldviews.

Attitudes

- Openness to learning and a positive orientation to new opportunities, ideas, and ways of thinking.
- Tolerance for ambiguity and unfamiliarity.
- Sensitivity and respect for personal and cultural differences.
- Empathy or the ability to take multiple perspectives.
- Self awareness and self-esteem about one's own identity and culture.

¹ Prepared by Laura Slaya, Assistant Director for Research, ACE Center for Institutional and International Initiatives, for the ACE Internationalization Collaborative Annual Meeting, March 16-17, 2001.

Skills

- Technical skills to enhance the ability of students to learn about the world (i.e., research skills).
- Critical and comparative thinking skills, including the ability to think creatively and integrate knowledge, rather than uncritical acceptance of knowledge.
- Communication skills, including the ability to use another language effectively and interact with people from other cultures.
- Coping and resiliency skills in unfamiliar and challenging situations.

Extended Review of the Literature

The terms used below are those utilized by the various authors and were included to facilitate your future searches for materials. Please note this is an not exhaustive list and the author would welcome any additions.

Knowledge

- Political Knowledge includes knowledge of one's own political system, players, and events as well as international systems, leaders, and events. It also includes a knowledge of geography, institutions and their processes, and economics (Caprini and Keeter).
- "State of the Planet" Awareness is understanding of prevailing world conditions, developments, and trends associated with world issues such as population growth, economic conditions, inter-nation conflicts, and so forth (Hanvey). The Knowledge Dimension in the ETS study includes awareness of such topics as trade arrangements, energy, human rights, and population issues (ETS).
- Foreign Language Acquisition refers to knowledge of another language as a way to increase one's understanding of another culture (Bonham).
- Knowledge of International Etiquette is understanding of appropriate international etiquette in situations with colleagues, to cover greetings, thanking, leave taking, gift-giving, and paying and receiving compliments (Stanley).
- Knowledge of Global Dynamics means comprehension of the hidden complexity that can alter the interpretation of world events (systems thinking) (Hanvey). It is linked to critical-thinking skills (Mestenhauser).
- Knowledge of Global and National Interdependence is knowledge of key elements of interdependency (Bonham).
- Awareness of Human Choices is an awareness of the problems of choice confronting individuals, nations, and the world (Hanvey).
- Perspective Consciousness is an awareness that one has a view of the world that is not universally shared, that there is a distinction between opinion and perspective (worldview) (Hanvey).

- Knowledge of Self refers to understanding one's own culture and place. Also known as Personal Autonomy.
- Personal Autonomy is an awareness of identity and includes taking responsibility for one's actions and understanding one's own beliefs and values (Kelley and Meyers).
- Cross-Cultural Awareness is an awareness of the diversity of ideas and practices found in the world (Harvey).
- Knowledge Acquisition from a Multiple Perspective refers to knowledge selected to represent the variety of cultural, ideological, historical, and gender perspectives present in the world (Lamy).
- Exploration of Worldviews is a review of the values, assumptions, priorities, and policy orientations that are used to interpret both public and private issues (Lamy).

Attitudes

- Movement Toward Empathy is seeing others as they see themselves, given their conditions, values, and so forth (Harvey). It goes beyond sympathy (**ethnocentric thinking to ethnorelativist thinking**) to a fuller view that focuses on the other instead of the self (Bennett). Also reflected in the **Concern Scale** which is described as feelings of empathy and kinship with people from other nations and cultures (ETS, p. 136).
- Emic Thinking (Mestenhauser), Intercultural Perspective Taking, or Allocentrism is the ability to take a multiplicity of perspectives.
- Reflective Attitude is a reflection on the impact of decisions, choices, and behavior of self and others (Fantini).
- Learning Attitude is a willingness to learn from others and engage others (Fantini). Also termed **Flexibility Openness** on Kelley and Meyers CCAI Scale (Kelley and Meyers), and is similar to **Positive Orientation to Opportunities** (Brislin) or **Dynamic Learning** (Dinges).
- Tolerance for Ambiguity and Respect for Others (Fantini).
- Personality Strength refers to well-developed self-esteem and positive self-concept (Brislin), similar to the idea of **Integration**, that is, a growing coherence and increased synthesis of personality.
- Global Understanding aims to measure attitudes, such as interest about international developments, expression of empathy, feelings of kinship about others, and degree of comfort in foreign situations (ETS).

Skills

- Technological Skills mean an enhanced capacity as consumers of information; also, using technology to gain a better understanding of the world.
- Second Language Proficiency Skills refer to the ability to use another language to accomplish basic communication tasks (ETS). The BBCAI notes language skills to include the ability to understand a newspaper, technical reports, and everyday instructions (Stanley).
- Critical Thinking Skills refer to the ability to expand thinking to recognize issues, solutions, and consequences not ordinarily considered, that is, holistic thinking. It includes the ability to synthesize and integrate knowledge, rather than uncritical acceptance of knowledge, or meta-learning (Mestenhauser).
- Comparative Thinking Skills are similar to **Critical Thinking Skills**, in the ability to compare and contrast critically (Mestenhauser).
- Skills for Understanding are skills that enable students to analyze and evaluate information from diverse sources critically (Lamy).
- Manage Stress When Dealing with Difference (Hammer), also termed **Emotional Resilience**, is the ability to maintain a positive state, self-esteem, and confidence when coping with ambiguity and the unfamiliar (Kelley and Meyers). The BCCIE terms this **Resiliency and Coping Skills** and includes psychological preparedness and leadership skills in diverse situations (Stanley).
- Strategies for Participation and Involvement are strategies to allow students to connect global issues with local concerns and take action in the context of their own lives (Lamy).
- Self-monitoring Techniques relate to the ability to self-monitor behaviors and communication and take responsibility for one's self (Spitzberg). This is similar to **Autonomy**, that is, autonomous self-regulation of actions.
- Effective Cross-Cultural Communication Skills are the ability to alter one's communication and responses to reflect another's communication style and thus build relationships (Hammer). Also termed **Perceptual Acuity**, which is attentiveness to verbal and nonverbal behaviors and interpersonal relationships, understanding the context of communication (Kelley and Meyers). This could also include the concept of **Potential for Benefit**, which includes an openness to change and the ability to perceive and use feedback as well as motivation to learn about others (Brislin).
- Enhanced Accurate Communication Skills refers to the ability to communicate with a minimal loss or distortion of the meaning (Fantini).

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APPENDIX A

SIMPSON COLLEGE INTERNATIONAL BACKGROUND & EXPERIENCE SURVEY

(Use the back of this sheet to answer any of these questions, if necessary)

NAME: _____ DEPARTMENT: _____

1. Languages Other Than English.
List those languages in which your proficiency level is (1) tourist level, (2) simple conversational ability, (3) intermediate reading, writing, and conversation, (4) full oral fluency, or (5) advanced writing, reading, and full oral fluency. Include the frequency of use (daily, weekly, once a month, once a year).
- | | |
|-----------------|-------------------------|
| <i>Language</i> | <i>Proficiency</i> |
| _____ | <i>Frequency of Use</i> |
| _____ | |
| _____ | |

2. Courses Taught With Significant International Content
- | | | |
|-------------------------------|----------------------------------|------------------|
| <i>Department/Institution</i> | <i>Course Number & Title</i> | <i>Frequency</i> |
| _____ | | |
| _____ | | |
| _____ | | |

3. Professional Experience Abroad.
Please include study, teaching, research, consulting, and employment. If trips are numerous, please list the most significant and summarize these experiences by indicating the frequency and typical length of stay.
- | | | | |
|-----------------------------|----------------|-----------------------------|-----------------------------|
| <i>Institution (if any)</i> | <i>Country</i> | <i>Dates (or frequency)</i> | <i>Nature of Experience</i> |
| _____ | | | |
| _____ | | | |
| _____ | | | |

4. Current Contacts Abroad
Country of Contact

Organization

Nature of Contact

5. International Conferences.

Please list conferences which you organized or at which you delivered papers. Include conferences which are "international" because they were held abroad, involved international participants, or had an international theme.

Your role

Conference Title

Organization

Country/Dates

6. Internationally Oriented Research/Projects/Grants.

Please list those that are international because of collaboration abroad, subject, or funding.

Funding Source

Description

Dates

7. Publications/Performances/Exhibits: International in content

Nature of Participation

Title

Dates

8. International Professional Organizations
Nature of Participation

Organization

Dates

9. Given the opportunity, would you be willing to participate in a working group for:

Grant Writing/Fund Raising for International Programs Seminars/Lectures on International Affairs
 International Student Orientation Education Abroad Advising Faculty/Staff Exchange
 Internationalization of the Curriculum International Festivals

10. Please list 3-5 countries where you believe we should explore establishing a Simpson Semester Abroad program.

1. _____

2. _____

3. _____

4. _____

5. _____

APPENDIX B



[Privacy](#) [Contact Us](#) [Logout](#)

[Home](#) [New Survey](#) [My Surveys](#) [List Management](#) [My Account](#) [Help Center](#)

Friday, January 26, 2007

Design Survey [Show All Pages and Questions](#)

[<< Back](#) [Preview](#)

To change the **look** of your survey, select a choice below. Click 'Add' to create your own custom theme.

Theme: Orange Zest [Add](#)

Simpson College Study Abroad Interest Survey [Edit Title](#) [Edit Numbering](#) [Ac](#)

[Add Page](#)

1. Introduction [Edit Page](#) [Delete Page](#) [Copy/Move](#) [Add Logic](#)

The International Education Committee is interested in how we might facilitate your study abroad during your time at Simpson College. This survey has been prepared to help the College better understand your interests and needs.

Please take a moment to fill it out.

Thank you!

[Add Question](#) [Add Page](#)

2. Demographics [Edit Page](#) [Delete Page](#) [Copy/Move](#) [Add Logic](#)

Replies to these questions are confidential. We will not keep records on who answers the questions.

[Add Question](#) [Add Page](#)

Edit	Delete	Copy/Move	Add Logic
1. What is your year in school?			
<input type="radio"/> First			
<input type="radio"/> Second			
<input type="radio"/> Third			
<input type="radio"/> Fourth			
<input type="radio"/> Fifth			
<input type="radio"/> Other (please specify)			

[Add Question](#) [Add Page](#)

2. Gender

Male

Female

3. Major

Department

First Major

Second Major

4. Minor

Department

First Minor

Second Minor

3. Study Abroad Experience

Please answer these questions about your experience with study abroad.

5. Have you studied abroad for a SEMESTER or more during your time at Simpson College?

Yes

No

4. Studied Abroad for at least a semester

6. Please tell us where you have studied.

Simpson College Schorndorf Program

Simpson College Nicaragua Program

Simpson College London Program

Curtin University in Australia

AIFS-Grenoble
 AIFS-Spain
 Other (please specify)

[Add Question](#) [Add Page](#)

[Edit](#) [Delete](#) [Copy/Move](#) [Add Logic](#)
7. How did you pay for your semester abroad? Check all that apply.
 Loans
 Summer work
 Extra jobs during the school year
 Contribution by parents, relatives, friends
 Other (please specify)

[Add Question](#) [Add Page](#)

5. Studied Abroad in May Term [Edit Page](#) [Delete Page](#) [Copy/Move](#) [Add Logic](#)

[Add Question](#) [Add Page](#)

[Edit](#) [Delete](#) [Copy/Move](#) [Add Logic](#)
8. Have you studied abroad in May Term?
Yes No

[Add Question](#) [Add Page](#)

6. Studied in May Term [Edit Page](#) [Delete Page](#) [Copy/Move](#) [Add Logic](#)

[Add Question](#) [Add Page](#)

[Edit](#) [Delete](#) [Copy/Move](#)
9. Please briefly describe where you studied in May Term.

[Add Question](#) [Add Page](#)

[Edit](#) [Delete](#) [Copy/Move](#) [Add Logic](#)
10. How did you pay for your May Term abroad? Check all that apply.
 Extra jobs during the school year
 Summer work
 Loans
 Contribution by parents, relatives, friends
 Other (please specify)

[Add Question](#) [Add Page](#)

Edit **Delete** **Copy/Move** **Edit Logic**

11. Are you planning to study abroad again during your years at Simpson College?

Yes, for a semester

Yes, for a May Term

No

Add Question **Add Page**

7. Considering Study Abroad **Edit Page** **Delete Page** **Copy/Move** **Add Logic**

Add Question **Add Page**

Edit **Delete** **Copy/Move** **Edit Logic**

12. Are you considering studying abroad while at Simpson College?

Yes

No

Add Question **Add Page**

8. Considering Yes **Edit Page** **Delete Page** **Copy/Move** **Add Logic**

Add Question **Add Page**

Edit **Delete** **Copy/Move** **Edit Logic**

13. If you have not yet studied abroad but are considering it, what program are you most interested in attending?

Semester Program

May Term Program

Other (please specify)

Add Question **Add Page**

9. Considering Sem **Edit Page** **Delete Page** **Copy/Move** **Add Logic**

Add Question **Add Page**

Edit **Delete** **Copy/Move** **Add Logic**

14. If you are thinking about studying abroad for a semester while at Simpson College, what factors are important to your decision? Check all that apply.

Cost of the program

Location of the program

Fitting the program into your course schedule

Making sure the program is accepted for your major

Making sure the program meets a requirement

Other (please specify)

[Add Question](#) [Add Page](#)

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15. Of the considerations listed above, which is most important to you? Which is second most important?

Second most important _____

First most important _____

[Add Question](#) [Add Page](#)

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16. How interested are you in studying abroad for a semester in the following countries? 1 is high, 5 is low. For example, if you are really interested in studying in France for a semester, you would check 1.

	1	2	3	4	5
Thailand	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mexico	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Japan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Australia	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ireland	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Scandinavia	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Central America (Costa Rica, Guatemala...)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
France	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Spain	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
China	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
South Africa, Namibia or other country in Africa	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Switzerland	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
India	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
England	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Italy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Greece	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Germany	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

[Add Question](#) [Add Page](#)

10. Did Not Study Abroad in May Term [Edit Page](#) [Delete Page](#) [Copy/Move](#) [Add Logic](#)

[Add Question](#) [Add Page](#)

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17. Have you considered studying abroad during May Term

Yes

No

[Add Question](#) [Add Page](#)

11. Considering May Term [Edit Page](#) [Delete Page](#) [Copy/Move](#) [Add Logic](#)

[Add Question](#) [Add Page](#)

[Edit](#) [Delete](#) [Copy/Move](#) [Add Logic](#)

18. If you are thinking about studying abroad in May Term while at Simpson College, what factors are important to your decision? Check all that apply.

- Cost of the program
- Location of the program
- Fitting the program into your course schedule
- Making sure the program is accepted for your major
- Making sure the program meets a requirement
- Other (please specify) _____

[Add Question](#) [Add Page](#)

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19. Of the considerations listed above, which is most important to you? Which is second most important?

Second most important _____

First most important _____

[Add Question](#) [Add Page](#)

[Edit](#) [Delete](#) [Copy/Move](#)

20. How interested are you in studying abroad for a May Term in the following countries? 1 is high, 5 is low. For example, if you are really interested in studying in France for a May Term, you would check 1.

	1	2	3	4	5
Ireland	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Central America (Costa Rica, Guatemala...)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Thailand	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Switzerland	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
India	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Scandinavia	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Australia	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
China	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mexico	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
South Africa, Namibia, or other country in Africa	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Japan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
France	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Greece	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
England	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Germany	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Spain	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Italy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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21. Have you considered studying abroad for a FULL SEMESTER?

Yes

No

[Add Question](#) [Add Page](#)

12. Not Considering [Edit Page](#) [Delete Page](#) [Copy/Move](#) [Add Logic](#)

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22. If you have decided NOT to study abroad while you are a student at Simpson College, what is the primary reason for your decision?

Cost

Hard to fit into course schedule

Inability to find a program that is of interest

Programs don't fulfill a requirement

Didn't want to miss out on campus activities

Participation in sports

Security issues abroad

Not fluent in a language other than English

Personal relationship(s)/homesickness

Other (please specify)

[Add Question](#) [Add Page](#)

13. Not Considering-Cost Reasons [Edit Page](#) [Delete Page](#) [Copy/Move](#) [Add Logic](#)

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23. If cost were not a factor in your decision, what study abroad program would you attend?

Simpson College Schorndorf Program

- AIFS-Spain
- Simpson College Nicaragua Program
- Simpson College London Program
- Simpson College Spain Program
- Curtin University in Australia
- May Term Program
- AIFS-Grenoble
- Other (please specify)

Add Question

Add Page

14. Thank You!

Edit Page

Delete Page

Copy/Move

Add Logic

Thanks for taking the time to complete this survey. The information we receive will be used to improve the study abroad opportunities for Simpson College students.

If you have other ideas or would like to talk to someone about study abroad at Simpson College, contact Jay Wilkinson at jay.wilkinson@simpson.edu.

Add Question

Add Page

<< Back

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- APPENDIX C

~~Appendix C~~: Summary of Assessment Instruments for Global Learning¹³

Direct Measures

1. Tests

- a. Global Literacy Survey—National Geographic Society.
<http://www.nationalgeographic.com/roper2006/>
- b. Corbitt, J. N. (1998). Global awareness profile. Yarmouth, ME: Intercultural Press Inc. <http://www.interculturalpress.com/store/pc/mainIndex.asp>
- c. Davidson College. Annual Dean Rusk International Awareness Test.
- d. Educational Testing Service. (1981). *Measures of global understanding*.
- e. International Knowledge Questionnaire, Center for Survey Research, MSU.

2. Portfolios

- a. Jacobson, W., Sleicher, D., & Burke, M. (1999). Portfolio assessment of intercultural competence. *International Journal of Intercultural Relations*, 23(3).
- b. Database and guidelines for student ePortfolios—Kalamazoo College.
<http://www.kzoo.edu/pfolio/frameform.html>
- c. Summary of Learning Record Online—University of Texas.
<http://www.cwrl.utexas.edu/%7Esverson/olr/contents.html>
- d. Capstone Essays, International Studies Certificate program—Binghamton University (89KB; PDF).

3. Interviews/Oral Examinations

- a. Simulated Oral Proficiency Interview (SOPi).
<http://www.ericdigests.org/pre-9214/oral.htm>
- b. ACTFL Oral Proficiency Interview—Summary of guidelines.
https://www.languagetesting.com/corp_opi.htm
- c. Interagency Language Roundtable (ILR) Skill Levels—Speaking, Listening, Reading, and Writing. http://www.govtilr.org/ILR_scale1.htm

¹³ American Council on Education. (2003). For additional information on selecting assessment instruments and hyperlinks to many of these instruments, visit the ACE International Initiatives web site (www.acenet.edu/programs/international) and select Institutional Good Practice, located under Enhancing Campus Internationalization.

Indirect Measures

1. Surveys

- a. Study Abroad Alumni Survey (Memories of College)—Dickinson College (PDF). <http://www.acenet.edu/AM/Template.cfm?Section=goodPractice&Template=/CM/ContentDisplay.cfm&ContentID=2823>
- b. Internationalization Questionnaire—Arcadia University (49KB; PDF). <http://www.acenet.edu/AM/Template.cfm?Section=goodPractice&Template=/CM/ContentDisplay.cfm&ContentID=2818>
- c. International Mission Faculty Survey—Missouri Southern State University (75KB; PDF). <http://www.acenet.edu/AM/Template.cfm?Section=goodPractice&Template=/CM/ContentDisplay.cfm&ContentID=2833>
- d. Sample Graduate Survey (College of Management)—Castelli, Green, & Lafayette. (2002). *Outcomes Assessment in Higher Education*. Overland Park, KS: International Assembly for Collegiate Business Education.
- e. International Experience Demographic Form—developed by JMU to accompany Wiseman, Hammer, & Nishida's 1989 update of the Worldmindedness Scale (Sampson & Smith, 1957) (33KB; PDF). <http://www.acenet.edu/AM/Template.cfm?Section=goodPractice&Template=/CM/ContentDisplay.cfm&ContentID=2825>
- f. Study Abroad Program Survey—Kalamazoo College (60KB; PDF). <http://www.acenet.edu/AM/Template.cfm?Section=goodPractice&Template=/CM/ContentDisplay.cfm&ContentID=2829>
- g. Survey of Alumni with Doctorate Degrees—Kalamazoo College (46KB; PDF). <http://www.acenet.edu/AM/Template.cfm?Section=goodPractice&Template=/CM/ContentDisplay.cfm&ContentID=2828>
- h. Survey of 2000 Graduates and Analysis—Binghamton University (70KB; PDF). <http://www.acenet.edu/AM/Template.cfm?Section=goodPractice&Template=/CM/ContentDisplay.cfm&ContentID=2820>

2. Inventories

- a. Noel-Levitz Student Satisfaction Inventory. <https://www.noellevitz.com/Our+Services/Retention/Tools/Student+Satisfaction+Inventory/>
- b. Cross-Cultural Adaptability Inventory (CCAI). <http://www.pearsonreidlondonhouse.com/assessments/ccai.htm>
- c. The Beliefs, Events, and Values Inventory (BEVI) (46KB; PDF). <http://www.acenet.edu/AM/Template.cfm?Section=goodPractice&Template=/CM/ContentDisplay.cfm&ContentID=2819>
- d. Intercultural Development Inventory (IDI). <http://www.hammerconsulting.org/>

Periodic Assessments Along the Global Education Continuum

Learning Outcomes	Introductory Phase	Exploratory Phase	Participatory Phase	Integrative Phase
Knowledge and Intellectual Skills	Describe, generally and with examples, existing issues of today's world, and systemic interdependence.	Describe, with facts as well as generalizations, at least two major issues facing today's world. Analyze with ample evidence a significant topic related to a world issue.	Develop a clear mental map of the interrelatedness of global institutions, issues, and systems using ample examples.	Describe the world's economic, environmental, and political systems. Assess the complexities and contradictions in one of the world's systems based on ample information about one or more of the relevant issues currently facing humankind.
Cultural Knowledge and Skills	Describe, generally and with examples, the world's cultural diversity. Communicate in any second modern language at a survival level.	Compare and contrast distinct behavioral characteristics of your own and one other culture. Communicate at a beginning level in a second modern language.	Analyze two cultures, including their enculturation processes, worldviews, economic/social/political patterns. Communicate at the intermediate level in any second language.	Reflect comparatively and in-depth on one's own and a second culture. Adapt in a second culture by working effectively with a counterpart in that culture. Read, write, and speak at an advanced level in a second language.
Values Perspective re: World Issues		Explain two ethical perspectives and evaluate the potential effectiveness of two relevant contrasting responses to one general world issue.	Assess your own perspective and locate it amid several philosophical, religious, ideological, and/or intellectual frameworks and their ethical assumptions.	Articulate the basic assumptions of two value-based perspectives (world views) and apply them in formulating alternative responses to one of the world's major issues.
Personal Engagement in World Issues		Articulate a relationship between a global issue and your personal commitments and vocational choice.	Engage in creating a just and healthy world.	Demonstrate potential for distinctive leadership in a local community and internationally in the pursuit of a just, healthy, sustainable, and peaceful world.

Examples of Assessments and Their Interrelationships

Assessments by Faculty/External Evaluators

- Evaluation of e-Portfolio prior to graduation—how well the student demonstrates achievement of integrative phase knowledge, skills, values, and engagement.
- Evaluation of capstone project.
- (Alverno-based) Abilities to analyze issues of global significance; gather, organize, and synthesize information; understand diversity and global interconnections; apply discipline-based knowledge to focused responses to global issues...
- (ACE/FIPSE knowledge, skills, and attitudes rubrics) Assessments of knowledge of global issues, processes, trends, and systems...

Course-Embedded Assessments

- Quality of analytic work, ability to articulate multiple perspectives in addressing issues and problems.
- Examples: term paper demonstrating discipline-based knowledge, intellectual skills, and/or cultural knowledge applied

Student e-Portfolio:

- Documentation of personal milestones (courses taken, study away experiences, language study, internships, service learning, or co-curricular engagement).
- Reflections related to personal milestones; the abilities global education experiences have helped to develop; plans for future development of knowledge, skills, abilities.

Student Self-Assessment & Self-Reports

- Reflections concerning abilities, skills developed through for instance, study away courses.
- Student responses to surveys following study away, prior to graduation...
- Student responses to surveys at various intervals following graduation...

Personal Milestones— Each Student's Global Education Pathway Through Pacific Lutheran University

- Number and nature of global/cross-cultural courses taken.
- J-term and semester study away experiences.
- Language study.
- Participation/engagement in global/cross-cultural co-curricular experiences.

Introductory Phase

Exploratory Phase

Participatory Phase

Integrative Phase

Appendix L Sample Rubric for Global Learning Goals

California State University–Stanislaus¹⁵

	Level 1	Level 2	Level 3	Level 4
<p>MULTIPLE PERSPECTIVES Each student will demonstrate the ability to perceive any given event from more than one cultural viewpoint.</p>	Student describes a viewpoint different from his/her own.	Student discusses the advantages of a viewpoint different from his/her own, related to an issue in the discipline.	Student applies the concept of multiple perspectives to current issues locally, nationally, and internationally.	Student argues two points of view on a single world issue related to the discipline.
<p>INTERDEPENDENCE Each student will show how a given enterprise or living being affects and is affected by [depends upon and also influences] the larger natural, economic, or social systems of which it is a part.</p>	Student gives an example of interdependence.	Student discusses an issue in the discipline from an interactive and interdependent perspective.	Student identifies the interactive impact of interdependent forces on real issues related to the local region, the nation, and the world.	Student analyzes how interactive and interdependent forces affect an issue in the global community.
<p>SOCIAL JUSTICE Each student will show how the behavior of individuals, groups, and nations affects others, in terms of human rights and economic well-being.</p>	Student identifies an issue of social justice from his/her personal experience.	Student identifies social justice issues within the discipline.	Student applies the concept of social justice to a local issue related to the discipline.	Student analyzes the extent to which social justice issues provide the context for an international issue.
<p>SUSTAINABILITY Each student will demonstrate ways of handling environmental resources that will help or hurt future generations' ability to meet their own needs.</p>	Student defines the term <i>sustainability</i> .	Student discusses an issue in the discipline from the perspective of sustainability.	Student applies the concept in the local geographical region, nationally, and internationally.	Student analyzes global issues in terms of this concept.

¹⁵ This document was created by the CSU–Stanislaus internationalization team as part of their work on the ACE Global Learning for All project (2003–05).

Appendix D

Third-Party Vendors Currently Used By Simpson College Faculty

Simpson faculty frequently utilize third-party vendors to help them organize and conduct study abroad tours. These services are available for both May Term and semester-long study. The list below provides information on vendors, contact information for the vendors, along with strengths and weaknesses perceived by Simpson faculty who've utilized these services.

ACIS:

Telephone number: 800-888-ACIS

Web site: www.acis.com

Home office: Boston, MA

Faculty liaison: Brian Steffen

Strengths: Excellent service, high quality of hotels, dedicated tour busses and excellent experiences with tour managers who have advanced degrees in liberal arts fields.

Weaknesses: High level of service comes at cost, which tends to be somewhat higher than that of other vendors.

ADI Tours:

Telephone Number: 609-844-0038.

Web site: www.aditours.com.

Home office: Laurenceville, NJ

Faculty liaison: Maria DiPalma

Strengths: Tailoring of tours to music groups. Incorporate a native-speaking escort, excellent tours.

Weaknesses: "Mom and pop" operation run on smaller scale than larger tour groups, higher cost, do not offer bonus tickets to trip leaders

Discovery Tours, Intl.

Telephone Number: 773-262-1800

Web site: None

Home Office: Chicago, IL

Faculty liaison: Frank Colella, Ruth Weatherly

Strengths: Flexibility of scheduling payment times, dependable, well organized.

Weaknesses: Host provided wrong addresses leading to "visa debacle", documentation screw-ups, inadequate provisions for dining

Discovery Tours Ltd:

Telephone Number: 800-798-2555

Web site: www.group-tour.com

Home office: Chicago, IL
Faculty liaison: Lora Friedrich

EF Tours:

Telephone Number: 800-637-8222

Web site: www.eftours.com

Home Office: Cambridge, MA

Faculty liaison: John Bolen, Jim Palmieri, Fred Jones, Marilyn Mueller

Strengths: Faculty are generally pleased with tours and services. Costs are somewhat lower than other tour companies.

Weaknesses: Length of time to develop itinerary; some faculty indicate disappointed with treatment; some students indicate disappointment with lodging quality.

Scholar Services Limited:

Telephone Number: 44 20 7323 4975

Web site: www.scholarservices.co.uk

Home office: London, England

Faculty Liaison: Steve McLean, Fred Jones

Strengths: Pre-arrangements done effectively. Free theatre tickets often provided, and provides help with making specific contacts requested by professor..

Weaknesses: Books travel only in the United Kingdom.

Appendix E

Existing and Potential Semester Third-Party Programs for Review

Existing Programs

Curtin University

AIFS

SACI

Potential Programs

Higher Education Consortium for Urban Affairs (HECUA)

Augsburg Center for Global Education

Gustavus Adolphus College Program in India

University of Evansville Harlaxton Program

Central College

International/Intercultural Competencies¹

Summary of Literature

What competencies do students need to become world citizens and succeed in today's global workforce? What learning outcomes should institutions of higher learning focus on to enable students to meet the challenges of the 21st century? There is no easy answer and, while there have been many attempts to answer these questions, there is no consensus. Part of the problem, as is evident through the list below, is the interdisciplinary nature of the competencies. Each field brings to the debate its own perspectives and there has been little discussion among them. This list shows the range of competencies that have been discussed to date; it is not exhaustive. The first section is a summary of the extended section, which follows. Headings have been created for organizational purposes but with an awareness that some of the competencies could appear under multiple headings.

Knowledge

- Knowledge of world geography, conditions, issues, and events.
- Awareness of the complexity and interdependency of world events and issues.
- Understanding of historical forces that have shaped the current world system.
- Knowledge of one's own culture and history.
- Knowledge of effective communication, including knowledge of a foreign language, intercultural communication concepts, and international business etiquette.
- Understanding of the diversity found in the world in terms of values, beliefs, ideas, and worldviews.

Attitudes

- Openness to learning and a positive orientation to new opportunities, ideas, and ways of thinking.
- Tolerance for ambiguity and unfamiliarity.
- Sensitivity and respect for personal and cultural differences.
- Empathy or the ability to take multiple perspectives.
- Self awareness and self-esteem about one's own identity and culture.

¹ Prepared by Laura Slaya, Assistant Director for Research, ACE Center for Institutional and International Initiatives, for the ACE Internationalization Collaborative Annual Meeting, March 16-17, 2001.

Skills

- Technical skills to enhance the ability of students to learn about the world (i.e., research skills).
- Critical and comparative thinking skills, including the ability to think creatively and integrate knowledge, rather than uncritical acceptance of knowledge.
- Communication skills, including the ability to use another language effectively and interact with people from other cultures.
- Coping and resiliency skills in unfamiliar and challenging situations.

Extended Review of the Literature

The terms used below are those utilized by the various authors and were included to facilitate your future searches for materials. Please note this is an not exhaustive list and the author would welcome any additions.

Knowledge

- Political Knowledge includes knowledge of one's own political system, players, and events as well as international systems, leaders, and events. It also includes a knowledge of geography, institutions and their processes, and economics (Caprini and Keeter).
- "State of the Planet" Awareness is understanding of prevailing world conditions, developments, and trends associated with world issues such as population growth, economic conditions, inter-nation conflicts, and so forth (Hanvey). The Knowledge Dimension in the ETS study includes awareness of such topics as trade arrangements, energy, human rights, and population issues (ETS).
- Foreign Language Acquisition refers to knowledge of another language as a way to increase one's understanding of another culture (Bonham).
- Knowledge of International Etiquette is understanding of appropriate international etiquette in situations with colleagues, to cover greetings, thanking, leave taking, gift-giving, and paying and receiving compliments (Stanley).
- Knowledge of Global Dynamics means comprehension of the hidden complexity that can alter the interpretation of world events (systems thinking) (Hanvey). It is linked to critical-thinking skills (Mestenhauser).
- Knowledge of Global and National Interdependence is knowledge of key elements of interdependency (Bonham).
- Awareness of Human Choices is an awareness of the problems of choice confronting individuals, nations, and the world (Hanvey).
- Perspective Consciousness is an awareness that one has a view of the world that is not universally shared, that there is a distinction between opinion and perspective (worldview) (Hanvey).

- Knowledge of Self refers to understanding one's own culture and place. Also known as Personal Autonomy.
- Personal Autonomy is an awareness of identity and includes taking responsibility for one's actions and understanding one's own beliefs and values (Kelley and Meyers).
- Cross-Cultural Awareness is an awareness of the diversity of ideas and practices found in the world (Hanvey).
- Knowledge Acquisition from a Multiple Perspective refers to knowledge selected to represent the variety of cultural, ideological, historical, and gender perspectives present in the world (Lamy).
- Exploration of Worldviews is a review of the values, assumptions, priorities, and policy orientations that are used to interpret both public and private issues (Lamy).

Attitudes

- Movement Toward Empathy is seeing others as they see themselves, given their conditions, values, and so forth (Hanvey). It goes beyond sympathy (**ethnocentric thinking to ethnorelativist thinking**) to a fuller view that focuses on the other instead of the self (Bennett). Also reflected in the **Concern Scale** which is described as feelings of empathy and kinship with people from other nations and cultures (ETS, p. 136).
- Emic Thinking (Mestenhauser), Intercultural Perspective Taking, or Allocentrism is the ability to take a multiplicity of perspectives.
- Reflective Attitude is a reflection on the impact of decisions, choices, and behavior of self and others (Fantini).
- Learning Attitude is a willingness to learn from others and engage others (Fantini). Also termed **Flexibility Openness** on Kelley and Meyers CCAI Scale (Kelley and Meyers), and is similar to **Positive Orientation to Opportunities** (Brislin) or **Dynamic Learning** (Dinges).
- Tolerance for Ambiguity and Respect for Others (Fantini).
- Personality Strength refers to well-developed self-esteem and positive self-concept (Brislin), similar to the idea of **Integration**, that is, a growing coherence and increased synthesis of personality.
- Global Understanding aims to measure attitudes, such as interest about international developments, expression of empathy, feelings of kinship about others, and degree of comfort in foreign situations (ETS).

Skills

- Technological Skills mean an enhanced capacity as consumers of information; also, using technology to gain a better understanding of the world.
- Second Language Proficiency Skills refer to the ability to use another language to accomplish basic communication tasks (ETS). The BBCAI notes language skills to include the ability to understand a newspaper, technical reports, and everyday instructions (Stanley).
- Critical Thinking Skills refer to the ability to expand thinking to recognize issues, solutions, and consequences not ordinarily considered, that is, holistic thinking. It includes the ability to synthesize and integrate knowledge, rather than uncritical acceptance of knowledge, or meta-learning (Mestenhauser).
- Comparative Thinking Skills are similar to **Critical Thinking Skills**, in the ability to compare and contrast critically (Mestenhauser).
- Skills for Understanding are skills that enable students to analyze and evaluate information from diverse sources critically (Lamy).
- Manage Stress When Dealing with Difference (Hammer), also termed **Emotional Resilience**, is the ability to maintain a positive state, self-esteem, and confidence when coping with ambiguity and the unfamiliar (Kelley and Meyers). The BCCIE terms this **Resiliency and Coping Skills** and includes psychological preparedness and leadership skills in diverse situations (Stanley).
- Strategies for Participation and Involvement are strategies to allow students to connect global issues with local concerns and take action in the context of their own lives (Lamy).
- Self-monitoring Techniques relate to the ability to self-monitor behaviors and communication and take responsibility for one's self (Spitzberg). This is similar to **Autonomy**, that is, autonomous self-regulation of actions.
- Effective Cross-Cultural Communication Skills are the ability to alter one's communication and responses to reflect another's communication style and thus build relationships (Hammer). Also termed **Perceptual Acuity**, which is attentiveness to verbal and nonverbal behaviors and interpersonal relationships, understanding the context of communication (Kelley and Meyers). This could also include the concept of **Potential for Benefit**, which includes an openness to change and the ability to perceive and use feedback as well as motivation to learn about others (Brislin).
- Enhanced Accurate Communication Skills refers to the ability to communicate with a minimal loss or distortion of the meaning (Fantini).

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