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**NOTES FOR RESPONSE:**

**Shift of Paradigm over the past 10 years from a more activity focused to a more process conscious internationalization effort. Along with this shift, there appears to also be a shift from focus upon inputs to concern about outcomes.**

**Institutional Frameworks... In both institutional examples. These frameworks were concerned with both “transnational” / global issues and diversity and community engagement issues locally.**

Leeds -- Strategic Institutional Framework to support curriculum internationalization. Cross-Cultural capability and global perspectives.

PSU -- Community Civic Engagement and Internationalization as institutional frameworks. “Globally Significant and regionally focused”

- **ACE Strategic Framework for Comprehensive Internationalization based on our research and engagement with institutions which underscores that such a transformational change agenda depends on such a framework. [Building a Strategic Framework for Comprehensive Internationalization, 2005](#)**
- **Through *ACE At Home in the World Initiative* we have been exploring with institutions the rich nexus between internationalization and diversity/multiculturalism initiatives <http://www.acenet.edu/Content/NavigationMenu/ProgramsServices/cii/current/gap/index.htm>**

**Attention to Process of Developing Frameworks and Interpreting Learning Outcomes in both cases.**

**Global competence goals or learning outcomes noted as a conduit for achieving the broader institutional goals for student learning.**

PSU -- “Develop the skills and attitudes to function as global citizens.”

**Ensuring there are opportunities for students and faculty to achieve these articulated goals.**

CEA - Foundation Course – “Intercultural Communication and Global Competence” - Curriculum Linchpin

PSU – Vietnamese case of engaged courses and research as a means of achieving global citizenship.

Leeds – Informal curriculum (such as 2-4 week volunteer program) and Global Citizens award.

**Challenge of alignment.**

Noted by CEA, as an inherent challenge for a third-party providers of study abroad.

- a) Interesting strategy of working closers with sending institutions.

Present at the institutional level as internationalization champions work with their colleagues in either

- 1) Building up from the base
  - a. What international learning outcomes do you currently address in your curriculum
  - b. How can we aggregate these outcomes to create an overarching set of general learning goals that provide additional coherence to current offering and offer guiding stars for additional global competence curriculum development

Or 2) Working from the meta institutional level

- a. What international learning outcomes align best with our institutional mission and the needs of our student population
- b. Mapping these outcomes to the curriculum to see to what extent our course offerings address these general learning outcomes
- c. Working to address the gaps with curriculum reform, etc.

**Assessment a critical component for demonstrating the learning and for engaging colleagues in making improvements in the global learning programs.**

**Application of principles of good practice in assessment (developed over the past several decades largely through general educational reform efforts) to international/global learning efforts.**

- ACE Guide to Assessing International Learning  
<http://www.acenet.edu/Content/NavigationMenu/ProgramsServices/cii/res/assess/index.htm>

**What combination of direct/indirect methods applied to what learning outcomes?  
What findings have these assessments yielded?  
How have they been used to make improvements?**

CEA – Pre and post assessment of students’ global skills and attitudes. Global Perspectives Inventory (GPI)

PSU - Application of their rich history of ePortfolios used for general university studies assessment and their learning from the ACE FIPSE project on using ePortfolios for international learning outcomes assessment to this particular case.

Leads. Findings from a qualitative interview process with students after they have participated in a 2-4 week program. Evidence from interview suggests personal transformation through students learning about self, about cultural others and about group empathy.