

Creating a global perspective campus

Larry A. Braskamp Global Perspective Institute, Inc. braskampl@central.edu

1. **Introduction**
2. **What does “creating a global perspective campus” mean and involve?**
3. **A Framework for creating a global perspective campus**
4. **An “incomplete list of indicators”**

Appendix A: Defining assessment and evaluation

Assessment as “Sitting beside.”

A suggested strategy

- **Setting expectations**
- **Collecting and organizing evidence**
Measures and instruments
- **Using evidence**
Enhancing use of assessment

Appendix B: A global holistic view of human development

- **Connecting ends and means**

5. **References**

July 2011

Introduction

I have written this Guidebook to assist users interested in creating a campus that will be more global in its mission, programs, and people. My approach is to focus on the views and contributions of the people who are engaged in higher education. Thus it has a “person” emphasis rather than a structural or policy point of view. I do this since I think that the goals, aspirations, and achievements of those working and studying on campus is the critical factor in creating a campus with a global perspective. (Campus is to be broadly defined to include both “in-place” multiple sites and virtual.)

What does “creating a global perspective campus” mean and involve?

Higher education leaders and faculty have always been concerned about being an important contributor to the general society. That is, higher education needs to be both responsible and responsive. In its role it is to uphold, defend, and promote the values of a free, democratic and just society and it is also to be relevant to the needs of the society. In fulfilling its mission and role, it is to be both a critic of and a collaborator with the larger society (Braskamp, 1997).

In educating the future generations of citizens, it is not only concerned with intellectual development and learning but also moral, social, physical, and spiritual development of students, including intercultural competency or global learning and development (Association of American Colleges & Universities, 2007). Many colleges argue this is the value added of a college education, i.e., students develop their thinking, gain a better sense of themselves, and engage in relationships with others not like them to a greater degree as a result of their attending college. In our pluralistic world today, students now need to develop a global perspective. They need to think and act in terms of living in a world in which they meet, work, and live with others with very different cultural backgrounds, habits, perspectives, customs, religious beliefs, and aspirations. However, a gap still exists between the rhetoric and the reality of preparing students for a global society (Musil, 2006). Derek Bok, in *Our Underachieving Colleges* (2006), concludes that our students today receive “very little preparation either as citizens or as professionals for the international challenges that are likely to confront them” (p. 233).

Creating a global perspective on campus is more than fostering student learning and development. It is to permeate the entire campus. Faculty, staff and students need to address globalization and what it means for them and for society. Globalization denotes a geopolitical world that extends beyond nationalism and nation boundaries. It reflects an interdependence among all nations – the rich and poor and the powerful and powerless are united for a common good. It stresses pluralism and diversity rather than homogeneity, collaboration rather than isolation. For those of us in the US it means not viewing us a superpower but rather a nation in transition in which the US is a partner in global endeavors, which include an open world economy, decentralization rather than centralization, openness rather than insularity and isolation, and a multicultural perspective rather than an ethnocentric focus. The connections and interdependence among nations and people influence social, economic, political, scientific, technological,

socioeconomic, cultural, and religious activities and have an impact on international security, social justice, trade, and environment. In short, we all are becoming global citizens, being aware of, living and contributing to an increasingly interconnected world.

Within the context of higher education, we can best focus on how culture, policies, practices, and programs at colleges and universities can promote and foster a global perspective for all members of the higher education community—students, staff, and faculty. A common definition of internationalization, a word often used that refers to the same goal of creating a global perspective campus, is “the process of infusing an international, intercultural or global dimension into the purpose, function, or delivery of postsecondary education” (Knight, 2003, p. 2-3). NAFSA defines it this way, “Internationalization is the conscious effort to integrate and infuse international, intercultural, and global dimensions into the ethos and outcomes of postsecondary education. To be fully successful, it must involve active and responsible engagement of the academic community in global networks and partnerships.”

<http://www.nafsa.org/resourcelibrary/default.aspx?id=8612&terms=internationalization+task+force>

Thus we need to imbed a global perspective into the life of the campus. Creating and maintaining a global perspective campus is being inclusive and not being strictly compartmentalized or departmentalized. It touches the core and is not at the peripheral. Thus it not only includes global holistic student development, but also research and scholarship, outreach into the communities all over the world, collaborations and partnerships with civic, business, and religious organizations, and public policy.

Paradoxically, a global perspective is having both an international and a domestic perspective. We need to recognize the differences between a domestic and an international focus, because each focus represents different histories, goals, and practices. But we need to find common ground between these two perspectives of pluralism and diversity and cultural differences (Olson et al., 2007). This focus on commonality forces us to acknowledge that differences exist both within a country like the U. S. and among countries around the world.

A Framework for creating a global perspective on campus

Creating a campus that develops its members – student, faculty, and staff – to acquire and maintain a global perspective campus is an on-going multifaceted endeavor. This framework recognizes the importance on two major elements. The first is the major stakeholders in a campus community. A campus denotes a set of activities organized for teaching and learning, research and service to the larger society. The three most significant stakeholders are:

- Students
- Faculty

- Administrators and staff

The second element is the environment of a campus.

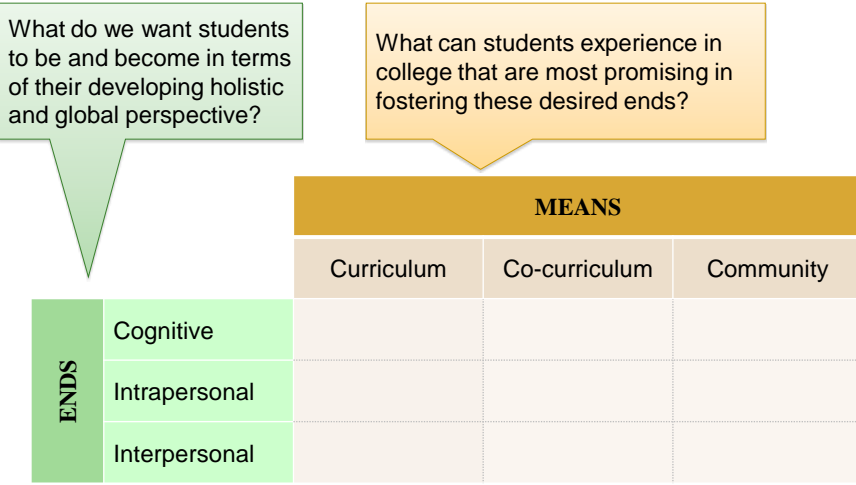
- Curriculum
- Co-curriculum
- Community—
 - mission, organization, resources and support
 - connections with others

Each of these dimensions can be interpreted as one aspect of a campus environment. *Curriculum* focuses on the courses and pedagogy employed by instructors. It includes course content (what is taught), pedagogy that reflects style of teaching and interactions with students (how content is taught). *Co-curriculum* focuses on the activities out of the classroom that foster student development. It includes planned interventions, programs and activities such as organized trips, parties and cultural events, residence hall living arrangements, emersion experiences, and leadership programs. *Community* focuses on the relationships among the various constituencies including students, faculty, and staff to create a sense of camaraderie and collegiality, and relationships colleges have with external communities such as the local, national, and city governmental, and community agencies, religious organizations, and businesses. It reflects the identity and character of the program or campus, manifested by its rituals, traditions and legacies, habits of staff and faculty with their interactions with students, rules and regulations, physical setting and facilities. It also includes the structure and organization of its activities in teaching, research and community engagement.

A 3 by 3 chart can be created to organize how one can conceptualize the campus environment and the three major stakeholders – students, faculty, and staff—on campus. It represents a template to plan and organize learning and development goals and organize “interventions” in the lives of the stakeholders that will enhance a global perspective on campus. The chart is presented below.

From these two sets of organizers – one being dimensions of desired global perspective taking of stakeholders and the other being types of environmental interventions. I offer an “incomplete list of indicators.” that can be used to illustrate and denote a global perspective campus. In this framework, we include both the “outcomes” of a campus in terms of the learning and development of the three stakeholders and interventions of the campus environment – the programs, the activities, the planned and unplanned experiences, and partnerships with organizations and agencies outside the campus. That is, environmental interventions influence the way people think, know, view their own identity as persons, and interact and relate to others?

Connecting desired ends with appropriate means



23

An “incomplete list of indicators”

Indicators are presented in categories with the hope that you will be able to plan for making connections between the “means” or appropriate interventions on campus and the “desired ends” of students, faculty, and staff. Please note that faculty work and contributions, in particular, can be viewed as desired ends and as important interventions to students, e.g., faculty who conduct research with international colleagues can be viewed as a desired end for them, but in doing so they serve as important models, mentors and teachers to students who are more apt to become global citizens through their interaction with them. In short, the mingling of persons and environment in creating a global perspective campus, this is, imbedding internationalization and globalization into the campus, must be viewed holistically. Or put in another way, this framework reinforces the view that faculty and staff development are important for student development. Note: I use the abbreviation (I/G) to signify its presence. (Appendix A provides an overview of assessment and evaluation, and a suggested strategy in planning and conducting an assessment of a campus. Appendix B provides a brief summary of my view of human development, one that stresses a global and holistic view. These appendices are included since one’s view of learning and development and of assessment will influence the selection of indicators to gauge the degree of a campus having a global perspective.)

Indicators: Students

- Number and percent of students with majors in international, global studies
- Number and percent of international students enrolled
- Number and percent of students gaining I/G experience through study abroad, internships, service learning, and community service

- Cognitive development of students
- Intrapersonal development of students
- Interpersonal development of students
- Career goals of students
- Career choices of students in I/G

Indicators: Faculty

- Publications on international topics and issue
- Publications in international journals
- Funding from external sources (grants, contracts, and gifts)
- Involvement in joint scholarly and developmental program with faculty from universities in other countries
- Involvement in joint scholarly and developmental program with faculty in both domestic and foreign countries (e.g., rural and urban settings domestically)
- Awards and recognition for accomplishments in I/G
- Engagement of faculty in programs that offer services to the physically, intellectually, and emotionally challenged and disadvantaged
- New career opportunities and choices in I/G
- Number and percent of faculty involved in I/G teaching, research, and engagement beyond the campus (e.g., action and community based research that reflects commitment to I/G advancement)
- Cognitive development of faculty
- Intrapersonal development of faculty
- Interpersonal development of faculty

Indicators: Administrators and staff

- Career advancement and engagement in I/G
- Cognitive development of administrators and staff
- Intrapersonal development of administrators and staff
- Interpersonal development of administrators and staff

Indicators: Campus

The following indicators represent features of the campus environment. These are programs, policies, and activities that are a part of a campus. They are divided into three areas, since students as a major stakeholder, are influenced by involvement in curricular offerings, co-curricular activities and programs, and the community in which they learn and develop.

Curriculum
Co-curriculum
Community

- **mission and strategic plan, organization, resources**
- **connections with others**

Indicators: Curriculum

- Semester or two semester interdisciplinary I/G courses in core curriculum (domestic diversity and international pluralism)
- Foreign language courses and mastery of non-English language required for graduation
- Courses in history, religion, economics, political science in general education or core required for graduation
- Required Freshmen Year Colloquium or Experience includes or focuses on I/G
- Capstone course in I/G
- Majors in disciplines that include a concentration on I/G
- Interdisciplinary minor, program or specialization in I/G (e.g., area studies such as Asian Studies or Latin American Studies)
- Interdisciplinary major or minor in I/G that requires courses in history, political science, religion, modern languages
- Support cross-disciplinary teaching
- Using local diverse community as a “learning laboratory” for fostering I/G
- Service learning and community based learning courses or an integrated segment of a course
- Study away experience (January, May term, summer or a semester) combined with pre-departure and/or post entry course
- Courses that focus on I/G issues
- Three week experiential learning seminars (J or May term) that involves travel to either a foreign country or city or region in US
- Student presentations based on class projects at an annual campus conference, symposium on I/G
- Service-learning opportunities in I/G
- Honors program in I/G
- Extent of having I/G imbedded in all core courses (e.g., work problems, content, readings)
- Courses that include critical self reflection, blogs, diaries that focus on the meaning of one’s role in a global society

Indicators: Co-curriculum

- Celebration of I/G with special focus (“International Week” or “Asian Week” or Hispanic Month”) involving guest speakers, artistic performances, visual arts
- Student clubs and organizations that focus on I/G
- Alternative spring break programs for student service trips and volunteer activities

- Immersion trips during January or May terms for students to work with others (international, national or local communities and intercultural)
- International student associations
- Grant program for faculty and students joint projects in I/G
- Certificate or special recognition program based on civic engagement, study away, and demonstrated appreciation of both domestic and international diversity issues
- A “multicultural assistant” assigned to residence halls to foster I/G
- Having students reflect publicly on the meaning and significance of the campus’s I./G themes
- Student government publicly supports and promotes the centrality of I/G on campus

Indicators: Community --- mission and strategic plan, organization, resources and support

- Mission or vision statement that highlights I/G, e.g., “Become responsible citizens in the world”
- Policies on the commonalities of domestic diversity initiatives and internationally focused initiatives in terms of expectations of students, curriculum, structure and organization in both areas
- Campus level office, Institute, or department that is responsible for and supports I/G activities, and policies in curricular and/or co-curricular areas (e.g., International Education Center, Center for Global Initiatives)
- Office that brings together students, faculty, staff, and citizens of the area to address I/G
- Faculty and staff development programs, e.g., workshops to assist faculty and staff in I/G efforts
- Rituals, symbolism, and setting that promotes and respects I./G (e.g., multi-faith chapel services)
- Grant program for faculty to support student and faculty participation in I/G
- Programs that involve both faculty and student affairs in engaging students in issues of diversity, pluralism, and I/G
- Presidential involvement, support, and public references to I/G
- Strategic plan highlights I/G
- Lecture series on I/G
- Living learning communities of students, staff, and faculty organized around an I/G theme
- I/G theme house or residence hall wing
- Office that provides cross-cultural and legal advising for international students
- Web site highlights I/G
- Awards, public recognition of I/G
- Faculty and staff positions descriptions include I/G goals and responsibilities

- Faculty meetings devoted to making I/G a part of its curriculum
- Use of motto, tag line that all members know and stress (e.g., Developing global citizens”)
- The saliency and appropriateness of the campus building its I/G focus on its theological, religious, and spiritual perspective (e.g., social justice)
- Mini grants to student organizations to sponsor programs in I/G
- Alumni office communicates with international students and graduates about its programs and potential partnerships
- Honorary degree recipients with leadership roles and impact in I/G

Indicators: Community ---- connections with others

- Exchange programs with partnering universities in other countries for students
- Partnership and cultural exchange programs with other universities to support joint research and outreach initiatives for faculty and staff
- Branch campuses, programs, centers in other countries for teaching, research, and community building
- Joint international efforts among universities that promote community development
- Collaborations with local multi-ethnic organizations and communities for recruitment of students, provision of credit and noncredit experiences for students
- Tutoring programs with local churches, synagogues, schools that foster the learning and development of students from disadvantaged backgrounds
- Center or Office that connects the campus with diverse local communities
- Concerted initiative to attract students from around the world
- Evaluation and assessment program that measures both environmental conditions and impact on students, faculty, and administration, i.e., interventions and “desired ends”
- Public recognition of community partners and organizations (convocations, scholar in residence)
- Involvement in “legal assistance’ programs
- Consultation on business practices in both domestic and international settings
- Economic development of local areas impacted by affiliations among the partners
- Improved environmental and working conditions of the participating institutions
- Revenue realized from partnerships among programs in the profit and not for profit organizations and businesses

Appendix A: Defining assessment and evaluation

I use the terms, assessment and evaluation, interchangeably. I do so since both fundamentally require judgments of value, worth, and merit based on evidence and the

communication of the judgments to others. Assessment can be viewed as telling a story about quality and effectiveness based on trustworthy evidence. When one evaluates one is making and communicating judgments of quality and effectiveness, and doing so with evidence, data, and information. It is a special type of story-telling because it involves an empirical basis, and thus is not expressing one's personal whims, biases, and views. It also is a story that needs to be told to others, we often call stakeholders, since they have a stake in what is being evaluated, e.g., the program, the college, or the activity. They want to know the return on the investment, their concerns over quality assurance, and ways that the program can be improved. It corresponds to the view of Robert Stake, one of the foremost scholars in the fields of evaluation and assessment, who writes, "Evaluation is the recognition of quality, then reporting the evidence of that quality to others.... Seeing quality is a human construction, whether measured or felt" (Stake, p 293-4, 2004).

I have selected the word, assessment, because of its definition and its popularity in American higher education when issues of evaluation and assessment are discussed and debated. To many, evaluation has stressed the worth and value of a program or person such as faculty, and assessment has focused on student learning and development -- what students do, achieve, and perform. It is now widely known as student learning outcomes assessment or for short outcome assessment and even just assessment (Davis, 1989). In my view this focus is too limiting and unfortunate since the assessment of our progress in creating a global perspective campus requires more than an examination of "outcomes."

Assessment as "Sitting beside."

Assessment can be defined in terms of an image of assessment that is based on the Latin root, *assidere*, which means "To Sit Beside." Assessment as "sitting beside" reinforces the human element. "Sitting Beside" as an image is one that highlights exchanges among all relevant participants, audiences users, and stakeholders. It also is meant to highlight shared responsibility among us in the academy. To "Sit Beside" brings to mind such verbs as to engage, to involve, to interact, to share, and to trust. It conjures up team learning, working together, discussing, reflecting, helping, building, and collaborating. It makes one think of cooperative learning, community, communication, coaching, caring and consultation.

"Sitting beside" implies dialogue and discourse, with one person trying to understand the other's perspective before giving value judgments. Assessment is thus developmental and ongoing. It takes not a snapshot but a moving picture, which takes it away from reliance on classifications and ranking. It means breaking away from the winner-loser mindset, from comparing one program or person to another to one of mutual and collective responsibility among the faculty.

Assessment means communication, but of a special type. Conversations center on value, quality, performance, contributions, meeting expectations, setting goals and improving oneself, a program or an entire college or university. The metaphor of "sitting beside" also stresses learning and understanding, that is, viewing assessment as an educative ongoing process. It represents a special type of learning situation because issues of value

are at the forefront of the discussion and reflections. Thus, we do not eschew judging, i.e., determining the quality or influence of one's work, or a program impact. In fact, just the opposite, it centers on using evaluative judgments for improvement and/or quality assurance.

“Sitting Beside” also reinforces the “publicness” of our work. Going public is essential for being accountable, because without sharing, how can we demonstrate our accountability? “Sitting Beside” also means that we sit beside several groups and stakeholders. Students, faculty peers, administrators, but also significant stakeholders like Boards of Trustees, legislators, government agencies, alumni associations, business leaders, advisory boards, and bureaucrats, need to sit together for assessment to “work.” Understanding based on assessment, follow-up discussions and negotiations resulting in action are at the core of assessment.

Why do we assess?

It is important to distinguish between two major reasons and potential uses of assessment—improvement and quality assurance (accountability). Both uses are needed in any assessment initiative, although one use may and can be more salient in a given assessment. The first use is to facilitate improvement and development. The primary characteristics of this formative focus are detailed diagnostic data, frequent feedback and ongoing self-reflection, an atmosphere of trust, and a lack of fear of failure.

The other use is external, the necessity of having to demonstrate to others who give us in education the trust and support – financial in particular— that we are responsible stewards of their support. The key characteristic is transparency. That is, those audiences and stakeholders external to a program or institution have access to evidence and reports so they can also judge quality. In both uses, to evaluate is to care. Being accountable is taking responsibility for doing something.

Assessment exists as a service, a means not an end. If assessment is to have both credibility and utility in the academy it must be conceptualized and implemented within the social contract that we in higher education have with our larger society, which is a democratic society in the U.S. and most nations of the world. We cannot think about evaluation and assessment without thinking about the institutional mission and the roles and responsibilities of our faculty and staff and collectively the academy in the greater society. Thus, assessment needs to be designed to bring into account several perspectives— the institution as an academy and the larger community, the society which now we need to view in terms of a global one. I start from this premise: an effective institution is one that simultaneously fosters the individual development of its members – students, faculty, and staff-- and fulfills the collective goals (mission) of the institution.

A suggested strategy for conducting assessment

The recommended strategy for conducting assessment is based on two working principles. First, since the assessment of global perspective campus is very multifaceted

and inclusive in its goals and implementation, multiple forms of evidence from multiple sources (known as a multiple perspectives approach) is necessary. An assessment often can be viewed as telling a story of successes, issues, challenges, and opportunities. The notion of assessment as creating portrayals-- stories with evidence -- reinforces this multiple perspective approach to judging quality and effectiveness.

Even when the focus of assessment is on students as the primary stakeholder, I argue that an assessment should not only include indicators of “learning outcomes” but should also include features and the characteristics of the environment in which students and others live and work as they make their life-long journey as human beings. Astin argues, “A fundamental purpose of assessment and evaluation . . . is to learn as much as possible about how to structure educational environments so as to maximize talent development” (p. 18, 1991). Being responsible for creating an environment for students to optimally learn and grow is as important and often more relevant to a useful assessment as is measuring predetermined student behaviors. Thus, how one defines the quality and extent of global perspective taking at the institutional level will determine to some extent the set of expectations stakeholders wish to have included in an assessment. That is, do their expectations refer only to student learning “outcomes” and/or to the myriad of environmental conditions that can directly and indirectly influence the “outcomes”?

Second, we advocate “high standards, but not high standardization,” a position I took in my work during the early stages of CHEA (Braskamp and Braskamp, 1997). Upholding and honoring the uniqueness within higher education is especially important in assessing higher education. In short, we need to guard against reductionism and an over reliance on comparisons.

The suggested strategy involves three interlocking activities:

- Setting Expectations
- Collecting and Organizing Evidence
- Using Evidence

Setting Expectations

Setting expectations is the critical first step in any assessment process. (Expectations is used, since it is the most inclusive. It can refer to strategic plans, goals, criteria, standards of excellence, desired ends, student learning outcomes, and rubrics.) Setting expectations often involves specifying student learning and development “outcomes,” but setting expectations may also point to and include the quality of the environment such the characteristics of an intervention, curriculum requirement. Policies, programs, and people all can be evaluated. Being responsible for creating an environment for students to optimally learn and grow is as important and relevant to a useful assessment as is measuring predetermined student behaviors. Do the expectations refer only to “outcomes” and/or to the environmental conditions? In general, those responsible for establishing an assessment strategy need to include in their expectations not just

outcomes (e.g., student learning outcomes), but also characteristics of the environment in their assessment plans.

Collecting and Organizing Evidence

Collecting and organizing evidence is often considered the heart and essence of assessment. This is only partly true in my view. Evidence is essential for assessment, since it distinguishes it from most types of story-telling, political negotiations, and debates and argument.

Assessment can be viewed and practiced in terms of building a case, in which no one piece of evidence fully determines the value and worth of the work and programs of a person or groups of persons associated with an institution. Thus, “building a case” means constructing a collage which has patterns and consistencies that, taken as a whole, depict, in a hopefully sufficient way, the merit, worth and contributions of that which is being assessed. Building a case is best achieved by using a multiple perspectives approach--collecting evidence from multiple sources using a variety of methods of collecting evidence.

Evidence includes data, facts, information, descriptions, and statistical summaries. Standards of quality are met. It represents the results of measurement, assessment, testing, counting, record keeping, observation, and analyses. The selection of evidence about student performance is of two types. One type includes quantitative records such as graduation rate, alumni and employer ratings, and percent of students having employment at graduation. The second type includes paper and pencil achievement tests, authentic assessment such as portfolios, performance tasks, complex assessment strategies including capstone courses, and a variety of measures and observations of skills, competencies, attitudes, and values.

Measures of students’ intercultural development are largely indirect and include students’ self-reports of their experiences using focus groups, surveys, and interviews to glean students’ perceptions of their learning, attitudes, experiences, and reflections of development and change. For example, some surveys and focus groups focus on student perceptions at different moments during their term abroad, most commonly, before they arrive at their study abroad site and just prior to their departure.

Measures and sources of evidence

A number of common assessment methods, both quantitative and qualitative, can be used in assessment.

- Locally designed measures and tests— Assessments constructed by faculty for courses. Faculty teaching in study abroad programs may rely on a combination of student journals, critiques of reading assignments, analysis of a case study, an assignment linked to field study, written exams and research essays to monitor student progress and assign grades.

- Standardized measures of content, skills, and values—Tests of content, reasoning skills, and language acquisition. Standard in-country language exams for all international students seeking fluency in a second language can provide a reliable assessment of student language proficiency. Surveys of attitudes and values are also used to collect self reports.
- Performance based methods—Student portfolios, group projects, artistic performances, oral examinations and class presentations. These types of measures are more common in host countries whose pedagogical culture embraces active learning.

Using Evidence

The third activity—using the evidence – is in many ways the heart of assessment. Thus, the question, “so, what's the use” of the evidence collected or to be collected is at the core of any assessment. It is the “why” of assessment that will determine how one designs and implements assessment. The use of assessment is perhaps the most challenging of all aspects of assessment. Often assessment is not used or it is misused. Not easy solution or strategy can be recommended. It is largely a personal, interpersonal, political, and social endeavor. However, some general principles can be offered.

Enhancing use of assessment

Assessment is always to be of service to those in charge of creating a campus with a global perspective. Assessment will have a good return on investment if the important stakeholders are deliberating over the evidence, planning for interventions to enhance internalization on campus, and self-assessing. In short, a good assessment will gather people together to critically reflect, informed by evidence gathered, and make decisions, and act on them.

I offer these principles as guidelines in planning and conducting an assessment.

1. **Good assessment is not something that is done to someone; good assessment begins with commitment, not control.** Users feel ownership of the assessment. Users will be more apt to use results from an assessment if they have a purpose and plan for the assessment results, i.e., how they plan to use evidence in their discussions, planning, and implementation of the programs and activities.
2. **“So, what’s the use?” is a key question to ask in your planning and implementation of assessment.** A focus on the use of evidence is critical if assessment/evaluation is to have an impact on the way you discuss, make decisions, and implement programs and make changes based on assessment evidence.
3. **Assessment is best viewed as “Sitting beside” rather than “Standing over.”** I stress the use of evidence for making changes and improvements, focusing on a formative and interactive approach rather than a formal, external, and summative approach (Braskamp and Ory, 1994).

4. Insist on “High standards but not high standardization” in evaluating globalization on campus. The standards movement has been based on the use of student learning and development as the main indicator of quality. Standards have become associated with what students are able to do and know at a given time in their education. The move toward the centrality of student learning has been beneficial in many ways. When standards are connected to student performance, they provide a very compelling argument for refocusing the definition of quality in higher education. By linking standards and performance, student learning and development becomes the starting point for examining program quality (i.e. program and institutional effectiveness). Moreover, by focusing on a few indicators of quality (e.g. pass rates on professional licensure exam), educational leaders can encourage the faculty to meet clear measurable goals. And a set of a few measures to reflect quality are also easily understood by the significant stakeholders, e.g. parents, politicians.

Standards and evidence have always played a prominent role in assessment, since they are fundamental to the evaluation of quality. Over the past decade, the academic community—led often the accreditation organizations -- has begun to redefine academic quality, moving from inputs and resources (facilities, student excellence at entry into college) to process (quality of the collegiate experience) to quality that is based on student learning "outcomes." While we are now in the midst of a pendulum swing from "inputs" to "outputs," we argue that we should not ignore the evaluation of the characteristics of the curriculum, culture, and support services.

When we insist on high standards without standardization, we need to accept the challenge of being explicit about high expectations without undue rigidity, and to be demanding without becoming overly prescriptive (Braskamp and Braskamp, 1997). Performance standards of student learning can unfortunately become a vehicle for standardization of expectations, goals, curriculum, and student performance. If so, homogeneity of actual and desired student learning may be the unintended consequence. Standardization can threaten creativity, assessment of multiple intelligences, and the promotion of individuality.

Our challenge then is to avoid the notion that high standards exist only through standardization, and to resist a dependence on compliance to predetermined quantitative benchmarks as the strategy for demonstrating academic excellence. We should not confuse quality with conformity to some centralized notion of quality. We must reinforce high expectations tied to student experiences and student performance and/or “best practices,” without resorting to undue standardization. Standards supporting diversity and uniqueness must remain the hallmark of higher education.

5. The most effective use of assessment is its role in focusing discussion about issues, problems, successes, and challenges. What do the results mean and imply for us with responsibility to enhance internationalization on campus? As I argued earlier, assessment should promote discussion, not make decisions. Assessment evidence needs to be collected and presented in ways that facilitate and promote discussion about goals and

interventions. Thus the use of evaluative evidence is most effective when users are deeply engaged in conversation, discussion, reflective critical inquiry, and debate about what characteristics, events, activities, and interventions in the lives of students are most apt to influence the desired changes in student learning and development.

6. Assessment is telling a story that is evidence based. Someone is informing users about what is happening and possibly why what has occurred did occur. Storytelling is an avenue of making the evidence transparent is an effective way of demonstrating accountability.

7. Assessment is about caring, with users expecting and willing to make adjustments based on what they have learned from the assessment. Assessment has its best return when users are committed to doing something with the assessment evidence. Creating a non-caring environment is not useful nor productive, i.e., just gathering information (evidence, results) to learn how one performs should not be the destination or goal, but rather the beginning point for analysis and action (Braskamp and Schomberg, 2006). Caring means consequences are a part of the process.

Appendix B: A focus on global holistic student development

One of the major stakeholders is of course the students. Thus we can ask ourselves as educators this question: What are the “desired ends” of a college education in terms of student learning and development? If we think of ourselves as sojourners—guides and mentors to students and colleagues —on a life long journey, we can ask the question: “What do we want students and colleagues to be and become in terms of their developing holistic and global perspective?” Student global learning and development as desired ends of a student’s collegiate preparation have been interpreted and defined in a number of ways—intercultural sensitivity (Bennett and Bennett, 2004), global and intercultural learning (AAC&U, 2007), intercultural competence (Deardorff, 2006), global citizenship (Nusbaum, 2009; Schattle, 2009) and intercultural maturity (King and Magolda, 2005). Colleagues and I use the term, “global perspective” (Braskamp, Braskamp, Merrill & Engberg, 2011), which reflects both a global and a holistic human development perspective and encompasses two theoretical perspectives: student development and intercultural communication.

The first is based on the seminal work of Robert Kegan (*In Over our Heads*, 1994) who has argued that as people grow they are engaged in meaning making, i.e., trying to make sense of their journey in life. In doing so they not only rely on their thinking, but also their feelings and relating with others in forming and reforming their journey in life. He has identified and labeled three major domains of human development: cognitive, intrapersonal, and interpersonal. Patricia King and Marcia Baxter Magolda (2005) refined these domains in describing students in their social-cultural development during their college years, and called this developmental view “intercultural maturity.”

Second, intercultural communication scholars also have recognized the cognitive, affirmative, and behavioral dimensions (i.e., the thinking, feeling, and relating domains) as important to individual success when communicating in intercultural contexts. To be an optimally functioning communicator in a pluralistic society, individuals need to be competent and sensitive within these dimensions.

“How do I know?” reflects the Cognitive dimension. Cognitive development is centered on one’s knowledge and understanding of what is true and important to know. It includes viewing knowledge and knowing with greater complexity and taking into account multiple cultural perspectives. Reliance on external authorities to have absolute truth gives way to relativism when making commitments within the context of uncertainty.

“Who am I?” reflects and highlights the Intrapersonal dimension. Intrapersonal development focuses on one becoming more aware of and integrating one’s personal values and self-identity into one’s personhood. The end of this journey on this dimension is a sense of self-direction and purpose in one’s life, becoming more self aware of one’s strengths, values, and personal characteristics and sense of self, and viewing one’s development in terms of one’s self-identity. An ability to incorporate different and often conflicting ideas about who one is from an increasingly multicultural world is now an important aspect of developing a confident self-identity.

“How do I relate to others?” reflects the Interpersonal dimension. Interpersonal development is centered on one’s willingness to interact with persons with different social norms and cultural backgrounds, acceptance of others, and being comfortable when relating to others. It includes being able to view others differently; seeing one’s own uniqueness; and relating to others moving from dependency to independence to interdependence, which is a paradoxical merger.

The interdependence of these three questions as reflections of one’s holistic development is supported by researchers in intercultural competency and student development. Human development in all three dimensions (cognitive, intrapersonal, interpersonal) proceed “both within and across three dimensions of maturity ... as college students become increasingly capable of understanding and acting in ways that are interculturally aware and appropriate” (King and Magolda, p. 547)... Those for whom development in one of more dimensions does not provide an adequate basis for coping with the complex life tasks they face often report being overwhelmed” (p. 574).

Moreover we can easily concentrate on connections between desired student learning and development and the sociocultural environment—a set of interventions in the lives of students and other members of a community in and out of the classroom on campus and beyond—that can most effectively help persons grow in ways that are congruent with the desired ends. Thus the second question we need to ask is: “how do we as leaders on a campus internationalize our campus so that its members think, feel, and behave in ways that promote, honor, and respect a diverse and pluralistic society?” This connection is depicted in the chart below.

In summary, to assess is to focus on the connections among what we want our stakeholders to become and contribute and the environment – the policies, programs, and activities – that we wish to support. The interdependence of the person and the environment is critical in creating a global perspective campus.

Suggested readings

Association of American Colleges and Universities. (2007). *College learning for the new global century: A report from the National Leadership Council for Liberal Education and America's Promise*. Washington, DC: Association of American Colleges and Universities.

Bennett, J. M., & Bennett, M. J. (2004). Developing intercultural sensitivity: An integrative approach to global and domestic diversity. In D. Landis, J. M. Bennett, & M. J. Bennett (Eds.), *Handbook of intercultural training* (pp. 147-165) (3rd ed.). Thousand Oaks, CA: Sage.

Braskamp, L.A. (Fall 1989). So, what is the use? In P. Gray (ed.), *Achieving assessment goals using evaluation techniques*. San Francisco: Jossey-Bass.

Braskamp, L.A. & Braskamp, D. C. (July 1997). *The pendulum swing of standards and evidence*. CHEA Chronicle No. 5. Washington, DC: Council for Higher Education Accreditation.

Braskamp, L. A. (2009). Internationalization in higher education: Four issues to consider. *Journal of College and Character*, 10(6), 1-6. Retrieved October 21, 2009, from http://collegevalues.org/pdfs/international_perspectives_sept_09.pdf

Braskamp, L. A. (2009). Internationalizing a campus: A Framework for assessing it progress. *Journal of College and Character*, 10(7), 1-6. Retrieved January 27, 2010, from http://collegevalues.org/pdfs/international_perspectives_nov_09.pdf

Braskamp, L. A. (2010). Being Effective Interventionists to Foster Student Global Citizenship. *Journal of College and Character*, 11(1), Available at: <http://journals.naspa.org/jcc/vol11/iss1/14>

Braskamp, L.A., Braskamp, D. C. Merrill, K. C. & M. Engberg (2010). *Global Perspective Inventory*. Retrieved September 1, 2010 , from <https://gpi.central.edu/supportDocs/manual.pdf>

Braskamp, L.A. and Ory, J.C. (1994). *Assessing faculty work*. San Francisco, CA: Jossey-Bass.

Braskamp, L. A. Trautvetter, L. C. & Ward, K. (2006). *Putting students first: How colleges develop students purposively*. San Francisco: Jossey-Bass

- Braskamp, L. A. & Braskamp, D. C. (Fall 2007). Fostering holistic student learning and development of college students: A strategic way to think about it. *The Department Chair*, 18, 2, 1-3.
- Braskamp, L. A. & Schomberg, S. (2006). Caring or uncaring assessment. *Inside Higher Education*. www.insidehighered.com/views/2006/07/26/braskamp
- Davis, B. G. (Fall 1989). Demystifying assessment: Learning from the field of evaluation. In P. Gray (ed.), *Achieving Assessment Goals using Evaluation Techniques*. San Francisco: Jossey-Bass. p. 5 – 20.
- Deardorff, D. K. (Fall 2006). Identification and assessment of intercultural competence as a student outcome of internationalization. *Journal of Studies in International Education*, 10, 3, 241-266.
- Deardorff, D. K. (2009). (Ed.). *The SAGE Handbook of Intercultural Competence*. Thousand Oaks, CA: Sage.
- Deardorff, D. K. (2009). Understanding the challenges of assessing global citizenship. In Ross Lewin (ed.) *The Handbook of Practice and Research in Study Abroad: Higher Education and the Quest for Global Citizenship*. New York: Routledge
- Kegan, R. (1994). *In over our heads: The mental demands of modern life*. Cambridge, MA: Harvard University Press.
- King, P. M., & Baxter Magolda, M. B. (2005). A developmental model of intercultural maturity. *Journal of College Student Development*, 46(6), 571-592.
- Knight, J. (2003). Updating the definition of internationalization. *International Higher Education*, 33, 2 – 3.
- Lewin, R. (Ed.). 2009. *The handbook of practice and research in study abroad: Higher education and the quest for global citizenship*. Florence, KY: Routledge.
- McGury, S., Shallenberger, D., & Tolliver, D. L. (July-August 2008). It's new, but it is learning? Assessment rubrics for intercultural learning programs. *Assessment Update*, 20, p. 6- 9
- Musil, C. M. (2006). *Assessing global learning: Matching good intentions with good practice*. Washington, DC: Association of American Colleges and Universities.
- Olson, C. L., Evans, R. & Shoenberg, R. F. (June 2007). *At Home in the World: Bridging the gap between internationalization and multicultural education*. Washington D C: American Council on Education.
- Pascarella, E. T., & Terenzini, P. T. (2005). *How college affects students: Volume 2 A*

third decade of research. San Francisco: Jossey-Bass.

Stake, R. E. (2004). *Standards-based & responsive evaluation*. Thousand Oaks, CA: Sage.

Sternberger, L., Pysarchik, D. T., Yun, ZS., & Deardorff, D. (2009). Designing a model for international learning assessment. *Diversity & Democracy*. 12, 1-3.

Sutton, R. Miller, A. N. Miller & Rubin, D. L. (2006). Research Design in Assessing Learning Outcomes of Education Abroad Programs. In M. C. Bolen, (ed.) *A Guide to Outcomes Assessment in Education Abroad*, Carlisle, PA: Forum on Education Abroad, 2006, pp. 23-59.