University of Minnesota

College of Education and Human Development

Global Learning Experience

Concept Paper

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Executive Summary

The University of Minnesota has one of the largest undergraduate student populations in the United States. Its College of Education and Human Development (CEHD) houses undergraduate majors that focus on professions designed to improve lives. From early childhood education to geriatric policy, CEHD undergraduates will contribute to organizations, industry, and society through a unique education focused on both access and excellence.

In order to be interculturally effective in such environments, CEHD is focused on creating concurrent academic and cultural learning experiences for its students. This paper brings to the forefront discussions around global/intercultural/multicultural competence for undergraduate students. These discussions stem from a broad range of higher education literature. The presentation of students' global competence development from multiple perspectives will invite a range of CEHD stakeholders into discussion on global learning and its role in supporting globally competent undergraduate students. The purpose of this concept paper is to outline the various perspectives related to student development in a globalized world and how we as a college may support the development of globally competent undergraduate students. The purpose of CEHD's Global Learning Experience initiative is based on the belief that, in order to prepare our graduates with the necessary global competences required for all education and human development fields, we must scaffold global learning opportunities and support the holistic development of all of our undergraduates. The new CEHD undergraduate Global Learning Experience initiative is also intended to facilitate an ongoing collegewide discussion.

Beginning in fall 2015, CEHD will begin to track the types of experiences students are having, using a pre-selected menu of experiences. For the first year of the program, simple quantitative data will help the college leadership to understand how many students are having global experiences. In time, students will be expected to document and reflect upon their own global experiences in an electronic portfolio. Students will be specifically prompted to reflect upon how their global experiences have impacted their global competence, learning in the Student Learning and Development domains, and career readiness. Each year, a summative assessment will be conducted on these student global experience reflections to determine what additional supports and professional development, if any, will be needed to promote students' intercultural learning and development. As a college, we want to ensure that *all* students have opportunities to access as many meaningful, global experiences as possible so that they develop the necessary global competences to work effectively across difference in their chosen careers. Espousing, living, and supporting these values create a college culture that values the importance of global mindfulness for all.

"To be globally competent, University of Minnesota students, staff, and faculty will demonstrate the knowledge, skills, and perspectives necessary to understand the world and work effectively to improve it."
—University of Minnesota "global mindset" definition

The University of Minnesota has one of the largest undergraduate student populations in the United States. Its College of Education and Human Development (CEHD) houses undergraduate majors that focus on professions designed to improve lives. From early childhood education to geriatric policy, CEHD undergraduates will contribute to organizations, industry, and society through a unique education focused on both access and excellence.

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In this paper we seek to explain Global Learning Experience and ground it in existing literature, Through this literature review, the paper will address the following questions: (a) What are the different terms and language that disciplines use to describe global competence? (b) What do different areas of higher education literature have to offer us in daily interactions and work with our increasingly diverse population of undergraduate students? (c) Why does everyone need to be involved in global competence work? (d) How do we meaningfully assess students' global competence?

Internationalization and Global Orientation of the Undergraduate Experience

The development of students' global competence skills are increasingly viewed as necessary for all students, not just those who study abroad or are in social science fields related to international studies. In the most recent American Association of Colleges and Universities (AAC&U) employer survey, 96 percent of employers viewed intercultural skills as either very important or important considerations when hiring (2013). Coupled with labor market constraints that may force students into fields other than those desired upon completion of their degrees, institutions are feeling additional pressure to provide general career readiness for their students. Increasingly, internationalization has included more attention to students' intercultural learning and competencies upon graduation. For many institutions, this has taken shape in an ad hoc manner, e.g., a study abroad experience here, a service-learning course there, etc. Arkoudis (2012) and Dey, Ott, Antonaros, Barnhardt, & Holsapple (2010) argue that institutions need to think more intentionally about supporting the learning and development their graduates need for the 21st century. "[H]igher education places high value on engaging diverse perspectives, [but

institutions] need to do much more to ensure that . . . students actually develop these capacities across several years in college" (p. ix). Therefore many institutions are grappling with how to holistically integrate intercultural learning across all disciplines and curricula and furthermore to assess to what extent these efforts are developing the necessary 21st century intercultural competencies.

In 2010, the College of Education and Human Development began the process of thinking about what internationalization means for our particular context. Currently, the college has other ongoing internationalization efforts, but this paper is concerned with how the college sought to support the academic, development, and future career success of its 21st century graduates.

Over the course of two years, and in consultation with several key individuals (including deans, learning abroad experts, student services leaders, and academicians), the college developed a Global Learning Experience template for all future students graduating from the college. The college expects all of its students to participate in a global experience by the time they graduate. Such an experience need not be international and is not intended to be an "add-on" experience for students. Moreover, experiences are designed to be integrated into their unique academic goals. The college will ask students to identify a particular global experience that may be curricular and co-curricular and engage in reflective writing about the experience and how it specifically relates to University of Minnesota learning or development outcomes and future career goals and pathways. The rationale for the expectation is to provide students with explicit opportunities to identify and reflect upon global experiences in order to more clearly link such experiences to curricular, development, and career objectives. The student benefits will vary, but at the very least this will provide students with a global learning experience in which they have the opportunity for social and cognitive development. Each year, a summative assessment on student data will be conducted to determine what additional supports, if any, will be needed to promote students' intercultural learning and development.

The sections below provide a literature base to support the rationale of a Global Learning Experience expectation and global competence assessment. Following the review of literature, contextual information is provided on the factors and implementation of the expectation.

Conceptual Vocabulary: Creating a Common Understanding

One early step in the integration of global perspectives and learning into undergraduate programs must be to provide a set of terms useful in discussing intercultural competences and communication. Unfortunately, language or the way in which we choose to express intercultural concepts can potentially cause confusion and misunderstandings. Many interpretations arise, connected with the diversity of worldviews, opinions, languages, cultures, disciplines, beliefs, etc. Therefore, promoting a better and shared understanding of the diverse meanings of these concepts can foster informed ways of using them. More specifically, defining terms related to intercultural learning has goals two goals: (1) developing a common understanding and vernacular to discuss how we can support students' intercultural learning together in the college; and (2) opening minds and understanding to the multiple meanings of intercultural competences, incorporating a plurality of backgrounds, perceptions, and intentions (UNESCO, 2013). To this end, we provide working definitions that inform the Global Learning Experience initiative.

Culture

Culture is defined as the coordination of meaning and action within a human context (nation, ethnic group, organization, etc.). Culture is a set of distinctive spiritual, material, intellectual, and emotional features of a society or social group, encompassing all the ways of being in that society; at a minimum, including art and literature, lifestyles, ways of living together, value systems, traditions, and beliefs (UNESCO, 1982 and 2001). Each culture is the sum of assumptions and practices shared by members of a group distinguishing them from other groups, and so one culture comes into clearest focus when compared to another culture maintaining different practices (UNESCO, 2013, p. 11).

Diversity

Diversity refers to an active, intentional, and ongoing engagement with differences—in people, in the curriculum, in the co-curriculum, and in communities (intellectual, social, cultural, geographical) with which individuals might connect—in ways that increase one's awareness, content knowledge, cognitive sophistication, and empathic understanding of the complex ways individuals interact within systems and institutions. Such differences can be individual (e.g., personality, learning styles, and life experiences) or group/social (e.g., race/ethnicity, gender, country of origin, and ability, as well as cultural, political, religious, or other affiliations) (Clayton-Pedersen, O'Neill, & McTighe-Musil, 2009, p. 6)

Cultural Humility

Cultural humility speaks to the role of self-evaluation and was conceptualized by Hook, Davis, Owen, Worthington, and Utsey (2013) as the "ability to maintain an interpersonal stance that is other-oriented (or open to the other) in relation to aspects of cultural identity that are most important to the [person]" (p. 2). In essence, cultural humility implies a "lifelong commitment to self-evaluation and self-critique" (Tervalon & Murray-Garcia, 1998, p. 123). It strives to move individuals beyond obtaining cultural knowledge and toward the development of respectful and dynamic partnerships with patients, families, and communities (Benbenek, 2015, p. 314).

Global Learning

Global learning is knowledge, skills, and attitudes that students acquire through a variety of experiences that enable them to understand world cultures, analyze global systems, appreciate cultural differences, and apply this knowledge and appreciation to their lives as educated individuals and global citizens (Olson, Green, & Hill, 2006, p. v).

Multicultural Education

Multicultural education refers to knowledge, skills, and attitudes that students acquire through a variety of experiences that enable them to understand world cultures, analyze global systems, appreciate cultural differences, encourage critique of society in the interest of social justice, and apply this knowledge and appreciation to their lives as educated individuals and global citizens (National Association of Multicultural Education, 2011).

Intercultural

Intercultural refers to what occurs when members of two or more different cultural groups of whatever size, at whatever level, interact or influence one another in some fashion, whether in person or through various mediated forms (UNESCO, 2013, p. 11).

Communication

Broadly, communication is a message conveyed from one person to another but more adequately should be viewed as joint construction (or co-construction) of meaning (Galanes & Leeds-Hurwitz, 2009). Communication includes language as well as nonverbal behavior, which includes everything from use of sounds (paralanguage), movements (kinesics), space (proxemics), and time (chronemics) to many aspects of material culture (food, clothing, objects, visual design, architecture) and can be understood as the active aspect of culture (UNESCO, 2013, p. 12).

Intercultural Communication

Intercultural communication is the mutual creation of meaning and coordination of action across cultural contexts (Bennett, 2014). Engaging in intercultural communication can facilitate a climate of shared respect and power.

Competence

Competence refers to having sufficient skill, ability, knowledge, or training to permit appropriate behavior, whether words or actions, in a particular context. Competence includes cognitive (knowledge), functional (application of knowledge), personal (behavior), and ethical (principles guiding behavior) components, thus the capacity to know must be matched to the capacity to speak and act appropriately in context; ethics and consideration of human rights influence both speech and actions" (UNESCO, 2013, p. 12).

Intercultural Competence

Intercultural competence is the ability to intentionally shift perspective and behavior according to cultural context to achieve desired outcomes (Bennett, 2014). Students, staff, and faculty demonstrate "knowledge of others; knowledge of self; skills to interpret and relate; skills to discover and/or to interact; valuing others' values, beliefs, and behaviors; and relativizing one's self" (Deardorff, 2004, p. 24).

Global Citizenship

Madeline Greene (2012) explains global citizenship as "a choice and a way of thinking, development of self-awareness and awareness of others, participation in the social and political life of one's community, the practice of cultural empathy, and cultivation of principled decision making" (pp. 1–2).

Internationalization

Internationalization is the process of integrating an international perspective into a college or university system...an ongoing, future oriented, multi-dimensional, interdisciplinary, leadership-driven vision that involves many stakeholders working to change the internal dynamics of an institution to respond and adapt appropriately to an increasingly diverse, globally focused, ever-changing external environment (Ellingboe, 1998).

Mindfulness

Mindfulness means maintaining a moment-by-moment awareness of our thoughts, feelings, bodily sensations, and surrounding environment. It also involves acceptance, meaning that we pay attention to our thoughts and feelings without judging them—without believing, for instance, that there's a "right" or "wrong" way to think or feel in a given moment. When we practice mindfulness, our thoughts tune into what we're sensing in the present moment rather than rehashing the past or imagining the future (Langer, 1989).

One of the most critical pieces of any equity and intercultural work is to understand one another's use and meaning behind choice of language. What does a particular word mean in terms of one's own experiences of teaching and learning? in terms of one's own disciplinary training? in terms of one's value framework? in terms of expectations within one's current role?

Why are these discussions critical? As AAC&U explains, understanding one another's use and meaning behind a choice of language has a direct effect on how clearly a group is able to articulate how this language relates to actual student learning goals and all the practices that flow from them in order to translate that into institutional structures and practices (Hovland, AAC&U/NAFSA, 2014).

Global Competence Development and Global Learning Experience: Theoretical Models

Development of a mindful, globally competent student is a vital part of the Global Orientation/Internationalization process. As institutions embrace and engage in the process of reorienting their campuses, one of the major components of this process is the development of students' global competence. Several bodies of literature focus on understanding how and in what ways we can support intercultural/multicultural development in university students. While these literature bases stem from very different historical and sociocultural roots, common goals persist. One of the common goals of these literature bases is how best to support *all* students' development and learning. Presenting these different areas of literature will enable us as scholar–practitioners to think about creating inclusive learning environments and support our diverse student population's intercultural learning and development.

Global/Intercultural Competence: Dynamic Process of Learning

Current research in the field of intercultural competence emphasizes the need for a holistic approach in developing competency by attending not only to the cognitive domain (cognitive complexity) but also to the affective (attitude) and behavioral (skills) domains (Byram, 1997; Deardoff, 2006; Okayama, Furuto, & Edmondson, 2001; Yershova, DeJaeghere,

& Mestenhauser, 2000). These three interdependent domains—cognitive, affective, and behavioral—provide a conceptual framework for Deardorff's (2006) process-oriented intercultural-competence model. This holistic approach looks at intercultural learning in terms of both process, "what happens when learning takes place" (Deardorff, Pysarchik, & Yun, 2009, p. 30), and product, the *outcomes* of learning or the knowledge, behaviors, and awareness that were acquired or developed. In this framework, students' capacity to engage difference effectively is constructed as an ongoing process involving the development of intellectual abilities and skills, attitudes, and interpersonal behaviors.

Intercultural learning is often approached as an add-on or a supplemental portion of the curriculum rather than embedded into content-learning exercises. Kumagai and Lyspon (2009) call this a static model for thinking about intercultural competence. In this view, developing cultural competence is often viewed as a linear process with a static outcome, like the process of learning some aspect of math or grammar that results in competence. Under such models, cultural competency is approached in ways that limit its goals to *knowledge* of characteristics, cultural beliefs, and practices of different non-majority groups, and skills and attitudes of empathy and compassion. Achieving cultural competence in this model is thus often viewed as a static outcome. For example, one might be considered "competent" in interacting with patients from diverse backgrounds "much in the same way as one is competent in performing a physical exam or reading an EKG" (Kumagai & Lypson, 2009, p. 783).

Instead Kumagai and Lypson (2009) posit that cultural competency is a dynamic ongoing process, not a static requirement to be checked off of a devised list. It is a concept beyond the somewhat rigid categories of knowledge, skills, and attitudes: the continuous critical refinement and fostering of a type of thinking and knowing—a critical consciousness—of self, others, and the world (Kumagai & Lypson, 2009). This dynamic model of intercultural competence, which emphasizes the *process* nature of developing the requisite skills, attitudes, and cognitive complexity to effectively engage difference, challenges the traditional model of implementing an add-on international/diversity course requirement as the means by which institutions foster students' intercultural development. Just as one doesn't become an engineer in one course, one doesn't become interculturally competent in one course. This is not to say that one experience or course can't initiate motivation and interest in developing these skills more fully. It is to say, however, that intentional integration of intercultural learning is an important facet of undergraduate education.

Diversity, Multicultural Perspectives, and Intentional Interactions

Overall, multicultural and diversity literature scholars have written and researched predominantly on domestic diversity, inclusion, social justice, access, retention, engagement, and campus climate, among other topics. At the core of this work is how higher education institutions and campuses are creating a climate and support structures for *all* students. Two important points prominent in this literature base are useful for our intercultural work.

First, how diversity/multicultural scholars conceptualize diversity is important. They do not refer to it as the mere *presence* of difference in student demographics or course content, but as the *act and process* of engaging those differences in an intentional, purposeful manner. This conceptual shift rejects the tendency to conflate multiculturalism and diversity (Milem, Chang, & Antonio, 2005) and reflects the finding that the context and conditions in sites that engage diversity play a critical role in the outcomes. In other words, simply exposing students to diverse

ideas or multiple perspectives in the form of content or peers is a necessary but insufficient condition to foster the development of cognitive and affective diversity outcomes (Gurin et al., 2002; Gottfredson et al., 2008; Saenz, Ngai, & Hurtado, 2007; Umbach & Wawrzynski, 2005). This concept of engaging diversity stems from newer theoretical paradigms, in particular AAC&U's Inclusive Excellence framework (2005), which calls for higher education institutions and practitioners to revise the traditional model wherein diversity is approached as a target or outcome, as a "thing" that can be definitively achieved or counted, and that remains in the margins of institutional life. In an inclusive excellence framework, diversity is understood to be a complex and essential thread that must be intentionally woven into the fabric of the institution at all levels: policy, leadership, institutional culture, student life, and last, but not least, the classroom (Milem, Chang, & Antonio, 2005; Williams, Berger, & McClendon, 2005; Clayton-Pedersen, O'Neill, & McTighe, 2009).

Identified in several studies are cognitive, affective, and social outcomes associated with engaging diversity, in particular increased cognitive sophistication and complexity (Gurin et al, 2002; Antonio, 2004), critical thinking skills (Milem, 2003; Hu & Kuh, 2003), academic skill development (Denson & Chang, 2009), efficacy in reducing prejudice, increasing racial and cultural appreciation (Bowman, 2010), listening to others' perspectives, and tolerance of ambiguity (Goodman, 2008). Structural diversity is consistently identified as a necessary but insufficient condition for achieving these outcomes (Milem, 2003; Hurtado, 2005; Gurin, Dey, et al, 2002; Marin, 2000; Umbach & Wawrzynski, 2005; Saenz et al., 2007). Repeated, deliberate engagement with diversity has been found to contribute to the growth of higher-order cognitive skills, such as cooperative, intergroup behavior and openness to entertain alternative views (Hurtado, 2001; Gottfredson, Panter, Daye, Wightman, Allen, & Meera, 2008; Saenz, Ngai, & Hurtado, 2007).

Secondly, from Allport's (1954) contact theory to more recent studies on the relationship between intergroup contact and diversity-related student learning and development outcomes (Gurin, Dey, Hurtado, & Gurin, 2002; Hu & Kuh, 2003; Denson & Chang, 2008), it is clear that the frequency and quality of interactions with diversity are significant factors in realizing the benefits of learning in a diverse environment. In Bowman's (2010a) meta-analysis of research on diversity experiences and cognitive development, he found that a diverse student body yielded educational benefits only to the extent that students had meaningful interactions with one another. This highlights another important and frequent finding across the research: *the benefits associated with a diverse student population or multicultural course content do not passively or automatically accrue through curricular content alone* (Alger, Chapa, et al., 2000; Marin, 2000; Denson & Chang, 2009); the diversity capital that students bring into the classroom must be actively engaged (Williams, Berger, & McClendon, 2005). These findings demonstrate the importance of intentionally designed intercultural interactions. Furthermore, it is important to note that several studies have concluded that it is important to provide sustained and coordinated efforts across and throughout the undergraduate experience in order to maximize the benefits of diversity on student development and learning (Gurin, et al., 2002; Gottfredson, et al., 2008).

These ideas applied to the concept of internationalization and students' intercultural learning speak to two main points. First, a unit or institution engages intentionally in the process of internationalization. This doesn't mean increasing its numbers of international students and students studying abroad. These may be components of a holistic plan that supports all aspects of the faculty's, domestic and international students', and staff's intercultural learning journey and is woven into the fabric of the institution at all levels. Lastly, mutual learning needs to be

fostered in all aspects of students' lives on campus—the curriculum, co-curriculum, and informal curriculum. Intercultural learning and international student integration don't just magically happen. And while institutions may say that they value internationalization, a truly internationalized campus has transformed all its practices so as to intentionally engage and support student, faculty, and staff intercultural learning.

College Student Learning: Developmental Psychology and Perpetuation Hypothesis

Literature on college student learning helps to explain support processes for undergraduates through a developmental lens. It has long been established that human development depends on periods of discontinuity and dissonance, when new information or experience clashes with previously held mental schemes (Gauvain, 2001). Courses taken early in students' college career are especially impactful for their development related to diversity (Bowman, 2010b). For many first-year students, the transition to a college environment represents the most significant episode of relational discontinuity encountered at any point in their lives. Separation from the community of origin at the crucial period of late adolescence and early adulthood creates optimal conditions for the formation of a mature identity. Early adulthood in particular is a critical period of young adults' holistic development, and their level of openness to new experience depends on experiences in prior stages of life (Erikson, 1956, 1968). The framework of Erikson's developmental psychology suggests that the early college years represent the time when strengthening or interrupting existing student narratives is developmentally most appropriate. This is underscored by Braddock's (1980) classic perpetuation hypothesis. While the hypothesis was formed on the basis of research into desegregation practices, its scope easily extends to other types of human difference.

Braddock (1980) suggests that individuals with limited experience interacting across difference tend to approach all subsequent encounters with previously established narratives of who the "other" is and how "different" from themselves. Unless a significant interruption occurs, the individual's existent narrative is likely to perpetuate, and he or she is less likely to engage across difference in meaningful ways.

Whether we are thinking about the integration of students of color or international students on our campuses, Braddock's (1980) perpetuation hypothesis must be taken into consideration in curricular, co-curricular, and our Global Learning Experience pedagogy. To this end, Global Learning Experiences are designed to disrupt perpetuation of ideals that run contrary to the inclusive excellence mission of the college and to the broad goals of preparing globally competent students.

Intercultural Communication

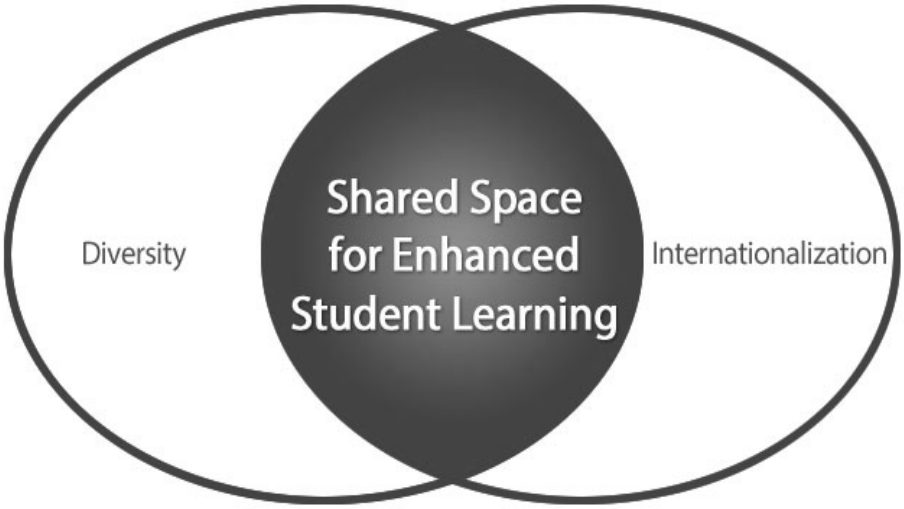
One of the main theories grounding the intercultural communication literature is Gudykunst's (1993, 1998) anxiety/uncertainty management theory. This theory provides a framework for helping classroom practitioners reflect on how to support students' capacity to fruitfully engage the diversity resources that are present in a class in service of facilitating the development of intercultural competence. According to Gudykunst (2005), communication is generally influenced not only by perceived identity or group membership but by "structural, situational, and environmental factors" (p. 284). Gudykunst (1993, 1998, 2005) hypothesizes that effective intercultural communication requires the same knowledge and skill sets as adept

communication between individuals from similar groups; the difference between these situations is in the level or degree of uncertainty, anxiety, and mindfulness that one brings to intercultural communications or interactions. He theorizes that each person has a maximum and minimum threshold for uncertainty and anxiety. The maximum is defined as "the highest amount of uncertainty [one] can have and think [one] can predict strangers' behavior sufficiently to feel comfortable interacting with them" (Gudykunst, 2005, p. 286). Likewise, the minimum is noted to be the "lowest amount of uncertainty [one] can have and not feel bored or overconfident about [one's] predictions of strangers' behavior" (p. 286). Communication contexts that are experienced as above the maximum or below the minimum thus diminish the capacity for successful communication. Gudykunst (2005) suggests that we must purposefully facilitate intercultural interactions that enable students to function within their thresholds so as to propel their development of intercultural competencies.

Summary

Both diversity and international initiatives are designed to provide students with appropriate challenges to develop intercultural communication skills. While the AAC&U (2007) grapples with how to respect the history and space in which these two main areas of work reside in the institution, it also makes a clear call for collaboration around common student learning goals. It suggests the following in thinking about the distinctly different fields and work of international education and diversity:

1. The fields of diversity and international education each have their own set of epistemological foundations.
2. Neither area is complete without consideration of what the other brings to bear.
3. Significant common ground and goals exist between these two distinct areas, and they are well suited for collaboration.



Therefore, this report suggests and encourages universities to think about the intersections of the ongoing work in these fields around enhancing student learning and how their units can further the common goal of supporting students' learning and development. The

next section addresses specific pedagogical frameworks that, with intentional design and curriculum, have been shown to support the holistic development of undergraduate students.

Holistic Learning: Supporting Students' Development of Global Competence

Developing global competences is a process that happens over time and through multiple, continued opportunities to refine and hone one's awareness, skills, and behaviors (Bowman, 2010; Gudykunst, 2005; Hurtado, 2001). This is not unlike the normative understanding that disciplinary knowledge, and the ability to apply it skillfully and in unique contexts, accrues and develops longitudinally and as a result of multiple opportunities to practice, test, refine, and hone knowledge and skills and behaviors (Bowman, 2010; Gudykunst, 2005; Hurtado, 2001). Therefore, internationalization of the curriculum has often been touted in the literature and by institutions as a way to conceptualize how we can support the development of students' global competence. In using the word "curriculum," we think about how Betty Leask (2013) has conceptualized curriculum to include not only the formal curriculum but also the informal and hidden curriculum and how these are integrated in students' holistic learning experiences at the university.

As Leask (2013) explains, "Internationalization of the curriculum is the incorporation of an international and intercultural dimension into the content of the curriculum as well as the teaching and learning arrangements and support services of a program of study" (Leask 2009, p. 209). This definition aligns with the process of students' global competence development—a process that is inclusive of all aspects of the learning and teaching contexts—the formal curriculum, the informal curriculum, and the hidden curriculum. It includes the "intercultural" as well as the "international" dimensions of teaching and learning arrangements and learning outcomes as well as content. It also specifically focuses on support services, implying the need to create a campus culture of internationalization, one that encourages and rewards intercultural interaction both outside and inside the classroom. The focus on "a program of study" suggests an internationalized curriculum will be available to all students and, hence, implies more than isolated, optional experiences and activities for a few students.

Effectively supporting global competence across the undergraduate experience requires challenging the traditional model that prioritizes knowledge acquisition as the critical foundation of undergraduate learning (Bennett & Salonen, 2007; Krutky, 2008). Rigor in academic contexts across a majority of traditional disciplines has been associated primarily with the cognitive domain, which has, in turn, perpetuated an expert-centered pedagogy that emphasizes traditional approaches (Mayhew & DeLuca Fernández, 2007). While there are not one-size-fits-all pedagogical practices, there are higher education practices that have been shown to support students in their development of global competencies. These include high-impact practices such as service-learning, study abroad, common college experience, and collaborative learning. Across all of these practices, the literature notes the importance of intentionality and reflection. Whether it be in the diversity or intergroup contact or intercultural literature, it is clear that just having international content, having people we perceive are different from us in the same institution or classroom, or visiting another country will not develop a mindful, globally competent student. A student's developmental process and support of global practices requires long-term and intentional support that is effectively embedded across the undergraduate experience.

Studying Abroad

Study abroad is an experience that has usually referred to U.S. students traveling and studying in a different country. In the literature, study abroad is by far the most often cited intercultural experience that has been found to sometimes facilitate the development of students' global competence (Vande Berg, Connor-Linton, & Paige, 2009). There are many different types of study abroad programs, ranging from short-term (two to three weeks) to a year, "island" programs to staying with host families, and language immersion to English medium. And while these study abroad programs may have a goal of supporting students' global learning, similar to having diversity in the classroom, it is only with intentional study abroad programming and activities that strong evidence of students' development of global and intercultural outcomes occurs (Braskamp & Merrill, 2009). More recent intercultural research has looked at intercultural experiences and programming within the institution's local community as a more equitable and accessible means to facilitating students' global competence development. This area of literature is often referred to broadly as internationalization at home.

Internationalization at Home: Engaging Students in Local/Global Communities

Internationalization at home is a concept that emerged from the acknowledgement that students' global competence development is an on-going process—one that involves all contexts of their academic career. As noted above, the extent and level of preparation that currently exists is relatively unknown within CEHD. An empirical evaluative approach of student Global Learning Experience documentation will drive programmatic thinking in regards to preparing students with global mindsets and competence. This approach

- engages higher education institutions in examining the collaboration potential between diversity/multicultural education and internationalization,
- seeks to create synergistic learning environments between diversity/multicultural education and internationalization, and
- empowers students to become responsible, productive citizens both locally and globally.

Classrooms as a Critical Space for Intercultural Learning

Gurin et al. (2002) found that students benefited the most when there was structural diversity present as well as "pedagogy that facilitates learning in a diverse environment" and "extensive and meaningful informal interracial interaction" (p. 359). Mestenhauser and Ellingboe (1998) in their edited volume *Internationalizing the Curriculum in Higher Education* argued that, to internationalize the curriculum, faculty need to challenge both the nature of the curriculum and the paradigms on which it is based—in other words, re-thinking what content is included in the curriculum and how it is delivered, the pedagogy. Active-learning methods that incorporate the students' diversity capital, such as experiential and field learning; cooperative, group learning; and community-service pedagogies, along with course readings that focus on race or ethnicity have been found to garner the most benefits in terms of diversity/intercultural-learning outcomes (Hurtado, 2001; Reason, Bradley, Lutovsky, Quaye, & Terenzini, 2010; Umbach & Wawrzynski, 2005). These pedagogies can be lumped under the term inclusive pedagogy.

Mindful Reflection

Across all of these different local and global intercultural learning contexts and ways to support the development of students' global competence there is one key crucial element: the incorporation of intentional opportunities to mindfully reflect. In an *Atlantic* article, Nanette Fondas (2014) reported that research indicates reflection time is a crucial ingredient to learning. In the reviewed research article "*Learning by Thinking: How Reflection Aids Performance*," (Di Stefano, Gino, Pisano, & Staats, 2014) a team of researchers, from HEC Paris, Harvard Business School, and the University of North Carolina described what they call the first empirical test of the effect of reflection on learning. In this study, refection referred to taking time after a lesson to synthesize, abstract, or articulate the important points. Overall, the study found that students who were given 15 minutes to write reflections at the end of the day scored 23 percent higher on end-of-year assessments (p. 2).

In the intercultural realm, similar findings are supported. Without the space and time to reflect, students don't have a chance to make meaning out of their intercultural experiences in terms of their own intrapersonal, interpersonal, and cognitive development. In a recent chapter by Jane Jackson (2015) in *Internationalizing Higher Education: Critical Collaborations Across the Curriculum,* she describes research she conducted in a course she taught for those returning from study abroad experiences. It is often assumed that students who have studied abroad return having further developed their global competencies; however, upon administering the Intercultural Development Inventory (IDI) at the beginning of the semester, all students still measured at the beginning levels of intercultural development. The course intentionally provided many opportunities over the course of the semester to think about and reflect upon their intercultural experiences in terms of intercultural communication theory and their own intrapersonal development. This study highlighted the critical need for intentional opportunities for students to reflect upon their intercultural experiences in order to effectively be able to integrate their experience into actual intercultural attitudes and behaviors.

In essence, if the advancement of students' global competencies is an ongoing process, facilitated through intentional curricular and co-curricular design, we then need to provide multiple opportunities to develop intercultural competence distributed throughout students' longitudinal academic careers. It is currently unknown whether the existing curriculum and structures in CEHD are adequately preparing students for global engagement and effective communication, but baseline data collected through the global experience reflection in fall 2015 will provide insights about students' intercultural development.

Intentional Institutional and College-Level Support and the Global Learning Experience

As CEHD engages in the process of articulating, integrating, and assessing global learning outcomes across all disciplines, there are many challenges. Support is often focused on individual faculty or classrooms, and initiatives are often ad hoc rather than systemic and comprehensive. Scholars in the field contend that, in order for effective development of students' global competence to happen, internationalization efforts across disciplines and within majors require support in the form of resources, leadership, and infrastructure at the institutional and college level (Clifford, 2009; Leask, 2011; Mestenhauser, 2011). It is up to the leadership to create a culture of mindful global participation and engagement, a culture where it is expected

that all students that graduate will be prepared to mindfully collaborate and engage in their chosen profession. In creating this culture that values the importance of global mindfulness, how do we know how we are doing in achieving our intended outcome?

The college's unique alignment of international and diversity initiatives creates an opportunity to set a tone within the college for common student expectations with varied and individualized pathways to completion. The Global Learning Experience initiative is one that pushes students to think about how they will engage globally and to reflect upon their experience related to academics, personal development, and career development. This section describes how Global Learning Experiences align with University of Minnesota Student Learning Objectives, Student Development Objectives, and collegiate career readiness initiatives.

Student Learning Outcomes and Student Development Outcomes

A University-wide initiative to enhance the rigor of undergraduate study was initiated in 2013. A broad set of undergraduate "outcomes" were defined by a task force representing multiple academic fields. Student Learning Outcomes (identify and solve problems; locate and critically evaluate information; master a body of knowledge; understand diverse philosophies and cultures; communicate effectively; understand the role of creativity, innovation, discovery, and expression; and acquire skills for effective citizenship and life-long learning) and Student Development Outcomes (responsibility and accountability; independence and interdependence; goal orientation; self-awareness; resilience; appreciation of differences; and tolerance of ambiguity), provide a common University language for instructors to use while developing syllabi. Similar to processes focused on liberal education *content* requirements, instructors are being asked to identify specific outcomes, based on descriptors provided by the Provost's office, for their courses.

Although instructors are not being asked to do anything different in terms of content and syllabus development, the SLO/SDO frameworks provide a terminology with which instructors can clearly identify the knowledge, skills, and abilities that students can expect to gain through participation of a course. CEHD's Global Learning Experience initiative will strategically align with SLO/SDO implementation. The rationale for this decision is twofold. First, if there is University-wide agreement on the key indicators of student outcomes, it is logical that these same indicators be used as ways to help understand the impact of a Global Learning Experience. Second, by aligning with existing evaluative frameworks, the Global Learning Experience becomes more intuitive and seemingly less of an add-on to students, thus providing opportunity for stronger participation rates.

Career Readiness

Over the past several years, CEHD's Career Services office has been a campus leader on career integration of study abroad. The office has begun to focus heavily on leveraging global skills developed during learning abroad experiences and translating them into concrete language for future employers. Building on Career Services' leadership in this area, and with an understanding that the bachelor's degree may be a terminal degree for many CEHD students, we have built options for students to reflect upon and translate broadly defined global experience into marketable language for future employers.

The CEHD Global Learning Experience expectation draws from intercultural and global theory in three important ways. First, it does not assume that simply having an experience will create any lasting change in student competence. Rather, we will annually examine the types of experiences in which students engage and make evaluative decisions on how best to guide, prepare, and support both the faculty and students. Second, we understand that students' beginning points of anxiety and global competence may vary greatly, so limiting opportunities that "count" may be a counter-productive process. Third, broad conceptions of cross-cultural communication, global understanding, and personal development can occur in international settings but can equally occur in well-constructed local and domestic settings. The broad goal of student development is the driver of the expectation, not simply an accounting of how many students have taken an international course or crossed national borders. Global learning experiences will be qualitatively and quantitatively different for each student but will be a mechanism for participation in a collegiate culture focused on global participation and readiness for global careers. It is assumed that success will be garnered through a combination of high expectations for participation and flexible pathways for completion.

The Global Learning Experience: What Is It?

Beginning in fall 2015, CEHD will begin to track the types of experiences students are having, using a pre-selected menu of experiences. For the first year of the program, simple quantitative data will help the college's leadership to understand how many students are having global experiences. In time, students will be expected to document their own global experiences in an electronic portfolio. Students will be specifically prompted to reflect upon how their global experiences will impact global competency, learning in the Student Learning Outcomes and Student Development Outcomes domains, and career readiness.

For the 2015 kickoff of the Global Learning Experience initiative, the following experiences will be tracked over the course of the 2015–16 academic year:

1. credit-bearing study or research abroad
2. non-credit-bearing projects abroad such as:
    a. internships
    b. independent research
    c. international UROP (Undergraduate Research Opportunities Program)
    d. clinical work
    e. completion of a Learning Abroad Center work, intern, or volunteer experience
3. university-level courses taken at foreign universities
4. presentation of a poster or paper at a conference outside the United States
5. completed and documented service-learning experience with international or refugee communities in the Twin Cities totaling 40 hours or more (intentionality)
6. completion of a credit-bearing "virtual study abroad" or collaborative online international learning (COIL) course while at the University of Minnesota
7. residency of at least one semester at the University of Minnesota for international students
8. research conducted with international or refugee communities

The choices listed above provide a diversity of opportunities in which students may engage globally (both internationally and at home). As technology-based portfolios become more readily

available in the 2016–17 academic year, students will be asked to reflect on their experience, and such reflections will be assessed.

Assessment of Students' Development of Global Competence

The main challenge in assessing students' global competence, as with assessing other aspects of student learning, is the importance of understanding both attitudes and actions. As Bok (2006) explains, it is essential to determine whether students can think and act interculturally. In addition, assessment serves as an evaluation tool both for understanding student learning and institutional performance. To this end, the following characteristics are important when developing an assessment plan.

1. institutional values of the college
2. promising practices identified in the assessment literature
3. feasibility
4. utility for making programmatic decisions

Collegiate Values

CEHD has a very diverse group of undergraduate students—diverse in terms of discipline of study, race, culture, ethnicity, age, citizenship, lived experiences, socioeconomic status, and sexual orientation, to name a few. Therefore, as a college we value the diversity that our students bring to CEHD and our many spaces of learning. We also value the high impact opportunities provided to all undergraduate students, from studying abroad, to our First-Year Experience, to service-learning in our global local communities, to guided research. We want to ensure that *all* students have multiple opportunities to access as many meaningful, global experiences as possible so that they develop the necessary global competences to work effectively across difference in their chosen careers. Espousing, living, and supporting these values create a college culture that values the importance of global mindfulness for all.

What Does the Assessment Literature Say in Terms of Assessing Students' Global Competence?

There are both direct and indirect methods of assessing students' global competence. Some examples of direct assessment methods are reflections, critical-moment writing, and observation of student behavior within a given intercultural context. Some examples of indirect assessment methods are the SERU (Student Experience in Research Universities), IDI (Intercultural Development Inventory), and Global Competencies Inventory. While both assessment methods have merit, with more than a hundred existing assessment tools—many of which are predominantly self-report instruments (i.e. indirect measures)—methods and measures are often used without thought given to how well a chosen method aligns with the assessment question and what one is trying to measure in terms of students' global competence development. Often what is missing from these self-reported indirect measures is students' appropriateness of communication and behavior, which according to research studies can only be measured through others' perspectives (Deardorff, 2012). In the case of assessing CEHD students' current global competence, direct assessment enables us to learn what kinds of global

experiences students are having and how effectively (i.e. appropriately) they are able to engage with others in these intercultural contexts.

Student reflection on critical moments in their learning journey can be not only impactful upon their own learning but also useful for educators to see a demonstration of students' development and learning. Using student global experience reflections, as a college we can see a snapshot our students' global competence level. This assessment does not tell us how students' are developing their competencies, but it does let us know where they are located across the global developmental spectrum. It will enable the college to assess where resources and efforts may be strategically made to further develop a college culture of global mindfulness and competence.

What is Feasible? Global Experience and Learning Rubric

The end goal of the college is to utilize both direct and indirect assessment methods that will take a reflective approach to assessing student learning, both through self-reported "gains" or standardized testing and through evaluation of actual student work. Among tools that measure self-reported learning, the college participates in the University-wide SERU every year. This existing measure of students' global awareness and intercultural interactions could be used to gain an initial understanding of CEHD students' self-reported global competence development. In the future, the college will work towards incorporating direct measures of students' global competence. In this assessment process, tools like the Global Learning Rubric are most valuable when used to evaluate artifacts of students' learning created through well-constructed assignments.

It is likely that Bracci, Bella Owona, and Nash's (2013) "social actor" framework will be used as a frame of reference for developing the Global Learning Experience rubric. This social actor framework, which was built on Bennett's (1993) Developmental Model of Intercultural Sensitivity, was selected as a guiding approach for three reasons. First, the model is based on evaluating student reflection and qualitative responses and thus aligns well with the e-folio approach of the Global Learning Initiative. Second, the model is also being examined in other units, such as the University's Office of Public Engagement and Office of Equity and Diversity, as a mechanism for evaluating student engagement. Finally, social actor model privileges social action as a component to global learning. The types of majors offered in CEHD, coupled with the need to move beyond theoretical dimensions of intercultural learning, create a scenario for quality assessment of global learning from an action-oriented framework.

What is Useful for Us to Know in Order to Assess What We Value and Would Like to See Happen in Our College?

CEHD's Global Learning Experience will be qualitatively and quantitatively different for each student but will be a mechanism for participation in a collegiate culture focused on global participation and readiness for global careers. It is assumed that success will be garnered through a combination of high expectations for participation and flexible pathways for completion. Building on NAFSA's (2014) emerging focus on student *learning* (not opportunities), we will ask students to provide outputs for their Global Learning Experiences as indicators of future learning, development, and career outcomes. In this initiative, all students will be expected to provide evidence of their global experience through portfolio prompts. These prompts will be

evaluated on a rubric to be developed spring 2015. Overall, the rubric will provide systems-level data regarding supports needed to ensure high quality global learning.

According to the AAC&U (2014), "Such multidimensional maps—constructed using tools like the Global Learning Rubric or e-portfolios in which the students gather, integrate, and reflect upon their own experiences as global learners—might help campuses visualize their work to build global learning into every student's college experience." With the goal of creating such maps and evidentiary tools such as e-folios in mind, we launch our initiative to expect all students to identify, document, and provide evidentiary reflection of their Global Learning Experience.

At the time of this writing, neither the e-folio nor the assessment rubrics are in place. However, quantitative data collection will begin in spring 2015 to determine how many students are participating in Global Learning Experiences with no collegiate inducements. This baseline data will help us to understand participation rates and programmatic needs for enhancing opportunities.

Timeline of CEHD Global Learning Experience Process

Fall 2015

Soft launch of Global Learning Experience initiative, getting word out to students

Spring 2016

Initial tabulation of participation rate of graduating students

Fall 2016

Introduce data collection system through e-folio

Spring 2017

Begin to assess reflections of graduating undergraduate students

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