Internationalization Task Force

Final report to Julie Bernier, Provost

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Executive Summary

In the face of growing global interdependence and the growing evidence that university students are not fully prepared to engage in that world, many universities in the USA are taking direct steps to develop programs that will better prepare graduates to participate in the global community (ACE, 2005).

Julie Bernier, the Provost of Plymouth State University (PSU), gathered a group of faculty and staff to serve on a task force and charged it with developing a set of outcomes with respect to global or international learning and offering a set of recommendations for implementing those outcomes. The following summarizes the actions, findings, and recommendations of the Internationalization Task Force (ITF).

The ITF decided on conducting a gap analysis in which we would look at where we want to be relative to international education outcomes, look at where we are, and if there is a gap, offer suggestions for closing any gaps.

The ITF surveyed students, faculty, staff, administrators, and other members of the campus community to capture where PSU wants to be regarding globalization. Six learning outcomes (classed as knowledge, skills, or attitudes) consistently ranked as particularly important for students graduating from PSU, and were used as representative of where we want to be as an institution.

ITF investigated events, programs, and activities containing international material that are currently part of campus life. After much discussion, a final grouping of 48 diverse events, programs, and activities were used to represent current international learning possibilities. Although not a complete list, it is a robust reflection of social events, academic experiences, and the movement of people that involve global or international learning at PSU, and was used as a marker for where we are.

To more comprehensively address these various campus events, programs, and activities, ITF decided to break into subgroups (social, academic, and people) and focus on a more in-depth investigation. The following findings and recommendations are offered as result of the subgroup deliberations.
Social- Social and cultural programming was found to connect with desired learning outcomes, but there tended to be relatively few students participating. To reduce the gap between programs with solid content and engaging more students, we suggest: (1) a significant first year experience be instituted to provide in all students an early curiosity for international learning. Such an experience will incline students’ interest in their following years toward participation in international cultural events, (2) that the strategy, planning, execution and quality control of international cultural events be put under the direction of a single office, and (3) that newly constituted international programs (including International Week) be instituted and “owned” by all academic departments and coordinated by the office described above.

Academic- This subgroup felt that many undergraduates have somewhat singular exposure to international content and that exposure generally occurs in upper division courses. In order to enhance desired international learning outcomes, consideration ought to be given to: (1) having academic departments review, highlight, and, if feasible, increase the international dimensions of their curriculums; (2) introduce additional international content earlier in and throughout the general education program; and (3) investigate the possibility of doing outcomes assessments in general education.

People- Currently, PSU continues to host increasing numbers of international students, and to offer overseas semesters and special travel courses which permit a growing number of our students the opportunities for international learning. PSU has also successfully recruited a number of international faculty members and visiting scholars to campus. As we expand the numbers of students and faculty members involved in international study and travel, we need to also be prepared to increase our commitment to the success of our international population. Further, the benefit of the presence on campus of international students, as well as students returning from study abroad should be more fully realized. This could be accomplished through programs which encourage the sharing of experiences with the greater student body.
Background

On October 10, 2007 Julie Bernier, the Provost of Plymouth State University (PSU), gathered a group of faculty and staff (See exhibit #1 for membership,) to serve on a task force that was charged with developing a set of outcomes with respect to global or international learning and offering a set of recommendations for implementing those outcomes. Bernier asked that the task force make two reports: an interim report in December 2007 and a final report in May or June 2008. The following narrative describes the actions, findings, and recommendations of the Internationalization Task Force (ITF).

During initial meetings the ITF’s discussion focused on the reasons for a coordinated effort to define, develop, and deliver awareness and understanding of global or international perspectives in teaching and learning provided at PSU. Reviewing the literature, investigating a number of programs and degrees on campuses across the United States, and looking at enrollment and programs at PSU indicated a growing number of students both going abroad and coming to the US for educational experiences. Along with the increasing number of students traveling to and from the US, came an increasing sentiment for the importance of such experiences.

According to a 2005 American Council on Education (ACE) survey, “nearly eight out of 10 national survey respondents remarked that the presence of international programs would positively influence the choice of college or university for them or their children. More than 70 percent considered it important that the institution they attend offer foreign language and international courses, study abroad programs, and opportunities to interact with foreign students. Eighty-six percent of the national survey respondents agreed that having international students on campus enriches the learning experience of American students….in particular, the public supports requirements for foreign languages and courses that include an international dimension, and believes it important that students have access to international study and internship opportunities.” International programs inherently possess the added potential to attract more students, both domestic and international, to PSU during a time when demographic trends for undergraduate
students are in a downturn. Therefore, it makes sense that Plymouth State would examine the current status of its existing international programs and determine what, if any, steps need to be taken to enhance and expand them.

ITF's research efforts also found that in the United States there is a strong desire for an education that prepares students to be global or international citizens or diplomats. There have been increasing demands for international degrees, minors, courses and course content from students, faculty members and other stakeholders (parents, employers, and accreditation groups) on both the graduate (Cole, 2008) and undergraduate (NAFSA, 2007) levels. PSU has, at the undergraduate level, long recognized this trend towards global or international awareness and has for the last twenty plus years included a global perspective or connection in our general education requirements. In addition to a number of internationally focused degrees and minors at PSU’s undergraduate level, there is also a new interdisciplinary degree in international studies currently under review. At the graduate level PSU’s College of Graduate Studies promotes global understanding through specialized degrees (e.g., M. Ed. in Spanish Education), embedding international understandings in degree course work (e.g., MBA), and through institutes and workshops (e.g., Pakistani Educational Leadership Institute). Consequently, the ITF could see that PSU is truly part of this trend towards internationalizing education through its course and curriculum offerings.

Given that PSU

- is experiencing an increasing flow of students to and from other nations,
- possesses a curriculum that, in part, focuses upon international education,
- is interested in articulating global or international learning outcomes for the campus, and
- wants recommendations for attaining these outcomes,

the ITF decided on conducting a gap analysis in which we would look at where we want to be relative to international education outcomes, look at where we are, and if there is a gap, offer suggestions for closing any gaps.
Where we want to be

The ITF surveyed students, faculty, staff, administrators, and other members of the campus community to capture where PSU wants to be regarding globalization. Building on what others have done, we chose to use a survey developed by ACE (2005) with resources from the U. S. Department of Education's Fund for the Improvement of Postsecondary Education (FIPSE). This survey asks respondents to rank order an array of 28 outcomes in three domains: knowledge, skills and attitudes. It was customized to gather specific PSU demographic information for use in our project (See Exhibit #2 for copy of the survey used.). The customized survey was piloted with a variety of groups-on campus and off-campus. Six particular outcomes were consistently rated higher than the other 22 (See Exhibit #3 for copy these results).

The following is a list of the six items that were highly ranked and were used by the task force as a short, concise grouping of agreed-upon global outcomes that students should possess upon graduating from PSU:

(K1) Knowledge: A globally competent student graduating from our institution demonstrates knowledge of global issues, processes, trends and systems (i.e. economic and political interdependency among nations; environmental-cultural interaction; global governance bodies).

(K2) Knowledge: A globally competent student graduating from our institution understands his/her culture in global and comparative contexts— that is, recognizes that his/her culture is one of many diverse cultures and that alternate perceptions and behaviors may be based in cultural differences.

(S1) Skills: A globally competent student graduating from our institution uses knowledge, diverse cultural frames of reference, and alternate perspectives to think critically and solve problems.

(S2) Skills: A globally competent student graduating from our institution adapts his/her behavior to interact effectively with those who are different.
(A1) **Attitudes**: A globally competent student graduating from our institution accepts cultural differences and tolerates cultural ambiguity.

(A2) **Attitudes**: A globally competent student graduating from our institution is willing to learn from others who are culturally different from him/her.

This list of outcomes was used by the ITF as representative of **where we want to be** as an institution.

**Where We Are**

To acquire an approximate understanding of where PSU stands relative to the above-mentioned outcomes, each member of ITF compiled a list of ten events, programs, or activities containing international material that are currently part of campus life for which the member had direct knowledge. After much discussion, duplicate and similar items were combined. A final grouping of 48 diverse events, programs, and activities were used to represent current international learning possibilities (See Exhibit #4 for final list). Although not a complete list, it is a robust reflection of activities on campus. It captures **social** events, such as the Sidore Lecture Series (a program of lectures open to both the campus and wider community), movement of **people**, (with the travel of 100+ students who study abroad annually), and from the **academic** side (the fact that 54 international content courses are currently offered by the Social Science Department). This information was used as a marker for **where we are**.

**Comparison of where we are and where we want to be**

After discussion, members generally agreed that every item had some theoretical, direct or indirect impact on the outcomes of interest. Initial reflections indicated that some events, activities, and programs were more effective than others in providing the desired level of knowledge, skills, and attitudes among students. For instance, while Sodexho's special dining offerings reached a large number of students, the impact on knowledge, skills, and attitudes was minor, especially when compared with the learning outcomes associated with those students that select to participate in the Model UN program. Without formal assessments of both programs and outcomes, ITF could not offer more definitive evaluations of
effectiveness. A formal approach with additional evaluation was decided to be beyond the scope of ITF’s charge. However, to comprehensively address these various campus events, ITF decided to break into subgroups (social, people and academic) and focus on a more in-depth investigation. The following are the findings and recommended directions from the various sub groups.

Social- This subgroup focused upon the various social and cultural events and activities happening on campus, events that may or may not have direct academic connections. The idea was to investigate the social and co-curricular events that allow students opportunities to establish and extend their global or international understandings. The following offers a representative range those activities considered:

- **Flags**- National flags grace the Hartman Union Building (HUB) Court Room, and represent a very visible international presence. However, the presence is one that is somewhat tenuous in its connection to learning outcomes.

- **International Film Series**- This on-going series has been running for over ten years and creates a forum for in-depth discussions which heightens international awareness for those attending.

- **International Week**- is another long running program at PSU, which offers participants an opportunity to develop further their comprehension of global issues. However, campus involvement and engagement has been cyclical, with the Language Department often shouldering the major responsibilities for designing, communicating and delivering this program.

- **Sidore Lecture Series**- This series presents yearly themed programs of invited lecturers to speak on controversial topics. For the past few years the lecture themes have had an international orientation, and again offer those in attendance an expansion of their understanding concerning international perspectives.

- **First Year Experience**- For a number of years under the previous PSU general education program there were global themes integrated into campus
life for the academic year and included a common reading, food presentations by Sodexho, speakers at convocation, and other activities. With the change in the general education program a forum for the common reading was discontinued, and it was difficult to maintain a theme with the remaining activities.

Whether these social and cultural programs possess a relatively long term, cyclical, or defunct presence on campus, the above illustrates a tendency towards limited involvement by students. These programs clearly contain content that is connected to the desired learning outcomes, but their impact is limited by the fact that only those participating gain from the activities. Access is available to every student on campus. However, there tends to be only a relatively small number of students normally participating. Therefore, to close the gap between programs with solid content and possibilities for furthering desire learning outcomes, we recommend the following:

- **Visibility**- Groups involved in social and cultural programming of international themes ought to assess how their presence is understood on campus. That is, they need to know what students think they actually do and offer. These groups need know how their programs are perceived, and to react accordingly.

- **Communicating**- Once there is a sense of clarity to their message, plans for communicating accessibility and benefits to students should be developed. Each group should design their own approach, but we can see positives from networking both Student and Academic Affairs. Student Affairs could assist with opening communication channels to detail the benefits received by students, and these channels would connect with students where they live and socialize, while academic departments or individual faculty members might work to entice students to attend and learn from various events.

- **Delivery**- If PSU's social and cultural events are to contribute to desired international student outcomes several considerations ought to be considered:
◆ An information and referral function ought to be designed to serve the groups delivering these events. That is, there should be some assistance with and coordination of communicating and programming to ensure student access and participation. The assignment of this function to a particular office would facilitate carrying out these tasks.

◆ Given that the current groups providing these social and cultural events may have limitations as to the numbers of students that can be served, resources for reasonable expansion should be considered.

◆ In order to more completely serve a larger number of students, consideration needs to be given to creating new groups and programs to handle more of the student population.

**Academic**- this subgroup investigated the PSU curriculums and how these curriculums mapped to the desired global student outcomes. The following observations are reflective of the research and findings of this subgroup:

- PSU’s Undergraduate General Education Program currently possesses two requirements that relate directly to the desired knowledge, skills, and attitudes concerning internationalization: the Global and Diversity Connections. These requirements detail course content that students should be exposed to in order to complete graduation requirements, and generally are taken by students in third or fourth year. Periodically, these courses are reviewed by the General Education Committee to assure that the content is being delivered.

- Currently in the PSU catalog there only two majors (French and Spanish) and five minors (French, Spanish, German, Pacific Rim, and Latin American Studies) which specify by their title international content. There are a host of degrees (e.g., History, Anthropology, or Political Science) in which a student can opt to take an international specialization and degrees that are required by accrediting agencies to have significant international content, such as those offered by the Business Department, but these are not detailed or highlighted in the catalog.
College of Graduate Studies continues to offer special programs (e.g., Pakistani Institute), embedded international requirements (e.g., MBA degree), and focused degrees (e.g., M. Ed. Language and Linguistics).

Given the review of this curricular information, it is the sense of the subgroup that great numbers of undergraduates have a somewhat limited exposure to international content and that exposure generally occurs in upper division classes at the end of their academic experiences. Therefore, we offer the following recommendations:

- **Visibility**- Departments and councils that offer degrees and courses with a focus on extensive international content consider crafting their catalog descriptions to reflect that content.

- **Communicating**- Developing a communication plan would enhance recognition and acceptance of the desired international learning outcomes.

- **Delivery**- The following recommendations could assist in aligning curriculum with outcomes:
  
  - Investigate the possibility of doing outcomes assessment of the current general education requirements in order to look beyond initial focus on content.
  
  - Consider introducing additional international content earlier in the general education program, so that exposure to international learning outcomes happens throughout the curriculum.
  
  - Have departments and councils consider the positive impact of adding language or other global content material when feasible to their degree requirements.

**People**- The admissions offices at both the undergraduate and graduate level are responsible for recruiting international students. Historically, budget and staffing have not allowed extensive recruitment outside the United States. A limited number of agents in various countries have worked on a finder’s fee system to encourage international students to apply for admission at PSU. In addition to the
standard admissions process, international students must also submit financial
documentation, passport information, and, if appropriate, transcript translations
and evaluations. There are limited scholarships available to assist international
students. Financial considerations are often a barrier for international students.

In the fall of 2009, ELS Language Centers will open a location at PSU. It is hoped
that students from this program can be actively recruited into undergraduate and
graduate programs at Plymouth once their English language studies are completed.

In general, the hiring practices at Plymouth State encourage finding the best,
qualified candidates for a position. Many of these successful candidates have been
international. These candidates must meet minimum H-1B visa requirements
necessary for a specialty occupation. An H-1B petition take several weeks to
process, involve specific documentation and can take several months to adjudicate.

**Bringing non-US students, faculty, staff and scholars to PSU**- Currently, PSU
hosts 28 international students, 57% of whom work in a limited capacity for the
University, three H-1B professors, 21 J-1 exchange students and 28 permanent
residents. Services for these populations are provided by a variety of offices, as
shown in the chart below:

<table>
<thead>
<tr>
<th>Regulatory Compliance</th>
<th>College of Graduate Studies – graduate students</th>
</tr>
</thead>
<tbody>
<tr>
<td>F-1 International Students</td>
<td>Office of the Dean of Students – undergraduate</td>
</tr>
<tr>
<td></td>
<td>students</td>
</tr>
<tr>
<td>J-1 Exchange Students, Faculty &amp; Scholars</td>
<td>Bagley Center &amp; Human Resources</td>
</tr>
<tr>
<td>Student Employment</td>
<td>Human Resources</td>
</tr>
<tr>
<td>H-1B Faculty &amp; Staff</td>
<td>Human Resources</td>
</tr>
<tr>
<td>Permanent Residents</td>
<td>Human Resources</td>
</tr>
<tr>
<td><strong>Student programming</strong></td>
<td>Office of the Dean of Students</td>
</tr>
<tr>
<td></td>
<td>Human Resources</td>
</tr>
</tbody>
</table>

**Services**- It is necessary to have support services in place to retain international
students, professors, visiting exchange students and scholars. Supports needed
include:
• Orientations,
• Regulation compliance advising,
• Language and culture coaching,
• Adjusting to different teaching methods and styles,
• Financial, banking and tax systems,
• Housing, which includes holidays and breaks,
• Employment concerns,
• Transportation,
• Personal issues including health, and
• Adjusting to the University.

Many international students have never been to the United States previously and their adjustment can be all-encompassing and challenging. Due to the small international population currently at PSU, these services and associated reporting compliance can be reasonably accomplished within the current administrative model.

**Students and Faculty Abroad** - The Bagley Center is responsible for creating and monitoring the study abroad program at PSU. Staff at the Bagley Center must evaluate study abroad programs to ensure the quality of PSU students’ educational experiences abroad. Some progress has already been made in developing majors with a requirement or strong recommendation for a student to study or intern abroad for at least one semester. There are partnerships with 24 organizations representing multiple countries. Advisers specializing in these programs are available to discuss options with PSU students.

The Bagley Center also provides support for short-term international courses created by PSU faculty. The Center provides logistical arrangements, risk and
liability management and a host of other considerations to ensure an academically rewarding and safe trip.

**Future Considerations** - Creating and implementing an international student recruitment plan is necessary to increase that particular population. The plan should include increasing the number of recruitment agents working in the field. It should also include aggressive internet marketing, online virtual open houses, and attendance at international open houses. Faculty should be trained and encouraged to actively recruit students while studying abroad, traveling with students or during sabbatical leaves.

Recruiting international faculty and scholars may also entail the development of a strategic plan. Such a plan should also address policies regarding to hiring and benefits, including provision of mandated health insurance, visa costs, and meals, etc.

As we increase our efforts to recruit and expand, we need to also be prepared to increase our commitment to the success of our international population. Retention of PSU’s international population is an essential factor in the process of internationalizing the campus. Considerations should include:

- A yearly schedule of services specific to the needs of international populations including
  - Access to transportation
  - Year-round housing
  - On or near campus housing for visiting faculty
  - Health insurance and health screenings
  - Nutritional considerations for daily dining
  - Expanded orientations
  - Specialized academic advising for exchange and international students
• Additional academic support, including an ESL program as part of PSU programming

• Student/faculty ambassador programs to mentor new arrivals

Campus enculturation is another valuable and critical piece of a commitment to internationalization, and to bolster success. Staff and faculty should be provided with tools and information regarding cultural sensitivity. International-related events on campus should be a collaborative effort among departments and particularly the public relations office in order to maximize the benefit of these types of events.

We should seek and develop study abroad options for students enrolled in majors with more restrictive curricula. We have had some difficulty finding programs for these students despite their expressed interest in studying abroad.

Current adverse economic conditions may provide an opportunity to develop programs in parts of the world where the US dollar has maintained its value. This will require raising student awareness of the possibilities in these less familiar areas. There should be an increased focus on opportunities in non-Western and non-English speaking countries.

Any new program development requires financial support and faculty/staff travel to vet the program/site. These visits typically include meeting with faculty, sitting in on classes, touring campus facilities including and especially resident halls, off-campus apartments, and home stays, meeting with student services staff, etc. From a risk management perspective, this is an especially critical element of program development.

Currently a number of offices are responsible for ensuring compliance of federal regulations concerning international students, faculty employment, and the J-1 exchange program. However, they are not connected under one organizational roof. Increasing the international opportunities at PSU would require modifying the current administrative model.
In an effort to streamline and provide a greater and more comprehensive level of support for students and training faculty and administration, it is recommended that a single international office be created. This will require significant reorganization and restructuring. Care needs to be taken as growth occurs, that risks to the institution and the individuals representing the institution are minimized. This office would oversee and act as a liaison with the entire campus in an effort to provide a greater level of campus-wide internationalization, enculturation, and global education. This office should be staffed with multiple personnel, all well informed regarding the federal regulations for all visa types.

It is recommended for such a change to be successful that the following elements be included:

- Office space for a director’s office, advising, programming and administrative support space, small conference room and storage space;
- Budgetary funding to fully support all salaries and wages, professional development, regulatory supplies, marketing/advertising, travel expenses, and a limited number of on-campus/community events;
- A master plan, using a stepped approach model, for continued growth and budgetary support to meet PSU’s increased international population goals;
- Cross-training opportunities and support; and
- A plan for a core of academic advisers to specifically advise international students and scholars.

The University is currently keeping pace with the needs of various international initiatives. Increasing the scope and number of these initiatives will place an added strain on current resources and require a thoughtful reorganization to move forward.

**Summary**

The ITF finds a strong desire among students, faculty, and staff to stress internationalized education here at PSU. A variety of global considerations were
highlighted as important educational outcomes for students (See pages #3 & #4 of this document for list). Currently, opportunities for students to attain these outcomes appear fragmented or loosely coupled. During a review of numerous international events, activities, and experiences it was found that only those individuals directly participating had the greatest opportunity to attain the desired outcomes. Therefore, the task force recommends that consideration be given to the following:

- Establish an office of International Studies to coordinate and direct these activities on campus;
- Increase the effort to harvest the experience of international students and study abroad students to better enrich the greater student body;
- Strengthen academic courses to provide a more enriching international experience, and give consideration to an early exposure during the first year to all students.
References


Exhibit #1 - Membership of ITF:

Cheryl Baker, College of Graduate Studies
Jane Barry, Office of Dean of Students
Gene Fahey, Admissions Office
Grace Fraser, Social Science Department
Lisa Ladd, Human Resources Department
Anita Lee, Health and Human Performance Department
Tim Keefe, Office of Dean of Students
Amanda Klein, Student
Barbara Lopez-Mayhew, Languages and Linguistics Department
Dennise Maslakowski, College of Graduate Studies
Daniel Moore (chair), Business Department
Teresa Nagle, Student
Filiz Otucu, Social Science Department
Deb Regan, Bagley Center
Anil Waghe, Atmospheric Science & Chemistry Department
Paul Wilson, Mathematics Department
Exhibit #2 - Copy of Outcomes Survey:

International Learning Outcomes Ranking Survey

What knowledge, attitudes, and skills do students need to be world citizens and to succeed in today’s global community?

We are asking you to draw upon your international expertise and your knowledge of your institutional culture to identify the most important international learning outcomes for undergraduates graduating from your institution. The following list of learning outcomes has been organized into three categories: knowledge, skills and attitudes. Please use the following procedures to rank the learning outcomes:

Identify the 5 most important outcomes from each category by placing a X within the box in front of those five outcomes.

Rank your top 5 choices by placing a number to the left of the box for the outcomes you deem most important. Please use a 1 to 5 scale, with 5 being the most important item of your five top choices. (Example: 5  A.)

When ranking the outcomes, please keep in mind you are describing what is desirable for students graduating from your institution.

Knowledge

A globally competent student graduating from our institution ....

☐ A. demonstrates knowledge of global issues, processes, trends and systems (i.e., economic and political interdependency among nations; environmental-cultural interaction; global governance bodies).

☐ B. demonstrates knowledge of the relationship between local and global issues.

☐ C. demonstrates knowledge of one’s own culture (beliefs, values, perspectives, practices, and products).

☐ D. demonstrates knowledge of other cultures (beliefs, values, perspectives, practices and products).

☐ E. understands his/her culture in global and comparative context— that is, recognizes that his/her culture is one of many diverse cultures and that alternate perceptions and behaviors may be based in cultural differences.

☐ F. understands how his/her intended field (academic/professional) is viewed and practiced in different cultural contexts.

☐ G. demonstrates knowledge of world geography and conditions.
☐ H. understands how historical forces have shaped current world systems.

☐ I. understands intercultural communication concepts.

☐ J. understands the nature of language and how it reflects diverse cultural perspectives—that is, understands the way a language organizes information and reflects culture.

**Skills**

* A globally competent student graduating from our institution....

☐ K. uses knowledge, diverse cultural frames of reference, and alternate perspectives to think critically and solve problems.

☐ L. adapts his/her behavior to interact effectively with those who are different.

☐ M. uses a foreign language to communicate—that is, may be able to perform one or more of the following skills:

  - speaks in a language other than his/her first language.
  - listens in a language other than his/her first language.
  - reads in a language other than his/her first language.
  - writes in a language other than his/her first language.

☐ N identifies and uses information from other languages and/or other countries—that is, may demonstrate one or more of the skills listed below:

  - uses language skills to enhance learning in other academic areas.
  - uses the study of a foreign language as a window to cultural understanding.
  - uses learning in other academic areas to enhance language and cultural knowledge.
  - can name ways to maintain or improve his/her language skills over time.
  - uses technology to participate in global exchange of ideas and information.

☐ O. demonstrates coping and resiliency skills in unfamiliar and challenging situations.

☐ P. interprets issues and situations from more than one cultural perspective.

☐ Q. is engaged in global issues; plays an active role in community organizations within and beyond campus.

☐ R. mediates cross-cultural interactions—that is, facilitates intercultural relations for and between others.
Attitudes

A globally competent student graduating from our institution….

☐ S. accepts cultural differences and tolerates cultural ambiguity.

☐ T. is willing to learn from others who are culturally different from him/her.

☐ U. is willing to engage in diverse cultural situations.

☐ V. appreciates the language, art, religion, philosophy and material culture of different cultures.

☐ W. demonstrates movement from being sympathetic to being empathetic towards people from other cultures.

☐ X. demonstrates resistance to cultural stereotyping.

☐ Y. demonstrates an ongoing willingness to seek out international or intercultural opportunities.

☐ Z. displays curiosity about global issues and cultural differences.

☐ AA. demonstrates an interest in learning or further refining communication skills in a language other than his/her first language.

☐ BB. is flexible, open to change and seeks personal growth.

Demographics: The following identifying information will be used in the aggregate to explain the range of expertise of our subject matter experts when documenting the rating process.

1. What is your relationship to PSU?
   a. Undergraduate student/major/year __________
   b. Graduate student/major __________
   c. What year student? __________
   d. Continuing Ed.
   e. Alumni/major __________
   f. Faculty/Department __________
   g. Staff/Department __________
   h. Trustee __________

2. Have you studied a foreign language? Yes or No
   a. How many years? _____

   b. Can you communicate in the language? Yes or No
3. **Do you have a passport?** Yes or No

4. **Do you have international experience?** Yes or No

   If so, please check all that apply to you.

   a. Study abroad, Internship or Volunteer
   b. Work abroad
   c. Lived or traveled outside of North America for at least 30 days in a single calendar year?
   d. Lived or traveled outside of North America less than 30 days?
   e. Born outside the United States?
Exhibit #3 – Results of Globalization Survey:

<table>
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<th>Variable</th>
<th>Valid N</th>
<th>Mean</th>
<th>Median</th>
<th>Mode</th>
<th>Frequency of Mode</th>
<th>Sum</th>
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