

Diversity & Democracy

CIVIC LEARNING FOR SHARED FUTURES

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FEATURED TOPIC

Assessing diversity outcomes, particularly those related to the development of personal and social responsibility, challenges educators seeking to demonstrate the positive effects of liberal education. This issue of *Diversity & Democracy* examines new projects and practices that are developing compelling evidence of students' intercultural, global, and civic learning.

ISSUE HIGHLIGHTS

- 04 | Evaluating Intergroup Dialogue: Engaging Diversity for Personal and Social Responsibility
- 07 | Designing a Model for International Learning Assessment
- 10 | Another Inconvenient Truth: Capturing Campus Climate and Its Consequences
- 12 | Building Knowledge, Growing Capacity: Global Learning Courses Show Promise

Assessing Higher Education's Advancement Toward a New Vision of Society

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Envision a local and global society that advances social progress: a world that is equitable, interdependent, sustainable, innovative, and economically secure, and that supports the welfare of all. In order to enact this vision, educators must equip students with the values, skills, and knowledge to become complex thinkers and ethical decision-makers in a society currently plagued with conflict and inequality. Assessment of a broad range of outcomes that reflect student learning is critical to this project. In order to ensure that our students are reaching desired outcomes, we must continually assess our progress: where our students begin, how they grow and change, and how our educational practices and climates contribute to the goals that support our vision.

As postsecondary institutions enter an era of "evidence-based" practice and take greater responsibility for monitoring student outcomes, they must also assess the impact of the diverse environments that help shape student learning. We do our students a disservice if we simply continue to document the cycle of disparities in educational outcomes without understanding implications for practice. Thus assessment must be coupled with identifying areas for improvement of student learning and development. Integrating assessments of student learning outcomes related to the climate for diversity and campus practices—and responding proactively to assessment results—may be the best strategy to ensure that we support all students, especially traditionally underrepresented students, and advance their capacities for success.

Combining Assessment of the Climate and Outcomes

At the Higher Education Research Institute, we recently reviewed the research literature and over ninety instruments used on college campuses to determine how institutions are assessing the climate for diversity, educational practices, and related student learning outcomes (Hurtado et al., forthcoming). Our research identified assessments and practices that highlight the conditions that maximize student learning.

The research is beginning to converge around several key benefits. First, diversity has value-added benefits for student learning. Students who engage with diverse peers achieve change across a wide range of outcomes related to the capacity for citizenship, and a diverse student body is necessary to increase the probability for contact opportunities. Guided and intentional campus practices that create opportunities for interaction and disrupt previous habits and routines are essential to achieving these outcomes. Assessments conducted across multiple campuses using Cooperative Institutional Research Program (CIRP) surveys have been key to this research. These longitudinal assessments take into account where students begin, evaluate their campus experiences with diversity, and follow up to assess their academic and civic commitments

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ABOUT THIS ISSUE

Measuring the outcomes of student learning is an elusive task. But it is essential to the work of diversity practitioners. Advocates of diversity in higher education often claim that engagement with diversity not only supports social justice, but also prepares students for ethical action in an interdependent world. Assessments can provide evidence for these claims, while also helping practitioners identify effective practices and opportunities to improve educational programs. Assessment thus not only strengthens the case for educational diversity, but also maximizes opportunities to help students develop the personal and social responsibility critical to action in a shared world.

This issue of *Diversity & Democracy* surveys an array of recent assessment practices that evaluate and support student development of personal and social responsibility. Our authors examine the climate for and outcomes of diversity education, identifying weaknesses, strengths, and the effective educational practices in between. Their work provides new evidence about the benefits of engaged diversity in higher education, while suggesting a range of methods to assess learning outcomes.

four and ten years after college entry (see Jayakumar, forthcoming; Gurin et al. 2002). CIRP research reveals the long-term effects of college interactions across race/ethnicity on learning, democratic dispositions, and job skills.

Second, campus climate is critical to all students' ability to benefit from their educational environments. Just as a campus that embraces diversity provides substantial positive benefits, a hostile or discriminatory climate has substantial negative consequences (Cabrera et al. 1999; Hurtado et al. 1999). Both white students and students of color who perceive a hostile climate tend to have a lower sense of belonging (Locks et al. 2008). The climate also informs students of color's sense of success as they manage the academic environment during the first year of college (Hurtado et al. 2007). Climate studies based on new models of student integration highlight the importance of the social and psychological context for diverse students' success and suggest ways institutions can improve their climates.

Finally, positive campus climates must be coupled with proven educational practices. Many popular programs are insufficiently examined, even within the

institutions that house them. However, researchers are now working with practitioners in cross-campus collaborations to compile substantial data that illuminate the impact of specific campus practices, including programs like intergroup dialogue (explored in this issue of *Diversity & Democracy*). New research is also focusing on integrative learning initiatives like living-learning programs (see the National Study of Living Learning Programs at www.livelearnstudy.net) and undergraduate research programs that target underrepresented groups. For example, the National Institutes of Health have funded a grant cluster to build an interdisciplinary community of researchers and program coordinators. This community is examining the efficacy of national and local intervention programs in increasing the participation of underrepresented students in the biomedical sciences.

While campuses engaged in assessment can use their data for self-improvement, other educators can use recent research to inform and improve their work. A range of instruments exists to evaluate the benefits of diversity on campuses with positive climates and practices that provide guided learning opportunities. But it is

up to institutions to use these instruments and findings to maximize student learning and retention, particularly in the current climate of accountability.

Assessing in a Climate of Accountability

Since the accountability trend began in the 1960s, volumes on college outcomes have been produced, and multiple frameworks for measuring the chief benefits of college now exist (Feldman and Newcomb 1969; Bowen 1977; Pascarella and Terenzini 1991, 2005). In short, there is ample evidence that college benefits both individuals and society in myriad ways. Yet as the current accountability movement focuses on standardizing evaluations between institutions, assessment efforts face new challenges.

A campus's faculty typically determines institution-specific goals for undergraduate education. Assessing these institutionally specific goals, particularly using standardized tests, is often a complex task. Institutions must build faculty-driven models of assessment to ensure results will have a direct impact on teaching and learning. In addition, many campuses face a high degree of student mobility (e.g. transfers and concurrent enrollment) that complicate outcomes assessment, especially if students have acquired their general education curricula at several institutions. Institutional climate also affects student assessment: the more marginalized students feel, the less likely they are to participate in assessments, and the students with the greatest capacity to benefit may not participate. Growing budgetary constraints are an additional complication. But these circumstances do not relieve educators' duty to provide meaningful evidence.

Complicating these problems is the issue of time: educators engaged in practice rarely have time to conduct research on their programs. Yet part of the difficulty arises from our tendency

to "compartmentalize" assessments, employing one set of instruments for the climate, another for student outcomes, and still another for specific practices. Instead of compartmentalizing, institutions would benefit by conducting more comprehensive research about who gains access to program resources, whether program impact is evident on multiple outcomes and goals, and whether successful practices can be "scaled up." By better identifying the outcomes of specific programs, institutions can move successful programs from their status as oases for small groups of students toward spurring wider institutional transformation.

Documenting and Enacting Education for a New Society

Despite the challenges, educators must document how diverse learning environments and guided education initiatives help students develop the capacity for life-long learning and responsible citizenship. AAC&U's Essential Learning Outcomes stand as one important and flexible guide that faculty can adapt and monitor using several types of instruments, including student surveys and portfolios. But as we monitor these outcomes, we must further attend to their relationship with the overall educational environment and its programs, practices, policies, and climate.

Campuses already have a vast amount of empirical information to guide practice. But nothing can replace critical self-assessment to deepen the campus commitment to diversity and learning. By integrating assessments of educational practices, climate, and related outcomes, campuses can address the challenges they face in producing evidence about student learning. Perhaps more important, integrated assessments can help campuses establish which internal and external factors affect student achievement, allowing them to attend to students' psychosocial well-being, retention rates, and holistic development. Knowing what works and what doesn't

can help campuses support students' ability to become competent multicultural citizens—people who will advance social progress in the next generation and achieve a new vision of society. ☐

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[ASSESSING STUDENT LEARNING]

Evaluating Intergroup Dialogue: Engaging Diversity for Personal and Social Responsibility

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In 2003, supporters of the University of Michigan's defense of its affirmative action policies filed seventy-four *amici curiae* in the U.S. Supreme Court contending that diversity in educational settings is crucial to student learning. These *amicus* briefs emphasized that interactions with diverse peer groups encourage students to learn from each other, to understand perspectives that reflect different experiences and various social backgrounds, and to gain the cultural competence critical to effective local and global leadership. In support of similar goals, the Association of American Colleges and Universities has called for "a kind of learning students need to meet emerging challenges in the workplace, in a diverse democracy, and in an interconnected world" (AAC&U 2002). AAC&U initiatives like Core Commitments have supported universities' efforts to help students develop a sense of personal and social responsibility that involves taking seriously the perspectives of others, grounding action in ethical considerations, and contributing to the larger society—all outcomes associated with diversity work in higher education.

But what kind of education actually leverages diversity to foster these outcomes? Evidence presented to the Supreme Court in 2003 and research conducted since has made clear that if diversity is to have educational benefits, colleges and universities need to make full use of it as an institutional resource (Chang et al. 2003; Gurin et al. 2002).

Colleges and universities must create academic initiatives that engage students intellectually and foster an understanding of group-based inequalities and other dynamics that affect intergroup relationships. Educators must provide guided interaction among students of different backgrounds to ensure that students engage constructively to understand their similar and different experiences, and develop individual and collective efficacy to influence the world around them.

Intergroup dialogue (IGD) programs are one way to engage students in meaningful and substantive interaction across difference. Given the increasing number of such programs nationwide, they represent an opportunity to assess the value of a diversity education effort across institutions. We recently conducted a nine-university collaborative study to evaluate the effects of gender and race/ethnicity intergroup dialogues.¹

IGD Practice and Theory

Intergroup dialogue initiatives bring together students from two different social identity groups in a sustained and facilitated learning environment. As an educational method, IGD engages students to explore issues of diversity and inequality and their personal and social responsibility for building a more just society (Zúñiga et al. 2007). Dialogue is a collaborative communication process that engages students in self–other exchanges that illuminate intellectual and experiential similarities and differences. Intergroup

dialogue may occur between women and men, people of color and white people, or people of different religions.

The IGD practice we researched follows the theoretical model shown in figure 1 (Nagda 2006). The three broad goals of intergroup dialogue, represented as *outcomes*, are: to develop *intergroup understanding* by helping students explore their own and others' social identities and statuses, and the role of social structures in relationships of privilege and inequality; to foster *positive intergroup relationships* by developing students' empathy and motivation to bridge differences of identities and statuses; and to *foster intergroup collaboration* for personal and social responsibility toward greater social justice.

IGD learning pedagogy involves three important features:

1. Active and engaged learning:

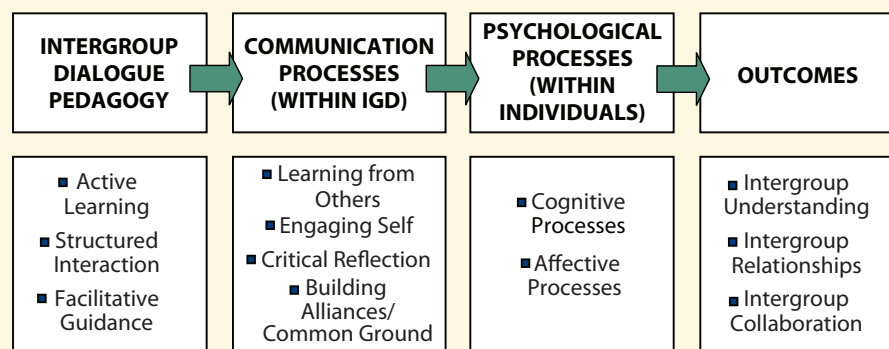
IGD course curricula include readings (historical, sociological, scientific, and narrative), didactic and experiential activities, writing assignments, and questions to stimulate reflection, critical analysis, and dialogue. Writing assignments provide space for reflection and help students integrate their learning from the dialogue sessions, readings, and experiences inside and outside of class.

2. Structured interaction: Through credit-bearing courses, IGD brings together equal numbers of students from at least two identity groups for sustained engagement. IGD classes usually meet for two to three hours per week over a period of ten to fourteen weeks. Students learn interdependently as they practice listening, asking questions, exploring contentious issues, and making connections with others. With the help of facilitators, students develop guidelines for respectful dialogic engagement, including working with disagreements and conflicts.

3. Facilitated learning environments:

A team of two cofacilitators, one from each identity group, works together to guide intergroup dialogue. Before

Figure 1: Theoretical framework of Intergroup Dialogue Practice and Research



facilitating an IGD, faculty, professional staff, and graduate or undergraduate students undergo intensive knowledge and skills development. They learn how to create an inclusive and involved learning environment, use structured activities to promote reflection and integration of academic content, and model dialogic communication and collaboration.

Research Questions and Design

In the multiuniversity research project, we wanted not only to understand *what* outcomes result from intergroup dialogue, but also explain *how* intergroup dialogue affects student learning, which we refer to as *processes*. We focused on two sets of processes: the psychological processes that occur *within* individuals (Dovidio et al. 2004), and the communication processes that occur *among* individuals (Nagda 2006). We theorized that these processes mediate the impact of intergroup dialogue pedagogy on outcomes, as shown in figure 1.

Among other questions, we asked: What are the primary effects of intergroup dialogue on the three major categories of outcomes? Do both race/ethnicity and gender dialogues show these effects? Do the effects of intergroup dialogue exceed those of content learning about race/ethnicity and gender—i.e., are intergroup dialogue groups more effective than courses on race/ethnicity and gender that do *not* use the dialogue method?

The research design addressed issues of selectivity, causality, and dialogue topic through the following features:

Random Assignment: At participating institutions, interested students applied online to enroll in intergroup dialogue courses. Institutional teams matched applicants by race and gender and randomly assigned students to dialogue groups (experimental groups) or to groups whose members did not participate in any intergroup dialogues (control groups). This design allowed us to control for student self-selectivity and attribute observed learning outcomes to intergroup dialogue practices. Participating researchers conducted a total of twenty-six race/ethnicity dialogues with twenty-six control groups, and twenty-six gender dialogues with twenty-six control groups.

Comparison Groups: In addition to the control groups, the study included comparison groups consisting of social science classes on race/ethnicity and gender that used a lecture-discussion format. These comparison groups allowed us to test whether observed effects could be attributed to the dialogue method rather than simply to content learning about race/ethnicity and gender. Participating researchers conducted fourteen race/ethnicity and fourteen gender social science comparisons.

Assessment Methods: The project consisted of a mixed-methods study.

Students in the dialogues, control groups, and comparison groups completed a survey at the term's start, a survey at the end of the term, and a one-year longitudinal follow-up survey. The surveys were supplemented using qualitative methods (videotaping, content analysis of students' final papers, and interviews).

Result Highlights

Analyses of pre- and postsurvey data (table 1) indicate that intergroup dialogue produces consistent positive effects across all three categories of outcomes:

Intergroup Understanding:

Awareness of inequality and its relationship to institutional and structural factors (economically disadvantaged schools, discrimination, low availability of adequately paying jobs, unequal access to education) are important measures of intergroup understanding. Students in both the race/ethnicity and gender dialogues showed greater increases in awareness and understanding of both racial and gender inequalities and their structural causes than did students in the control groups or the social science classes. Race/ethnicity dialogues also significantly affected students' understanding of income inequality, although gender dialogues did not have the same result. Another measure of intergroup understanding that showed a positive impact was identity engagement: a student's ability to think and learn about his or her group identity and its relationship to perspectives that the student and other group members tend to hold.

Intergroup Relationships: Dialogue increased students' positive intergroup relationships. In contrast to students in both the control and comparison groups, dialogue participants showed significantly greater motivation to bridge differences and greater increases in empathy. These effects were consistent across both gender and race/ethnicity dialogues.

Intergroup Collaboration and Engagement: Assessments of how

dialogue fosters intergroup collaboration toward personal and social responsibility revealed consistent positive effects. Dialogue participants, more than students in the control groups and comparison classes, expressed increased motivation to be actively engaged in their post-college communities by “influencing social policy,” “influencing the political structure through voting and educational campaigns,” and “working to correct social and economic inequalities.” Dialogue also increased students’ confidence in taking action and their actual behaviors. After completing the dialogues, students indicated greater personal responsibility for educating themselves about “biases that affect their own thinking” and about “other groups.” They also showed greater responsibility for “challenging others

on derogatory comments made about groups” and for participating in coalitions to address discrimination and social issues. All these results were greater for the students participating in the dialogues than for those in comparison classes.

Final Thoughts

Developing and acting on a sense of personal and social responsibility are lifelong endeavors. Our work with intergroup dialogues, both through practice and evidenced in our research, confirms that higher education institutions can support students as they develop these capacities. Through sustained dialogue with diverse peers that integrates content learning and experiential knowledge, intergroup dialogue encourages students to be intel-

lectually challenged and emotionally engaged. These facilitated relationships influence students’ understanding of their own and others’ experiences in society and cultivate individual and collective agency to effect social change.


Yet if intergroup dialogue is an effective learning practice, assessments that confirm its worth and explain its mechanisms are also essential. Educators and researchers must continue to provide evidence of the value of educational diversity as we strive to strengthen the role of higher education in building just futures. This article has emphasized evidence relating to some selected predicted outcomes of intergroup dialogue. Further evidence related to the whole theoretical model will be presented in forthcoming articles and a book expected in summer 2009. 

Table 1: Effects of intergroup dialogue across time

	OUTCOMES	EFFECT OF DIALOGUE VS. CONTROL	EFFECT OF DIALOGUE VS. SOCIAL SCIENCE COMPARISON
INTERGROUP UNDERSTANDING	■ Awareness and Structural Understanding of Gender and Racial Inequality	***	***
	■ Structural Understanding of Income Inequality	*	ns
	■ Identity Engagement	***	***
INTERGROUP RELATIONSHIPS	■ Empathy	***	***
	■ Motivation to Bridge Differences	***	***
INTERGROUP COLLABORATION	■ Anticipated Post-College Involvement in Redressing Inequality	***	***
	■ Confidence and Frequency of Taking Action	***	***

This table shows change over time comparing intergroup dialogue participants to students in the control group and the social science classes. These effects are consistent across race/ethnicity and gender dialogues with the exception of structural understanding of income inequality (significant effects demonstrated for race/ethnicity but not gender dialogues). The level of significant difference is indicated thus: *** $p < .001$, * $p < .05$, ns = non-significant effect.

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1: Participating institutions were: Arizona State University, Occidental College, Syracuse University, the University of California-San Diego, the University of Maryland-College Park, the University of Massachusetts-Amherst, the University of Michigan-Ann Arbor, the University of Texas-Austin, and the University of Washington-Seattle.

[ASSESSING STUDENT LEARNING]

Designing a Model for International Learning Assessment

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Calls to internationalize higher education have grown more urgent over the past decade as universities endeavor to meet the shifting social, political, and economic exigencies of our interconnected societies. Pressing issues such as global warming, the yawning chasm between rich and poor, and international violence compel educators to equip students with the global competencies necessary to address complex challenges in both local and international contexts.

When planned and implemented effectively, assessment moves beyond traditional notions of inputs and outputs to capture the complex impact of international learning.

At the heart of this process is the need to evaluate global education's impact on the institution and its students.

Assessment can provide a range of benefits: meaningful information to ensure effective programs; a rationale for advocacy of international education; and knowledge of the learning and developmental processes that underpin transformation, to name just a few. In the context of international education, assessment can examine factors such as language acquisition, content knowledge (geography, history, cultural customs and practices), and intercultural competence, communication, and sensitivity. When planned and implemented effectively, assessment moves beyond traditional notions of inputs and outputs to capture the complex impact of international learning. This article invites you to set your

own agenda for assessing international learning outcomes at your institution.

Assessment Basics

Assessment should begin with a review of the institution's mission statement and overall goals. What are the institution's priorities, and what evidence can demonstrate their achievement? How can the institution best combine summative assessment (which focuses on learners' development at a particular time) and

formative assessment (a more holistic approach that uses multiple points of measurement to provide continuous feedback and improve educational opportunities) to meet its goals? By answering these and related questions, administrators can determine which assessment methods and tools to use.

The next step in developing an assessment protocol is to explore the institutional context and available resources, including others who are already engaged in assessment. This process should lead to the creation of a multiunit assessment team, as the undertaking is too complex for any one office to implement. The team should develop an assessment plan and review it regularly for refinement. Table 1 provides guidance in this process.

A good assessment plan should include multiple tools and methods integrated throughout the program.

Within coursework, for example, assessments can evaluate both direct evidence of student learning (tests, papers, capstones, portfolios) and indirect evidence, meaning student perceptions of their learning (self-report instruments, focus groups, interviews). Questions to consider when selecting tools include: What does the tool measure, and how does it support stated goals? Is the tool valid, reliable, and based on a theoretical framework? What are the tool's limitations and biases? Are the tool's logistics manageable, and is the tool affordable?

Once the team has developed a strategy, assessment can begin. The assessment cycle consists of several steps: 1) Define outcomes (based on mission/goals) and establish measurable criteria 2) identify appropriate assessment methods 3) collect data 4) analyze data 5) use data: design and apply changes to the curricular and noncurricular program components 6) communicate results to all relevant stakeholders and 7) evaluate the assessment process and plan. (For further discussion of assessment in international education, see Deardorff 2007.)

Case Study: MSU

Michigan State University (MSU) is currently implementing a formative assessment project with promising results. The MSU study aims to determine the efficacy of using a mixed-methods approach to examine the outcomes of students' international learning relevant to global and domestic issues, to investigate the influence of key antecedent factors, and to determine how findings can influence curricular and noncurricular enrichment decisions. To address these goals, MSU developed a pioneering conceptual model to assess students' progress.

The qualitative (e-portfolio) phase of the project originated with five other institutions in a project funded by the Fund for Improvement of Postsecondary Education (FIPSE) and coordinated by the American Council on Education

(ACE 2008). The quantitative phase (administration of the Beliefs, Events, and Values Inventory, or BEVI) originated with an international learning assessment project coordinated by the Forum on Education Abroad (2008). To our knowledge, MSU is the only univer-

sity using a mixed-methods approach that combines the BEVI and e-portfolio.

Theoretical Background

To address the complexity of international learning, the MSU team analyzed different theoretical perspectives for insights into antecedent factors that influence student learning, different dimensions of international learning, and ways to measure these dimensions. The team drew from three theoretical frameworks (Equilintegration Theory, Attribution Theory, and Learning Theory) to structure a conceptual model.

Equilintegration (EI) Theory attempts to explain the processes by which beliefs, values, and worldviews are acquired and maintained, why students typically resist their alteration, and how and under what circumstances their modification occurs (Shealy 2004, forthcoming). EI Theory recognizes that values and beliefs are not easily modified: they represent the unique culmination of affective and attributional processes that arise from life experiences.

Attribution Theory (AT) focuses on three dimensions that influence an individual's motivation: locus of control, stability, and controllability (Weiner 1974). Locus of control refers to the underlying causes of life events. An individual whose locus of control is internally oriented believes that controllable decisions and efforts guide behavior, while an external orientation suggests that behavior is guided by fate, luck, or other uncontrollable external factors (including race, gender, and socioeconomic level). Students are most motivated when they believe that success or failure results from their own (controllable) behavior rather than external (uncontrollable) circumstances.

Finally, Learning Theory (LT) explores how complex processes and environments affect international learning. According to Rogers (2003), learning can be examined as a product (change in behavior) and as a process (how and why behavior changes). Bloom (1956) classified learning

products as cognitive (knowledge and intellectual skills), psychomotor (physical movement, coordination, and the use of motor skills), and affective (feelings, values, motivations, and attitudes).

These three domains are also known as KSAs (knowledge, skills, and attitudes). Assessments can apply these theories to determine the impact of different learning processes in a range of learning environments—curricular, cocurricular, and extracurricular—all of which should be included in the assessment process (Rubin, Bommer, and Baldwin 2002; Mahoney, Cairns, and Farmer 2003).

Project Design

Guided by the missions and goals of their universities, the six teams involved in ACE's early qualitative project developed nine common international learning outcomes (and associated performance indicators and scoring rubrics)—three outcomes each for the three domains of knowledge, skills, and attitudes (ACE 2008). (These KSAs are described in detail on the ACE Web site.) To address the complexity of learning outcomes and yield more accurate and comprehensive results, MSU chose to adopt a mixed-methods research design (Greene, Caracelli, and Graham 1989).

The quantitative instrument, the BEVI, is predicated on EI Theory and “designed to understand whether, how, and to what degree people are (or are likely to be) ‘open’ to various transformational experiences” (Shealy 2005, 99). Selected students take the pre-BEVI (as freshmen) and post-BEVI (ideally as seniors) to detect changes in international learning. The instrument contains three validity scales (to ensure that the respondent is answering in a consistent fashion across items) and ten “process scales” (assessing, for example, basic openness, receptivity to different cultures, tendency to stereotype, self/emotional awareness), as well as sixty-five demographic, situational, and background variables (Shealy 2005,

Table 1: Assessment Team's Checklist

- ___ Aligned and Articulated: Are goals, objectives, and assessment measures aligned and articulated?
- ___ Intentional: Is assessment intentionally addressed?
- ___ Developed: Have assessment issues been carefully analyzed before a plan is implemented?
- ___ Integrated: Is assessment integrated throughout the program and not viewed as an “add-on” (implemented only as a pre-post phenomenon)?
- ___ Focused: Is the assessment scope realistic, with two to three outcomes assessed per program per year?
- ___ Shared: Is assessment shared with others on campus through partnerships?
- ___ Supported: Is the senior leadership supportive of assessment efforts?
- ___ Resourced: Is there adequate time and funding for assessment efforts, and have administrators received sufficient training in assessment, with ongoing professional development?
- ___ Analyzed: Have the assessment tools, results, and process been analyzed and evaluated?
- ___ Communicated: Have the results been communicated to all stakeholders?
- ___ Used: Have the results been used for program improvement as well as for learner feedback?
- ___ Reviewed: Has the assessment process and strategy been reviewed on a regular basis and improved upon?

Developed by Darla Deardorff, 2008


forthcoming). The instrument is innovative, accessible (Web-based), affordable, and has demonstrated reliability and stability in previous applications. For more information on the BEVI, see www.forumea.org/research-bevi.htm.

The qualitative assessment incorporates AT and LT theories and relies on electronic portfolios to which students submit at least five work pieces over a period of time. Ideally, these artifacts represent a broad range of work from different class levels and international learning environments (curricular, cocurricular and extracurricular). Examples include course papers or other written work (in English or another language), photographs and digital images with commentary, course presentations, audio files containing music or recorded language skill demonstrations, and reflective essays. These artifacts provide direct evidence of changes in student attitudes and insight into values, affective development, and students' potential for growth. Collecting them compels the student to select, interpret, and reflect on interconnected global experiences (Cambridge 2001, 15; Palomba and Banta 1999, 80-81). The e-portfolio provides an easily accessible mechanism to gather and represent international learning from a range of disciplines, learning environments, and class levels (Palomba and Banta 1999, 96, 26). For more information on the e-portfolio project, see www.acenet.edu.

Thus MSU's conceptual model applies LT, AT, and EI Theory across a variety of processes and environments (see fig. 1). Preliminary data analysis suggests that this mixed-methods approach provides a more holistic and in-depth view of students' development of multicultural competency. We believe that the project's findings will inform MSU's liberal learning outcomes, help coordinate effective classroom approaches with co- and extracurricular activities, and suggest other events and activities

that might assist in internationalizing the student experience at MSU.

Conclusion

The MSU project is illustrating that a well-implemented assessment protocol—linked to theory and using both qualitative and quantitative methods—is a powerful tool. While assessment requires resources and careful planning, it yields information that is highly beneficial to the institution and to the wider international education community. Its thoughtful implementation allows educators to help students develop the competencies that are critical to their success in our complex and interconnected world. 

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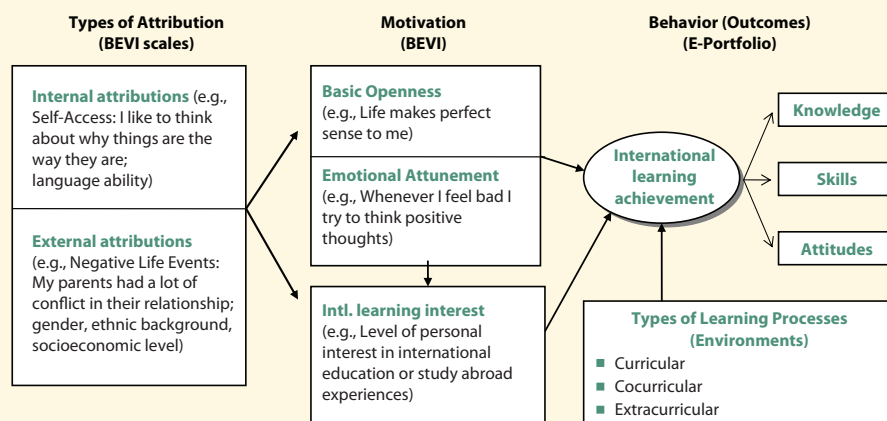
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Figure 1: Conceptual Model



Developed by Pysarchik & Yun, 2008

[ASSESSING STUDENT LEARNING]

Another Inconvenient Truth: Capturing Campus Climate and Its Consequences

■ **ERIC L. DEY**, associate professor and special advisor to the dean, Center for the Study of Higher and Postsecondary Education, University of Michigan

Just as Al Gore’s 2006 film *An Inconvenient Truth* brought attention to a global climate crisis, research is heightening awareness of another pressing climate issue: that of climates on our college campuses. Studies continue to indicate that campus climates affect a variety of college outcomes, especially diversity outcomes (Dey 1991; Hurtado et al. 2003; Mayhew, Grunwald, and Dey 2005). Diversity outcomes—including contributing to larger communities and taking seriously the perspectives of others—are goals shared by educational efforts focused on personal and social responsibility. AAC&U’s Templeton-funded initiative, Core Commitments, takes the challenge to educate for responsible ethical behavior head on. Researchers at the University of Michigan are assisting participating institutions in examining some of the inconvenient truths revealed when campuses investigate how their climates can impede or facilitate student learning and behavior.

Understanding and Capturing Campus Climate

With respect to diversity, researchers have argued that the campus climate and its impact involve four connected elements: institutional context, structural diversity, psychological (perceptual) dimensions, and behavioral dimensions (Hurtado et al. 1998). Schools that are consistent across these four elements are able to enhance student outcomes through the creation of strong, supportive, and unified campus cultures.

But measuring alignment of the four elements presents certain challenges.

Campus climate data are generally perceptual in nature, complicating the task of capturing what an institution is actually doing. Contradictory climate data may point to: (a) lack of *awareness* about existing programs and practices, (b) lack of *impact* of programs and practices on the institutional culture, or (c) actual *gaps* in programs and practices. Climate information helps institutions probe further into the sources of discrepancies.

The Personal and Social Responsibility Institutional Inventory

Using data from a new set of instruments called the Personal and Social Responsibility Institutional Inventory (PSRII), the research team for AAC&U’s Core Commitments project helped campuses understand what kind of learning environments they were actually offering students. Core Commitments aims to reclaim and revitalize the academy’s role in fostering students’ development of personal and social responsibility. At the project’s core are five key dimensions:

1. **Striving for excellence:** developing a strong work ethic and consciously doing one’s very best in all aspects of college;
2. **Cultivating personal and academic integrity:** recognizing and acting on a sense of honor, ranging from honesty in relationships to principled engagement with a formal academic honors code;
3. **Contributing to a larger community:** recognizing and acting on one’s responsibility to the educational community and the wider society, locally, nationally, and globally;
4. **Taking seriously the perspectives of others:** recognizing and acting

on the obligation to inform one’s own judgment; engaging diverse and competing perspectives as a resource for learning, citizenship, and work;

5. **Developing competence in ethical and moral reasoning:** incorporating the other four responsibilities and using such reasoning in learning and in life.

The PSRII consists of attitudinal and behavioral questions (including questions that are open ended) across the five dimensions and is tailored for each of four constituent groups (students, faculty, student affairs staff, and administrators). It is designed to gauge participants’ perceptions about the opportunities for learning and engagement with issues of personal and social responsibility across institutional domains.

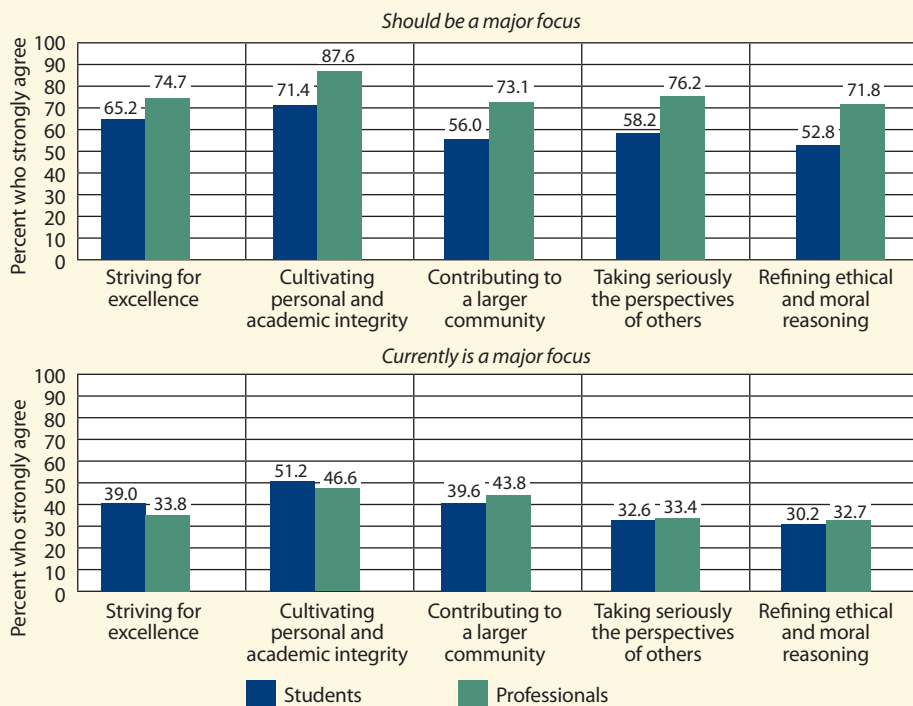
Work on the PSRII began in 2006 under the direction of Lee Knefelkamp and Richard Hersh with research assistance from Lauren Ruff. Researchers carefully designed the survey with a basis in psychology and developmental literatures. A team at the University of Michigan’s Center for the Study of Higher and Postsecondary Education (Dey and Associates 2008) refined the inventory and gathered data from twenty-three schools participating in the Core Commitments Leadership Consortium. The overall survey response rate was 28 percent among students and 47 percent among professionals. Results were statistically adjusted to account for bias in response patterns.

Learning from Campus Climate Data

PSRII data clearly demonstrate that the campus community views developing personal and social responsibility as an important rather than an elective component of a college education.

Across the board, students, faculty, administrators, and student affairs staff on the twenty-three campuses believe that personal and social responsibility should be a major focus of attention

Figure 1: Importance of promoting personal and social responsibility on campus



at their own college or university (see fig. 1). But despite the perceived value of such education, all surveyed groups reported that their campuses were not focusing enough attention on these issues. Data reveal a dramatic gap between “should be” and “is.”

Other data indicate that students report having grown in terms of personal and social responsibility during college (see fig. 2). More than 40 percent of students viewed themselves as having developed in all areas except contributing to a larger community, even when insufficient opportunities exist. Campus professionals share the same perception, but are more reserved in their assessments.

The data raise the question: If institutions can close the gap between “should be” and “is currently,” might student gains climb to even higher numbers?

Conclusion

Campus climate surveys such as the PSRII are vital to examining the “real”

versus the “ideal” view of campus environments and the inconvenient truth that these views are often dissimilar. The PSRII is intended to encourage vigorous dialogue among students, campus professionals, and higher education leaders. This dialogue should lead to enhanced opportunities for students to cultivate a commitment to excellence and integrity, to engage across differences on and off

campus, and to develop moral discernment and action in their public and private lives. Institutionally focused PSRII data can help campus leaders identify how to enhance awareness of existing programs and fill gaps in current practices. Surveys like this one help leaders develop an institutional climate that can unequivocally educate students for personal and social responsibility. ☐

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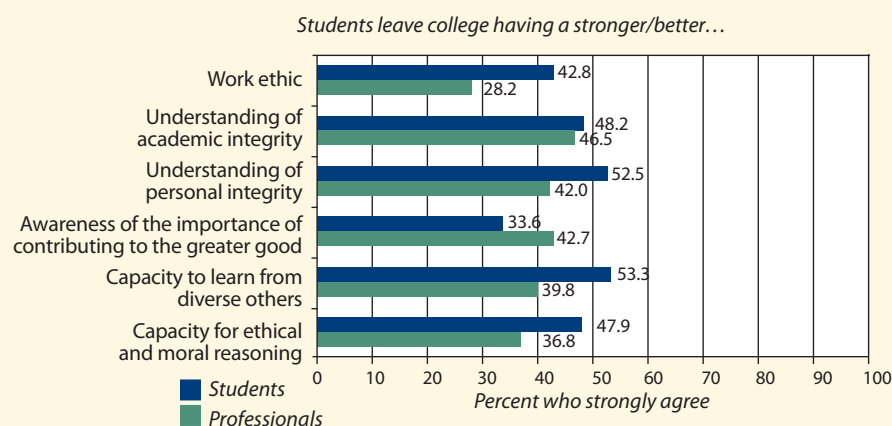
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NOTE: This article was drawn from material prepared by members of the University of Michigan’s Core Commitments Research Group, including Mary Antonaros, Cassie Barnhardt, Matthew Holsapple, Karen Moronski, and Veronica Vergoth. For more information on Core Commitments, visit www.aacu.org/core_commitments.

Figure 2: Do students leave college having become stronger across these dimensions?



[ASSESSING STUDENT LEARNING]

Building Knowledge, Growing Capacity: Global Learning Courses Show Promise

■ **HEATHER D. WASHINGTON**, assistant professor, University of Virginia and evaluator, Shared Futures: General Education for Global Learning, and **KEVIN HOVLAND**, director for global learning and curricular change, AAC&U

AAC&U’s Shared Futures: General Education for Global Learning project challenges colleges and universities to more robustly infuse into curricular designs and practices real-world global questions—with all their complexity, multiple levels of interconnection and interdependence, and inherent moral and ethical implications. Participating campus teams are designing general education courses and curricula that provide clear pathways along which students develop the skills, knowledge, and attitudes needed to effectively and creatively address real-world challenges and opportunities. Campuses sometimes refer to these bundles of learning outcomes as educating for “global citizenship.”

To effectively educate for global citizenship, one needs to emphasize the ways that identity is shaped by varied relations to power and privilege, both within a multicultural U.S. democracy and within an interconnected and unequal world. In other words, global learning can engage all students—in all their multiple diversities—with the critical questions: What does it mean to be a responsible citizen in today’s global context? And how should one act in the face of large unsolved global problems? As students engage with these and other questions, measures of student identity and development are useful tools for making curricular decisions to maximize learning outcomes.

To measure how global learning opportunities might change the ways students think about civic and social responsibility in a global context, we

worked with Shared Futures campus team leaders to adapt a survey used in an earlier AAC&U project, Liberal Education and Global Citizenship: The Arts of Democracy. The Global Learning Survey includes pre- and post-course surveys to gather five types of data: demographic information, information about precollege experiences, social cognitive measures, citizenship/democracy measures, and global/science connections measures. The surveys assess whether students enrolled in seventy project courses at fourteen institutions changed over the course of a semester.

Student Learning Outcomes

Students enrolled in project courses showed a number of promising changes across a range of indicators. These included:

- **Attributional complexity:** a psychological construct that describes the degree to which an individual is interested in understanding the causes of others’ behavior and the ability to consider different possible causes (Fletcher et al. 1986). Students at ten of the fourteen institutions had positive increases in this measure; changes at six institutions were statistically significant.
- **Multicultural competency awareness:** the amount of knowledge that one reports possessing about one’s own culture and the cultures of others, as well as general racial awareness. Students across all institutions exhibited statistically significant increases in multicultural competency awareness.
- **Pluralistic orientation:** the extent to which students approach the world willing to engage and learn about diversity (Engberg, Meader, and Hurtado 2003). Students across institutions showed mixed results on the pluralistic orientation measure, although all students taken together showed increases in pluralistic orientation.
- **Social self-confidence:** the extent to which students believe that they possess leadership skills and the ability to negotiate effectively and work cooperatively with others. Students across all institutions showed a statistically significant increase in social self-confidence.
- **Social awareness:** the extent to which students believe it is important to be socially and culturally aware. Students across all institutions showed a statistically significant positive increase in social awareness.
- **Valuing social action:** the extent to which individuals appreciate the need to engage in public action. Students across all institutions exhibited statistically significant increases in valuing social action.
- **Low self-efficacy for social change:** the view that an individual is able to do little to make a difference in society. Seven campuses showed decreases on this measure, suggesting that students believe that they *can* make a difference in society, although these decreases were not all significant. Four institutions, however, showed positive statistically significant changes, suggesting that after the course, students believed there was *less* they could do to change society.
- **Civic engagement:** students’ self-reported civic behaviors since the course began. This change was posi-

tively statistically significant across all students and at six institutions.

- **Speaking up and acting out:** students' political and social behaviors since the course began. The measure of change was statistically significant across all institutions with mixed results. Some institutions showed slight positive increases; others showed slight decreases.

Student Perceptions of the Course

In addition to measuring change since the course began, the post-course survey also measured students' perceptions of the course's impact on eleven further outcomes. Our analysis combined these outcomes into three distinct constructs.


Openness to Engagement included items such as willingness to talk with diverse others, openness to different views, and ability to see different perspectives. Students were very likely to report that these behaviors had changed since the course began. The mean student response to this measure was 3.05 on a scale from 1 (strongly disagree) to 4 (strongly agree).

Interest in Current/Global Issues included such items as "pay more attention to global issues" and "show greater interest in global affairs as a result of learning in the course." Students were likely to report that they agreed with these items. The mean student response to this measure was 3.02 on a scale from 1 (strongly disagree) to 4 (strongly agree).

Making Science Connections included measures such as "intend to learn more about science and/or math so that I can work more effectively for social change" and "have a greater understanding of how science can have global implications." Students were not likely to report that these behaviors changed as a result of the course. The mean student response to this measure was 2.46 on a scale from 1 (strongly disagree) to 4 (strongly agree). (Not all courses had science components.)

Conclusion

Previous research suggests that student experience with diverse others sets the stage for a host of social, cognitive, and democratic outcomes (Engberg, Meader, and Hurtado 2003). The work described here suggests that a similar process can occur in courses designed to engage students with complex questions of global identity and responsibility. Students participating in the redesigned courses reported statistically significant gains in active learning, multicultural competence, social self-confidence, civic engagement, and active political awareness—all within the context of one semester. These findings are encouraging evidence that courses featuring questions of global interdependence and engagement have some effect on students' attitudes and dispositions. The study also suggests that connections exist between students' social self-confidence, their desire to be politically and civically active, their view of their own multicultural awareness, and whether they view themselves as critical thinkers.

While evidence derived from these student surveys is encouraging, it remains only suggestive of a deeper picture of student learning in need of illumination. Shared Futures institutions are also building assessments into their general education designs and embedding them within course assignments. In this way, they are creating milestone assessments across the curriculum so that students can learn "to gauge their progress against high expectations for their most advanced work" and best examples of global learning (Association of American Colleges and Universities 2004, 11). Examples of assignments and student work will be made available in early 2009 on the Shared Futures AAC&U Web site (www.aacu.org/SharedFutures/). 



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What does it mean to be a responsible global citizen?

Students can wrestle with this question in a wide variety of courses and contexts. The seventy courses surveyed included:

- Human Nature and the Christian Tradition (Otterbein College)
- Cultural Diversity in U.S. Fiction (Wheaton College)
- AIDS and Other Human Diseases (Whittier College)
- The Uses and Abuses of Haiti (Carnegie Mellon University)
- Study Abroad and Global Philadelphia (Arcadia University)
- Fundamental Organic Chemistry (Chandler-Gilbert Community College)

[PERSPECTIVES]

Using Assessment to Guide and Revitalize Diversity Instruction

■ **SUSANNE BOHMER**, instructor and cochair in the department of sociology, Edmonds Community College, Washington

In the mid-1990s, colleagues at our community college established a committee to spearhead instructional diversity efforts, resulting in the implementation of a cultural diversity (CD) requirement. Enthusiasm for the new requirement was initially high, and several faculty members across disciplines received administrative support to make changes to their curricula. With the CD requirement firmly in place and a sufficient number of courses offered, however, instructional diversity work lost momentum. Faced with waning institutional support, Edmonds Community College discovered the value of assessment to reenergize our efforts.

Assessment of diversity curricula can have several advantages. First and foremost, by providing information about student and faculty knowledge, attitudes, and behaviors, it exposes the strengths and weaknesses of teaching and learning and allows us to better target students' needs. If done in teams, it brings together interested individuals to accomplish large projects that require widespread collaboration. And because it connects to the accreditation process, it can help secure the administration's support and ignite faculty interest.

About five years after the CD requirement was established, an individual faculty member took initiative to revive institutional interest in instructional diversity. Having obtained release time to serve as faculty diversity coordinator, she recruited a small group of colleagues (including me) to work on diversity issues and organized campuswide faculty forums to brainstorm new directions. From these forums emerged four goals, which became part of the college's Institutional Diversity Plan:

1. Review our current cultural diversity requirement
2. Refine cultural diversity outcomes and begin assessing these outcomes systematically
3. Determine the need for additional courses that emphasize the "knowledge" domain (CD-designated courses cover at least two of three domains: knowledge, awareness, and skills)
4. Determine needs/desires for related faculty development opportunities

All four goals centered on assessment. Faculty members hoped that if we could identify what we had accomplished and where we were falling short, we could revitalize diversity work in instruction.

After seeking the administration's support, we attended several national conferences and obtained a grant for a team of faculty members and administrators to participate in AAC&U's summer 2000 "Boundaries and Borderlands" Institute. The institute exposed us to national research on assessment in diversity instruction and helped us identify survey research as the best way to address our goals. After reviewing our diversity efforts, consulting with colleagues, and gathering information from other campuses, we developed one faculty survey and two student surveys (one to establish a baseline and a second to assess changes in students' exposure to and attitudes toward diversity during the quarter). We administered all three surveys (available at www.edcc.edu/divst/) during fall quarter 2000.

The surveys were one of many factors that supported the establishment of a new academic department: Diversity Studies. Both student and faculty responses indicated that while



Susanne Bohmer

the CD requirement advanced diversity learning, we needed to strengthen and broaden our work, which could be done by establishing a department specifically dedicated to curriculum on diversity and equity. Thanks to their experience in developing, administering, and analyzing the assessments, a network of faculty was well prepared to take on this task.

In fall 2006, with the same institutional goals in mind and as part of the accreditation process, we replicated the earlier study with modifications to reflect changes in diversity teaching and learning on campus and to take into account what we had learned in 2000. While we are still deciding how to use the new data, they will certainly guide our decisions about faculty diversity training. In addition, the surveys have inspired a discussion about the possibility of deepening our CD requirement to include a core course with a rigorous focus on theories, institutional aspects, and intersections of social inequalities. We hope that these conversations will ultimately improve outcomes of diversity education for our students.¹ ☐

1: The following individuals took part in the surveys and the establishment of the Diversity Studies Department: Rick Asher, David Cordell, Sandra Cross, Michael Fitch, Brenda Gonzalez, Steve Hanson, Pat Huffman, Paul Landrum, Jaque Lyman, Anne Martin, Mary Matson, Susanne Meslans, Johnetta Moore, Pat Nerison, Hayden Nichols, Kayleen Oka, Mary Ellen O'Keeffe, Claire Sharpe, George Smith, and Nicola Smith. We also thank the members of the Teaching and Learning Diversity Committee, too numerous to mention here individually.

[PERSPECTIVES]

Bitácora: Assessment as Conversation

■ **TAMERA MARKO**, assistant director and faculty in first-year writing at Emerson College and cofounder of DukeEngage Medellín, Colombia.

In summer 2008, five undergraduate students from Duke University/DukeEngage traveled with me and project codirector Jota Samper to Medellín, Colombia, to teach workshops at the city's five Parques Bibliotecas. These "Library Parks" are not typical libraries: they are state-of-the-art spaces with Internet rooms, reading lounges, theaters, and open-air plazas with 360-degree views of the Andes mountains. Built in the last five years in the city's most impoverished communities as part of a disarmament and peace process, the Parques Bibliotecas are spaces for people to learn, socialize, and be. We also piloted a memory project with communities not traditionally represented in official histories. Did our program change the world? Of course not. Did we contribute to Medellín's peace process? This is what we sought to explore with our Bitácora project.

Bitácora roughly translates as "ship's log." It is the ship captain's record of a voyage: observations about constellations and weather, crew members' daily lives, discoveries, fears, hopes, dreams. We borrowed this concept as a reflection tool. But we modified one key element. Our Bitácora was not just from "the captain." We sought a Bitácora from all members of "the crew," as well as those left "on land": DukeEngage students, homestay families, community partners, community members in the middle-class neighborhood where we lived and the impoverished neighborhoods where we worked, the café cook, our driver, Colombian university professors and students, and students' families and friends.

Assessment of study abroad programs is often initiated and evaluated by the U.S. academy, and the results

are published by and for the U.S. academy. This typically renders invisible the labor and critical perspectives of dozens of actors our programs are built with and profess to be about: community partners in the host countries. This one-directional focus reflects the larger pedagogical, research, and programmatic focus of many U.S. universities and of much U.S. international policy, mainstream media, and cultural production. For fifteen years, I have struggled to negotiate this one-directional focus as student, journalist, scholar, and teacher.


By inviting all actors to participate, our assessment moved from the format of report (one-directional and static) to conversation (multidirectional and ongoing). This conversational approach is especially necessary in Medellín, known until a few years ago as the most violent city in the world. Our very presence there was no small feat. Many of our homestay families had never met anyone from the United States, and ours was among the first cultural programming in the Parques Bibliotecas. This was an historic moment, an opportunity to record a kind of "first encounter" between people choosing to move beyond stereotypes of violence, racism, imperialism, and indifference to instead live and work together. Our collective engagement was a small but significant contribution to the city's ongoing peace process. We wanted to know: What changed? Who did it impact? Why does it matter? For whom?

We conducted qualitative assessments with all participants: one-page reflections, e-mails, weekly meetings with community partners, con-



Tamera Marko

versations with homestay families. DukeEngage students recorded daily reflections in the medium of their choice and responded to one weekly Bitácora question, selecting which private reflections to make public. Among other participants, we hoped for some interest. The response shocked us. People brought more than three hundred contributions: video, photograph, song, and written word, including a documentary and interviews with five local and national newspaper and television stations. From these materials, we crafted a multimedia volume ("The Directors' Cut") that we are translating into a published multimedia book-map.

This constellation of traditional and nontraditional assessments fulfilled the very real requirements of early, mid, final and postprogram reporting. The Bitácoras' unscripted anecdotal accounts answered questions we never would have known to ask, located solutions we might never have imagined, and indicated results we would never have seen using a traditional approach. The project has helped keep our community partners at the center of evaluating our Medellín program's complex dimensions. It also is part of the pedagogy and scholarship I call history engaged. To learn more, visit dukeparquebibliotecascolombia.blogspot.com. 

[COLLABORATIONS]

Deliberative Democracy and Intercultural Dialogue: An International Agenda

■ **NANCY L. THOMAS**, director of The Democracy Imperative, University of New Hampshire

The recent presidential election brought out a side to Americans that has been dormant for decades. Americans—and particularly students—studied the issues, examined the roles of race, gender, religion, and class in public life, engaged in

voter turnout for the 2008 presidential election, the National Conference on Citizenship (2008) predicts that although 25 percent to 30 percent of citizens will volunteer after the election, most will not get involved in politics or even discuss

Dialogue and informed deliberation are necessary for realizing goals of personal and cultural transformation and collective action.

campus conversations and public forums, ran voter registration drives, and worked for candidates. It was a level of political and educational engagement commensurate with the record voter turnout. Now, educators need to be asking, how can we sustain this enthusiasm and interest? How can higher education advance democratic aims, including citizen participation, social and political justice, and human rights, to prepare students to live in a diverse and interconnected world? These are questions for higher education globally. Conversations in America and Europe reflect a new agenda for higher education, proposing novel recommendations connected to related goals of deliberative democracy and intercultural dialogue.

The American Democracy-Building Agenda

For more than a decade, commentators on the quality of American public life have expressed concern over low levels of citizen engagement, a distant political elite, persistent economic disparity that disproportionately affects people of color and women, and divisive debates that cut along cultural lines. Despite unprecedented

pressing social issues with friends. These indicators suggest that American civic life holds much room for improvement. At the heart of the call for renewed public participation is the question of how democracy best functions in an increasingly diverse society. A panel of experts at the Brookings Institute in October 2008 reported that the United States remains a nation deeply divided along cultural, religious, and class lines—divides that become more complex as demographics shift (Brookings Institute 2008). Americans need to find ways to build upon, not divide over, difference and conflict to develop and sustain a just society.

In July 2008, several groups on the forefront of American democracy-building—America Speaks, Demos, and Everyday Democracy—convened civic leaders, researchers, and policy makers in a conference called Strengthening Our Nation's Democracy: Taking Advantage of a Unique Time in U.S. Political History (American Speaks 2008). Their purpose was to set a national democracy-building agenda and craft recommendations for the next presidential administration. They identified three objectives: electoral reform,

community building and development, and advancing deliberative democracy, a form of democracy characterized by a high level of citizen participation in an inclusive and just society where all voices matter. Colleges and universities can play a significant role in contributing to this agenda.

To some extent, these objectives are already the focus of some initiatives in American higher education. Many American universities conduct valuable research on voting and polling and encourage students to register and make informed voting choices. The civic engagement movement has made significant contributions to local community building and development. A cadre of researchers, particularly those involved in the Deliberative Democracy Consortium, is studying deliberative practices in public life. Yet on most campuses these activities remain marginalized and disconnected from core academic programs, when they should be central to academic programs. This calls for across-the-curriculum education in democratic dialogue, public deliberation and reason, democratic leadership and decision making, and political engagement—all processes that affirm individual and collective commitment to freedom, justice, and equity in American democracy (Thomas 2008). If colleges and universities are to play a strategic role in strengthening American democracy, they must reaffirm their commitment to putting the recommendations from Strengthening Our Nation's Democracy into practice. They must capitalize on the energy from the recent election to keep students engaged in today's pressing political issues and to work to overcome paralyzing cultural and ideological divides.

The European Intercultural Agenda

A parallel effort is underway in Europe. The Council of Europe (CoE) was established after World War II to promote human rights, democracy, and the rule of law. Originally a collaboration among ten nations, the CoE has grown to forty-seven

European nations representing over eight hundred million people. In 1993, the CoE issued a declaration to establish new political priorities in combating racism, xenophobia, and intolerance. In 2005, the council identified “intercultural dialogue” as a means of promoting awareness, understanding, reconciliation, and tolerance, as well as preventing conflicts and ensuring social integration and cohesion. This year, the council issued a sixty-page white paper on intercultural dialogue identifying “managing Europe’s increasing cultural diversity... in a democratic manner” as an international mandate (Council of Europe 2008a, 4). The white paper defines intercultural dialogue as “a process that comprises an open and respectful exchange of views between individuals and groups with different ethnic, cultural, religious and linguistic backgrounds and heritage” (Council of Europe 2008a, 16). Council recommendations include promoting democratic governance, citizenship, and participation, cultivating cultural competencies, creating spaces for intercultural dialogue, and promoting intercultural dialogue in international relations.

Since 1999, the CoE’s Higher Education and Research Division has worked with U.S. partners, including AAC&U, to strengthen higher education’s role in promoting democratic culture (defined in the European context as citizenship, human rights, diversity, and sustainability). In 2006, this division, in partnership with the U.S. Steering Committee for the International Consortium for Higher Education, Civic Responsibility, and Democracy¹, issued a declaration on the responsibility of higher education for democratic culture (Council of Europe 2006). This group convened again in October 2008 for a two-day global forum, *Converging Competencies: Diversity, Higher Education, and Sustainable Democracy* (Council of Europe 2008b).

At the recent meeting, one hundred and twenty-five university presidents and higher education policymakers from

about twenty-five countries discussed educational goals, including integrating higher education’s converging democracy, human rights, diversity, and civic missions and embedding them within daily institutional operations. Diversity’s significance was apparent in this conversation. The group recognized that democracies require citizens who value diversity locally, nationally, and globally, particularly as our institutions come to reflect societies that are increasingly diverse in terms of social and ethnic origins, beliefs, and convictions. As part of its civic mission, higher education must provide students with the skills to build and maintain democratic culture and practices, human rights, justice, the rule of law, and environmental sustainability.

A Global Agenda

Although their language and context differ, the forces behind the American deliberative democracy and the European intercultural dialogue initiatives—the goals of inclusion, justice, and freedom in society and in policymaking—are similar. Both emphasize intergroup relationship building and understanding. American democracy-builders have come to understand the importance of dialogue as more than “just talk.” Dialogue and informed deliberation are necessary for realizing goals of personal and cultural transformation and collective action. For colleges and universities throughout the world, the challenge is to create teaching and learning experiences that cultivate students’ skills in inclusive dialogue, public reasoning, conflict negotiation, and social and political action. If recent conversations are any indicator, this is indeed a global agenda. ☐

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1: *An initiative of the American Council on Education, the Association of American Colleges and Universities, Campus Compact, and the University of Pennsylvania.*

Resources

Several organizations in the United States work to advance deliberative democracy by providing resources and technical support to communities and, in the case of the Democracy Imperative, campuses. Information is available at the following:

- America Speaks: www.americaspeaks.org
- Deliberative Democracy Consortium: www.deliberative-democracy.net/
- The Democracy Imperative: www.unh.edu/democracy
- Everyday Democracy: www.everyday-democracy.org
- The Kettering Foundation: www.kettering.org
- National Coalition for Dialogue and Deliberation: www.thataway.org
- Public Agenda: www.publicagenda.org
- Public Conversations Project: www.publicconversations.org

—Nancy L. Thomas

[COLLABORATIONS]

Engaged Scholarship and Faculty Rewards: A National Conversation

■ **TIMOTHY K. EATMAN**, assistant professor of education and director of research for Imagining America at Syracuse University

Throughout the nation, stakeholders in higher education are having critical conversations about the value of engaged (or public) scholarship in the university of the twenty-first century. They are raising important questions about universities' traditional cultural values and the types of knowledge recognized by

faculty rewards systems, including: What is public scholarship, and why should faculty pursue it? How can we deepen our understanding of the overlapping dimensions of teaching, research, and service? How can we evaluate the activities of engaged scholars and incorporate their work into faculty rewards systems?

In fall 2005, Imagining America: Artists and Scholars in Public Life (IA)—a national consortium of over eighty institutions committed to enhancing the university's civic work through the arts, humanities, and design—launched a concerted effort to address these and other compelling questions with its Tenure Team Initiative on Public Scholarship (TTI). Initiated under the leadership of national co-chairs Nancy Cantor (president and chancellor of Syracuse University) and Steven D. Lavine (president of CalArts), the TTI extends IA's vision of public scholarship in higher education to the realm of faculty rewards. In May 2008, IA released a national report based on the project, *Scholarship in Public: Knowledge Creation and Tenure Policy in the Engaged University*. IA director Jan Cohen-Cruz is now leading the consortium in a robust action phase to disseminate and respond to findings from the report and to facilitate the creation of affinity groups for this work.

Institutional Support for Public Scholarship

IA defines public scholarship as scholarly or creative activity that joins serious intellectual endeavor with a commitment to public practice and public consequence. It includes:

- Scholarly and creative work jointly planned and carried out by university and community partners;
- Intellectual work that produces a public good;
- Artistic, critical, and historical work that contributes to public debates;
- Efforts to expand the place of public scholarship in higher education, including the development of new programs and research on the successes of such efforts.

The TTI works through both persuasion and policy to create a climate in higher education that embraces public scholarship and practice. Unfortunately, academic public engagement is often a risky early career option, particularly for women and faculty of color. Faculty will be able to fully pursue civic engagement within their professions only when appropriate reward systems, including tenure and promotions policies, support this work. By incorporating engaged scholarship into a scholarly continuum that recognizes many professional pathways, institutions can allow faculty and students to participate more fully in public scholarship.

The TTI is comprised of two primary groups 1) the Tenure Team, composed of key campus and disciplinary-association leaders (including AAC&U President Carol Geary Schneider) and 2) consulting scholars and artists who have crucial expertise in specific areas. Participating individuals come from multiple sectors (including academic faculty, higher education administration, and foundation leadership) and are deeply grounded in the work of humanistic knowledge and artistic creation. As IA director emerita Julie Ellison reflects, TTI participants “bring the imagination, flexibility, and range that an undertaking like this needs” (Imagining America 2008).

The TTI's recent report, *Scholarship in Public: Knowledge Creation and*

Recommendations from “Scholarship in Public: Knowledge Creation and Tenure Policy in the Engaged University” (2008):

1. Define public scholarly and creative work.
2. Develop policy based on a continuum of scholarship.
3. Recognize the excellence of work that connects domains of knowledge.
4. Expand what counts.
5. Document what counts.
6. Present what counts: use portfolios.
7. Expand who counts: Broaden the community of peer review.
8. Support publicly engaged graduate students and junior faculty.
9. Build in flexibility at the point of hire.
10. Promote public scholars to full professor.
11. Organize the department for policy change.
12. Take this report home and use it to start something.

Tenure Policy in the Engaged University, seeks to expand promotion and tenure guidelines so public scholarship and civic engagement practice receive appropriate institutional recognition. The report generated recommendations that now frame the TTI's continuing work (see sidebar). It also produced a charge for both policy and cultural change in academe.

Moving Forward

Following the report's May 2008 release, the TTI and Campus Compact cosponsored a national working conference in early June at Syracuse University's New York City venue, Lubin House. At this conference, members of the Tenure Team and national partners from disciplinary associations and networks met to stimulate the national dialogue about these issues and to address the report's specific recommendations through four concurrent thematic working groups.

Building on these conversations, the TTI and Campus Compact are planning regional meetings beginning in February 2009. The meetings will include faculty and administrators who are working to improve the rewards system for public scholars, as well as local participants from Publicly Active Graduate Education (PAGE), the graduate student

component of IA. As we look toward these regional meetings, we are moving forward to disseminate perspectives and findings from the report throughout the IA consortium and among our national partners and networks.

IA kicked off the action phase of the TTI with a session at the IA national conference at the University of Southern


Faculty will be able to fully pursue civic engagement within their professions only when appropriate reward systems, including tenure and promotions policies, support this work.

California in October 2008. The session focused on one of the report's primary recommendations: to build the capacity of department chairs, institute directors, and center directors to support public scholars. We hope that these outreach efforts will help support cultural change and expanded faculty rewards.

As David Scobey, cochair of the Imagining America TTI Working Group on Public Scholarship, observed at the conclusion of the working conference, the TTI is "partly about intervening as citizens of our institutions and partly about intervening as citizens of

higher education." Higher education must "distill, clarify, and mobilize at the national level...[to] create [a] framing and validating context" in support of engaged scholarship's full potential. We invite you to use the report to start or enrich the discussion about engaged scholarship and faculty rewards on your campus or within your

network. Let us know what happens by emailing imaginingamerica@syr.edu.

For details about the TTI project or to obtain a copy of the report, visit www.imaginingamerica.org. 

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- IMAGINING AMERICA.** 2008. National tenure team initiative for arts and humanities announced. Syracuse, NY: Imagining America. www.imaginingamerica.org/IApdfs/05.09.24-TTI.PressRelease.pdf.

Examples of Engaged Scholarship

Public History of Slavery: At Brown University, Professor James Campbell (working at the instigation of President Ruth Simmons) led the Steering Committee on Slavery and Justice in a research project on the university as a "site of conscience" inseparable from its city and region. This effort led to the production of rich documentary and curricular resources.

Arts and Civic Dialogue: The Animating Democracy Initiative funded the participation of writers from both academic and nonacademic backgrounds in three "arts and civic dialogue"

projects. The writers interacted with creative teams during projects such as the Dentalium Project, which explored political and cultural issues surrounding the construction of a Native American casino in the rural community of Blue Lake, California. Resulting essays, with responses from the arts organizations and community collaborators, were published as *Critical Perspectives: Writings on Art and Civic Dialogue* and have been used in a number of college classes.

Teachers as Public Scholars: Sarah Robbins of Kennesaw State University

led the Keeping and Creating American Communities Project, based at the National Writing Project's Kennesaw Mountain site. This multiyear project developed a theoretical and critical framework for community-engaged research and teaching for K-12 teachers. Two books—one composed of critical essays, the other of teaching models—resulted from the project.

Examples adapted from "Scholarship in Public: Knowledge Creation and Tenure Policy in the Engaged University" (Ellison and Eatman 2008).

[RESEARCH REPORT]

Recent Assessments of Practices and Environments that Influence Student Learning

The effect of specific practices and experiences on student learning continues to be an underresearched area. However, a few recent studies have provided evidence of the positive effects of practices

high-impact educational practices—including diversity/global learning and community-based learning, among others—on student learning and success. Kuh's research indicates a positive

than their majority peers, both in terms of first-year GPA and in the probability of enrolling in a second year of college. The findings underscore the need for colleges and universities to engage students in several high-impact practices during the college experience. The report, which details findings by race and ethnicity and suggests specific effective educational practices, is available for purchase at www.aacu.org.

Kuh's findings underscore the need for colleges and universities to engage students in several high-impact practices during the college experience.

and environments that engage students with campus and community diversity.

High-Impact Educational Practices

In a recent report for AAC&U, George D. Kuh examines the effect of

correlation between participation in high-impact activities and self-reported gains for students of all races and ethnicities. In addition, the findings suggest that historically underserved students gain more from these practices

Participation in Formal and Informal Campus Diversity Experiences: Effect on Students' Racial Democratic Beliefs

In an article published in the *Journal of Diversity in Higher Education*, researchers Lisa B. Spanierman, Helen

VALUE: Valid Assessment of Learning in Undergraduate Education

AAC&U is conducting a research and campus-based initiative designed to make the essential learning outcomes identified by faculty and employers and recommended by the Liberal Education and America's Promise (LEAP) National Leadership Council central to undergraduate education. Through the VALUE project, AAC&U is working with key researchers, educational leaders, campus administrators, and faculty members to define, strengthen, document, and assess student achievement of these essential learning outcomes.

The project will generate leadership, recommendations, examples of best practices, and an assessment framework, all designed to build campus capacity to:

- articulate the aims and importance of the essential learning outcomes;
- intentionally foster their achievement across the curriculum; and
- use cumulative assessments, especially e-portfolios, to both measure student progress and improve practices for achieving outcomes.

An ambitious review and analysis of collections of assessment rubrics for all of the essential learning outcomes will result in the identification of shared criteria for judging the quality of evidence of student learning collected in e-portfolios. Further work with teams of faculty and administrators from all sectors of higher education will result in a collection of rubrics that represent widely shared

thinking about assessing the outcomes.

VALUE is supported by a grant from the State Farm Companies Foundation. AAC&U's work on e-portfolios is also supported through a grant from FIPSE called VALUE-Plus: Rising to the Challenge. VALUE-Plus is a three-pronged cooperative effort among AAC&U, the American Association of State Colleges and Universities (AASCU) and the National Association of State Universities and Land-Grant Colleges (NASULGC) to develop e-portfolios and two other approaches to assessing essential learning outcomes.

For more information about VALUE and VALUE-Plus, visit www.aacu.org/value and www.aacu.org/Rising_Challenge. For more about LEAP, visit www.aacu.org/leap/.

A. Neville, Hsin-Ya Liao, Joseph H. Hammer, and Ying-Fen Wang reveal the results of their yearlong study of the effects of both formal diversity activities and interracial friendships on the “democratic dispositions” of students at a midwestern university. Through voluntary surveys of students collected at the beginning and end of the freshman year, the researchers determined that courses and organized activities improved white students’ “openness to and appreciation of diversity” (the result was not confirmed for black, Latino, or Asian American students). Results also indicated that interracial friendships improved “openness to diversity” for white and Asian American students (again, this result was not supported for black and Latino students). The article, including detailed statistical analysis, is included in the June 2008 issue of the *Journal* (Volume 1, Number 2), available for purchase at psycnet.apa.org/journals/dhe.


Still Serving: Measuring the Eight-Year Impact of Americorps on Alumni

In a report issued in May 2008, the Corporation for National and Community Service summarized the findings of a longitudinal study on former Americorps participants’ life experiences. As compared with a control group whose members expressed interest in Americorps but did not enroll, Americorps participants indicated greater connections to their communities (including higher volunteer participation rates), a greater sense of empowerment through community engagement, and greater satisfaction with all aspects of their lives. Americorps participants, particularly those from racial or ethnic minority groups, were also more likely to work in the public service sector. Although not directly applicable to higher education, the results hold promise for

sustained service learning initiatives at colleges and universities. The full report and executive summary are available at www.nationalservice.gov/about/role_impact/performance_research.asp#AC_LONG_2008.

Diversity-Related Outcomes in U.S. Medical Schools

A recent study published in the *Journal of the American Medical Association* explores the impact of medical schools’ racial and ethnic composition on student attitudes related to diversity. The study found that white students who attended more diverse schools expressed greater confidence in their

abilities to work with diverse patient groups, and greater support for equal access to care. This correlation was particularly high at schools where students perceived a more positive climate for diversity and among students who reported interaction with diverse perspectives. Higher proportions of underrepresented minority students also correlated with positive outcomes for nonwhite students. The authors thus emphasize that schools should “actively foster positive interaction... to derive the benefits of diversity.” To access the full study, visit jama.ama-assn.org/cgi/content/abstract/300/10/1135. 

New from AAC&U

***High-Impact Educational Practices: What They Are, Who Has Access to Them, and Why They Matter* by George D. Kuh**

The latest report from AAC&U’s LEAP initiative defines a set of educational practices that research has demonstrated have a significant impact on student success. Author George Kuh presents data from the National Survey of Student Engagement about these practices and explains why they benefit all students, but also seem to benefit underserved students even more than their more-advantaged peers.

More Reasons for Hope: Diversity Matters in Higher Education

Honoring the late Edgar Beckham and his profound influence on higher education, *More Reasons for Hope* examines the trends in diversity education since the publication of *Reasons for Hope* in 1998. It features an address by Edgar Beckham that identifies intellectual, structural, and political challenges that need to be

addressed in the next generation of diversity work. It charts progress and setbacks and includes more than thirty current exemplary campus diversity programs, policies, and practices.

***A Measure of Equity: Women’s Progress in Higher Education* by Judy Touchton with Caryn McTighe Musil and Kathryn Peltier Campbell**

Women have made considerable advances in higher education over the past several decades, yet the journey toward full equity is not yet complete. *A Measure of Equity: Women’s Progress in Higher Education* presents a comprehensive overview of data, marks areas of progress, and identifies action items that would advance gender equity in colleges and universities. The research examines women’s access to college, areas of study in undergraduate and postgraduate work, status as faculty, and leadership as administrators and presidents.

To order, visit www.aacu.org.

In Print

Sentipensante (Sensing/Thinking) Pedagogy, Laura Rendón (Stylus Publishing LLC, 2008, \$27.50 hardcover)

What would happen if educators eschewed the silent agreements that govern institutions and established a new set of working assumptions that honor the fullness of humanity? In this visionary study, Laura Rendón lays the groundwork for a pedagogy that bridges the gap between mind and heart to lead students and educators toward a new conception of teaching and learning. Grounding her work in interviews of scholars who are already transforming the educational landscape, Rendón invites the reader to join a burgeoning movement toward more inclusive classrooms that honor each learner's identity and support education for social justice. Her book is vital reading for anyone seeking to create more inclusive institutions for students and teachers alike.

Student Engagement in Higher Education: Theoretical Perspectives and Practical Approaches for Diverse Populations, Shaun R. Harper and Stephen John Quaye, Eds. (Taylor and Francis Group, 2009, \$45.95 paperback)

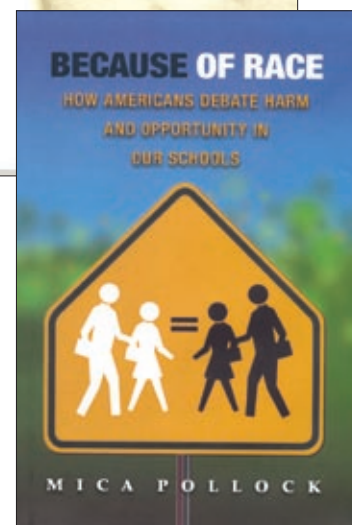
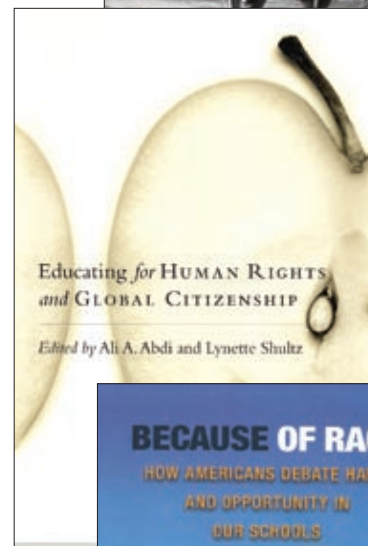
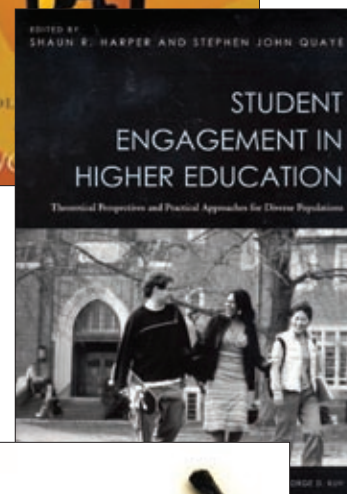
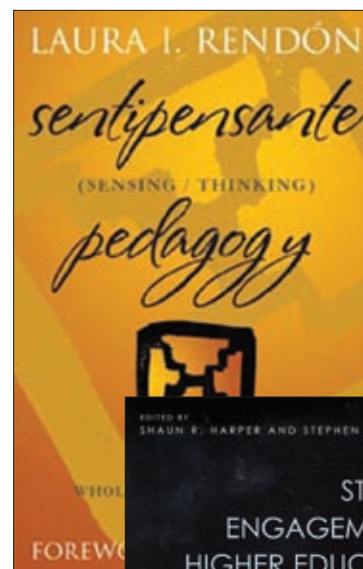
While teaching at the University of Southern California, editors Harper and Quaye challenged their doctoral students to research effective practices that promote engagement for students of a range of social identities. The result is a rich volume of scholarship on the complex and situational circumstances that impede or advance student success. Each article provides both theoretical perspective and concrete curricular and cocurricular models to enhance the college experiences of students, whatever their particular identities and contexts. *Student Engagement in Higher Education* is an essential text for faculty, staff, and administrators aspiring to facilitate student engagement on today's multicultural campuses.

Educating for Human Rights and Global Citizenship, Ali A. Abdi and Lynette Shultz, Eds. (State University of New York Press, Albany, 2008, \$70 hardcover)

In this provocative set of essays, the authors use the powerful language of human rights, dramatically affirmed sixty years ago in the United Nation's Universal Declaration of Human Rights, to expand the definition of global citizenship to encompass power, inclusion, and political, economic, and social rights. The wide range of essays explores such topics as the historical sweep of four generations of human rights thinking; the efforts to "de-citizenize" through conquest, slavery, and colonization; minority rights and citizenship for immigrants; and ways human rights has been used to justify imperial designs. The authors posit a global citizenship ethic as an overriding goal and argue that education at the school and college level offers a genuine site for learning and practicing that ethic through contact with diversity.

Because of Race: How Americans Debate Harm and Opportunity in Our Schools, Mica Pollock (Princeton University Press, 2008, \$29.95 cloth)

Drawing from her experience in the U.S. Department of Education's Office of Civil Rights as well as her work as a classroom teacher, Mica Pollock exposes the "analytic impasse" that obstructs conversations about equal opportunity in American schools. With fascinating analysis of the political and personal roadblocks that impede civil rights work in K-12 education, she exposes the systemic nature of injustice and underscores the need for systemic response. Pollock concludes with specific and widely applicable suggestions for how to effectively frame discussions of equity. With its focus on "everyday justice," the book is instructive not only for K-12 educators, but for anyone interested in social justice in American education.



Resources

Assessing Global Learning: Matching Good Intentions with Good Practice

In this publication of AAC&U's Shared Futures Initiative, Caryn McTighe Musil outlines the steps toward creating and implementing assessments that support integrated global learning goals across all levels of the institution. Building on assessment practices developed as part of the Liberal Education and Global Citizenship project, the monograph describes necessary steps toward good assessment practices and includes sample assessment frameworks (matrices and surveys). To order the publication, visit www.aacu.org.

National Survey of Student Engagement

The National Survey of Student Engagement (NSSE) is administered each spring to students at hundreds of colleges and universities throughout the United States. By gathering data about students' activities and experiences within their college environments, the survey helps schools establish goals to improve the quality of the learning experience. For information about survey frameworks and registration or to download NSSE's Annual Report, visit nsse.iub.edu.

Journal of Diversity in Higher Education

In March 2008, the National Association of Diversity Officers in Higher Education and the American Psychological Association launched a new quarterly journal, the *Journal of Diversity in Higher Education*. In support of a commitment to inclusive excellence, the journal includes a range of data-driven studies exploring topics from "Compositional diversity and the research productivity of PhD graduates" to "What college students really think about ethnic student organizations." For information, visit www.apa.org/journals/dhe.

Opportunities

Equity and Social Justice in Education Conference

The Richard Stockton College of New Jersey will host the third annual Equity and Social Justice in Education Conference, titled "Preparing Educators for Diversity and Inclusion: A Call to Aspiring Educators and Practitioners," on March 28, 2009. Peter McLaren, professor of education at the University of California-Los Angeles and coauthor of *Pedagogy and Praxis in the Age of Empire*, will deliver the keynote address. For more information about the conference and call for proposals (due January 30, 2009), visit www.equitysocialjustice.org.

Tenth Annual White Privilege Conference

2009 marks the tenth year of the University of Colorado at Colorado Springs' annual White Privilege Conference, designed to create "a forum for critical discussions about diversity, multicultural education and leadership, social justice, race/racism, sexual orientation, gender relations, religion and other systems of privilege/oppression." The tenth anniversary conference will convene from April 1-4, 2009, at the Hilton hotel in Memphis, Tennessee. For more information, visit www.uccs.edu/~wpc.

National Conference on Race and Ethnicity

The twenty-second annual National Conference on Race and Ethnicity in Higher Education will take place from May 26-30, 2009, in San Diego, California. The conference convenes a range of professionals (including administrators, faculty members, association workers, and student leaders) to share promising policies and pedagogies for more inclusive institutions. For program and registration information, visit www.ncore.ou.edu.

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Upcoming AAC&U Meetings

MEETING	LOCATION	DATES
Annual Meeting 2009	<i>Seattle, Washington</i>	JANUARY 21-24, 2009
General Education, Assessment, and the Learning Students Need	<i>Baltimore, Maryland</i>	FEBRUARY 26-28, 2009
Shaping Faculty Roles in a Time of Change	<i>San Diego, California</i>	APRIL 2-4, 2009
Educating for Personal and Social Responsibility	<i>Minneapolis, Minnesota</i>	OCTOBER 1-3, 2009

AAC&U Associates

Enrollment in the Associate program provides an opportunity for individuals on AAC&U member campuses to advance core purposes and best practices in undergraduate education and to strengthen their collaboration with AAC&U's Office of Diversity, Equity, and Global Initiatives. Associates pay \$60 per calendar year and receive the same benefits as AAC&U Campus Representatives, including subscriptions to our print publications, *Liberal Education*, *Peer Review*, and *Diversity & Democracy*, electronic copies of *On Campus with Women*, invitations to apply for grant-funded projects, and advance notice of calls for proposals for institutes and meetings. For more information, please visit www.aacu.org or call Renee Gamache at 202-884-0809.

About AAC&U

AAC&U is the leading national association concerned with the quality, vitality, and public standing of undergraduate liberal education. Its members are committed to extending the advantages of a liberal education to all students, regardless of academic specialization or intended career. Founded in 1915, AAC&U now comprises more than 1,150 accredited public and private colleges and universities of every type and size. AAC&U functions as a catalyst and facilitator, forging links among presidents, administrators, and faculty members who are engaged in institutional and curricular planning. Information about AAC&U membership, programs, and publications can be found at www.aacu.org.

From AAC&U Board Statement on Liberal Learning

AAC&U believes that by its nature... liberal learning is global and pluralistic. It embraces the diversity of ideas and experiences that characterize the social, natural, and intellectual world. To acknowledge such diversity in all its forms is both an intellectual commitment and a social responsibility, for nothing less will equip us to understand our world and to pursue fruitful lives.



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