# Intentional Internationalization Data Collection Worksheet

**Department:**

**Program:**

**Submitted by:**

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<td><strong>B. Faculty and Student Scholarly Development in Global Competence</strong></td>
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*Please be sure to address how internationalization is reflected in the curriculum, such as the inclusion of global competence in the student learning outcomes and how global competence is or will be assessed.*

* 1 - Nonexistent
  2 - Emerging, but standard not met
  3 - Meets standards and developing
  4 - Fully implemented, exceeds standards
Academic Vision 2016 Goals for Intentional Internationalization

A. Recognition and valuing of intentional internationalization

1. Communicate an expectation that all students will attain a specified level of global competence as an integral part of their educational experience at APU.
2. Validate global scholarship and the development of global competence as an intellectual and professional ideal by developing criteria for a program of study and experience that leads to a certificate or transcript designation.
3. Enhance the image and reputation of the University in the area of internationalization by increasing the visibility of its international programs, scholarship, and activities within University publications, presentations, research, media and web sites.

B. Faculty and student scholarly development in global competence

1. Allocate release time and/or adjust faculty workload to facilitate faculty scholarship, research, and teaching on discipline-specific aspects of internationalization.
2. Develop programs and infrastructure that will allow more undergraduate and graduate students to study abroad or in a cross-cultural setting.
3. Support the interdisciplinary development of cross-cultural research and scholarly dialogue among faculty and students.
4. Develop a broad theological model of shalom that can inform the development of internationalization activities and learning experiences by individual schools and departments.

C. Funding

1. Support and fund the development of a broad range of global engagement programs, curricula, and projects, including those that are interdisciplinary, that contribute to the expected level of global competence in undergraduate and graduate students.
2. Seek funding, including external grants, to support international research and programs.

D. Assessment and Evaluation

1. Assess the extent to which programs and schools foster the acquisition of an expected level of “global competence,” and how this level is reliably and holistically measured.
2. Commission a self-study of existing programs and policies within the university and assess how well they integrate an international or intercultural dimension.
3. Review current international-oriented offices, administrative organization, and programs within the University in order to clarify current duties, responsibilities, and reporting lines.