

INTERNATIONALIZATION PLAN for St. Catherine University
Global Learning Across the Curriculum and Co-Curriculum
September 2010

Vision

Honoring our historic mission of educating students to lead and influence, St. Catherine University will integrate global learning throughout our curriculum and institution, developing substantive international and intercultural knowledge to prepare students for global leadership grounded in social responsibility.

Philosophy

Educating women to lead and influence has been at the heart of St. Catherine University since the founding Sisters of St. Joseph recognized the need for educating women to look outward, understand the world's needs, and make a commitment to social justice. The philosophy of global learning at St. Catherine University grows organically from the distinctive characteristics of a St. Kate's education—which began with a strong baccalaureate program for women, and has expanded to offer associate and graduate degrees to women and men—and aims to provide academic excellence to a diverse student body as well as a deep understanding of the essential connection between education and action. A St. Catherine education calls students to develop a strong ethical character and to imagine and enact strategies for change by applying their knowledge to complex world issues. Included as well in our liberal arts goals is a commitment to teach students the "ability to decipher and honor multiple and global perspectives in creating mutual understanding." Building upon this foundation, internationalization will incorporate global learning and global experiences into the fabric of our institutional structure at all degree levels and across all the colleges and schools in order to engage students in the active development of global perspectives.

Forces for change: A Complex, Interconnected World

The complexity of a globalizing world is affecting all areas of our lives—social and political, personal and public, economic and cultural. While discussions of globalization are often limited to marketplace analysis, the repercussions are actually felt in much broader ways. Globalization is affecting our experiences across borders and within our own country—making this a national as well as an international phenomenon. As American society becomes more diverse through new and growing immigrant populations, cultural knowledge, second language proficiency, and understanding of multiple perspectives will be required of all citizens, not only immigrants. These skills are becoming increasingly necessary to function successfully abroad and at home, not only economically but personally and socially. Clearly, globalization goes far beyond economic factors. As long-standing barriers between nations diminish, the imperative to understand other countries and cultures and to speak multiple languages increases. Acting in and understanding this complex, interconnected world also requires a knowledge of the ways in which power and privilege have shaped and continue to shape that world. Higher education is best suited to respond to these imperatives.

Global Learning at St. Kate's: Current Strengths

St. Kate's has long been a complex and multi-faceted institution, so the time is ripe to concentrate and expand our global learning commitments and to synthesize and act on the following qualities and strengths to embed global learning deeply into the structure of the St. Catherine education.

This plan is unique to St. Catherine University because it builds on the following organizational strengths:

- A recognition that global learning and international issues occur and are relevant in the global as well as the local context
- A focus on the key philosophies of the Sisters of St. Joseph : social justice and love for the dear neighbor
- Existing curricular commitment to infusing global perspectives into all undergraduate programs through the liberal arts goals and Global Search for Justice requirement
- Collaboration across communities where global issues intersect : internal and external, local and global, curricular and co-curricular
- A strong institutional leadership statement, which is action-oriented and leads to effective and global leadership in personal and professional life
- A commitment to educating and supporting a diverse student body

There are many manifestations on campus of these unique St. Kate’s qualities, both historically and currently, and this plan is built on the foundational and on-going work of many offices and individuals. MIPS, Community Work and Learning, and the CORE (at both the undergraduate and associate levels), for example, advocate for the centrality of social justice; the connection among on-campus learning, local experiences, and wider world issues; the primacy of the student learning experience; and the intersection of the curriculum and co-curriculum. Internationalization will build on this long-standing work, make new connections, and move in new directions.

Future Directions

The aims of this plan are to strengthen our academic programs, co-curricular programming, and the abilities of our faculty and staff as we develop the awareness, knowledge, and skills of globally competent graduates. As set out in the 20/20 Vision Strategic Plan, internationalizing our university is an important strategy for institutional growth and development. With the “Global Learning Goals” as our guide, we will achieve these goals through deepened and enhanced university-wide initiatives, curricular and co-curricular changes and programming, faculty/staff development and scholarship, and collaborative international partnerships.

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St. Kate’s Learning Goals for Cultural Competence and Global Perspectives will actively engage students, faculty and staff in developing the following areas:

1. Knowledge of critical world issues and the ability to analyze and incorporate multiple perspectives
2. Awareness of their own cultural values and traditions and understanding that they exist in a complex and interdependent web of cultures and countries
3. Effective communication across languages and cultures
4. Preparation for global leadership grounded in an understanding of social responsibility

Goal 1. Knowledge of critical world issues and the ability to analyze and incorporate multiple perspectives

- a. The centerpiece of this internationalization plan is a new **Center for Global Initiatives**. **We propose this Center to be the academic and administrative core of the process of integrating global perspectives across the University.** The impetus for such a center is the need for a coordinating structure to provide leadership and adherence to the vision of internationalization and global learning. The Center will coordinate global learning efforts in the curriculum and co-curriculum and give direction to our internationalization work. The Center will partner with academic departments and programs, student affairs offices, and other areas on campus to make more intentional connections and integrate efforts across the university to promote and support global learning. The Center will support and collaborate with current on-going, co-curricular international programming as well as work with staff to integrate global learning goals into the co-curriculum in new ways. It will also provide support to faculty and staff for professional development in the area of global learning as they integrate global learning goals into their curricula and programs of study. The Center will work with faculty, staff and students, foster new ideas and initiatives, promote and publicize initiatives, develop policy, and provide oversight for the University's internationalization plan. Finally, the Center will implement and evaluate many of the following initiatives to ensure the achievement of the global learning goals for all St. Kate's students, faculty, and staff.

The structure of the Center will be designed in consultation with the various offices involved.

- b. To build global knowledge among faculty, staff and students, the Center for Global Initiatives **will establish a biennial « Global Spotlight » program in which one region, country, or global issue is spotlighted on campus.** The Center will facilitate and support programming centered around issues pertaining to the chosen country, including speakers, workshops, discussions, and other academic and co-curricular programs. One aspect of the Global Spotlight program will include a faculty/staff development seminar abroad to be offered during the two-year cycle.
- c. The development of faculty and staff knowledge and expertise around global learning is crucial to the success of this plan. To accomplish this, **we propose to establish a biennial Global Learning Faculty/Staff Development Seminar to create opportunities for faculty/staff development and leadership in global learning and encourage the integration of global perspectives, international research, and study abroad experiences into the curriculum and co-curriculum.** The seminar will focus on an academic and/or cross cultural theme meant to develop faculty and staff's global perspectives and cultural knowledge of the particular region, country, or global issue being spotlighted in the Global Spotlight program. Faculty and staff will participate in the seminar, with an expectation that the seminar will result in new courses or partnerships abroad; sustainable, long-term programming and relationships; and the integration of global perspectives and cultural knowledge into the on-campus curriculum and co-curriculum.

The Center for Global Initiatives will facilitate and support the seminars, as well as develop workshops, discussions, and other programming developed as a result of the seminar.

- d. To integrate international and intercultural focus into faculty research and faculty/staff development, we will work with the Deans Council to discuss ways to encourage and promote internationally and intercultural focused research and to ensure that faculty and staff are recognized and rewarded for this work. We will also work with the Deans Council to encourage academic departments to hire new faculty who have demonstrated competence in global and intercultural perspectives.
- e. To internationalize on-campus offerings and programming we must consider how to incorporate a global focus into all on-campus curricula and co-curricula. All areas of the institution can work intentionally to incorporate global perspectives so as to prepare students for a globalized future—however that is defined for each office. **We suggest that each administrative and student affairs office identify a place in its programming or curriculum where global and cultural issues can be incorporated; either on campus, through globally-focused domestic experiences, or through the integration of experiences abroad.** For example, Residence Life will soon open a Global Awareness Theme Housing and Campus Ministry is exploring offerings of justice immersion trips.
 - i. With the Alumnae Association now a department of the university, we will partner with them to connect our alums to international programming and continuing education on campus and also draw on their knowledge and expertise to inform and support internationalization efforts.
- f. For students to be better able to incorporate global and cultural perspectives into their degree programs, **we propose integrating a study abroad or internationally-focused on-campus or local experience into all majors and degree programs at all levels, including associate, bachelor, and graduate programs. With study abroad integrated more closely into the curriculum and substantial new scholarships to support study abroad, we also will work towards increasing the percentage of students studying abroad to 50%, to be more in line with other Minnesota private institutions. (Current SCU percentages: 25% of undergraduates study abroad; 15% of Graduate students; 21% of all students)**The new Center will work with all departments and programs to integrate international experiences into their programs of study. These experiences may include a combination of semester and/or short-term study abroad, local international experiences, and on-campus internationalization of programs of study. Flexibility and attention to curricular and students needs will be prioritized. Currently this priority has been outlined in the concept papers of the four Schools, so the Center will begin this work with one major or program each year to develop a degree plan that incorporates an off-campus or internationally-focused on-campus experience and at the same time allows its students to stay on track towards graduation. For example, the MAOT/OSOT program offers clinical work and short-term courses in Peru and Ecuador as part of the degree; DPT and PTA students choose from service-learning options in the Dominican Republic, Mississippi, or the

Twin Cities as an embedded part of their Summit (capstone) course. The Associate Degree programs offer Core Integrated Learning (CIL) 1500, which currently focuses on developing culturally competent communications skills and an understanding of social justice and includes local service-learning experiences. This course might expand its focus on global perspectives on campus and/or consider offering a section abroad or outside of the Twin Cities as ways to further internationalize the Associate programs.

- i. Additional scholarships for study abroad will be essential to the success of this recommendation

- g. Strengthening the global learning focus of programs and majors that currently have an international focus and which have immediate potential for robust internationalization will be an important aspect in this overall plan. **We propose working with the Program of Study analysis team process to strengthen programs and majors that are able to combine cultural and political knowledge with second and third language proficiency in order to prepare students to work successfully with international institutions abroad or at home**, such as NGOs, health care, government positions, diplomatic areas, etc. We suggest that the Center for Global Initiatives work with International Languages and Literatures and other departments to combine coursework in languages, intercultural communication, area studies, and study abroad to give students a solid base of cultural and language knowledge in the discipline, for example creating an international “track” or concentration within a major or program and developing a pathway for students through that track.

Such a model builds on a vision of integrated learning that is collaborative, epistemologically interdependent, and that forges links among disciplines. Reshaping programs of study will address student interest in preparing for international careers and it also connects our historical mission of looking outward to the needs of the world with an invigorated focus on global learning. Combining interdependent coursework may, in the long-term, lead to new majors in such areas as diplomatic studies or social entrepreneurship. As the POS process is already in place on campus, it is a natural way for departments to think through how best to incorporate global knowledge, cultural competence, and language learning into their disciplines and fields of inquiry. The MAOL program has made a commitment to internationalizing all of its on-campus courses and can serve as a model for this plan. Models that combine discipline-specific learning with cultural awareness and a global focus fit well with St. Kate’s strengths and also allow departments the leeway to decide how best to infuse a global dimension into their own curricula.

Goal 2. Awareness of their own cultural values and traditions and understanding that they exist in a complex and interdependent web of cultures and countries.

- a. International students are a valuable resource of rich cultural diversity. Having international students in the classroom changes the chemistry of discussions, enriches content and offers

multiple perspectives. This influence also extends beyond academics to social life. Therefore, a critical mass of international students is an essential part of a strong internationalization plan. We propose that the new Center work with MIPS and others to bring international students, visiting international scholars, and others together to strengthen our on-campus global learning efforts. To enhance internationalization on campus, **we propose that over the next five years, we will develop a J-1 visa program for visiting scholars (faculty and students) that will bring more international faculty and students to campus. We will aim to bring two international visiting faculty per year to teach and collaborate with our faculty. In this same time frame, and with substantial financial investment in recruitment efforts and financial aid, we also propose to increase the undergraduate international student population to be in line with the national average for international student enrollment—approximately 3-4% of the student population.** Over the next ten years, we will add associate and graduate programs to this goal, thereby increasing the number of international students above the national average. Structures currently in place in MIPS (both in St. Paul and Minneapolis) and in International Admissions to recruit and support a larger group of international students will need to be expanded.

- b. To better understand other cultures, we can strengthen existing partnerships and develop new partnerships with women's and Catholic universities abroad, identifying institutions with whom we can build multiple types of programs (including student, staff, and faculty exchanges, alumnae and service trips, internship possibilities, interdisciplinary work, research project possibilities, and faculty development). **We propose to establish and/or re-invigorate two fully functioning, mutually beneficial, and sustainable international partnerships or bilateral exchanges.** These partnerships will include several types of curricular and research aspects and involve both faculty and students from both institutions. The two partnerships will be with new or existing institutions with whom we already work. For example, we can strengthen our current university partnership with UAC-Carmen Pampa, Bolivia, where we are planning such programs as a GSJ course, consulting work by our faculty for their ESL program, a location for ESL volunteer or service-learning work, a clinical site for Nursing or other health students, bringing UAC faculty and staff to St. Kate's and possible alumnae retreat trips. We may also reinvigorate our partnership with Nanzan Junior College in Nagoya, Japan, or look to establishing a new partnership in India or other region of the world. Other partnerships with universities, NGOs, hospitals, clinics, corporate partners, or libraries would provide sites for research, clinical work, independent studies, internships, or justice immersion trips offered by Campus Ministry—offering rich opportunities for individual exchanges and expanded cultural knowledge.
- c. The current liberal arts requirement for each undergraduate student to take one course in Critical Studies of Race and Ethnicity or Women's Studies is yet another opportunity to integrate global knowledge into each student's program of study. **We propose to work with Global Studies, Critical Studies of Race and Ethnicity, and Women's Studies to identify criteria in equivalent study abroad course and study abroad program content that will accomplish the goals of the requirement. We will also work with CRST and WOST to develop one or more St. Kate's faculty-led global studies courses to fulfill this liberal arts requirement.**

Goal 3. Effective communication across languages and cultures

To maintain the integrity of proclaiming a global focus to our education, St. Kate's must provide the means for our students to attain competency in multiple languages and cultures. This type of excellence can be achieved in multiple ways: by strengthening the language teaching we currently do, teaching more languages, expanding opportunities for students to strengthen language skills abroad and locally, and envisioning language curricula that makes it possible for all students to communicate more effectively within diverse global communities.

- a. Achievement of inter-cultural and linguistic competency is essential to our students as they interact regularly in an interconnected world. Such skills developed through learning a second (or third) language will benefit them in their careers and daily interactions. To ensure that our students achieve consistent linguistic and cultural competency, we propose altering the policy that automatically allows incoming students with two or more years of high school language to be exempt from the undergraduate language requirement. Due to the broad range of foreign language preparation offered in secondary schools, **we wish to ensure that all students graduating with a St. Kate's degree are able to demonstrate the same level of inter-cultural and linguistic competence.**

We propose a two step plan. During the next academic year (2010-2011) all incoming students (first-year and transfer students) will take the online placement exam to measure their level of proficiency for writing and reading in a foreign language. We will consider these test results as our baseline data. Regardless of the results, students will still fulfill the requirement based on having taken three years of high school courses (as per current catalog language). The results will confirm whether students who have studied a foreign language at the secondary level demonstrate the linguistic proficiency for which they currently fulfill the foreign language requirement. If the majority of students do demonstrate second semester proficiency (BS) or third semester proficiency (BA), then the we will recommend that the current policy remain. However, if test results indicate that the majority of students do not demonstrate such proficiency, then we will recommend that the current policy be altered to include a required placement test component to confirm students' foreign language competency level and place them in the appropriate language course.

- b. Foreign language learning can also be encouraged throughout all programs of study. **We propose that departments and programs consider adding second language courses as required supporting courses for their majors.** These students will then not only attain specialization in a discipline but can gain a global perspective on their chosen major and advanced language proficiency to set them apart.
- c. Hmong language courses were begun in 2008 and have been approved by EPC as catalog courses (HMNG 1110, 1120, 2110). The Hmong language courses are housed in CRST. **We propose to support CRST and Women's Studies in the further development of Hmong**

language courses and the possibility of developing a Hmong Studies minor. CRST and Women's Studies have been jointly exploring the creation of a shared minor, so we will support those departments as they explore ways to expand opportunities to encourage students interested in learning more about Hmong language, history and culture.

- d. To further ensure that our strong commitment to global learning aligns with our international language offerings, **we believe that St. Kate's must offer more international languages.** Once efforts to invigorate our current language majors and minors begin to yield more students studying languages, we propose adding additional international language offerings. **We will research the possibility of adding Arabic or Chinese language courses,** leading possibly to a minor or major. Adding Arabic language has potential for growth given current attention to and interest in Muslim countries, the background of local Somali students, and the need to educate health professionals for a diversifying MN population. Adding Chinese language would combine well with our current strengths in Chinese history. However, to be successful, new language offerings must align with faculty expertise and interest along with institutional commitment to particular regions of the world.

Goal 4. Preparation for global leadership grounded in an understanding of social responsibility.

Because St. Kate's has such a strong commitment to social justice and Catholic social teaching, an attention to social justice issues around the world must play an important part of an internationalized university. In addition to GSJ at the undergraduate level, several graduate programs, such as the DPT, OSOT, and MAOT programs are integrating service learning and clinical experiences abroad into their curricula. These can serve as examples of teaching cultural competence, reflecting on cultural differences abroad and in the US, and integrating global issues into a program in creative and discipline-specific ways.

- a. To achieve this goal, we plan to work strategically across the curriculum and co-curriculum to incorporate global perspectives in all areas. For example, TRW and GSJ are currently bookends of the undergraduate liberal arts curriculum. St. Kate's has already conceptualized the GSJ course as an analysis of justice issues around the world, teaching students to analyze justice issues from a global perspective. Currently 3-4 sections of this course are offered abroad each year, allowing 60-80 junior and senior students a global capstone experience. **We propose to continue strengthening our capacity to teach about justice locally, nationally, and trans-nationally. We also propose that the offerings of GSJ abroad and off-campus be expanded to reach more students and take advantage of justice issues in more areas of the world.** Because these courses are SCU faculty-led, students are more willing to study in challenging destinations. **Within the next ten years, we propose to increase the number of GSJ courses taught abroad or within the US or taught on campus with a globally-focused domestic immersion experience.**
- b. Yet, we would like to introduce students to global perspectives early on in their academic careers, in order to give students opportunities to study abroad often, to allow students to form new types of connections with classmates, and to give students in tightly-sequenced majors the

possibility to study abroad before beginning major courses. To achieve these goals, **we propose introducing students to global perspectives in their first year and will explore the possibilities of offering an experience abroad for first year students.** We will also continue discussions about internationalization and TRW as the CORE Committee explores possibilities related to the course. Some TRW courses currently include a community experience, and a focus on internationalization in CWL experiences will strengthen the role of TRW in achieving the goals of cultural competence and global awareness.

Conclusion

As we internationalize, St. Kate's will bring together the diversity of our students, faculty, staff, and degree programs to propose, implement and evaluate a coherent plan to build on our student-focused education and the St. Kate's approach to ethical and collaborative leadership. And throughout all departments and disciplines, we will more intentionally focus our educational efforts on developing students' understanding of their place in the world and challenging them to deepen and broaden their cultural competence through active engagement.

INTERNATIONALIZATION RESOURCE NEEDS

- **GOAL 1** : Funding to develop Center for Global Initiatives ; grants or other funds to subsidize programming for Global Spotlight initiative ; faculty/staff development seminar expenses; funds to support programming related to faculty/staff development seminar; course releases and other funding to reshape and strengthen majors; institutional support to acknowledge and reward internationalization work in promotion and tenure process ; inclusion of international experience and knowledge in new faculty and staff hire qualifications ; an additional study abroad advisor in the Office of Global Studies to implement the curricular integration of study abroad offerings into school and college majors and programs
- **GOAL 2** : Student scholarships for study at partnership institutions; additional scholarships and increased financial aid budget for international students to make an SCU education affordable; funds to support J-1 program for visiting scholars ; additional staff and increased funding in MIPS and International Admissions to recruit and support the needs of a larger population of international students ; additional staff and funding for Community Work and Learning to support and allow expansion of their internationally-focused work ; faculty development and other funds and additional staff devoted to developing institutional partnerships.
- **GOAL 3** : Additional faculty to teach new international languages; curriculum development funds to develop Hmong Studies minor ; financial and human resources to fund set-up and licensing fees and to administer placement exams for international languages to all incoming first-year and transfer students
- **GOAL 4** : Institutional support for inter-departmental collaboration on global studies program offerings; student scholarships for study at partnership institutions;