

Comprehensive Internationalization at Liberal Arts Colleges



Presenter Introduction



GLOBAL IMPACT 2025

Where Global Education & Success Meet

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Today's Agenda

- Internationalization Process and Recommendations
- True North Journey
- Linking Internationalization to Career Readiness





Introduction to the campuses

The College of Saint Benedict (CSB), a
liberal arts college for women

Enrollment – 1600

Saint John's University (SJU), a liberal arts
college for men

Enrollment – 1400

Residential, Catholic (Benedictine)
Institutions located in the central lakes area
of Minnesota, surrounded by more than
3,000 acres of pristine forests, prairies,
and lakes.





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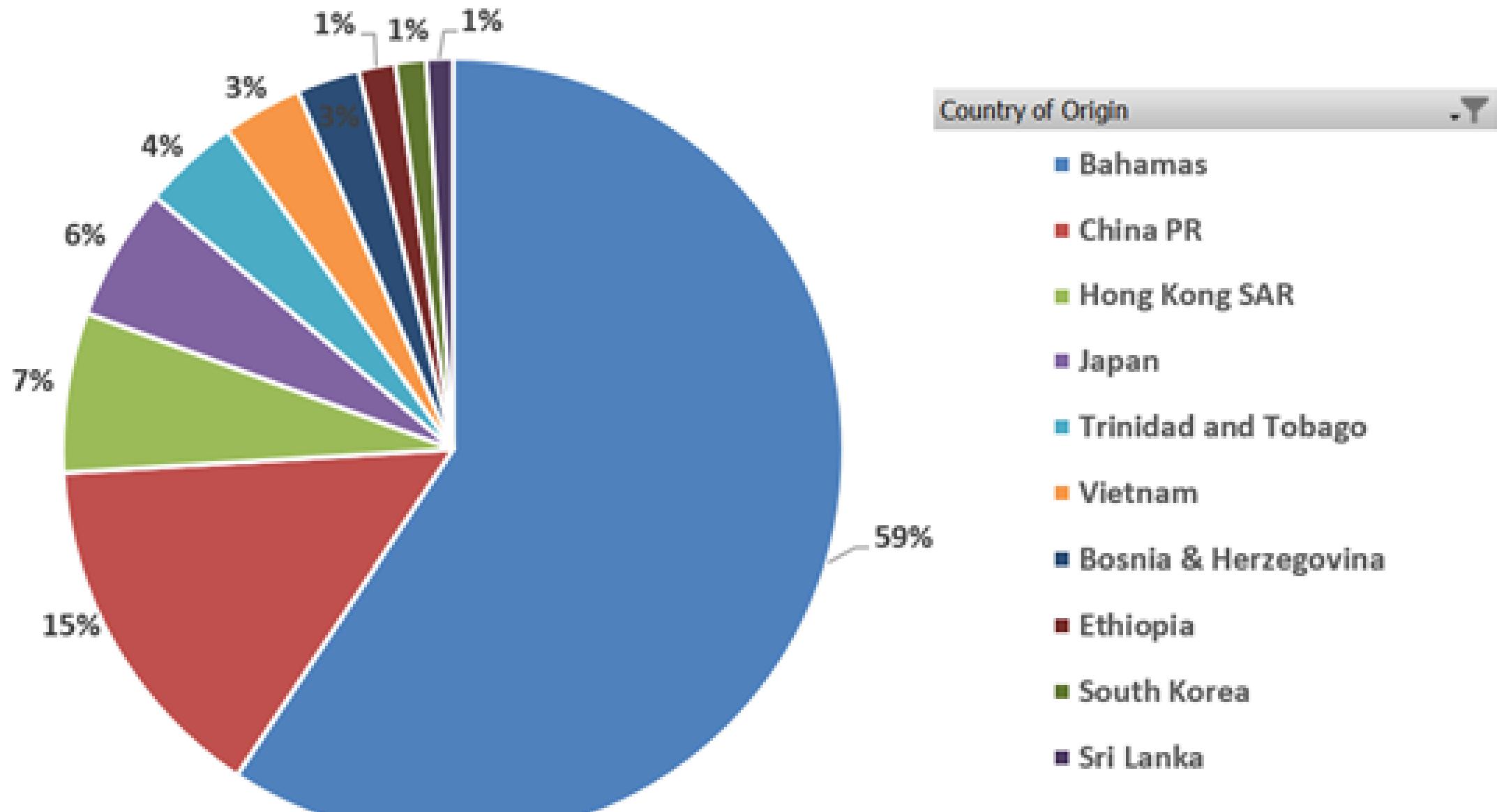
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Benedictine Communities Expansion

- Bahamas
- Puerto Rico
- China
- Japan
- Bosnia/Herzegovina

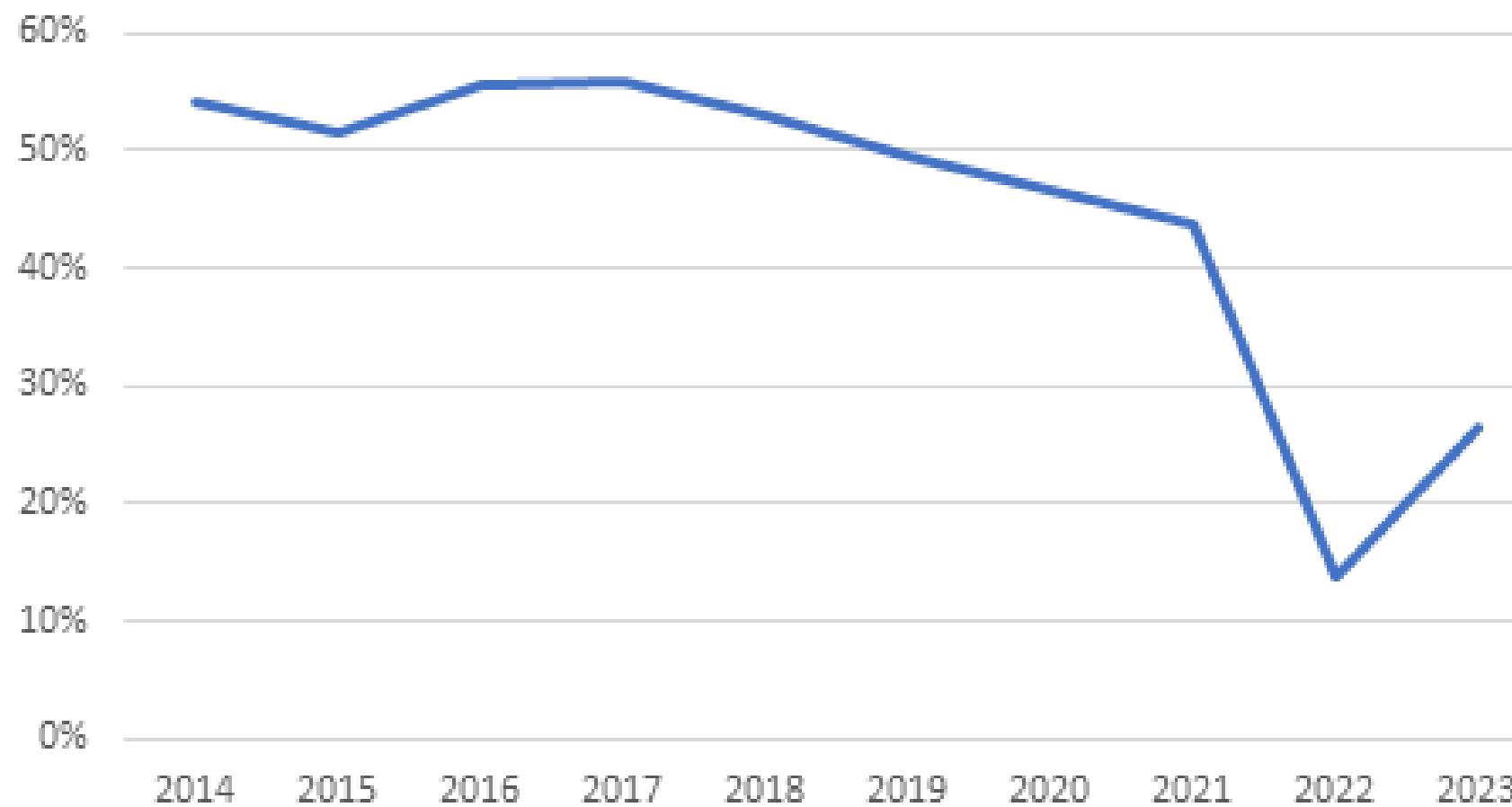


Percentage of Students from each of the Top 10 Countries





Percentage of Graduating Seniors who Studied Abroad



Calculation includes all credit-bearing (semester & short-term) undergraduate programs.



WHAT IS COMPREHENSIVE INTERNATIONALIZATION?



- Strategic, coordinated framework
- Integrates policies, programs, initiatives, and individuals
- Colleges and universities more globally oriented and internationally connected.
- Foster sustainable and just global engagement, the comprehensive
- Embraces an organizational growth mindset

ACE Internationalization Lab Process

- Customized guidance from ACE internationalization experts
- Assemble an internationalization leadership team
- Analyze current global engagement across all institutional areas.



ACE Internationalization Lab Process *(cont'd)*

- Formulate a strategic action
- Outside assessment and collaborative learning evaluation
- Site visits by ACE staff
- ACE Engage® and Internationalization Lab Learning



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CSB/SJU Internationalization Steering Committee (Fall 2021 – Spring 2023)

**Member has since left employment at CSB and SJU*

Global Engagement Team

Chairs

Deborah Pembleton – Professor Global Business

Shane Miller – Professor Communication

Members

Angie Whitney* – Exec Director Experiential Learning & Professional Development

Tanya Gertz* – Exec Director of Fine Arts Programming

Pedro dos Santos – Professor Political Science

Jen Kramer – Professor Communication

Strategy Team

Chair

Barb May* - Academic Dean

Val Jones – Exec Director of Alumnae Relations

Kevin Clancy – Director of Center for Global Education

Members

Qiwei Zhang* - Asst. Director of Multicultural Student Services

Alex Schleper – Director of International Admissions

Aaron Voth – Assistant Dean for Student Leadership & Engagement

Chris Conway – Professor Theology

Roy Ketchum – Professor Hispanic Studies





Provost Richard Ice charge:

- Review and assess CSB/SJU's current internationalization efforts;
- Establish recommendations for increasing global engagement in the curriculum and co - curriculum, international partnerships and student mobility, and institutional leadership and policy;
- Identify opportunities to strengthen diversity, equity, and inclusion with campus internationalization initiatives;
- Prepare a report of actionable CSB/SJU Global Engagement recommendations.





ACE Internationalization Laboratory

Starting points:

- ACE's [Internationalization in Action](#) series includes guides to internationalizing all levels of the curriculum, engaging faculty, and using online technology to deliver global learning.
- *Education Abroad and the Undergraduate Experience: Critical Perspectives and Approaches to Integration with Student Learning and Development* is an excellent resource for bringing a broad range of allies into the discussion of study abroad as a critical component of the undergraduate experience.
- *Student Learning Abroad: What Our Students Are Learning, What They're Not, and What We Can Do About It* provides a thorough review of different intercultural interventions that have been used and approaches for applying them to study abroad experiences.
- University of the Pacific's [What's Up with Culture?](#) website is a free online resource for designing intercultural orientation programming that can be used in a class setting or completed independently.
- A similar resource, *Maximizing Study Abroad: A Students' Guide to Strategies for Language and Culture Learning and Use. 2nd ed.*, provides a broad array of study abroad preparation activities, reflection activities while abroad, and reentry topics that can be incorporated into study abroad learning.



GI

Diversity Abroad's 12th Annual Conference



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ACE Internationalization Laboratory

Sample Guidelines for Inclusive Excellence:

- Georgia State University's International Data and PantherGlobal Tracking System
- The American Council on Education's Internationalization Toolkit
- The University of Iowa's Research and Data on International Students and Scholars
- “A Process Approach to Internationalization – Utilizing De Wit’s Internationalization Circle (Modified Version) for Internationalization Planning”





ACE Internationalization Laboratory

Resources:

- Essential Global Learning from AAC&U
(Note especially the Global Learning VALUE Rubric discussion on pages 29–32.)
- Valid Assessment of Learning in Undergraduate Education (VALUE) from AAC&U
- Cultures and Languages Across the Curriculum (CLAC) Consortium
- *Internationalizing the Curriculum*
- Internationalization in Action:
Internationalizing the Co-Curriculum from ACE
 - Part One: Integrating International Students
 - Part Two: Global and Intercultural Education in the Co-Curriculum
 - Part Three: Internationalization and Student Affairs





ACE Internationalization Laboratory

Explore COIL/VE:

- Internationalization in Action Special Edition: Connecting Classrooms: Using Online Technology to Deliver Global Learning from ACE
- COIL Consulting
- Florida International University COIL
- *Journal of Virtual Exchange*
- *Globally Networked Teaching in the Humanities: Theories and Practices*
- Embedding Collaborative Online International Learning (COIL) at Higher Education Institutions: An Evolutionary Overview with Exemplars
- 2021 Survey of the Virtual Exchange Field Report from the Stevens Initiative
- Faculty Guide for Collaborative Online International Learning Course Development from the SUNY COIL Center



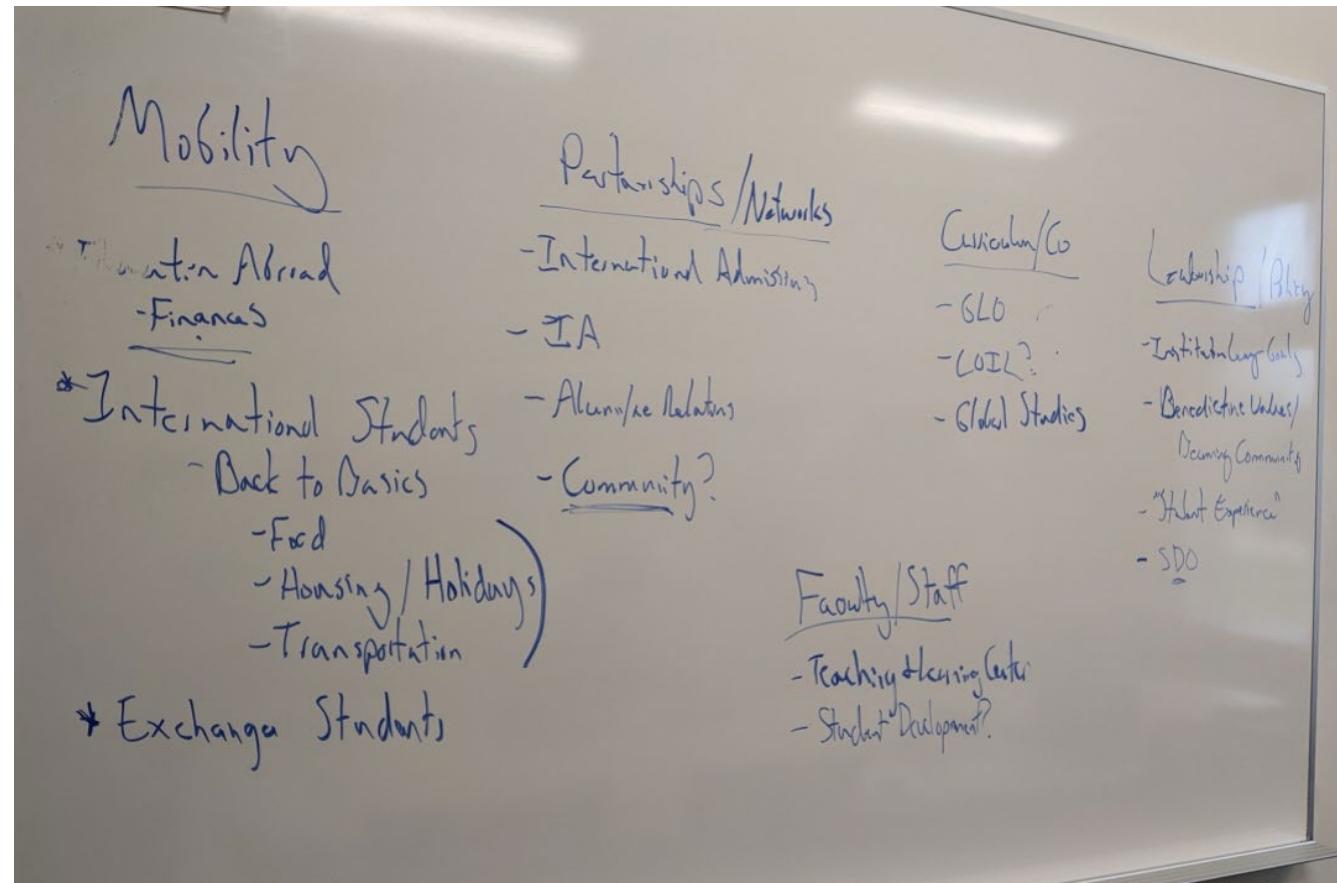
ACE Internationalization Laboratory

- Analyze current global engagement example

| SYSTEMS SCRIBING CANVAS | | What system are you thinking about? Internationalization at CSB and SJU |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DATE: 11/7/22 | | |
| VERSION: 1 | | |
| PARTS What parts are present in the system? Each individual ACE team member, Each International student, the idea of flourishing, our pictures from the strategy team, Nell's observations, meeting notes, GLO designations, data collected, powerpoints, Institutional learning goal: Engage Globally, Richard, Brian, | WHOLEs What wholes are present in the system? CGE, IAs, CSB, SJU, MCSS, Academic Affairs, ACE Team, The Leadership Team, | RELATIONSHIPS What interactions between the parts and wholes are present in the system? Planning relationship Executing curriculum Direct care for students Control of resources Turf Relationships and Hot Potato Relationships |
| BOUNDARIES What boundaries are present in the system? Bandwidth and capacity of staff Financial resources Who's job is it? | PERSPECTIVE What perspectives are in the system? What is your perspective in the system? Only those that are working with international students or on the ACE team seem to have a perspective that it's a campus wide issue. I don't think many people view Internationalization as a "system" at all. They only see Study Abroad. | PATTERNS What patterns are present in the system? What do you hear/see repeatedly? "It's not my job/responsibility/problem/" It does not rise to the top of the priority list. That's what CGE is for. |

Mapping activity

What do we notice? Gaps? The Future? Closing Thoughts?





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RECOMMENDATIONS:

The Future is NOW!





1. Commit to Engage Globally in the Curriculum and Co - Curriculum

- *Commit to Global Engagement (GL) in the Integrations Curriculum*
- *Student Clubs & Organizations*
- *International Travel Programs*
- *Faculty Development*



2. International Student Support Structures

- *Holiday housing, food, and activities*
- *Transportation*



3. Study Abroad Access

- *Reduction of Study Abroad Program Fees*
- *Develop a Short- term Program Strategy*
- *Domestic Study Away*



4. Leadership & Vision

- *Cross-campus representatives from the faculty and staff.*
- *Defined internal leadership structure*
- *Authority to implement strategic recommendations*
- *Accountable for achieving defined success Internationalization metrics*





Internationalization is central to the character and history of CSB and SJU

Engage Globally institutional learning goal:

“The College of Saint Benedict & Saint John’s University learning experience will provide students with opportunities to reflect on their place in the world, experience different cultures, and practice social responsibility and leadership both locally and globally.”





True North Journey

The Four-Year Experience

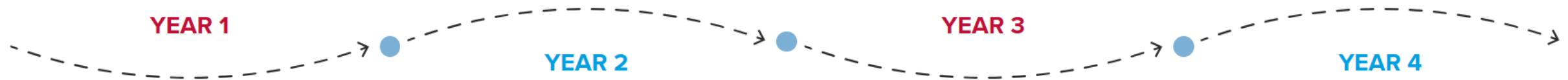


Chart Test Build Launch

Explore your strengths, values and aspirations and start to discover who you are.

Consider bold ideas, push at the edges of what's possible and grow your confidence.

Round out your skills, expand your reach and lead the way forward with clarity.

Take big steps to transition toward post-grad life – you're ready for this!

<https://www.csbsju.edu/true-north-journey/>



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Linking Career Readiness and Internationalization

"Study Abroad Career Pathways" Brainstorming Session

- Generate ideas linking internationalization to career readiness
- Identify strengths, gaps, and innovations
- Build a shared action plan

Skills ranked as top hiring priorities

- Adaptability
- Resilience
- Problem-solving
- Cross-cultural communication
- Flexibility
- Motivation and self-awareness
- Critical thinking
- Teamwork
- Career and self-development
- Agility
- Resilience
- communication
- Curiosity and Lifelong Learning



First Year – CHART

Building Foundations - Pink

- How can we introduce first-year students to the connection between study abroad and career development?
- What early career exploration activities abroad would benefit students still exploring majors?
- How do we make study abroad feel accessible and relevant to career goals from day one?
- What foundational skills (budgeting, independence, communication) do first-years need before going abroad?

Sophomore Year – TEST Exploration & Planning - Yellow

- How can sophomores use study abroad to explore career interests and test potential majors?
- What pre-departure career readiness activities help students set professional goals for their time abroad?
- How do we help sophomores identify programs that align with emerging career interests?
- What networking or skill-building activities abroad work best for students still in exploration mode?
- How can sophomores document their experiences for future career use?

Round 3: Junior Year – BUILD Professional Development - Blue

How can juniors leverage study abroad for internships, research, or professional experiences abroad?

What during-program activities help juniors build international professional networks?

How do we integrate study abroad with junior-year internship/co-op experiences?

What career coaching should juniors receive while abroad to maximize learning?

How can juniors prepare to articulate their abroad experience in interviews and on resumes?

What partnerships with international employers or alumni could create opportunities?

Round 4: Senior Year – Launch

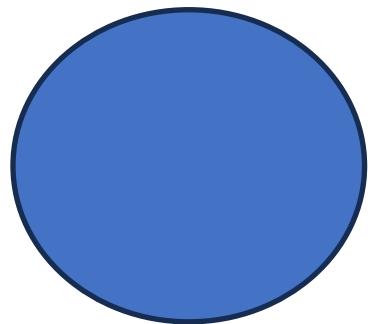
Integration - Green

- How do we help seniors who studied abroad translate their experience into compelling career narratives?
- What support do seniors need to leverage international experiences in job searches and graduate school applications?
- How can we create senior capstone projects or presentations that showcase global competencies to employers?
- What opportunities exist for seniors to mentor younger students about study abroad and careers?
- How do we track career outcomes for study abroad alumni to demonstrate program value?
- What partnerships with employers help them understand the value of study abroad experience?

Quick Wins vs Strategic Initiatives

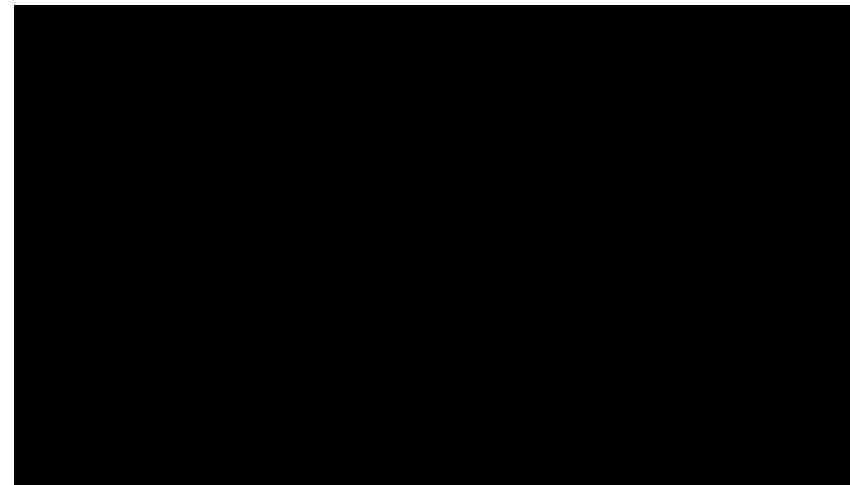


Star – Quick Wins



Circle – Strategic Initiatives

Ellen Pahr, Bahamas Embedded Program



2:13 – 5:07

!!!THANK YOU!!!

Internationalization Process and Recommendations
True North Journey
Career Readiness

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- What career readiness skills do students gain from study abroad that we're *not* currently articulating or measuring?
- Where do study abroad and career services currently operate in silos?
- What do employers say they value that study abroad naturally develops?

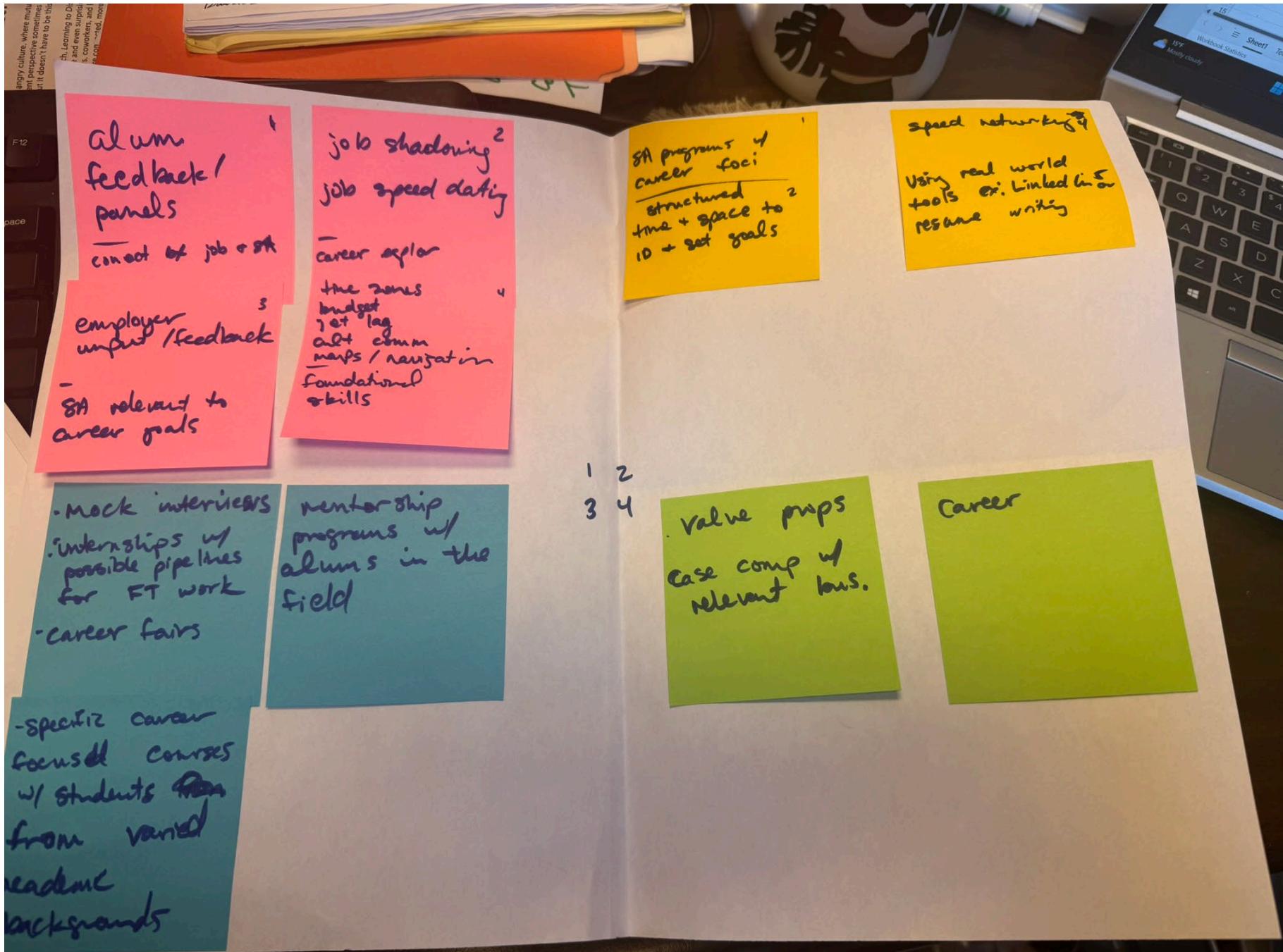
Recommendations Exercise for each year of college on the True North Journey

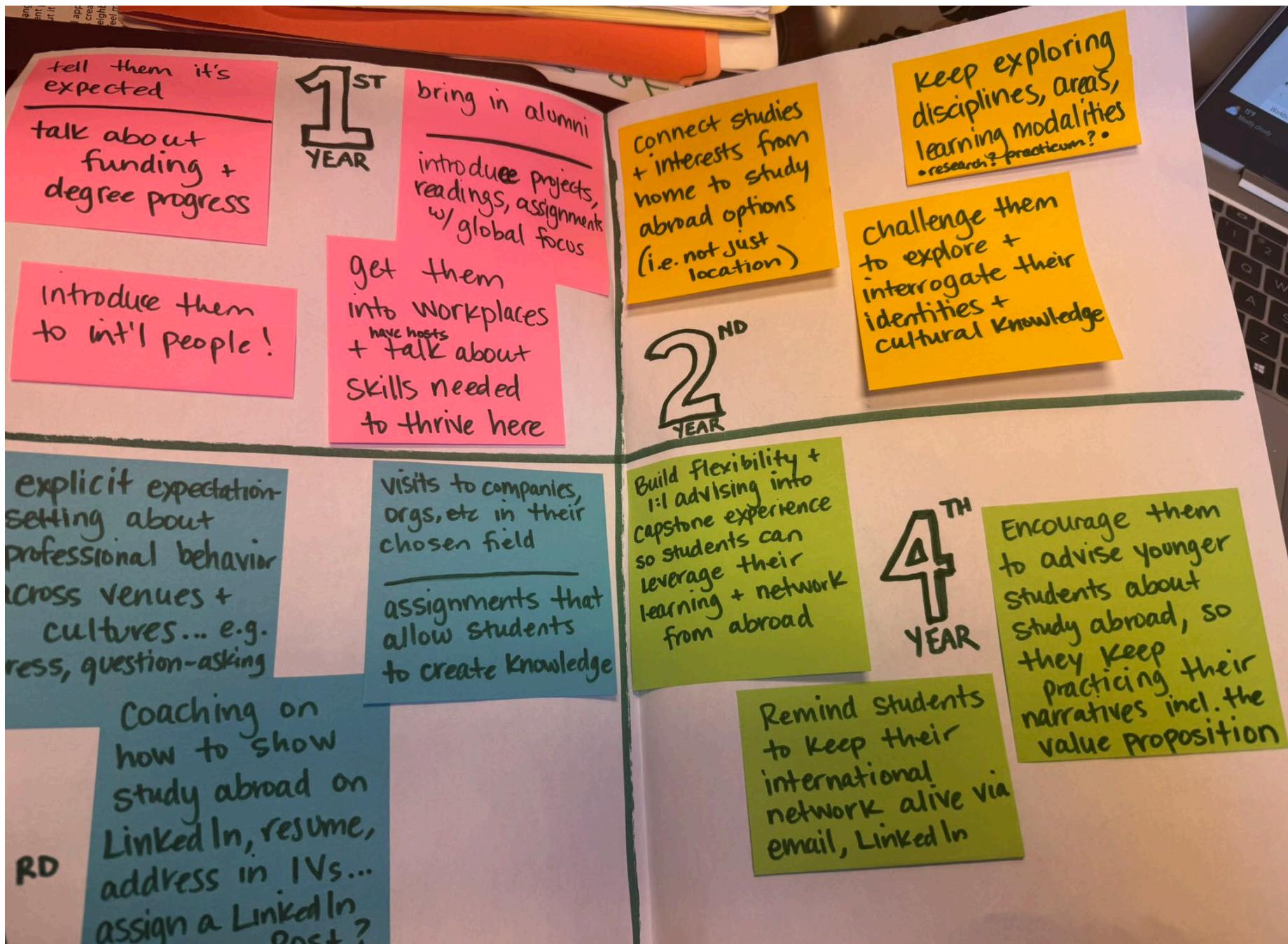
**Pink Post- It –
First year**

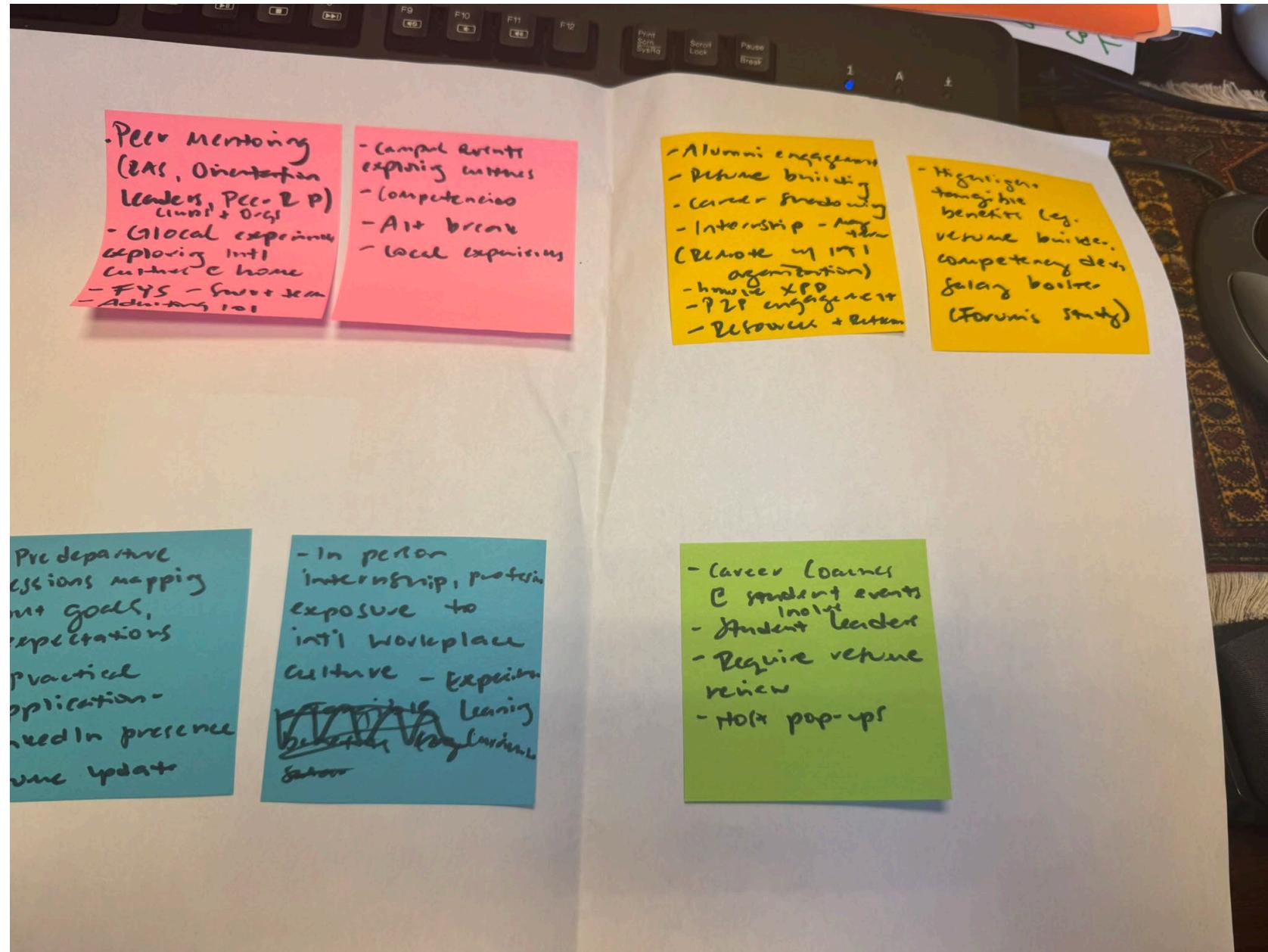
Blue – Junior Year

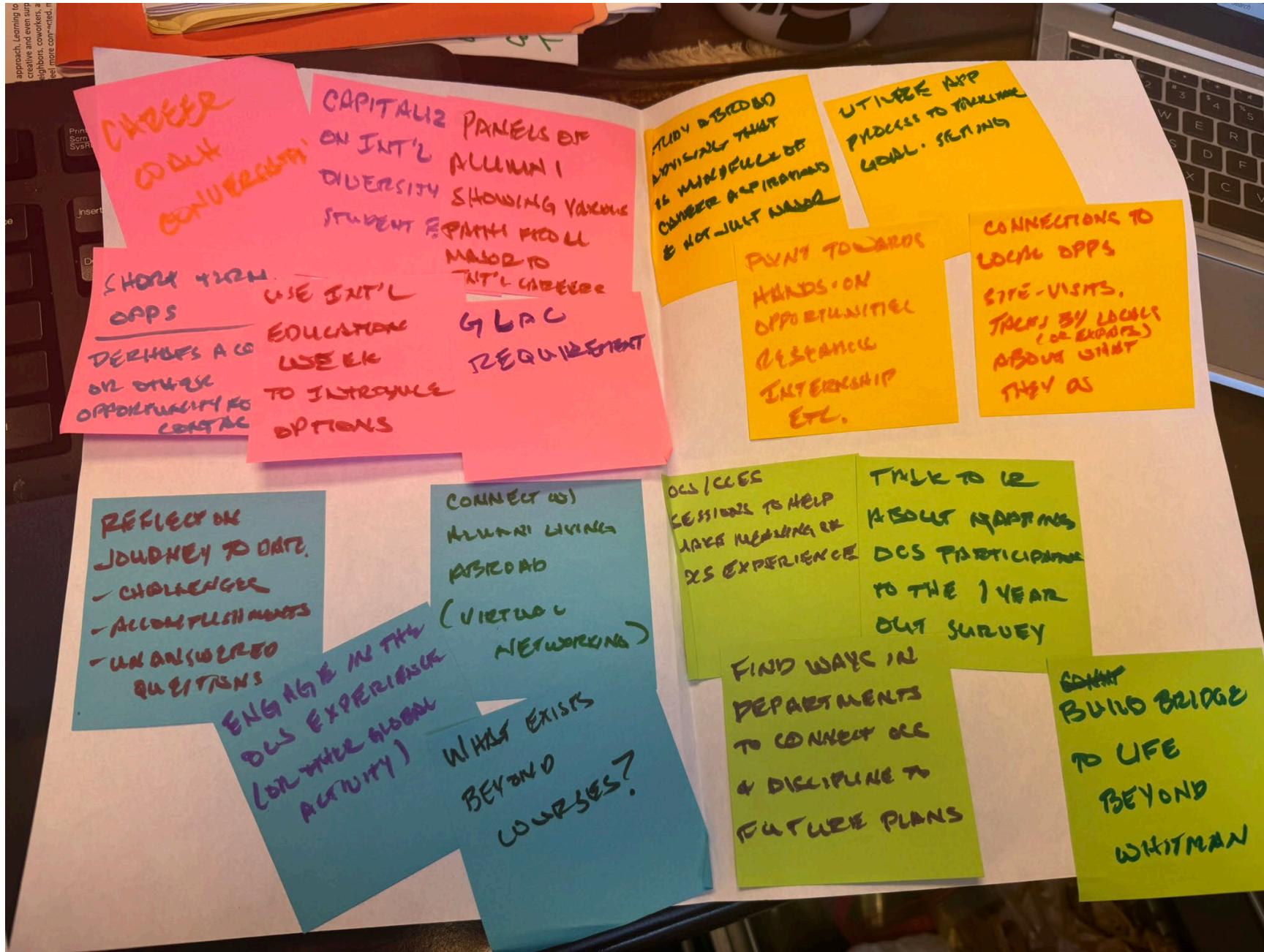
**Yellow –
Sophomore year**

**Green –
Senior Year**









- Connection with the community they created while Abroad.
- Meaningful Networking
- Internships where they apply what they learned Abroad in their community back home
- Employee Sourcing events

- Learn what Freedom is.
- Prioritize Tasks
- Help them understand that Globalization is here. Must talk to people with different ideas & perspectives.
- Bring Alumni who Abroad Abroad - where are they now?

Student

- Ambassador program.
- * Learn from peers who share Abroad.
- * peer mentorship

- Connect with the Careers Office.
- Transferable Skills
- Still have a connection with an Alumni Mentor
- Lots of Return to the workshops.
- Chats with interested students about their projects

- Career Fair events
- Invite employers to do mock interviews
- Involve family Abroad, it cannot just fall on the career counselor. Family skills also take part into helping students get a job.