A Comprehensive Vision for Global Education at St. John’s University

Prepared
at the Request of the Provost
By the Global Sub-Committee/Academic Planning Committee
October 2010
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INTRODUCTION
The University’s 2008-2013 strategic plan states the need to “articulate a more comprehensive vision of global education at St. John’s for 2013 and develop strategies to achieve this vision” (p. 62). In light of this, the Provost charged the Academic Planning Committee (APC) to create such a plan. In Spring 2009, the APC assigned the preparation of a draft plan to a subcommittee which included APC members along with others from the University community with global expertise; representing all schools/colleges as well as the Office of Global Studies. The subcommittee was chaired by Maura C. Flannery. Members are listed in Appendix A.

PLANNING PROCESS
In spring 2009, the subcommittee did the following:

- Formulated a definition of global education.
- Collected baseline data:
  - The list of STJ Course Offerings in Multicultural/Ethnic Studies which includes courses which focus on these issues.
  - Results of a survey of faculty to find out if and to what extent they include global topics in their courses.
  - Information on the global education resources already available at the University
- Collected resources and reference material on global education and stored it electronically.
- Made recommendations on ways to advance global education at the University.

Recommendations were presented at the annual Chairperson’s Retreat, to the Executive Planning Committee, and included in the Global module of the Town Hall presentations in fall 2009. The complete report is available on the web. Major findings and recommendations are integrated into this plan. Since last fall, the subcommittee has worked on a proposed vision for global education at the University. We created a vision statement, a SWOT analysis, and three main goals. We spent the majority of time developing a comprehensive plan in a matrix format covering goals, objectives, strategies, measures, timeline, and responsibility, which is included as Appendix C.
VISION STATEMENT

St. John’s University will provide students with the knowledge, attitudes, and skills to enhance their personal growth as world citizens and help them succeed in today’s global workforce. Through a curriculum, faculty research and scholarship that are more international in nature, our multinational/multicultural student body, and opportunities for international experiences home and abroad, we will educate our graduates to excel as leaders and service providers in the world community.

DEFINITION OF GLOBAL EDUCATION

We propose adopting the American Council on Education definition:

“We define international or global education as learning opportunities that are designed to help students understand other cultures and nations; communicate across borders; and acquire an understanding of the cultural, social, and political systems of other countries and regions, and the global forces that are shaping the world.”

S.W.O.T. ANALYSIS

As part of the planning process, subcommittee members reviewed internal and external data, reports and articles; and after extensive discussions, developed a composite of the University’s internal strengths and weaknesses, as well as external threats and opportunities, relating to global education. The composite SWOT is presented in Appendix B. The results from the SWOT helped to inform the comprehensive plan that follows.

Highlights of the complete SWOT include:

Strengths:

- Diverse and international student body in a culturally diverse neighborhood
- Increasing study abroad participation and support
- Global is one of the three institutional priorities in the 2008-2013 strategic plan reflecting administrative and Board-level support
- Globally engaged faculty
Weaknesses:

- Poor communication on campus around globalization, lack of a central source of information
- Relatively low numbers of STJ students study abroad compared to target institutions
- Language and global competencies not strongly represented in the core
- Lack of global interdisciplinary curricula; institutional global partners, and participation in exchange programs

Opportunities:

- Interest from abroad in visiting student programs/visiting professors
- Fully staffed Rome and Paris campuses
- Technology is evolving
- Resources of New York City
- Access to international faculty and faculty development opportunities

Threats:

- Weakened economy limits study abroad potential
- Other countries are becoming more attractive for international students

GOALS FOR GLOBAL EDUCATION

1. Create a more global University environment
2. Develop student global competencies
3. Enhance global competencies of faculty, administrators and staff
HIGHLIGHTS OF PLAN

Presented here are the Goals and Objectives of the Plan. For the suggested Strategies, preliminary Measures, and other information, see Appendix C.

<table>
<thead>
<tr>
<th>Goals</th>
<th>Objectives</th>
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<tbody>
<tr>
<td>1. Create a more global University environment</td>
<td>A. Provide global experiences for St. John’s students at home and abroad</td>
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<td></td>
<td>B. Improve the University’s global infrastructure</td>
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<td>C. Develop a Global Research Center</td>
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<td></td>
<td>D. Develop a mechanism to improve communication about cultural, global, and international events and programs to the University community</td>
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<td></td>
<td>E. Recruit and utilize faculty with diverse ethnic/cultural backgrounds, who do research on global issues where appropriate</td>
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<td></td>
<td>F. Expand global strategic partnerships</td>
</tr>
<tr>
<td>2. Develop student global competencies</td>
<td>A. Identify global competencies to be achieved by our students</td>
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<td></td>
<td>B. Revise curricula to enhance global competencies</td>
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<td></td>
<td>C. Create more affordable opportunities for graduate and undergraduate students to study abroad</td>
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<tr>
<td>3. Enhance global competencies of faculty, administrators, and staff</td>
<td>A. Develop cultural exchanges, seminars and other resources for faculty, administrators and staff</td>
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<td></td>
<td>B. Develop globally competent faculty</td>
</tr>
<tr>
<td></td>
<td>C. Increase access to funding opportunities for international research and teaching exchanges</td>
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<td></td>
<td>E. Develop globally competent administrators and staff on all campuses</td>
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</tbody>
</table>

IMPLEMENTATION TO DATE

A number of the objectives have already been acted upon, or are in the process of being accomplished. These include:

- Increase in the number of students participating in study abroad, in the diversity of study abroad programming, and in service learning opportunities abroad
- Creation of the Global Language Center
- Development of a [website](http://example.com) with information on University and external global resources
• Increase in the number of faculty development workshops dealing with global issues
• Seminars / webinars dealing with global issues / internationalization for faculty, administrators and staff
• Focus on global issues in the Academic Lecture Series
• Encouraging faculty to visit the Paris and Rome campuses

NEXT STEPS

Recommendations in order of priority and with rationales:

Priority 1: Develop University-wide competencies in international education and then outcome assessments based on these competencies

• Explore feasibility of a language requirement for all undergraduate degrees; this would involve answering the question: how do we define and assess language competency?
• Find a suitable means to document a student’s global competency on the diploma and/or transcript
• Provide support for the pilot internationalization review being conducted by CPS

Rationale: This is at highest priority because it unites the global education strategic goal to the University’s overall assessment plan.

Priority 2: In keeping with the recommendations of the American Council on Education (ACE) and with organization in comparable institutions, create an administrative position for global education in the Provost’s Office. This administrator’s responsibilities would include the following planning objectives:

• Create a committee of senior faculty and academic administrators to deal with the development of global competencies and with the internationalization of the curriculum
• Facilitate faculty efforts to apply for Fulbright and other international grants and fellowships and create other means of encouraging research and service abroad
• Develop strategic partnerships
• Oversee creation of a database of faculty international backgrounds and activities; when this effort is successful, then develop a database of student international backgrounds and activities.
• Manage the development of effective communication vehicles, including a website, that would provide the University community as well as the broader community with information about the University’s internationalization efforts
• Investigate the possibility of having explicit mention of international and global teaching and research activities in the requirements for promotion and tenure

**Rationale:** Throughout the work of the APC subcommittee on global education, the issues of communication and coordination of programs came up again and again. The University has made great advances in developing global education initiatives, but has lagged in communicating these to all segments of the University community. In addition, there hasn’t been as effective use of the talents and knowledge available—or recognition of accomplishments—because there is so little information about international backgrounds and activities. Also, the work on the curriculum has not been integrated with study abroad programs as effectively as it could be with study abroad programs. All these gaps speak to the need for an administrator to coordinate and steer a number of crucial projects. Since these projects are academic in nature, it makes sense that this position should reside in the Provost’s Office, as it does in other institutions.

**Priority 3:** Integrate international issues into the core curriculum

• Investigate incentives for faculty to revise their courses and create new ones with global themes in mind
• Organize the international programs going on in particular disciplines so that individual programs are less insular; integrate co-curricular activities as well
• Integrate NY studies and DNY as part of civic-to-international spectrum
• Explore the feasibility of an internationalization fee as part of the student activities fees to fund speakers and other activities

**Rationale:** If true internationalization of the curriculum is to occur, then the core curriculum must become the bedrock upon which this occurs. One way to facilitate this is to support faculty in course revision and development. The committee discussed in Priority 2 would manage this effort. A parallel endeavor should be investigating the international
programs existing across the University and finding ways to integrate them, including multicultural programs as part of a spectrum from civic to international. Accomplishing this again relates to the need for information discussed in Priority 2. Another area of coordination would be between the courses and co-curricular activities; this could be facilitated with the establishment of an internationalization fee as part of student activities fees.

Priority 4: Determine needs for international training of individuals in administrative support services that are critical to the effective operation of internationalized academic programs.

Rationale: This is an important consideration because it impacts every aspect of a student’s global education experience.
APPENDICES

A. Committee Membership and Affiliations
B. S.W.O.T. Analysis
C. Comprehensive Plan: Goals, Objectives, Strategies, etc.
D. On-Campus Resources
E. Links to External Resources

Appendix A. Members of the APC Subcommittee on Global Education and Affiliations

Christopher Borgen, School of Law, Professor of Law and Associate Dean for International Studies
Barrett Brenton, St. John’s College of Liberal Arts and Sciences, Associate Professor of Anthropology
Maura C. Flannery* (Chair), College of Professional Studies, Professor of Biology and Director of the Center for Teaching and Learning
Clover Hall,* Vice President for Academic Planning and Institutional Research
Grace Ibanez-Friedman,* The School of Education, Associate Professor of Administration and Supervision (retired)
Flora Keshishian, St. John’s College of Liberal Arts and Sciences, Assistant Professor of Communication
Thomas Kitts,* College of Professional Studies, Professor of English and Chair of the Division of English and Speech
Basilio Monteiro, College of Professional Studies, Associate Professor of Communication
Zoe Petropoulou, St. John’s College of Liberal Arts and Sciences, Associate Professor of French and French Program Coordinator
Cynthia Phillips, The Peter J. Tobin College of Business, Associate Dean
Matthew Pucciarelli, Associate Vice President for Global Studies
Linda Sama,* The Peter J. Tobin College of Business, Associate Dean for Global Initiatives and Professor of Management
Kathryn Shaughnessy,* University Libraries, Assistant Professor
Candace Smith,* College of Pharmacy and Allied Health Professions, Associate Clinical Professor and Chair of the Department of Clinical Pharmacy Practice
Mark Terjesen,* St. John’s College of Liberal Arts and Sciences, Associate Professor of Clinical and School Psychology
*members of the APC
Appendix B.  S.W.O.T. Analysis—The University’s Strengths, Weaknesses, Opportunities, and Threats in Terms of Global Education

Strengths:

- Have already developed a definition of global education
- Diverse and international student body in a culturally diverse neighborhood
- A variety of study abroad programs
- Fully staffed Rome and Paris Campuses serve as hubs for our own student and faculty engagement with international education
- Many faculty express interest in leading short-term programs
- Increasing dean, advisor, and faculty buy-in for study abroad
- Study abroad participation and support increasing despite apparent national trend
- One of three institutional priorities in 2008-2013 strategic plan reflecting administrative and Board level support for international recruitment, intensive language programs, and global education
- Globally engaged faculty; a majority currently incorporate global perspectives in their courses and a majority can envision incorporating a global component for their courses
- Some schools/colleges have faculty member/director of global initiatives
- International student population with students coming from 111 countries
- Core courses with global focus and a wealth of other courses with global and intercultural perspectives.

Weaknesses:

- Diverse student body but not diverse enough faculty, particularly in some schools and disciplines
- Diverse student body but cannot assume there are diverse perspectives among students
- Poor communication on campus around globalization, lack of a central source of information; unknown level of globalization in research and/or faculty exchanges
- Underrepresentation of some programs and colleges in the study abroad population
- Weak focus on graduate global education, i.e. study abroad, research, internships
• Despite recent surge, relatively low numbers of STJ students study abroad compared to target institutions
• High tuition rates make programs difficult for students to study abroad
• Lack of funding for short-term programs
• Overall resource constraints
• Decentralized approach and reporting structure for some aspects of global education
• One-third of faculty are not sure about or cannot envision a global component to their courses
• Lack of institutional global partners for meaningful programs
• Extent of global reach is limited
• Language and global competencies not strongly represented in the core
• External communication of accomplishments are sparse
• Lack of global interdisciplinary curricula, institutional global partners, and participation in exchange programs
• Pricing weakness: Rome Campus has had difficulty attracting external institutions

Opportunities:
• Interest from abroad in visiting student programs/visiting professors
• Exchange programs (in addition to the Study Abroad program)
• Fully staffed Rome and Paris Campuses can be utilized by other colleges and universities during slower periods for revenue generation
• Globalization of society with international perspective and service orientation required to live and succeed in an increasingly global society
• Vincentian Global Network
• Technology is evolving, eliminating barriers of time and distance, ex. social networks
• Expand / enhance Distance Learning
• Strategic partnering with international universities/organizations,
• Resources of New York City with rich global business, political and cultural resources, ex. The United Nations
• Access to International Faculty and Faculty Development Opportunities, ex. Fulbright and other fellowships for faculty and students, visiting professorships, etc.; also grants
• Global ranking opportunities, ex. *Times of London Education Supplement*
• Opportunities for external recognition, ex. Senator Paul Simon Award for Campus Internationalization

**Threats:**
• Uncertain financial times; weakened economy limits study abroad potential
• Other institutions here and abroad also emphasizing the global, especially innovative interdisciplinary programs
• Fluctuating foreign exchange rates pose a threat to planning
• Other countries are becoming more attractive for international students; Bologna Agreement made European degrees more internationally valuable
• Early reports indicate declining study abroad numbers nationwide, making it harder to attract visiting students to our programs and campuses; projected declining number of US students will necessitate tapping into international students more aggressively
# Appendix C. Comprehensive Plan

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<th>Goals</th>
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<th>Strategies</th>
<th>Measure</th>
<th>By When</th>
<th>By Whom</th>
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<tbody>
<tr>
<td>1. Create a more global University environment</td>
<td>A. Provide global experiences for St. John’s students</td>
<td>i. Significantly increase the number of undergraduate and graduate students studying abroad annually</td>
<td>1,100 undergraduates and 400 graduate students</td>
<td>2013-2014</td>
<td>Office of Global Studies (OGS) and College Deans</td>
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<td></td>
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<td>ii. Develop a variety of study abroad formats</td>
<td>Increase short-term options by 25%</td>
<td>2013-2014</td>
<td>OGS and Departments</td>
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<td>iii. Develop orientation programs for study abroad for faculty and students</td>
<td>Three per year, including summer</td>
<td>2011</td>
<td>OGS</td>
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<td>iv. Create at least one forum per semester for students and faculty returning from study abroad to share their experiences</td>
<td></td>
<td>Spring 2011</td>
<td>OGS and College Global Liaisons</td>
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<td></td>
<td>v. Increase global academic service learning opportunities</td>
<td>Increase hours and students nos. by 10% annually</td>
<td>Through 2013-2014</td>
<td>AS-L and OGS</td>
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<td>vi. Ensure that graduating students have had a global experience through study abroad, in class or through student activities</td>
<td>Increase % 10% annually. Baseline 2010: UG – 61%; Grad – 58%</td>
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<td>B. Improve the University’s global infrastructure</td>
<td>i. Establish a University-wide academic committee that would provide an academic perspective on global studies</td>
<td>Global liaisons named in each college</td>
<td>2012</td>
<td>Provost’s Office; Deans</td>
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<td>ii. Improve communication across all campuses with video conferencing and other new technology</td>
<td></td>
<td>2011</td>
<td>IT; OGS; Marketing &amp; Comm.</td>
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<tr>
<td>Goals</td>
<td>Objectives</td>
<td>Strategies</td>
<td>Measure</td>
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<td>iii. Utilize the facilities of the Global Language Center (GLCC)</td>
<td>Increase traffic in the Center by 10%</td>
<td>Spring 2011</td>
<td>Dept. of Languages and literatures; GLCC</td>
<td></td>
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<td>C. Develop a Global Research Center</td>
<td>i. Develop mechanisms such as seed grants, seminars and web resources to increase access to funding opportunities for international exchanges in research and teaching</td>
<td>Create 2 seminars per year on global research opportunities</td>
<td>2012</td>
<td>Grant’s Office; CTL; OGS</td>
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<td></td>
<td>ii. Develop a database on faculty global research projects</td>
<td>Online database established</td>
<td>2012-2013</td>
<td>CTL, IT and Depts.</td>
<td></td>
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<td>iii. Use the University’s campuses to facilitate interdisciplinary faculty and student research and scholarship</td>
<td>Increase in number of publications and presentations with global focus</td>
<td>2013-2014</td>
<td>Grant’s Office; Depts.</td>
<td></td>
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<td>iv. Monitor the international environment and policies</td>
<td>Increased use of global resources in Univ. offices</td>
<td>Spring 2012</td>
<td>Global University committee; OGS</td>
<td></td>
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<td>D. Develop mechanism to improve communication about cultural, global, and international events and programs to the University community</td>
<td>i. Create a central internet clearinghouse for all internationally-themed events, lectures, and activities on campus</td>
<td>Clearing-house created</td>
<td>2011-2012</td>
<td>Marketing and Communications; OGS; CTL; Student Life; IT, Office of the Provost</td>
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<td></td>
<td>ii. Create a “Focus on Global” weekly feature on Web Digest, highlighting one such event</td>
<td>Appearance of such a highlight</td>
<td>Fall 2010</td>
<td>Web team</td>
<td></td>
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<td>iii. Incorporate a Global Research Forum as part of Research Month</td>
<td>Annual forum established</td>
<td>Spring 2011</td>
<td>Provost’s Office; OGS; CTL</td>
<td></td>
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<tr>
<td>E. Recruit and utilize faculty</td>
<td>i. Conduct thorough searches</td>
<td>Increase diversity</td>
<td>2011-2012</td>
<td>College and Dept P&amp;B Committees;</td>
<td></td>
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<tr>
<td>Goals</td>
<td>Objectives</td>
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<td>with diverse ethnic/cultural backgrounds, who do research on global issues where appropriate</td>
<td>using a variety of advertising venues</td>
<td>among faculty (Baseline is 20%; target 25%)</td>
<td>hiring cycle</td>
<td>Provost's Office</td>
<td></td>
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<td>F. Expand global strategic partnerships</td>
<td>i. Encourage development of discipline-specific partnerships</td>
<td>One new partnership est. per college</td>
<td>2013-2014</td>
<td>Each of the colleges</td>
<td></td>
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<td></td>
<td>ii. Utilize the international resources which New York City offers</td>
<td>Increase number of initiatives using city resources</td>
<td>2012-2013</td>
<td>DNY, Residence Life, Depts.</td>
<td></td>
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<tr>
<td>2. Develop student global competencies</td>
<td>A. Identify global competencies to be achieved by our students</td>
<td>i. Come to a university consensus on the global competencies</td>
<td>Agreed upon list of competencies</td>
<td>Spring 2011</td>
<td>University APC with College input</td>
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<td></td>
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<td>ii. Identify key global competencies for course work, research, and sustainable academic service (skills, knowledge, attitudes, and values)</td>
<td>Agreement on a detailed list of global competencies</td>
<td>2011-2012</td>
<td>College Faculty Councils</td>
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<td>iii. Develop assessment tools to measure global competencies</td>
<td>Publish assessment tools</td>
<td>Spring 2012</td>
<td>College Assessment Committees</td>
</tr>
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<td></td>
<td></td>
<td>iv. Design experiences where students can reflect on the service and cross cultural aspects of their education</td>
<td>Create the forum</td>
<td>2011</td>
<td>OGS and college global liaisons; AS-L</td>
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<td></td>
<td>B. Revise curricula to enhance global competencies</td>
<td>i. Enhance core courses with cross-cultural themes that fulfill the global competencies</td>
<td></td>
<td>2013-2014</td>
<td>University Core Curriculum Council (UCCC)</td>
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<td></td>
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<td>ii. Analyze and enhance courses with cross-cultural themes and content</td>
<td>Increase % from baseline 2009: 39% faculty with less than 10% global perspectives in courses</td>
<td>2012-2013</td>
<td>UCCC</td>
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<tr>
<td>Goals</td>
<td>Objectives</td>
<td>Strategies</td>
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<td>iii. Analyze the feasibility of having a foreign language requirement</td>
<td></td>
<td>Submitted feasibility study</td>
<td>2011-2012</td>
<td>UCCC with input of Language Dept</td>
<td></td>
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<tr>
<td>C. Create more affordable opportunities for graduate and undergraduate students to study abroad</td>
<td>i. Develop mechanisms for providing students with information on global programs and funding</td>
<td>Creation of website with necessary information</td>
<td>Fall 2012</td>
<td>OGS, Grants Office; Web group</td>
<td></td>
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<td></td>
<td>ii. Mentor and guide students in seeking external scholarships and funding</td>
<td>Established mentor program; fund up to 10 students with fellowships or Fulbright</td>
<td>2014</td>
<td>Faculty and Grant’s Office</td>
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<td>iii. Develop sources of internal support for graduate and short-term global studies programs</td>
<td>Increase # of graduate and short-term global studies programs by 10%</td>
<td>2012</td>
<td>OGS, Institutional Advancement, Financial Aid</td>
<td></td>
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<td>3. Enhance global competencies of faculty, administrators, and staff</td>
<td>A. Develop cultural exchanges, seminars and other resources for faculty, administrators and staff</td>
<td>i. Institute town hall-style meetings that deal with pressing global issues</td>
<td>Hold town hall meeting once a semester</td>
<td>Spring 2011</td>
<td>Provost Office</td>
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<td></td>
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<td>Create web site and load data</td>
<td>Fall 2012</td>
<td>CTL, APC, OGS, Provost and Deans with Web Team</td>
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<td>ii. Create and maintain a compendium of resources on global education and international issues, including STJ faculty teaching ideas</td>
<td>At least one lecture on global issues in the Academic Lecture Series</td>
<td>Spring 2011</td>
<td>Office of Student Life; Provost’s Office,</td>
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<td>iii. Use the Academic Lecture Series as a forum for global issues</td>
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<td>iv. Develop a focus on global issues in departmental seminars</td>
<td>Three departmental lectures on global issues</td>
<td>Fall 2011</td>
<td>Deans and Dept Chairs</td>
<td></td>
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<tr>
<td>B. Develop globally competent faculty</td>
<td>i. Provide interdisciplinary workshops and seminars dealing with pedagogies</td>
<td>Develop two workshops on pedagogies to enhance global competencies</td>
<td>Spring 2012</td>
<td>CTL and Academic Associate Deans</td>
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<tr>
<td>Goals</td>
<td>Objectives</td>
<td>Strategies</td>
<td>Measure</td>
<td>By When</td>
<td>By Whom</td>
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<td>that enhance global competencies—using internal and external expertise</td>
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<tr>
<th>ii. Facilitate visiting professorships and faculty exchanges</th>
<th>Establish one visiting professorship</th>
<th>2013-2014</th>
<th>Appropriate Deans and dept. chairs</th>
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<tr>
<td>iii. Enable faculty to spend research leaves abroad</td>
<td>Increase number of faculty spending research leaves abroad by 10%</td>
<td>2013-2014</td>
<td>Provost and Deans</td>
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<tr>
<td>iv. Develop incentives for global competency by revising the PAF and AFAR</td>
<td>Revised PAF and AFAR with global components</td>
<td>Fall 2013</td>
<td>Faculty Councils and Deans</td>
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<tr>
<td>v. Investigate the creation of a faculty learning community dealing with global education</td>
<td>Creation of a plan for this community</td>
<td>2010-2011</td>
<td>OGS and CTL</td>
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<tr>
<th>C. Increase access to funding opportunities for international research and teaching exchanges</th>
<th>i. Develop mechanisms for providing faculty with information on global programs and funding</th>
<th>Establishment of clearinghouse</th>
<th>Spring 2012</th>
<th>OGS, Provost's Office, Grants office</th>
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<tr>
<td>ii. Develop sources of internal support for faculty to participate in global conferences</td>
<td>Increase number of international conferences where faculty present their work by 10%</td>
<td>2013</td>
<td>Provost and APC</td>
<td></td>
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<tr>
<th>D. Develop globally competent administrators and staff on all campuses</th>
<th>i. Create training programs to enhance global competencies</th>
<th>Existence of such training across the university</th>
<th>2011</th>
<th>OGS and HR</th>
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<tr>
<td>ii. Make global competency a prerequisite for jobs dealing with global education issues</td>
<td>Inclusion of prerequisite in all relevant job descriptions</td>
<td>2011</td>
<td>HR</td>
<td></td>
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</table>
Appendix D. On-Campus Resources

SJU Course offerings in Multicultural and Ethnic Studies
http://www.stjohns.edu/media/3/74d9723681a940e19689a91564846153.pdf

Office of Global Studies
http://www.stjohns.edu/academics/international/globalstudies/globalstudies.stj

Discover New York
http://www.stjohns.edu/academics/discover

Masters concentration in Global Development and Social Justice
http://www.stjohns.edu/academics/graduate/liberalarts/departments/cdg/ma_gdsj

CLACS offers a 15 credit certificate program in Latin American studies
http://www.stjohns.edu/academics/centers/clacs

Multicultural Affairs/Global Awareness Project
http://www.stjohns.edu/campus/si/studentlife/gap.stj

Italian Cultural Center
http://www.stjohns.edu/academics/centers/icc

Programs in Vietnam
http://www.stjohns.edu/academics/centers/icc
Appendix E. Links to External Resources

**Articles and Reports**
Global Learning issue of *Diversity Digest*

Developing Global Citizens
http://cgi.stanford.edu/~dept-ctl/cgi-bin/tomprof/posting.php?ID=916

The Joys and Opportunities of Faculty Travel-Study Abroad
http://cgi.stanford.edu/~dept-ctl/cgi-bin/tomprof/posting.php?ID=943

Sustaining Study Abroad

‘Global Competency’ Is Imperative for Global Success
*Chronicle of Higher Education* article available through University Libraries website at http://new.stjohns.edu/academics/libraries

A Portal to the World
http://www.aacu.org/aacu_news/aacunews08/october08/feature.cfm

Globalizing the Undergraduate Curriculum: International Business at Rollins
http://www.aacu.org/aacu_news/AACUNews09/May09/feature.cfm

**Fulbright—Council for International Exchange of Scholars**

Global Programs
http://www.cies.org/Global_Programs/

Programs for Non-US Scholars
http://www.cies.org/vs_scholars/

Fulbright Occasional Lecturer Program
http://www.cies.org/olp

**Programs at Other Institutions**

Georgia Institute of Technology International Plan
http://www.internationalplan.gatech.edu/ and Global Competence report
Wake Forest University (Winston Salem, NC)

St. Mary’s College (Notre Dame, IN)

**Global Competence Assessments**

Global Competence Aptitude Assessment [http://www.globalcompetence.org](http://www.globalcompetence.org)

**Best Practices in Global Education**


Internationalizing the Campus 2008: Profiles of Success at Colleges and Universities [http://www.nafsa.org/_/File_/itc2008.pdf](http://www.nafsa.org/_/File_/itc2008.pdf)