

## **INTERNATIONAL EDUCATION EDUCATION FOR A GLOBALIZING WORLD**

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As an academically excellent university that has hitherto had a domestic emphasis, Santa Clara must now adapt its mission to the era of globalization. More of our students will come from abroad, more of our students will travel abroad, and more of our students will have careers that include substantial international experiences. Faculty members increasingly realize that sustaining excellence in a vastly wider pool of academic talent is a new challenge. Achieving academic excellence in a globalized world means tapping into a large non-Catholic pool of talent, but also means that a vastly larger number of persons can be invited to share the distinctive quality of a Catholic, Jesuit approach to higher education. There are tensions and tradeoffs, to be sure.

### **Solidarity through International Education**

Santa Clara should enhance its distinctive approach to education, one that emphasizes developing a whole person in solidarity with the poor, by strengthening the international dimension of this approach. Peter-Hans Kolvenbach, Superior General of the Society of Jesus, expressed the mission of Jesuit universities in his address to the Santa Clara community in 2000. Father Kolvenbach used words such as “deeper”, “beyond”, and “further” in urging Jesuit universities to blend their traditions of academic excellence with a newer posture of standing in solidarity with the poor and encouraging more forcefully the Jesuit social apostolate. President Locatelli took the next step, arguing in his 2003 Convocation address that faculty and students must be “attentive” to the “gravity of a world in which three billion people are living on less than two dollars per day.” Solidarity with the poor does not mean only solidarity with the local poor, but also solidarity with the faraway poor.

Faraway solidarity should not be the kind satirized by Charles Dickens in Bleak House, where “Mrs. Jelleby’s eyes had the curious habit of looking a long way off. As if they could see nothing nearer than Africa.” Rather, it is the inspiring solidarity that comes from living, in Kolvenbach’s words, the “gritty reality” of the Third World. As President Locatelli put it in his Convocation address, “Our graduates cannot work to heal the world unless they understand it in all its complexities through a pedagogy of critical engagements... [that] requires contact with particular human beings in those other cultures.” The University’s mission of creating and disseminating knowledge is grounded in the common humanity of the world, and this makes deep knowledge of our shared humanity an indispensable asset of a great university.

### **Academic Excellence in International Education through Enhanced Study and Immersion Abroad**

International education is fueled by study abroad. Direct experience abroad is what opens the eyes of students in new ways, and brings them back to the classroom with bigger boots, as the saying goes, to take bigger steps. At present, the university has an enviable and very successful

study-abroad program (25% of students have some study abroad exposure), and a smaller, but growing, immersion program. These can be leveraged into vehicles that more strongly reflect the University's commitment to academic excellence. Immersion programs as presently conceived are for short-term "exposure" visits, and study abroad is mostly directed to Europe. Dennis Gordon, Director of Programs at SCU, notes that, "The trend towards shorter programs, along with increased interest in English language programs [in Europe], is a major concern for those who see cultural immersion as a primary goal of study abroad. The shortcomings of shorter duration experiences, however, are partially mitigated by community-based programs begun by Jesuit schools which plunge students into the local setting in new and intense ways."

The model for programs that educate for a globalizing world is the Casa de la Solidaridad program run by SCU in El Salvador. Having many more students immerse themselves in the gritty reality of poverty in developing countries does not require the high start-up costs of replicating Casa de la Solidaridad in many different countries. Rather, it requires a commitment to channel more students away from study abroad in Europe and towards immersion programs offered by other universities. It requires experimentation with offering non-traditional academic credit for immersion experiences that include service-learning components. But international service-learning should not be interpreted as an excuse to turn a university into a social service agency. Every program must privilege the development of the student's intellectual capacities over the benefits the services actually provide. Fortunately, achieving excellence in both is a complementary activity.

A Catholic, Jesuit study abroad experience available to every student is doable but not automatic. Student choices and university "supply" of international experiences for undergraduates are largely driven by an appreciation of the risks of immersion, both health-wise and emotion-wise. Living among the poor means bearing some burden of disease. Parents with traditional career aspirations for their children may be somewhat resentful when some of their sons and daughters decide that international social justice work may be fulfilling.

### **The Globalization Imperative to Broadening International Education at Home**

The university "at home" has been building up its portfolio of distinction in international education (detailed below). Each of the current Centers of Distinction has one high-profile international effort. But these efforts typically benefit from a skill-set that is not the skill-set hitherto developed or required for fulfillment of the core mission of each center. So synergies and opportunities are often unrealized for lack of management and administrative time.

An international focus is also not simply for the traditional humanities education, enhanced by study abroad; globalization demands reworking the missions and objectives of professional schools and majors. There is much to say in this regard, but a few recent developments might be food for thought. The School of Engineering has taken this challenge seriously. The School has been forming a strategic plan for Asia, investigating the possibilities of increased collaborations and exchanges with Asian counterparts. Offshoring and the implications of U.S. comparative advantage in project management and customer relations have been priority topics for strategic curriculum planning.

The School of Engineering has created and staffed a 2-unit graduate course on "Building Global Teams", and understands that the 25% of the student body that comes from abroad needs to be cultivated and recruited in a more competitive (and post 9/11) world.

The Law School has also been emphasizing its summer abroad programs located in 14 countries (as varied as Cambodia and Japan). These combine an academic and internship component, and the school is piloting a satellite program in Phnom Penh that will involve internships with human rights organizations.

The Business School has also recognized the stakes of globalization, and has added an International Business capstone for its international business minors. A new MBA summer travel program to China has been well-received, and faculty is offered much encouragement to take leave times abroad and to participate in international education activities.

## APPENDIX A

### **Where is Santa Clara University Now in Terms of International Education?**

*Academic content:* The Core requires that Arts and Sciences and Business school students take at least two classes in the global or area studies theme. At present there are approximately 125 courses offered that meet the area studies requirement and about 40 that meet the global requirement (Business School students are required to take Busn 80 Intro to International Business, and many programs in Arts and Sciences require the introductory PoliSci/Soc 50 World Geography, so these courses do much of the work of fulfilling the requirement. Second language requirements vary by school, but do not exceed the third course of the introductory sequence. Perhaps more should be asked in that regard? Several schools offer minors in international studies, but these are not heavily promoted nor subscribed to. Xavier Residential Learning Community has an international emphasis and has approximately 150 students.

*Centers of Distinction:* The Center for Science, Technology, and Society is sponsoring the Global Social Benefit Incubator, a program for training social entrepreneurs in developing countries. The program is linked to the San Jose Tech Museum's award program, Technology Benefiting Humanity, and to the World Bank's development marketplace. The Markkula Center for Applied Ethics is broadening its scope with the Interaction Council, a group of former world leaders who reflect on ethical issues with international implications, and has vigorously explored several other international projects. The Arrupe Center for Community-Based Learning has successfully promoted immersion experiences in Tijuana and elsewhere, funded in part by a major grant from the Lilly Endowment.

## APPENDIX B

### **Achieving Excellence and Distinction in International Education**

Create a position Dean of International Education charged with the following objectives:

- Manage Study Abroad programs and International Student programs, and develop community immersion and reflection opportunities for students on traditional European study abroad experiences.
- Enhance study abroad experiences for lower-income students and ensure that traditionally underserved students are encouraged to study abroad.
- Liaison with parents regarding the importance of study abroad experiences.
- Coordinate with Department of Modern Languages to more fully integrate language-learning with study-abroad experiences, and examine the implications of adding to existing second language requirements.
- Improve the recruitment and satisfaction of international students from developing countries (especially India and China) and in the graduate programs of the university.
- Expand the range of curricular offerings in international studies, especially in disciplines that have traditionally not included international dimensions to their programs and at the graduate level in law, engineering, business and education.
- Enhance alumni relations for alumni with significant international experiences (Peace Corps, business abroad, international students who have returned home).
- Host student clubs and movements (Amnesty International; Fair Trade movement).
- Initiate and coordinate a development studies minor.
- Coordinate International Business Minor.

Reallocate and consolidate tasks to create a new Center for Global Solidarity that will be charged with the following objectives:

- Channel more study abroad experiences into immersion experiences where students are experiencing the lived world of the poor and standing in solidarity with the poor.
- Create internship opportunities in developing countries that will involve academic course credit, especially for graduate programs (e.g., Global Incubator for LSB, International Tribunals for law school, Catholic non-profit organizations such as Catholic Relief Services or Caritas).
- Host programs for global “agents of change” that bring their skills and experiences to enhance on-campus education (e.g. Global Incubator; World Leaders program currently coordinated by Markkula Center).
- Coordinate faculty immersion experiences and exchange opportunities (e.g. El Salvador, Beijing).
- Aggressively expand contacts and linkages with Jesuit Universities in developing countries.
- Coordinate Xavier Residence Learning Community focused on international education and solidarity.

- Offer faculty research funding and logistical support, in coordination with SPO.
- Coordinate Jesuit Volunteers International, Jesuit Refugee Service, Peace Corps and WorldTeach and other post-graduate immersion work opportunities, and Fulbright and other post-graduation study opportunities.

## APPENDIX C

### **Faculty and International Education: Non-Western Europe Area Specialists**

Every major world area has excellent advocates within the University. These advocates guide students in their pursuit of area studies knowledge and enhance the scholarly reputation of the University. They are frequent travelers, and many spend much of their sabbatical time abroad. There are in addition a great number of international faculty (especially from India and Asia) at the university, whose international roots and contacts are often a major resource for students interested in international education. These faculties are not listed here unless they are actually teaching international-focused courses. Notice the important absence of a substantial Asia and South Asia mass of scholars – these two regions include China and India, accounting for an enormous proportion of the world’s population and dynamism.

#### Reflectors

*Eastern Europe:* Jane Curry, Karen Fox

*Africa:* Don Dodson, John Hawley, Leslie Gray, Michael Kevane, Catherine Montfort, David Skinner,

*South Asia:* Sita Raman

*Asia:* Greg Corning, Eric Hanson, Barbara Moloney,

*Latin America and Caribbean:* Gregg Baker, Luis Calero, S.J., Ramon Chacon, Janice Edgerly-Rooks, Alma Garcia, Dennis Gordon, Francisco Jimenez, Linda Kamas, Art Liebscher, Emile McAnny, Joseph Sands, S.J.

*Middle East:* Cynthia Baker, Mary Hegland, David Pleins, David Pinault,