

CLAC and Internationalization

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How does CLAC currently align with internationalization goals on your campuses?

Internationalization defined...

The process of integrating an international, intercultural, or global dimension into the purpose, functions or delivery of postsecondary education.

Jane Knight (2004)

**Internationalizing the
Curriculum and Campus at
the University of Minnesota**

University of Minnesota's Educational Mission

“ To recruit, educate, challenge, and graduate outstanding students who become highly motivated lifelong learners, leaders, and global citizens.”

Global Programs and Strategy Alliance



Guiding Questions

What is our definition of “global citizen”?

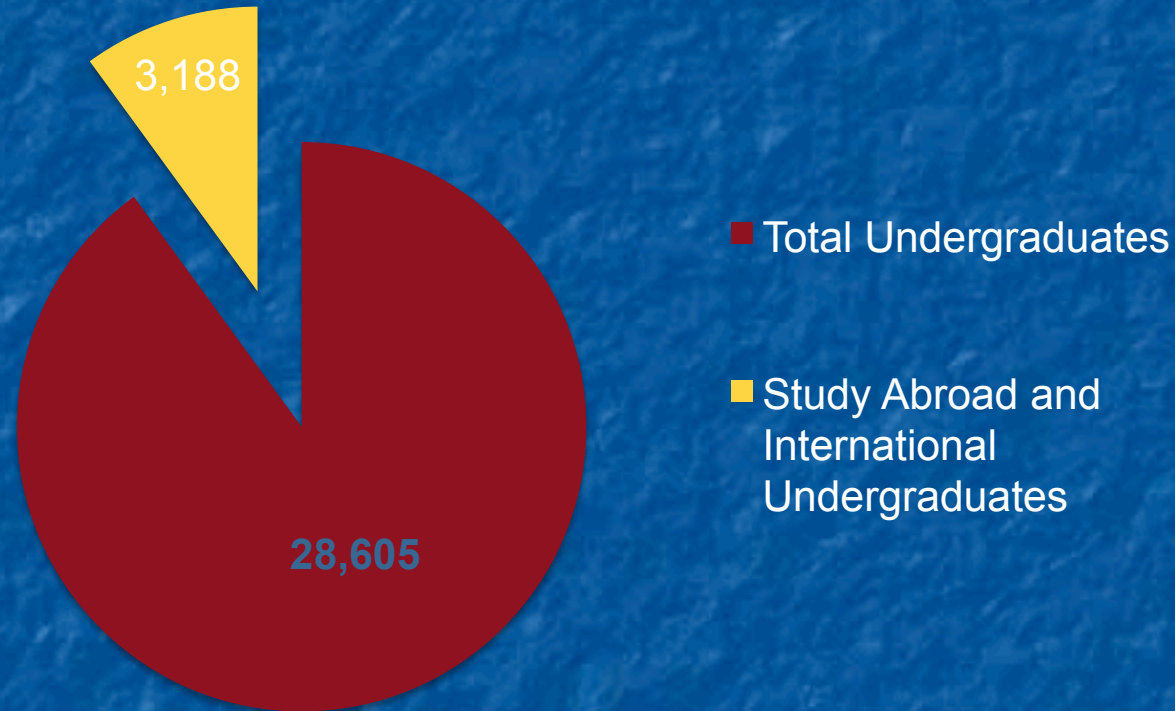
What do we want our students to learn (skills, knowledge, attitudes)?

What skills, knowledge, and attitudes do our faculty and staff need in order to develop our students to be “global citizens”?

Student Mobility

- Traditional measure of international education
 - Education abroad participation
 - International student enrollment

Reaching All Students



UMTC, 2008-09

Need for Comprehensive Internationalization

- Student mobility is only a part of campus internationalization
- Ultimate goal is global competency for students, staff, and faculty

Global Competency

University of Minnesota definition:

Students, staff, and faculty demonstrate the knowledge, skills, and perspectives necessary to understand the world and work effectively to improve it.

Definition

Internationalizing the curriculum and campus includes all learning experiences* through which students, faculty, and staff can gain global and intercultural competencies.

*Experiences may be abroad, on-campus (in or out of class), via technology, in the local community, etc.

Strategies

- Build upon our success
- Incorporate emerging trends
- Create seamless learning environments

Develop the foundation...

“ Develop faculty & staff capacity to enrich curricula and develop pedagogy – either within study abroad programs or on-campus learning – that focuses on global learning outcomes.”

Broadening Student Opportunities



“Cultures and Languages
across the Curriculum”

vs.

Content-based language
learning

University of Richmond

CLAC and Internationalization

CLAC model at UR

- CLAC section is attached to a regular course for $\frac{1}{4}$ unit (1 semester credit), pass/fail
- CLAC section is taught by course professor or “CLAC assistant” when the regular professor does not speak the target language
- Discussion groups and independent work
- Mostly Arts and Science and Business-related options

Internationalization and CLAC at UR

- Richmond Promise (Strategic Plan)
- Principle II: The University of Richmond will be a diverse and inclusive community, **strengthened intellectually and socially by the range of knowledge, opinion, belief, and political perspective and background** (race, ethnicity, gender, sexual orientation, ability status, age, religious, economic, and geographic) of its members. **Students will therefore be prepared to contribute to a diverse and global workplace and society.**

Internationalization and CLAC at UR

- CLAC contributes to
 - A multilingual university
 - Engendering different linguistic and cultural perspectives amongst students and faculty
 - Connections between international students and US American students
 - Assisting returning study abroad students in furthering the language and cultural skills they learned while overseas
 - Preparing international students for return to their home country/workplace

GROUP DISCUSSION

How is CLAC vs. content-based learning (e.g. Spanish for nurses) distinguished on your campuses?

Is it valuable to align CLAC with content-based learning?

Why or why not?

GROUP DISCUSSION

What strategies will you use to align CLAC with the goals/ other programs related to internationalization on our campus?