Preparing Dominican Students to Be Citizens of the World

Caritas Veritas Symposium - September 25, 2012

Jodi Cressman – BCTLE
Dan Domin – FDRS
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Don Hamerly – GSLIS
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Overview

• Brief History of the GPS Project – Dan Domin and Jodi Cressman
• RCAS - Ellen McManus and Becky Pliske
• BSB - Dick Walstra
• GSLIS - Don Hamerly
• GSSW - Leticia Villarreal Sosa
• SOE - Marilyn Ludolph
Brief History of the GPS Project

• Dominican : HLC Pathways Pioneer
• Global Citizenship
• Assessment Academy Team
• 1\textsuperscript{st} Year: Collecting Baseline Information
• 2\textsuperscript{nd} Year: Developing and Implementing School-Based Projects
Knowledge
A global citizen has knowledge about the interconnectedness of global geography, resources, history, religions, economics, politics, languages, and cultures.

Skills
A global citizen has the skills and competencies to ask critical questions and engage in informed dialogue about how specific natural events, economic trends, political situations, and cultural phenomena might impact human and non-human life locally and globally.

Attitudes
A global citizen also has the curiosity, sense of belonging, and sense of responsibility necessary to ask how his or her own actions might affect other human and non-human life around the world.

Actions
A global citizen draws on this knowledge, skill, and sense of belonging to act in ways that help create a more just, humane, and sustainable world.
What is global citizenship?

• Being self-aware on a global and multi-cultural level.

--Dominican undergraduate
Two Assessment Projects

Courses Meeting the Multicultural Core Requirement

Modern Foreign Languages
Second Semester Courses
How was the RCAS GPS Multicultural Learning Project Developed?

• Discussion of alternative projects with RCAS Department Chairs
• RCAS GPS Multicultural Committee met during spring semester and in May 2012
  – Developed learning outcomes to be assessed
  – Developed rubric for assessing written assignments related to global citizenship
  – Developed pre and post survey for students in classes participating in the project
Who is participating in the RCAS GPS Multicultural Project?

- In May, Dean Carlson sent an email to:
  - All instructors teaching courses in Fall 2012 that fulfill the Multicultural requirement
    - 13 instructors agreed to participate (~240 students)
  - Instructors whose courses were identified from the curriculum audit as having learning outcomes related to global citizenship
    - 7 instructors agreed to participate (~90 students)
- Good representation of courses from a variety of disciplines
Learning Outcomes for RCAS GPS Multicultural Project

Students will be able to:

1 A -- Describe a range of possible perspectives on a global phenomenon
   OR
1 B -- Describe how people affect, and are affected by, a global phenomenon
   AND
2 A -- Articulate a coherent and informed personal stance on a global issue
   OR
2 B -- Reflect on a social action that they have taken in response to an issue with global implications
   AND
3 -- Identify their own cultural grounding, including limitations in their perspective on global issues
Assessment Plan for 2012-2013 for the RCAS GPS Multicultural Project

- Pre Survey administered to students in participating classes (using Survey Monkey) Sep 5-18
- Written assignments will be forwarded to the GPS Committee by end of semester
- Post Survey will be administered Dec 3-9
- During spring 2013, RCAS GPS Committee will use common rubric to assess assignments
- May 5\textsuperscript{th}, report results back to RCAS faculty
- May 15\textsuperscript{th}, report results to DU Assessment Academy Team
Students will be able to:

• Demonstrate competency in a foreign language
• Discuss, in the target language, cultural phenomena taken from course content
Assessment Plan for 2012-2013 for the MFL 102 Project

- Fall 2012
  - MFL faculty are developing a common rubric for this project
  - Project will be piloted with students taking Spanish 102
- Project will be fully implemented in Spring 2013 in Spanish 102, French 102, Italian 102, and German 102
  - MFL faculty will use an oral exam with a common rubric to assess students’ language learning and cultural knowledge
  - Students will submit a written assignment prior to their oral exam
    - Help students prepare for the oral exam
    - Document their level of mastery of written communication in a foreign language
Brennan School of Business
“Breadth of an Industry, Depth of a Company”

Undergraduate: Airline Industry

Graduate: Pharmaceutical Industry
Brennan’s Proposal

**Goal:** Brennan faculty would like to introduce our business students to the **best practices** for developing a “global mindset” in preparation for their future leadership roles in business.

*Have student and/or faculty attitudes changed since we implemented the GPS Pathways project?*

*Can we implement a project to help faculty work with students to increase their skill set and their willingness to take actions regarding global issues?*
To accomplish this goal, Brennan...

- Identified courses (foundation and core) in addition to those mentioned in our AOL plan which indicate a desire to improve global content and/or have a Level 0 or Level 1 designation.
- Is developing a repository for faculty from which they can design projects for students to develop a global mindset (e.g., 10K reports, global corporate citizenship statements, case studies highlighting established programs). The repository will reflect key areas of business including, but not limited to, accounting, finance, management, ethics, and marketing.
- Is assigning cases, live visits, papers, presentations, etc. reflecting some of the core tenets of our university GPS working definition (e.g., knowledge, skills, attitudes, actions).
- Is cultivating relationships with specific companies in the aforementioned industries (e.g., student site visits and guest speakers).
- Will collect sample student work and assess that student work using our AOL rubrics.
- Will Discuss and review changes in student learning.
50 Years Of Progress... Rosary's Foreign Study Program

BY SR. DORIS RAUENHORST

FIFTY YEARS AGO, when Rosary's River Forest campus was still experiencing the early stages of its own development, the far-sighted and fortuitous decision was made to found the Rosary Junior Year Abroad in Fribourg, Switzerland. Miss Ella Murphy, who later became the Countess de Rivettera, was the first American in Fribourg. She responded in 1925 to the invitation to study abroad with Rosary, the program had been launched and would grow and prosper in the years to come.

The Villa des Forges, which has housed Rosary in Fribourg since its inception, has been purchased by the Dominican Sisters of Sisinni, Wis., in 1917. The Institut des Hautes Etudes, as it was known then, had been founded as a social club in 1901 by the Rev. Joachim Berthier, O.P. With a student body of Persian, Bulgarian, Rumanian, German, French, Italian, Irish, Belgian, Spanish, Polish, South American and several student, the Dominican sisters, who had come from the United States, carried on the operation of the
dent of Poland, and a home for a variety of Swiss and other European people. The girls had remained until May 1942, and from then until 1946 the property was cared for by Swiss Dominicans from the province of Geneva.

In 1946, Sisters Evelyn Murphy and Rudolpha Rudolph returned to Fribourg to prepare for the arrival of the next group of American students in September, 1947. Besides those who were to fill the vacancy in the Villa des Forges, the sisters also hoped to establish an institute of higher learning. The property was purchased in 1949, and in 1951 the Villa des Forges was officially opened. The property is currently owned by the University of Wisconsin-Madison.

Courses Increased

Reflecting changes in society and the younger people of the post-war world, Rosary-in-Fribourg has changed too, probably beyond the boldest dreams of the original founders. Course offerings have been increased to accommodate students from other majors. French. Rosary was joined during the 50's and 60's by three other American Colleges in Fribourg: Georgetown, LaSalle, and Providence, and a decade of amicable informal cooperation led to the formation of the American College Program which was approved and recognized by the University of Fribourg as a collaborator in 1968. In 1970 the first male Rosary student took up residence in the Villa des Forges.

The immediate post-war years also saw the foundation of the second Rosary study abroad program in Florence, Italy. Organized as a center for the study of art and music for American students, the Villa Schifanoia program evolved by 1954 into the Graduate School of Fine Arts when Rosary began to offer the first master's degree in art history, a degree that has since become world renowned. By 1971 the College was ready to embark upon a third major venture into the field of foreign art studies when it launched its semester in London. Rosary student was designed to make available to Rosary students the immense richness and excitement of the cosmopolitan city of London as a resource for learning and experience in a variety of academic fields.

In the half century since the establishment of its pioneer program in 1925, Rosary has provided the opportunity for study abroad in over 25 different countries, providing an international experience for more than 400 students from about 60 different institutions who have studied in London.

Rosary's foreign study program has been renowned for its academic excellence, providing opportunities for students to study a variety of subjects, including art history, fine art, and architecture. The program has been praised for its rigorous academic standards and its commitment to providing a high-quality educational experience.

Community of Persons

Particularly since the 60's, hundreds of new

programs have been devised by colleges and universities each with slightly different goals and widely varying formats. In the face of the increased competition for students caused by the popularity of the program, inflation and other economic pressures, Rosary continues to support its foreign study programs and plan new ways of encouraging its younger students to open themselves to new cultures and ideas. Rosary College is indeed proud to itself a "community of persons engaged in a serious effort to understand and participate effectively in a complex, multi-cultural world."

I like to think that the audacity and educational vision manifested by those first brave Dominicans who transformed the Swiss social science school into Rosary in Fribourg are still evident in the administrative and faculty efforts and decisions which are poured into the planning for all the Rosary foreign study centers. The desire to introduce our students to life under different cultural preconceptions and backgrounds than those to which they were brought with people and in situations which are likely to challenge the younger students to reflect critically on their own values, continues to motivate those responsible for designing and administering the programs. In these days of career-consciousness, too, the Rosary College faculty recognizes that the fluency in foreign language which can be acquired during a stay abroad is almost indispensable to securing employment in any field where command of a language is a primary factor.

Memorable Experience

In a survey conducted recently by the Modern Language Department, the 32 per cent of respondents who had taken a course in Fribourg found that they had had the advantage of one of Rosary's foreign study opportunities cited in many ways in which that experience had immediately enriched their lives.

One said, "The year I spent in Fribourg will probably be one of the most memorable and valuable experiences of my life. I think most of us return with a greater sense of perspective of ourselves and the world in general."

Because these five courageous Dominican pre-decessors who pioneered in the establishment of Rosary's foreign study program long before study abroad was as "in" thing, and because the Dominican sisters and other Rosary faculty who have implemented the original vision throughout the last 50 years did such a fine job of developing a sound and effective series of programs in Europe, Rosary has long been widely regarded as a leader in foreign study opportunities.

I know of no more enthusiastic and vocal group of people who urges the colleges to strive to maintain its leadership in this field than the large number of those who have benefited most, the alumni of our programs, who are indeed the best advocates of Rosary abroad.

Put On The Coffee

Sister Jean To Schifanoia

IT'S A LONG WAY from the campus of Edgewood College in Madison, Wisconsin, to Villa Schifanoia, the 16th Century estate that houses Rosary College's Graduate School of Fine Arts in Florence, Italy.

Yet, this year's new academic dean, replacing Sister Maria Michele Armati who resigned to return to the Dominican motherhouse in Sisinni, Wis.

For the past three years, Sister Jean has been dean of students at Edgewood College, a four-year, coeducational school in Madison. Prior to that, she taught History of Western Art at Edgewood from 1965 to 1975 and has been an eighth grade teacher in the Edgewood Camp School.

Sister Jean is no stranger, however, to either Europe or Villa Schifanoia, the largest Rome graduate school of fine arts in Italy. She visited the villa, with its beautiful formal gardens, while attending the Institute of Fine Art in Rome from 1967 to 1969 and while doing dissertation research at the Bibliotéque Nationale and the Archives Nationale in Paris.

Her dissertation, "The Renaissance in 15th Century France" ("I was interested in these groups as 'early women's movement') earned her a Ph.D. in European History from the University of Wisconsin.

Learning Italian

Already fluent in French, Sister Jean is now tackling the Italian language and has as her tutor, Flora Lionette, a 1973 Rosary College graduate. Sister Jean is also at Schifanoia as coordinator of language instruction.

"I'm so pleased and proud to be selected as academic dean," Sister Jean said. "The arts are so important, and there is no better place in the world than Florence for art history and art restoration."

Her predecessor, Sister Maria Michele Armati, is credited with helping Schifanoia leap forward as a school of fine arts in Europe.

She really did a wonderful job at Schifanoia," Sister Jean said. "The art restoration program, for example, was set up under her direction."

That program is one of the most unique in Europe. The three-year program, leading to a Master's degree in Fine Arts, provides the student with a combination of theoretical and on-site apprenticeship experience in the restoration and conservation of architectural, paintings, sculpture, and manuscripts. The student is thus trained as a professional restorer.

Opera Workshop

Because of the disastrous 1967 flood in Florence, Schifanoia had to be temporarily closed. The Opera Workshop, a Wagner festival, was held at Villa Schifanoia during the summer of 1968. The festival was a success and helped to keep the villa open.

Sister Jean Richter, who is in charge of the Opera Workshop, said, "It was a wonderful opportunity to work with students from all over the world."

In addition to the Opera Workshop, Schifanoia also offers a month-long summer program for artists. The program is open to artists of all levels, and provides a unique opportunity to work with some of the world's best artists.

Famous Art Works Viewed by Public

DURING THE FIRST four months of this year, paintings from the world's best known artists, including Diego Rivera, Rembrandt, and Picasso, were exhibited in the Rosary College Art Gallery.

Directly from exhibit in the Art Institute of Chicago, the Milton D. Rater family collection of Alberto Giacometti and Giorgio de Chirico, Rosalind were exhibited in the Rosary College Art Gallery.

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Famous Art Works Viewed by Public

In conjunction with both exhibitions, Mr. Shapiro, who is an art critic, collected and documented the art of the 20th century. His work is currently on display in the Rosary College Art Gallery.

Renowned Court
Graduate School of Library & Information Science

Preparing Globally-Positioned Library & Information Professionals
GSLIS LEARNING OUTCOMES RELATED TO GLOBAL CITIZENSHIP

• #3 of 6 **PROGRAM PILLARS**: global awareness
• #2b, #3 of 5 **STUDENT LEARNING OUTCOMES**:
  – essential nature of information and its relevance to society: interpret **information policies from local to global levels** in relation to their impact on intellectual freedom, access, literacy, and information behavior
  – navigate, curate, and create information across the spectrum of **human records from local to global contexts**

* as of May 7, 2012
...how aware are we of the efforts worldwide to provide access to information and improve literacy?

Establishing Awareness
LIS 701 (core course)
• forecast professional service in international efforts covered in course
• craft policy, practices, and/or programming that support international LIS service and policy efforts

Other courses
• activities and assessments tied to course learning outcomes

Promoting Reflection
Course activities
• activities and assessments tied to course learning outcomes

E-Portfolio
• artifacts, narratives, reflective essays document learning experiences, awareness of international LIS professional practices
• required for program assessment
ASSESSMENT OF GLOBAL AWARENESS

• Higher mean on Q42 of Global Citizenship Survey: …how effective do you feel DU has been in helping you become a global citizen? [8% VE; 62% E+ME; 29% I+NS]

• Increasing quality of activities & assessments among the sections of LIS 701: Intro to LIS

• Increasingly pervasive faculty discussion/inclusion of activities & assessments related to global awareness

• Increasing quantity and quality of e-portfolio elements related to global awareness
Graduate School of Social Work
“The Globally Positioned Social Worker”

Assessing Competencies in Global Citizenship and Evaluating Global Learning Objectives
**Goal**: To prepare our students for social work practice in an increasingly globalized context.

- How well are we assisting in their development of awareness of rights, responsibilities, actions, and identities as global citizens?
- Are students showing increased global competencies?
- How can we improve and better assess our international field placement process?
  - What learning goals are best accomplished through the international field placement option?
Social Justice in Social Work
Calls for Global Citizenship

• It goes beyond simply knowing that we are citizens of the globe to an acknowledgement of our responsibilities both to each other and to the Earth itself.

• It is about understanding the need to tackle injustice and inequality, and having the desire and ability to work actively to do so.

• Global Citizenship is a way of thinking and behaving. It is an outlook on life, a belief that we can make a difference.

www.oxfam.org.uk/education/gc/what_and_why
Globally Positioned Social Work

• Understanding of Globalization – “increasing interaction and interdependence of world society.”
• Today, social workers must be ready to serve the needs of a multicultural society.
  – The challenges posed by poverty, social upheavals and political conflict call for a broader and greater awareness of the entire world in which we live.
• MSW Program Goal 3: To provide leadership through the profession of social work by participating in and developing service delivery systems locally, nationally, and internationally.
Growing diversity of many communities and states in the U.S.

Social workers at the local level deal with international realities when working with refugees or displaced workers.

Increasing numbers of clients we serve whose families cross national borders (transnational families).

To be effective practitioners today, social workers must have an international perspective and understanding.
Integrated Learning

Globally Positioned Social Worker

Global Competencies in each of these areas

Foundational Knowledge

Integration

Application

Globally Positioned Social Worker

Learning How to Learn

Human Dimension

Caring
Where GSSW students have been...

National Placements
- Washington, DC
- New York
- Florida
- Atlanta International School

International Placements
- India
- Kenya
- South Africa
- Ethiopia
- Philippines
- Latvia
- Ecuador
- Mexico
- Ireland
- Guatemala
- Rwanda
- Nicaragua
- Tanzania
Global Issues

• All of these issues, poverty, AIDS, human rights violations, are global issues and must be addressed internationally and locally.

• Global social work addresses:
  – Global social problems generated by conflicts and natural disasters
  – Classic social problems of poverty and inequality
  – International public and private assistance (e.g. UNICEF)
  – Social Development and Capacity Building
Procedures

• Pre and post survey based on:
  – Initial campus wide GPS survey
  – Social Work Global Competencies
  – Global Citizenship Scale (Morais & Ogden, 2011).

• A reflective assignment in SSW 553 focused on white privilege and intersections with other social identities.

• A self reflective assignment in preparation and as part of the debriefing process for students participating in an international field placement.
The School of Education intends to prepare our candidates to become globally positioned students through integration of a focus on global citizenry throughout the curriculum in each of its programs. The SOE project entails assessments within and across programs and as such is comprised of two components.

**Learning Outcomes:**

- Candidates will demonstrate competence in identifying global issues in education and analyzing the relationship between these issues and the culture in a given country or region of the world.
- Candidates will demonstrate competence in designing an educational activity or unit plan for P-12 students that fosters global awareness, explores social issues on global levels, and promotes involvement of students in global issues.
- Candidates will demonstrate growth in the knowledge, skills, attitudes and actions essential to the globally competent educator.
Relationship between Conceptual Framework and the Candidate Learning Outcomes:

• These learning outcomes are grounded in *scholarship, leadership and service*, the core values of the School of Education’s Conceptual Framework.

• Candidates engage in *scholarship* as they critically examine global issues in education and apply their knowledge of curriculum and pedagogy to the design of learning activities that are grounded in recognition of their moral responsibility to prepare students to be global citizens.

• Candidates engage in *leadership* as they consider diverse perspectives in addressing global educational issues.

• Candidates engage in *service* as they design lessons to enable all students to achieve. They further engage in service as they demonstrate their commitment to making the world more just and humane by preparing P-12 students to be global citizens.
Component 1

• Candidates will take a survey at the beginning of their program of study to assess their knowledge, skills, attitudes and actions related to global citizenry. At the conclusion of their programs, candidates will take the same survey. An analysis of data will determine whether the impact of the curriculum has a transformative effect on their knowledge, skills, attitudes and actions as it relates to global citizenship.
Component 2

Each program within the School of Education is identifying two courses that integrate a focus on global citizenry. Learning activities and assessments that relate to global issues in education will be developed. Examples might include an examination of the relationship between culture and educational practices and beliefs, comparative education, or an analysis of an educational system in a different country through the lens of critical pedagogy.
SOE Curriculum Project

• The School of Education recognizes that its candidates are responsible for preparing P-12 students to be citizens of the world. Therefore, each program will, in one of the two selected courses, develop an assessment that measures candidates’ abilities to design an educational activity or unit plan that invites P-12 students to become more globally aware and/or to explore social issues on global levels and identify their role as global citizens.

• A rubric is being developed for each of these assessments that will measure candidates’ knowledge, skills, attitudes and/or actions as globally positioned educators.
Timelines

• The survey will be developed in summer 2012 and be administered to all candidates entering the program in fall 2012.

• The course activities and assessments will be finalized in summer 2012 and implemented beginning in fall 2012.
Questions?
Thank You!