

**Global Education Task Force**  
Tuesday, January 27, 2009  
2:00 – 3:30  
QA Room, Upper Gwinn Commons

Present: Kathryn Bartholomew, Craig Kispert, Michelle Beauclair, Jaclyn Stockton, Gail DeBell, Ramona Holmes, Jaiel Lee, Bob Weathers, Ruth Ediger, Tali Hairston, Jeff Jordan, Lorelle Jabs, Kathy Stetz, Lynette Bikos, Ken Himma, Niki Amarantides, Lorelle Jabs, Ryan LaBrie, Dick Scheureman

### **GETF Agenda**

1. Recommendation: SPU should have a cross-cultural competency (CCC) requirement for all undergraduates (UG).  
Follow-up discussion to be led by Ramona Holmes, Kathy Stetz, Kathryn Bartholomew and Michelle Beauclair.
2. Recommendation: SPU should have a cross-cultural competency requirement for all graduate students (GR).  
Follow-up discussion by Al Erisman, Kathryn Bartholomew and Ryan LaBrie.

Dr. Braden welcomes all.

### **Discussion/brainstorming on Cross Cultural Competency**

Write down thoughts on the cross cultural competency and at the end of the meeting, decide whether we affirm or deny these recommendations (comments from brainstorm at end of minutes).

### **Updates from groups on CCC: UG and GR**

1. **Green handout from Ramona Holmes, Kathy Stetz, Kathryn Bartholomew and Michelle Beauclair on CCC for UG students (*handout attached at end of minutes*).**

The handout and ideas are based on sheet from Learning Outcomes Group.

We hope that academic and experiential are being addressed already.

Do not want to reinvent the wheel.

#### Assessment

Course evaluations to include information on global education and study abroad.

Departments can articulate what it means for them.

There is a “menu” of options so people can choose (i.e. capstone, a specific course, infused throughout the curriculum).

Should UCORs be up for review?

An ideal time to make it more explicit.

UCOR 3000 – course content is an exploration of faith.

Promote certain character values

Respect for all views

Content – (per handout) how would we sneak reconciliation/egalitarianism into the course without greatly changing the content.

What makes these cross cultural?

If this is what we're already doing and we need to reinforce it, are students getting what they need or do we need to put more in, and if we do, what do we take out?

Simile thinking:

Cross cultural competency for UG students is like a \_\_\_\_\_....?

A whale, a bridge, multilingual, a good Samaritan??

And from this, we get:

There is a lot of nourishment.

Not necessary to survive, but necessary to thrive.

Cross cultural is being able to think in more than one paradigm.

Competency is preparedness. Becoming competent is a journey.

Different types of art. Appreciate some, not others, still be considered competent.

In summary, the direction of the green handout on CCC is good, but needs more explicit connection with multicultural aims.

## **2. Al Erisman, Kathryn Bartholomew and Ryan LaBrie on CCC for Graduate students.**

Produce something different at GR level than UG level.

Common curriculum?

Shared book?

What do we have in each school?

What study abroad opportunities are there already?

We have all the components, but need to facilitate/request more collaboration and bringing opportunities between disciplines.

There is no one-size-fits-all curriculum for graduate programs.

There is no office/location/area where all the graduate information is.

**Reflection on brainstorm from the beginning of the meeting.**

1. Day of (Common) Global Ed
  - Current model during spring quarter
  - Ties into the present need for community building
  - Different focus every year
  - Faculty/staff panel
  
2. Common Day of Reconciliation?
  - Winter quarter
  - Provides an opportunity to meet every quarter with a specific theme
  - Make students aware of opportunities
  - Get everyone around the table together
  
3. Experience in another part of the world.
  - Focusing capstone
  - Actual experience
  - What they know regarding the world
  - Importance of visiting developing countries

The issue is there something more needed (green handout) to link it to multiculturalism?

Subgroups will meet again before the next meeting to reflect on today's discussion.

Adjourned 3pm

**(GREEN HANDOUT)***Cross cultural Competency Recommendations- Undergraduate*

## Core Curriculum:

Make Global Education Learning outcomes *Character formation* explicit in Core classes:

- a. UCOR 1000: Open-minded, Empathy
- b. UCOR 2000: Sustainability, Stewardship, Justice
- c. UCOR 3000: Egalitarianism, Respect, Reconciliation

Majors: Departments demonstrate competency through either:

**(Course or experiences addresses Knowledge and Skills as noted in Global Education Learning Outcomes)**

**Academic**

- a. Capstone
- b. Specific courses
- c. Infuse throughout major curriculum

**Experiential**

- a. Study Abroad
- b. Study Away
- c. Approved independent projects and experiences

*Assessment*

Student Course evaluations

UPEC would evaluate designated courses at UPEC review

Departments monitor themselves

**(Brainstorm session from beginning of mtg)**

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**Thoughts on cross-cultural competency requirements/guidelines/goals for UG/GR students:**

**UNDERGRADUATE**

UG: I favor creation of an exam to assess knowledge and perspectives of incoming students. Much like the math and writing exams, this exam would identify weaknesses that would be addressed in a global education curriculum. Perhaps this would be followed, built upon by courses in the core and major curriculum—capstone especially. Also, Day of Global Learning.

UG: Academically serious, also experiential integrated into what we have, rather than spray-on.

UG/GR: In both cases, I think the competency requirement should focus on competence with cultures in the developing world, with emphasis being placed on developing a sense of the role we ought to play as Christians and citizens of the most affluent nation on earth in addressing the problems of the developing world and in making those nations full-fledged and equal members of the global economic community.

UG: Character formation fits core and all need it.  
Knowledge and skills best addressed in major as more field specific.

UG: Increasing sensitivity of cultural diversity.  
Requirement: specific courses or capstone.  
Study abroad/away.  
Online courses: incorporating interactions with students abroad; team teaching courses set with professors overseas.

UG: Great ideas but shouldn't result in any additional credit requirements for graduation in a major.  
Both international and domestic options.  
Specific to major or GE type? My preference would be specific to major.

UG: Every student should have a study abroad/study away/or cross cultural service experience required for graduation.

UG: Character formation in CORE—excellent articulation or courses  
Major: actual study abroad/away  
My concern is just like writing has been infused in W classes, we have lost explicit writing instruction  
I would propose a check off as part of the graduation check sheet that indicates student had a study abroad/away experience (including SPRINT) or a specific list of classes they have to choose from. I love Ryan's idea of "Days" each quarter. I would advocate a region/continent emphasis.

UG: I have trouble with the concept because it requires a lifetime of experience and it might be easy to fool ourselves into thinking we have accomplished this. I'd prefer to think of it as mere cross cultural education. Students should have some WORD about the WORD a first step to appreciating other viewpoints.

UG: UC 4000 Global Ed – if we're serious about institutionalizing this.  
Don't just push this to the majors/capstone.

A Day of (Common) Global Ed (during spring quarter and reconciliation ed winter quarter).

UG: Required. I think each major needs to formulate how the requirement should be met. Additionally, the capstone should be the final place to WORD how the requirement is met. Albeit, this is less standardized. I think it is important to recognize the differences by majors and what would be best for the students – currently and in the future.

UG: I think that every student should have a “study away” experience. It could be domestic or international, but should provide a cross cultural experience.

### **GRADUATE:**

GR: same as above

GR: Hard to know without feedback.

GR: Awareness of cross-cultural exemplars influence, etc in an area of professional expertise.  
Engagement in a cross-cultural conference abroad or one hosted here, etc, Center for GCS.

GR: Currently ambivalent about the idea of a GR requirement.

GR: Nice set of question could it be added to the scholarship area on Banner? What are the recommendations?

GR: Not sure yet; something skill-based?

GR: ok to push this to the majors/schools (however we should have more crossover/integration opportunities.

GR: Not required. However, encouraged.