

Global Education Task Force
Tuesday, January 6, 2009
12:30 – 2:00
QA Room, Upper Gwinn Commons

Present: Kathryn Bartholomew, Michelle Beauclair, Jaclyn Stockton, Les Steele, Cindy Price, Gail DeBell, Ramona Holmes, Darrell Allen, Jaiel Lee, Bob Weathers, Ruth Ediger, Debbie Crouch, Ruth Adams, Tali Hairston, Jeff Jordan, Lorelle Jabs, Don Holsinger, Kathy Stetz, Lynette Bikos, Ken Himma, Niki Amarantides, Doug Downing, Lorelle Jabs, Ryan LaBrie, Al Erisman, Jason Williams

GETF Agenda

1. Recommendation: SPU should have a cross-cultural competency requirement for all undergraduates.
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.
Follow-up discussion by All Erisman, Kathryn Bartholomew and Ryan LaBrie.

Les welcomes all.

We will postpone agenda items until our next meeting due to time restrictions since our last meeting.

Open Conversation and Comments

The cultural diversity requirement for UG can get watered down over time at other universities.

- To avoid this, we will need to establish regular review and approval requirements.

SPU's Global Education Language

- What language should we use? Cross cultural competencies?
- Does this exclude too much? Whatever we chose needs to include the physical environment.
- Dispositions instead of competencies?
- Come up with our own, more theological language.
- We need to own our language rather than borrow from state schools that may be washed out.
- SPU's signature language—is it helpful when talking about this?

How would a student accomplishing the requirements?

- On campus and/or off campus?
- Not all students will study abroad so they need the chance to achieve this requirement on campus.
- Need a heightened ethical awareness of problems occurring in the world.
- Not feasible to require every student to study away. So, set up a requirement for other options without being too broad.

SBE has introduced a “signature experience,” and study abroad is one of many options.

- Similarly, should we push items out into the disciplines?
- Create a theological or a capstone – same with the global awareness component? And integrate that with the disciplines?
- We cannot load the curriculum down.
- What will we remove since this is so important? How will we balance this?

Assessment

- There was an assessment done two years ago.
- Report is organized by global regions – work in classroom, etc.

Current common and exploratory curriculum discussion

- Is this important enough to eliminate UCOR 1000 and make a UCOR 4000?
- Yearlong process that is in progress conducted by UPEC.
- Gathering information and assessing what we’ve done. Overall the feedback is positive.

Our students have their own unique culture....

- More travel.
- Less understanding of local issues.
- Unaware of what’s occurring in the world; it’s our job to make them more aware.

Baby steps/concrete steps

- Providing a fact sheet on what’s happening in the world that invites the whole university to be engaged?
- Faculty reading Three Cups of Tea?
- Having a professor from outside the country come and speak?
- Taking what we already have and putting a global spin on it (DCL, Camp Casey retreats, etc).
- What’s happening right now in the world, and how do we get this in front of the students quickly?

Student needs versus student wants

- Global education competency – something we could test upon admission. We can steer them towards particular kinds of experiences while they’re here.
- Homogeneous program with a common denominator for all students.
 - Students are in very different places in their lives.
 - What is feasible, what do they want? What can they afford?
 - Strive to strike a balance and making this an organic part of the system.
 - Giving students the choice and providing criteria and feedback.

The next meeting, January 27, we will address today’s agenda. Thank you.

Adjourned 1:50pm