

## **Global Education Task Force**

Tuesday, March 31, 2009

2:00 – 3:30

QA Room, Upper Gwinn Commons

Present: Les Steele, Kathryn Bartholomew, Cindy Price, Doug Downing, Kevin Neuhouser, Ryan LaBrie, Dick Scheuerman, Ramona Holmes, Kathy Stetz, Jason Williams, Al Erisman, Lorelle Jabs, Gail DeBell, Jaiel Lee, Jacqui Smith Bates, Ruth Ediger, Niki Amarantides, Luke Reinsma, Jaclyn Stockton

### **GETF Agenda**

1. Discussion of emerging GETF report
2. Discussion of the President's "five, new variables" for global education.

### **Quick Reports**

Per Gail DeBell, about 240 students will study abroad over the entire academic year.

### **Writing the GETF Report**

Ryan LaBrie will draft something on GPEC overlap.

Michelle Beauclair is in the process of drafting and updating the CCC for undergraduate students.

Kathryn Bartholomew will draft a paragraph on how the mission statement was adopted.

The report should indicate our next steps—

- Bringing information to faculty
- Bringing information to UPEC and GPEC
- Bringing information to the departments across campus

Per Ramona Holmes, one of the future steps outlined in the report should be to apply for a J9 Visa to be able to host visiting scholars.

To possibly have an office for international students.

How do we connect more with ACE students?

Connections with different locations/community colleges who offer foreign languages that we do not offer.

### **Discussion of the Five Variables**

First introduced by President Eaton during opening convocation, September 25, 2007:

1. I believe we should initiate a program in Chinese studies. To think that we understand the emerging world without addressing the explosive growth and massive issues of China and East Asia is ridiculous.
2. I believe we ought to begin a program in Arabic studies. We will need to think carefully how we go about this, but whatever we do, we should regard the encounter between Islam and Christianity as profoundly important for the future of the world. The turmoil, complexity, and violence, as well as the potential for stability and development, of the Middle East are profoundly part of the world agenda.
3. I believe we ought to consider sending 200 students airborne each quarter. We must create the policies and structures and personnel to manage our own programs with effectiveness, and we must coordinate our participation with the programs that others have to offer. We are willing to invest new resources into this venture, but we have to structure all of this so that it makes economic sense.
4. I believe we must cultivate meaningful connections with our natural partners in the Free Methodist Church across the globe—in India, Africa, Asia, and Latin America. We have an almost untapped resource within our own tradition that stands ready to be used. By the way, Bob Drov Dahl, Tali Hairston, and Chris Henshaw just returned from Hope Africa University in Burundi, a Free Methodist university that is thriving. They were exploring the possibilities of connection. I had the privilege of meeting the three bishops of the Free Methodist Church in India—very wise, savvy, thoughtful leaders who are managing extraordinary growth for the church in India. These are the kind of connections we must cultivate.
5. I believe we must consider how best to use the enormous power of the web to connect in new and effective ways across the globe. I have no idea where this might go, but I do know we have smart, visionary people ready to think about the creative power of the web. This is hugely exciting.

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In response to **variable one**, we need to foster and encourage Chinese studies within the existing schools and create Chinese study out what already exists.

Taking the energy we have going and building up.

We must distinguish the difference between Chinese and Asian cultures.

Clarification on **variable two**: Create a deliberate plan bringing speakers in on these topics and subjects.

In response to **variable three**, we will have 240 students total studying abroad.

83 - outside programs

22 - Best Semester

135 - SPU programs

Should we aim for a percentage of the student body to study abroad?

Exchange programs with universities where respective tuition is paid, but students switch places?  
 Puts students in foreign countries  
 Enriching our campus with other students  
 Consortium

Seems very oriented towards language—we need more than European language.  
 Think about what we already have going and build up.  
 Mission fit?  
 Costs?

New lines—more potential for departments to write proposals.  
 Should we have tighter regulations on who we want to hire??

Consider the tough task of ranking the variables and what is most important to our university right now.  
 Simply looking at these five variables doesn't look at all the work we have done.  
 How do we capture the conversations we have had?  
 Bring our conversations and ideas to the report.

Do these particular variables make us global?  
 Staff and faculty development—we need a strong base.  
 Directionality

The possibility of building in different locations/campuses?  
 Gonzaga has a site in Florence (houses 150-200 students and 3-5 rotating faculty).  
 Something similar for SPU to do?  
 SPRINT trips to these sites, creating connections, etc.

The recent trend with study abroad is to be abroad for a shorter length of time, yet the effect is the same as a long term away.

Start a discussion open to all faculty and students about their experiences in another culture—we have a lot that we can share with each other.

Globally themed USEMs in the future?

Please send Les an email with key thoughts we captured today for the report, including next step suggestions.

Adjourned 3:17  
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