

Global Education Initiative Planning Document
Les Steele
December 14, 2007

The Charge

In calling for a task force on global education President Eaton asked that we seek to provide “congruence, identity, vision, clarity and order to our global education efforts.” It is also essential that we have clear learning outcomes to guide programmatic and curricular development.

The President also asked the Task Force to address the following specific issues:

1. Increasing the number of SPU students doing study abroad – is it possible to have 200 abroad each quarter?
2. Are there intentional ways to address Islam?
3. Can we offer studies in Chinese and Arabic languages?
4. Can we cultivate partnerships with the Free Methodists across the globe?
5. How can we capitalize on the world-wide web for global education?

Note: Our work will also be important as we respond to the NWCCU accreditation recommendation on study abroad programs.

Theological Rationale: Identity and Mission

Seattle Pacific University was founded by Free Methodist leaders who desired to prepare graduates to move across the globe sharing the Gospel of Jesus Christ. Since its founding SPU has continued to be a global university by both “sending” and “receiving” students from around the globe. As a Wesleyan/Methodist university, we have been guided by a “mission mandate” that leads us to serve the world.

Our mission is “engaging the culture and changing the world by graduating people of competence and character, becoming people of wisdom, and modeling grace-filled community.”

In order to achieve our mission we must know and understand the world and participate in the world. We celebrate that this is God’s world and God’s tapestry of people and cultures.

We are fully aware that the world is torn by suffering, poverty, violence and racial and ethnic divisions. Our mission calls us to understand and address these issues. We seek to do so grounded in the hope-filled Gospel of Jesus Christ and informed by rigorous and vital learning in all disciplines.

Our mission calls us to acknowledge the tremendous shifts in the world – language, cultures, economies and religions. We must re-orient ourselves to the shifts in

Christianity and learn from the majority of Christianity which is predominately in Africa, Asia and Latin America.

Our identity and mission give us great hope as we move forward on the global education initiative.

Process

1. We will work with Faculty Council to create a task force on Global Education.
2. The task force must have representation from undergraduate and graduate programs, student life and The Perkins Center (SPRINT).
3. We will hold an initial meeting of all interested faculty in January 2008 to solicit input and interested participants.
4. The Task Force will build on the work in global education already in place.
5. The Task Force will work through the Deans to systematically collect information regarding current work in global education.
6. We will regularly report progress to Phil and President's Cabinet and solicit input.
7. We will create ways to regularly communicate progress and solicit input from all faculty.

Timeline

We will organize as quickly as possible. The task force will create a timeline with the goal of providing a report to Phil by June 1, 2008.

Why is this important?

- Vast majority of students in U.S. higher education do not participate in global education (1% of all students in U.S. higher education participate)
- Enhance U.S. competitiveness in the global marketplace
- Help us face the growing global challenges (violence, suffering, environment, resources etc.)
- The need for an irenic Christian voice in global matters and inter-faith conversations
- A strategy for moving forward our reconciliation initiative
- Increasingly a factor in student's choice of a college or university

What are the goals?

- Graduates who are globally literate
- Knowledge and skills to negotiate a global world
- Realize our actions can change the world
- Graduates who can thrive in a world of global interdependence
- Graduates who are able to communicate across diverse cultures
- Graduates who contribute to racial reconciliation
- Increased capacity to perceive the world through the eyes of another

What about learning outcomes?

- Global knowledge
- Cross-cultural competencies
- Gain knowledge of the world's peoples, places and current events
- Analyze global issues and events
- Recognize the impact of global issues on our lives
- Graduates who are able to describe their own culture with greater knowledge
- Skills, attitudes and perceptions that allow our graduates to be globally and cross-culturally competent.
- Increased capacity to perceive the world through the eyes of another

Curriculum and Assessment

- Global issues are not confined to a single academic discipline and require multidisciplinary collaboration
- Need to impact the entire curriculum – general education, majors and study abroad
- How do we learn global competency in our global city? Internships etc.
- We need a clear assessment plan – study abroad is an excellent program for global learning but it is not inherently so.
- How do we know what students are learning regarding globalization?
- How do we globalize the co-curriculum?
- How do we globalize graduate education?

Suggested Conversations and Tasks

- Inventory of current SPU global teaching and scholarship
- Study of comparable institutions
- Study “Best Practices”
- Formulate learning outcomes
- What about “sister school” relationships?