

Global Education Initiative Forum
Thursday, January 10, 2008, 3:30 – 4:30 pm
Upper Gwinn

Brainstorming session: note card responses:

- How does race/racial issues fit with this?
- How do we cultivate empathy with the underprivileged/poor?
- Study existing models (Lee University, Goshen, Taylor)
- Create a Center on Global Education – with office of Asian Studies program under study abroad (example).
- Cross-cultural experience required as a part of the curriculum.
- Create competencies
 - Needed global skill sets
 - Understanding of global economics
 - Empathy with underprivileged/poor
- Faculty teaching experience abroad (perhaps required)

- A “humble approach” to students learning more than an unrealistic sense of “quickly changing the world.”
- We’re a university – focus on learning!!

- Prepare students to learn not “solve.”
- UCOR & UFND abroad.
- Adequate support services.
- Revenue-neutral away programs.

- At the risk of a minutia, the only way in the long run that study abroad in England and Europe will work is if SPU buys big house/villa as a central location.
- At the risk of questioning England and European junkets, SPU may well need to consider sponsoring only trips to the 2/3’s world. Kim Segall’s trip to South Africa is a model program.
- It will/should be essential that SPU encourage its students to study a foreign language abroad in programs not formally affiliated with SPU – advanced study in Paris, Germany, etc.
- We need a study abroad coordinator and office.

- Offering classes in Arabic and Chinese (Japanese), would seem to be an essential move. SPU's location on the Pacific Rim would seem to make these Asian and Arabic languages essential. (signed, Luke Reinsma)

- Must have office to coordinate and help with logistics ASAP.
- Overall goal of global as many things—on campus, in city, classes, study abroad, levels of interconnection is what we want to address.
- Interdisciplinary teaching on campus (Owen and Don H = ancient and modern east, e.g.)
- Revenue neutral study abroad.

- Need for logistical help (Center).
- Curriculum at heart.
- Thank about what we are doing – connections.
- Willing to subsidize what we think is valuable.

- Affordability
- Finances
- Definition
- Mission
- Staffing
- Venues – sister schools, on campus, towns/villages
- Curriculum
- Local connections with internationals

- Globalization is not necessarily “international” or “cross-cultural.”
- Globalization is about understanding the interconnectedness of the world; of the multiple “locals” (e.g. Seattle is global).
- Globalization does not require all new curriculum but reorganizing our curriculum and content around the interconnectedness of the globe.

- Must begin with definition of “global.”
- Derive educational goals/competencies.
- Identify where we do/don't meet goals currently.
- Then imagine what is needed – reorganize, highlight, create programs.

- Not “engage” or “serve” the world, but love the world – which requires first understanding.
- Special focus on the wounded (people and nature).

- Global or cross cultured education?
- Some consider both as important with cross-cultured being the larger rubric that could include global.
- Could consider regional centers throughout the world in particular disciplines. How do you prioritize regional centers? Seattle connected to Asia? Goals and dimensions are driven by the mission so we need to educate ourselves to our mission.
- We need the administrative support of a coordinator/office. Regardless of what else we do, we need the support and coordination. Faculty members cannot coordinate these programs alone.
- General goals:
 - Studying world poverty
 - Engaging cultures
 - Living out the gospel – how we listen
 - Learning languages
 - We need to be converted to others in order for reconciliation

- One central location
 - Find information (students)
 - Handling mundane administration (passports, visas, shots, program load)
- Walk before you run (200/qts vs doubling current; grad vs undergrad; regional, Chinese vs Arabic ← **this is my best guess for this section; quite difficult to read**)
- More international (Arabic/Asia) students.

- Identify what we’re doing with global education – both curricular on campus and with international trips.
- Support what we’re doing with a centralized clearing house for international trips (Center for Global Education?).
- Publicize what we’re doing.
- Identify holes – what should we be doing that we aren’t? (Needs to be done by clarifying our values/purposes for international education).
- Set specific goals to achieve and work toward making changes. Can’t identify changes without understanding what is or is not working currently.

- Develop UG degrees in international crises (U of South Dakota).
- What are other countries doing in changing their curriculum? If we have international students here what are the requirements?
- What are the multicultural aspects that we need to pay attention to the Puget Sound Area? Yakima Valley and Rainier Valley.
- Training our students to be more astute about their own culture.

- Not just study abroad but service learning (research) abroad.
- Partnering with Hope Africa?
- Faculty partnering with Sprint groups so that it is more co-curricular?
- Addressing multicultural/globalization in each course where appropriate.

- How can we debrief the SA experience well once students return (structures)?
- How do we challenge students on vocation and calling in light of their SA experience?
- Can we incorporate cross-cultural experience in our city, state, country?
- How can we help “make it stick” once students return?
- Maybe create a GE type category for all cross-cultural experiences and require one experience in that category? (e.g. SBE’s “signature experience” requirement).
- How can we engage or better capitalize on our sister school relationships?
- Student interest in SA seems to be growing. Can we advise students on their options early in their college tenure?
- Cost is a key factor for students.
- Should “cultural dislocation” be a key goal for our programs?
- Should we distinguish between “touring with other Americans” and “cultural immersion?”
- Should we encourage family stays for cultural immersion purposes?
- Can these be a range of SA experiences from touring to immersion?

- How do faculty proceed when interested in developing a global program?
- Develop set of core values, guiding principles.
- Share “model programs” in SPU to others.
- Figure out what we are doing and own it and position/display in on website.
- How do we better integrate ACE students and international in the SPU community?

- An “idea” – “feeder relation” to various graduate programs worldwide for SPU grads: would continue global education beyond BA; would be a good recruitment factor to SPU.
- Example: two political science grads already have their MA from the International Studies program at Uppsala University, Sweden. Regularize such relations?

- Global education is more than “study abroad.”
- Particularly in regards to graduate programs, consider systematic efforts to bring international students and scholars to SPU.
- Multinational research efforts involving students and faculty.
- International sister school/sister program opportunities.