

## Global Education Discussion January 25, 2006

**Invitees:** Adams, Ruth; Bartholomew, Kathryn; Beauclair, Michelle; Davis, Reed; DeBell, Gail; Downing, Doug; Erickson, Joyce; Ferreiro, Alberto; Grant, Jordan; Hairston, Tali; Hartje, Sandra; Hitchens, Emily; Karns, Gary; Kispert, Craig; Kline, Frank; Lierman, Debby; Macdonald, Mike; McMahan, Kevin; Neuhouser, Kevin; Nuesch-Olver, Delia; Reinsma, Luke; Segall, Kimberly; Sequeira, Debra; Snell, Joe; Price, Cindy; Drov Dahl, Bob; Congdon, Bruce; Roe, Micheal; Gallagher, Susan; Van Duzer, Jeff; Kelley, Lucille; Weathers, Bob

### Notes

Les Steele introduced the topic of global education by highlighting anticipated outcomes:

- Initial conversation about objectives and issues
- Discuss educational commitments related to global education
- Consider administrative issues related to improving our work in global education

Les also asked a number of questions about educational and functional issues.

- Educational Issues
  - What do we mean by global education?
  - What learning outcomes ought we have for all programs and courses related to global education?
  - Are our students sufficiently educated to be global citizens?
  - How does global education contribute to a coherent, integrated undergraduate education?
- Functional Issues
  - Are we appropriately organized?
  - Do we communicate our programs to students?
  - Do we facilitate good planning?
  - Are we good stewards?
  - Do we coordinate across units?
  - How do we assure academic quality?
  - How do we collaborate with the co-curriculum?

The group was asked to think about the broader educational issues first. Functional issues would subsequently be addressed.

### Discussion Notes:

- It's a global world. It's a given and we need to align programs with that. Certain components we can do here if we are more intentional. It might be good to make

this mandatory. Going abroad gives students a different experience which cannot be duplicated here.

- If we don't offer all students global education then we are doing them a great dis-service. Kevin McMahan uses a phrase – global education versus culturally dislocating experience. We can provide the culturally dislocating experience here, but we can't provide global education locally.
- I have a fear that real global education may be so potentially loaded it may die before it gets off the ground. In speaking with Ken Cornell a number of years ago, I remember him stating that many prospective students indicate a strong interest in study abroad programs on the response cards returned to Admissions.
- It's important that our students gain fluency in another language.
- We've discovered that students who have local cross-cultural experiences first, do better when they go abroad. Some issues can and need to be worked out here.
- Global education is not just cultural. Studying eco systems is also a global educational experience. Even though Biology is the focus of our program, the students learn many things about the culture through their experiences abroad.
- CCCU study abroad programs love SPU students! This may be due to our SPRINT and CFE programs. Our students seem to be better prepared than those from many other colleges and universities.
- Service learning is an important part of the experience as well. I'm not sure I'm in favor of this being a requirement for all students. Not all are prepared.
- We should [be intentional] prepare students so that they are all prepared to go.
- There are layers of learning and layers of learning activities.
- There are two types of students: those who want service experiences and those who want academic experiences. The students I take each summer don't want service experiences. We should maintain two tracks to accommodate both.
- We have to think about volume if we make this mandatory. The dynamics of a smaller group (i.e. 28) are very different than those of a group of 40 or more.
- Do we know the percentage of SPU students who have had overseas experiences? (Ruth Adams indicated she can pull data on those who have gone with CCCU or SPU programs. She'll pull that data.)
- SOE has worked with partnerships – we go there and they come here. It's been very beneficial. (Partnerships through World Vision, ....)
- When our students go with CCCU programs we don't control the learning experience. CCCU is good but we need our own programs so that we can control what our students are learning.
- Infusion in language studies
- If we move toward partnerships and sister schools we can more effectively utilize J1 short term visas.

- We need both programs like CCCU but also our own.
- We need to make it clear to our students that it's more expedient for them to go with a program we endorse rather than doing things completely on their own.
- A very valuable part of these trips is the mentoring that occurs on these trips.
- One of the goals in SHS is to offer up to 50 % of their students the opportunity to go abroad. This creates a great challenge for the faculty to open new sites to accommodate all the students. It needs to be recognized that there is a hardship for faculty in these programs. (Faculty are away from family for 7-8 weeks on this program.)
- We need to look at investing in establishing sites for study abroad programs.
- There would be excitement in having nursing, business, literature, and Perkins students all going to the same site one group after another. It would bring tremendous energy to the SPU student population!
- Does the CCCU have any quarter programs? (CCCU has only semester programs.) Quarters are a problem.
- It is best for our students to go on the CCCU programs in the fall. They then receive one semester and two quarters worth of credits. Otherwise they lose two quarters and receive only one semester.
- Summer is the best time for study abroad because we can use our existing faculty.
- We must ensure our programs do not become elitist because of costs.
- We need to help our students cut through the red tape as it relates to scholarships etc. Sometimes those obstacles seem overwhelming.
- We need an office to help coordinate Study Abroad/Global Education.
- This can become an enrollment management issue – i.e. Westmont
- We would do well to help our students re-integrate their overseas experiences when they get back. We need to help capture for the student's benefit the value of that experience. Otherwise it seems that within 4 weeks everything is back to normal.
- As we move forward, let's not exclude SPRINT from the study abroad office. Right now it's (SPRINT) more a vacation than anything. It could be much more. But we've just left it to the students to run.
- Our grad students would love to be able to be involved in a brief overseas experience. Incorporate a graduate element.
- In four years there have been no graduate students applying for the Fulbright scholarship. Not one. This is a great opportunity! There have not been many undergrad applicants either!
- Strongly encourage a language study component before going. Pre-exposure.
- This can be a win/win/win experience: for the SPU students, the host location, and the SPU community. Must prepare faculty also!

- An office would be good!
- This conversation will require adjustments in the Handbook etc. It can all be good but we need to remember the overall effects of these actions and think things through carefully.
- The international students on campus work at connecting with the community. Perhaps we could do a better job of connecting with them.
- Rather than having a requirement for all students to participate, it might be better to have a goal to increase the number of students involved each year.
- Let's build on what we have.
- We should inventory what we are currently doing and communicate this to the community.
- There needs to be a commitment to affordability before we go further.
- While we do subsidize some programs, we need to be careful with this.

Les encouraged everyone to communicate with deans or Cindy Price regarding interest/desire to continue this conversation.