

Précis

EDUCATING FOR A JUST, HEALTHY, SUSTAINABLE, AND PEACEFUL WORLD: A STRATEGIC PLAN FOR GLOBAL EDUCATION AT PLU (October 2003)

At Pacific Lutheran University, thirty years of faculty commitment and innovation have spawned an impressive profile of campus engagement with global education. This commitment has been implicitly rooted in the university's mission. The context of an unsettled and rapidly changing world of increasing economic, cultural, political, and ecological interdependence requires that those being prepared to "learn, serve, lead, and care" are equipped to do so across boundaries of difference.

In fall 2001, the faculty International Education Committee (IEC) prepared a vision statement that established the framework for understanding global education as defined to encompass intercultural learning, sketched the campus ethos that will sustain a vibrant commitment to global education, and set forth desired student learning outcomes. The university's long-range vision—*PLU 2010* (2003) incorporated the IEC vision, celebrating the existing strength in international education and calling for a new level of academic distinction.

The strategic plan proposes strategies to position PLU as an institution where *educating for a just, healthy, sustainable, and peaceful world*, locally and globally, is a mark of academic distinction. The four central values to which a PLU global education aspires – justice, health, sustainability, and peace – are here understood in the broadest and most inclusive sense. As the strategic plan is implemented and alignments occur between vision and program, distinctive definitions of the terms will emerge. In this, as all other aspects the plan must remain grounded in the university's mission and values.

PLU embarks on this plan possessing strong and compelling characteristics as a *global university* with strong local community ties. We have been successful with our achievements stemming from grassroots innovation and commitment. Some of these successes include: PLU's national study abroad ranking; its innovative globally focused interdisciplinary programs; substantial commitment and a record of success in the area of global scholarship and faculty/staff development; the emergence of an international residence hall; community outreach and public programming; and its growing resource base in the form of endowment gifts and grants.

Goals

The goals and strategies outlined in this plan are designed to ensure meeting PLU's commitment to excellence in educating for a just, healthy, sustainable, and peaceful world, globally and locally. Two overarching goals have been set to achieve the vision.

The first goal is the increased participation of the PLU community in global education. Attaining this goal requires flexible opportunities that meet the needs of different and varied disciplines and interests. The second goal is the enhanced quality of our global education programs. Quality will be enhanced in two ways: by program enrichment through a consistent thematic focus on *educating for a just, healthy, sustainable, and peaceful world* and the implementation of PLU's Global Education Continuum.

The Global Education Continuum is a flexible model that contains four developmental phases intended to nurture the ability to participate actively in learning and working environments in global contexts. The Continuum emphasizes the evolution of worldviews, knowledge, skills, and cognitive capacity and is consistent with intellectual/personal development theories. All participants in global education move along the Continuum and, as they do so, the process emphasizes integrated learning at increasing depth. Global education at PLU, therefore, becomes an integrated, focused, and intentional journey of intellectual and personal development.

Strategies

To achieve distinction as an institution that *educates for a just, healthy, sustainable, and peaceful world*, globally and locally, eight core strategies have been identified to reach the twin goals of increased participation and enhanced quality. These are to: incorporate the vision campus-wide; transform January Term; develop PLU global education sites worldwide; identify complementary off-Campus sponsored programs; expand local experiential education opportunities; implement a PLU Global Scholars Program; create and support a vibrant community of sojourners; and evolve a global education research institute.

These eight strategies will help us realize the vision. Implementing them requires us to identify and reach benchmarks of success. A systematic approach to assessment is thus a necessary component of the plan.

Assessment

The approach to global education assessment will be grounded in three principles. First among these is the identification and measurement of participation levels. Second is the design and implementation of program effectiveness measures. Third is the elaboration of the Global Education Continuum to enable the tracking of student learning along the Continuum. Understanding program quality and depth will require us to take the following steps with regard to the Continuum: identify outcomes; apply specific learning objectives; collect and interpret data; apply the feedback. Once the data is gathered and interpreted, the information will be used to enhance program offerings.

Resources and Infrastructure

In the near term, the university will be able to draw upon existing gift and grant support to generate the curricular and programmatic enhancements envisioned by this plan. The challenge will be to develop a self-sustaining, annual expense structure supported by a variety of revenue streams as well as a substantial endowment that will fund both new initiatives and some of the programs already in place. Establishing a realistic pricing policy for off-campus programs, augmenting the Wang endowment, developing corporate sponsorships, garnering additional federal and private foundation grants, and organizing for efficiency to support qualitative and quantitative growth will be necessary to achieve and sustain PLU's distinctive global education model.

In addition to sufficient fiscal resources, PLU needs a unified infrastructure to oversee and manage the goals and strategies laid out in this document. By 2010, a successful infrastructure will require the convergence of the varied global education components on campus. Convergence entails the development of a coherent organizational structure directed by appropriate faculty and staff.

Resource priorities may be grouped into the following three categories: support the learning environment, develop human resources, evolve infrastructure.

Conclusion

This plan endorses a collective vision of educating for *a just, healthy, sustainable, and peaceful world*. It identifies two goals for enhancing global education. The goals, increased participation and enhanced quality, can be reached through the systematic application of eight strategies for success. These strategies focus on developing curriculum through the integration of the Global Education Continuum, enhancing opportunities for participation and engagement through local and global programs, and evolving the demographics of our global community. Our efforts will be supported and sustained by a coordinated approach to resource development and allocation.