

## Pacific Lutheran University

### *EDUCATING FOR A JUST, HEALTHY, SUSTAINABLE, AND PEACEFUL WORLD: A STRATEGIC PLAN FOR GLOBAL EDUCATION AT PLU 2004*

The Faculty Assembly unanimously affirmed this vision and strategic direction in April 2004. The Board of Regents received the document from the faculty and affirmed the vision and strategic direction in May 2004.

#### ***Introduction***

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 (see Appendix A) 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.

Inspired by these visions and grounded in the experiences of the past, the proposed strategic plan for global education at PLU looks to 2010 and beyond. Global education is here understood to encompass all learning that crosses cultural boundaries, at home and abroad. The 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. As articulated in the university's mission statement, the intellect is cultivated as "a tool of conscience and an instrument of service." Our ecumenically Christian history and identity further interpret service as hopeful and directed at seeking solutions and building bridges among peoples. Hence, the plan articulates the ideal toward which we are striving, as individuals and as a community.

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:

- **Study Abroad Ranking.** PLU regularly places among the top ten Master's degree universities in the United States for percentage of students engaged in international study. Forty percent of 2003 Bachelor recipients studied abroad.

- Innovative Programs. PLU was one of the first universities to establish a Global Studies Program (1977) and a model interdisciplinary general education program from the early 1970s evolved into the present International Core. Faculty members have developed a remarkable array of short-term off-campus courses in locations worldwide and in our local community (nineteen distinct locations in 2003 alone). Area studies expertise has evolved in tandem with semester study and visiting scholar programs—Scandinavia (1970s), China (1980s), and Trinidad/Caribbean (1990s). Continuing innovation is shown by curricular revisions underway in Environmental Studies and a range of other disciplinary and cross-disciplinary programs. A unique three-way partnership with PLU, Norway’s Hedmark University College, and the University of Namibia focuses on the Nordic approach to democracy, development, and peacemaking. An initiative to place students recently returned from Trinidad-Tobago in the Salishan community on the eastside of Tacoma illustrates our commitment to integrating intercultural values and skills into daily lives at home. A Peace Studies working group is pursuing new curricular and co-curricular opportunities.
- Global Scholarship and Faculty/Staff Development. Sixty-three PLU graduates have received Fulbright scholarships for post-graduate study and research abroad, including seven recipients in 2003, and twenty have received Rotary Ambassadorial Scholarships. A number of PLU faculty have received Senior Fulbright Scholar Lecturing awards and a high percentage of our faculty has worked abroad or has fluency in another language. Each year our campus is enriched with visiting international scholars. Grants for research and professional development in culturally diverse areas of the world are integral to the mission of the new Wang Center for International Programs. In spring 2003, formal approval was given for faculty/staff professional development opportunities on January-term off-campus courses.
- Campus Life. The exploration of an international residence hall focusing on language and culture is being piloted in fall 2003 with a China House. The Diversity Center has launched cross-cultural training for the campus community and sponsors related programming. Academic affairs and student life administrators are partnering with faculty to expand pre-departure orientation programs as well as activities for returning sojourners. In recent years, over five percent of the PLU student body has held international citizenship.
- Community Outreach. The Wang Center forged an unprecedented PLU-Tacoma community and corporate partnership to bring together international experts for its inaugural public symposium on *China: Bridges for a New Century*, which attracted a diverse audience of more than 700 to the April 2003 events in downtown Tacoma. Public programming and corporate and community partnerships are being linked through the Wang Center with other campus entities dedicated to experiential and multicultural learning. Based on survey sampling, well over two-thirds of PLU undergraduates volunteer in the local community.
- Growing Resource Base. A total of more than \$1.5 million in grant funding (Teagle Foundation, Freeman Foundation, USAID, DOE Title VI, AAC&U) has come to the university in the last two years to support excellence in global education. These grant funds complement the \$4 million endowment gift from Drs. Peter and Grace Wang that enabled the creation of the Wang Center for International Programs.

Notwithstanding the successes noted above, student, faculty, and staff involvement remains inconsistent in breadth, depth, and purpose across campus. Thus, this plan seeks to identify goals and strategies to increase participation and quality, and to focus our efforts. The goals and strategies as defined and set

forth in the following pages are designed to enable the purposeful integration of global education throughout the university and to foster a new level of distinction to be documented and continually refined through assessment. As a result of these concentrated efforts, PLU's strengths as a leader in global education will be clarified and enhanced. This in turn will benefit the university's reputation for excellence and its marketing and student recruitment.

### **Goals**

After thirty years of work, the pieces are in place, the foundation has been built, and the task now is to develop goals and strategies 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. These two goals work in concert to differentiate PLU's global education programs.

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.<sup>1</sup> The four phases are:

- The Introductory phase focuses on exposure to PLU's commitment to and understanding of global education.
- The Exploratory phase concentrates on deepening of content and intellectual skill development, with emphasis on intercultural skills.
- The Participatory phase represents a sustained, cross-cultural experiential learning that provides practice and refinement of intercultural abilities and understandings (e.g. service learning, internship).
- In the Integrative phase, students focus on experiencing global/local connections and life skills development as it relates to vocation and career in an increasingly interdependent world.

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.

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<sup>1</sup> Much has been written about developmental theory and the evolution of thought. Many campus programs and committees have worked to apply this material into the curriculum including the International Education Committee and the Teagle Grant Team. Perhaps most notable is the work done by the International Core Committee in the revision of the International Core, its learning outcomes, and its assessment. The Continuum is based on this collective body of work. See William G. Perry, Jr. *Forms of Intellectual and Ethical Development in the College Years: A Scheme*, New York, NY: Holt, Rinehart and Winston, Inc., 1970; Milton J. Bennett, "Towards Ethnorelativism: A Developmental Model of Intercultural Sensitivity," *Education for the Intercultural Experience*, R. Michael Paige, ed., Yarmouth, Maine: Intercultural Press, 1993, pp. 21-71; Sharon Parks, *The Critical Years: The Young Adult Search for a Faith to Live By*, San Francisco, CA: Harper & Row, 1986; and Caryn McTighe Musil, "Educating for Citizenship," *Peer Review*, Spring 2003 (5:3), 4-8.

The International Education Committee's 2001 statement envisions PLU graduates who are "aware of their own place and culture in the world, and understand the interrelation of socio-political, economic, scientific, cultural, religious, linguistic facets of human life." The Continuum and thematic focus of *educating for a just, healthy, and peaceful world* provide a foundation for achieving these expectations.

Whether reaching out to new immigrant populations in the spirit of PLU's late 19<sup>th</sup> century founding, providing study and service opportunities overseas, or fashioning campus-based vocational explorations, the academic community cultivates the intellectual and personal development of students. As part of its assessment program, the PLU faculty approved the Integrative Learning Objectives (ILOs), which focus on five university-wide educational outcomes. These are: Critical Reflection, Expression, Interaction with Others, Valuing, and Multiple Frameworks. The PLU Global Education Continuum should be grounded in the ILOs, all of which have links to cross-cultural competencies and which can inform our global efforts. Thus grounded, the Continuum serves to enrich student learning at PLU while affirming the centrality of global education to PLU's educational mission. Appendix B provides a model for understanding the relationship between the ILOs and the Continuum.

### ***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:

- Incorporate the Vision. To achieve the goals of increasing participation and enhancing quality, PLU must incorporate *educating for a just, healthy, sustainable and peaceful world* across all aspects of our community life to optimize opportunity, commitment, involvement, and consistency. Incorporation should include working to modify and enhance the core curriculum; undergraduate and graduate curricula; co-curricular programs and student life; life-long learning programs for returning alumni and others; and university offices and services. Bringing the vision to life in this comprehensive way translates into an expectation that all members of the university community become participant-learners in global education.
- Transform January Term. To achieve the goals of increased participation and enhanced quality, and to develop a systematic and developmentally appropriate opportunity whereby students can move through the Introductory and Exploratory phases of the PLU Global Education Continuum, January term, both on and off campus, should become a recognition and celebration of our global distinction. January term offers unique opportunities to embrace PLU's commitment to the global/local dialectic and to experiential/participatory teaching and learning. Furthermore, a focus on global issues and/or themes during the January term will become part of a larger dialogue with our global community, employing visiting scholars, community resource people, returning sojourners, and symposia.
- Develop PLU Global Education Sites Worldwide. To achieve the goals of increased participation and enhanced quality and to broaden educational opportunities in the Exploratory, Participatory, and Integrative phases of the Continuum, the Wang Center staff and PLU faculty will partner to create and sustain a limited number of off-campus sites that will function as the primary gateways for global education development. These sites or "centers" will offer programs intentionally linked to the PLU curriculum and integrated with the vision of *educating for a just, healthy, sustainable, and peaceful world*. The specific site locations will be confirmed as part of the early implementation of this strategic plan. The Puget Sound region will function as one of the sites. PLU sites will:
  - *Integrate Programming.* Programs at the designated sites should connect on- and off-campus curricula. They should sustain a mix of programs across the Global Education

Continuum and for varying degrees of PLU faculty involvement. High-quality experiential components (e.g. internships, practica, service learning) should be available and the overseas sites should offer a strong conceptual link with U.S.-based opportunities.

- *Extend and Sustain Infrastructure.* Proven host-country partnerships with on-site staff and faculty should be developed. PLU sites should have designated PLU faculty directors. They should foster and develop community outreach programs and should have sufficient technology to unite campus-based programs with “center” efforts.
  - *Develop Students, Staff, and Faculty.* PLU sites should provide for PLU faculty participation and development and have the potential for exchanges of students, faculty, and staff from the overseas locations, thereby advancing PLU’s identity as a global campus.
- Identify Complementary Off-Campus Sponsored Programs. To achieve the goals of increased participation and enhanced quality, and to guarantee access and opportunity for all students, particularly in the Participatory phase of the PLU Global Education Continuum, PLU will complement its own off-campus programs with selected, high-quality sponsored programs that meet one or more of the following criteria:
    - *Link with the PLU Curriculum.* These programs should develop aspects or features in our curriculum at a depth greater than can be provided on campus or through the “centers.” For instance, approved sponsored programs might focus on PLU-taught foreign languages (e.g. German and French).
    - *Provide Unique Experiential Opportunities.* Programs external to PLU might be able to provide unique service opportunities, undergraduate research, or internships that meet the needs of campus-based programs or varied student programs and disciplines. Such programs should offer thematic ties to the stated vision not met through PLU’s own “centers.”
    - *Focus on Specific Needs.* Sponsored off-campus programs might respond to a need in majors or research areas not met or developed in the PLU “centers.”
- Expand Local Experiential Education Opportunities. To achieve the goals of increasing participation and enhancing quality, and in order to develop ample opportunity for students in the Participatory and Integrative phases of the Continuum, PLU should develop many new experiential learning opportunities (defined here as internships, service learning, and undergraduate research) in the local community that are designed to:
    - *Enhance Curricular Connections.* Experiential opportunities should have clear curricular connections that enhance campus-based programs and established PLU learning objectives.
    - *Foster Foreign Language Skill Development.* Opportunities and linkages to foreign languages and ESL should receive appropriate highlighting.
    - *Develop Intercultural Communication Skills.* Opportunities should offer the potential for honing intercultural communication skills and deepening cross-cultural sensitivity and understanding.
    - *Reflect Constituent Ties.* Opportunities should draw upon and serve PLU’s broader community at home and abroad including its alumni and church-related organizations that share in the stated vision (e.g. Lutheran World Relief and the Lutheran Volunteer Corps).
- Implement a Global Scholars Program. To achieve the goal of increasing the quality of global education through an integrated and intentional Continuum and to enhance the distinctiveness of PLU’s vision for, and commitment to, global education, PLU should implement an elective

Global Scholars Program designed for recognition and celebration of significant student achievements in global education.

- Create and Support a Vibrant Community of Sojourners. To achieve the goal of developing greater quality, we should work intentionally to build a global campus community reflective of the richness and diversity of the global community. This strategy includes the following:
  - *Develop Integrated Orientation and Re-entry Program.* PLU must develop an integrated orientation/re-entry program for all students studying off-campus that will optimize learning and nurture vocational reflection.
  - *Align Advising with Global Education Initiatives.* Advising materials and training should be revised to equip advisors to support students in their progress on the Continuum and integrate their off-campus and on-campus learning for effective degree completion and meaningful vocational exploration.
  - *Develop Residential Learning Communities.* Focusing on learning that takes place outside the classroom, PLU should develop residential learning communities with thematic ties to the global education vision.
  - *Enhance Civic Engagement and Leadership Opportunities.* Such opportunities inherently linked to the thematic vision, should be readily available to students early in their PLU education and modeled by upper-class mentors.
  - *Augment Strategies for International and Multicultural Students and Scholars.* PLU must develop systematic approaches to the recruitment, retention, support, and integration of these community members. These approaches must be linked to the broader global education agenda, including in orientation, intercultural development, and the design of study away programs.
  - *Offer Life-Long Learning Opportunities.* Life-long learning opportunities should be developed for PLU alumni and others, alongside the existing Wang Center commitment to extensive public programming.
  
- Evolve a Global Education Research Institute. To achieve the goal of improving the quality of our global education programs and to integrate the university's distinction with respect to student-faculty research, PLU should evolve the Wang Center to incorporate a dynamic research institute:
  - *Increase Research Support and Activities.* Faculty and student research related to global issues of justice, health, sustainability, and peacemaking should be supported through augmented financial and other support.
  - *Disseminate Research Results.* By print and electronic publications, presentations and exhibits, and other appropriate means, faculty and student research will reach campus and public audiences. The Wang Center will facilitate and support this dissemination.
  - *Prepare Curricular Materials.* The preparation of case studies, course units, illustrative materials and other information suitable for curricular use at PLU and elsewhere will receive focused attention and support. A parallel focus will be the encouragement and dissemination of effective global education pedagogies.
  - *Develop Assessment Tools and Processes.* The institute should develop and maintain a data base for global education benchmarking, goal-setting, and all other related assessment strategies
  - *Enhance the Resource Base.* Wang Center staff and advisors should actively engage in building the resource base to further the university's global education goals, including endowment for student-faculty research, faculty and curriculum development, and public outreach.

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***

By systematically measuring results, we can determine progress toward achieving our goals. In addition, assessment provides us with feedback that can be used either to improve or reinforce our efforts, or to refine goals and outcomes.

Our approach to global education assessment is grounded on 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. In each case, we must define benchmarks for success. How will we know if we have been successful?

The initial step is descriptive—what do we offer and who participates? The second step is evaluative—how well do the existing programs meet our goals? Meeting the goal of increased participation requires a careful analysis of the existing breadth of programs. Do existing programs and venues meet the needs of students and their respective majors? What curricular offerings or locations are needed to fill any “gaps”? Are there redundancies and unnecessary overlaps?

The next step focuses on the quality of these programs. Quality is assessed by depth of experience as developed in the Global Education Continuum consisting of its four phases grounded in the ILOs. Each program will be evaluated on the basis of how well it prepares our students for meeting the requirements for global certification. While not every program must provide opportunities for students to pass through all four phases, our collection of programs (from “centers” to campus-based programs to sponsored programs) should afford students the opportunity for certification as a global scholar.

Understanding program quality and depth, then, requires us to take the following steps with regard to the Continuum:

- Identify Outcomes. Each phase of the Continuum should have specified learning objectives. While each program and discipline may have unique outcomes associated with the phases, there should be commonly understood objectives. For instance, in the exploratory phase, students should understand how to observe and interpret cultural similarities and differences.
- Apply Specific Learning Objectives. After we have identified the outcomes, each program should identify ways of measuring those outcomes. For instance, if an outcome is language proficiency, then testing for proficiency is a measure of the outcome. Each program should be able to explain what data it seeks to document success and how it will collect the data.
- Collect and Interpret Data. Assessment data can be varied and depends on the outcomes and measures used. It can be everything from student portfolios to standardized tests. Data collection provides us with the opportunity to examine and interpret program success. The objective is to develop a system for gathering data that can be used to ensure continued quality and opportunities for achievement.
- Apply the Feedback. Once we have gathered and interpreted data, the information is used to enhance program offerings.

This process should yield a program that meets the participation needs of varied disciplines and student interests and provides quality opportunities for students to progress through the Continuum.

### ***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.<sup>2</sup>

Resource priorities may be grouped into the following three categories:

- Support the Learning Environment
  - Increase student and faculty research grants funded through the Wang Center.
  - Provide technology to support distance learning among our global center partners.
  - Provide access to global scholars in residence through endowment and by underwriting distinguished lecturers at PLU during January Term.
  - Enhance co-curricular programming by providing varied opportunities for engagement and participation across campus and in the community.
  - Provide scholarships for study and investigative learning.
  
- Develop Human Resources
  - Appoint and support faculty coordinators of identified "centers" and sponsored programs.
  - Recognize faculty leadership in leading off-campus programs and overseeing experiential learning and provide for regular site visits by faculty and staff.
  - Offer grants to incoming students with records of global commitment (I.B., high school study abroad, etc.) and who augment the diversity of the campus community.
  - Develop and maintain a database of faculty and staff expertise.
  - Support the intercultural development of staff and faculty.
  - Extend the January Term course assistant program.
  
- Evolve Infrastructure
  - Evolve a unified infrastructure for PLU global education components that incorporates an enhanced Wang Center.
  - Develop and sustain the infrastructure for our global "centers".
  - Provide global education grants for students participating in PLU's own programs; over time, funded largely by targeted endowments.
  - Redirect budget from sponsored programs to PLU's own programs.
  - Explore globally focused continuing education and other revenue generating outreach activities.

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<sup>2</sup> The International Education Committee, as charged by the faculty, dedicated itself during 2002-03 to outlining a model for such a structure. The new Faculty Committee for International Education will continue this work.



- Market global distinctions.
- Fund research institute to support preparation and dissemination of publications and enhanced conference activities.
- Reallocate academic and administrative support staff.
- Establish hiring priority for tenure-track faculty with international experience

Using resources such as those made available by the Teagle Grant and the Wang Center, the institution should continue to prioritize the integration of global components into all aspects of the university community.

### ***Tentative Timeline***

An example of the schedule for implementation and tentative assignment of responsibilities includes the following:

#### **2003-2004**

- Secure necessary faculty approval for relevant sections of the plan.
- Begin incorporating vision to modify and enhance undergraduate and graduate curricula, co-curricular programs and student life, life-long learning programs for returning alumnae, and the core curriculum, as well as other university offices and services (*EPC, FCIE, Teagle Planning Team, and program heads of all units*).
- Develop outcomes for “Global Education Continuum” (*FCIE, Teagle Team, and Interested Faculty*).
- Explore options for PLU global sites (*FCIE and Wang Center Director, Interested Faculty and Staff*).
- Begin discussion of adding global emphasis to January Term (*FCIE, Director of FYE, Wang Center Director, VP for Student Life and program heads of all other relevant units*).
- Establish experiential learning opportunities to meet requirements of Participatory and Integrative phases of the Continuum (*International Internship Coordinator, Cooperative Education, faculty internship coordinators, Wang Center*).
- Pilot orientation/re-entry program (*Wang Center, Director of Public Service, Director of Diversity Center, Lilly Grant working group*).
- Evolve strategic resource plan (*Wang Center staff and advisors, FCIE*).
- Begin campus-wide discussion on convergence model for global education organization (*FCIE, Wang Center, Campus Community*).

#### **2004-2005**

- Design expanded student-faculty research grants program, with designated faculty leadership (*Wang Center, to-be-named faculty coordinator*)
- Target development of the first group of selected PLU global sites, including the local community (*Wang Center, Faculty Site Directors and FCIE, Center for Public Service, and others*)
- Begin process of identifying select list of sponsored study away programs (*Affected units, FCIE*).
- Begin development of Global Scholars Program (*Teagle Planning Team, FCIE, Appropriate Faculty Committees*).
- Pilot model(s) for January Term with global emphasis (*Freshman Year Experience Committee, Wang Center, Student Life, and other Relevant Units*).
- Prepare a strategic enrollment management plan that addresses the global nature of the campus community.
- Develop residential life global “learning communities” (*Interested faculty representing a curricular program, Director of Residential Life*).

- Continue to pilot orientation and re-entry program (*Cross Campus Working Group including Wang Center, Director of Diversity Center, Interested Faculty*).
- Evolve the resource base to fund and achieve the vision (*Wang Center, Interested Constituents, Development Office*).
- Approve and begin implementation of convergence model for global education organization (*FCIE, Wang Center, Campus Community*).

#### **2005-2006**

- Obtain faculty approval of PLU's Global Scholars Program (*Faculty Assembly, FCIE*).
- Launch model(s) for January Term with global emphasis (*Freshman Year Experience Committee, Wang Center, Student Life, and other Relevant Units*).
- Confirm additional PLU global sites (*FCIE and Wang Center, Interested faculty*).
- Establish select list of complementary sponsored programs (*Affected Units and Appropriate Administrative Bodies*).
- Begin focused fund-raising (*Development, Wang Center*).
- Further evolve research institute dimensions of the Wang Center (*Wang Center, faculty coordinator and others*).

#### **2006-2007**

- Launch PLU's Global Scholars Program.
- Continue focused fund-raising (*Development, Wang Center*).

#### **2007-2008**

- Continue focused fund-raising (*Development, Wang Center*).

#### **2008-2009**

- Have PLU global sites operational.
- Continue focused fund-raising (*Development, Wang Center*).

#### **2009-2010**

- Celebrate research institute with major symposium on global education.
- Complete convergence of organizational authority.

This timeline should enable us to achieve benchmarks of success by 2010 that might include: full participation of the class of 2010 in a globally-focused January-Term Experience; a doubling in the number of students participating in off-campus January Term courses (from 300 to 600 per year); 150 students participating annually in semester-long programs in established PLU overseas sites; 20 students participating in the Teagle-funded global internship program; a larger and even more diverse international student body; the successful implementation of study tours for PLU non-matriculated constituents (alumni and others); a re-invigorated intellectual community tied to co-curricular programming and two or three residential learning communities developed through the Office of Residential Life; and the recognition of the first class of PLU Global Scholars.

#### ***Conclusion***

This plan commits PLU to a collective promise to educate for *a just, healthy, sustainable, and peaceful world*. Specifically, it identifies two goals for enhancing global education. The goals, increased participation and enhanced quality, require 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.

Anticipating the arrival of a new century in his 1998 Opening Convocation Address, President Loren Anderson challenged that “we live in a time marked by large order changes, shifts in some of our basic frames and reference points, and new discoveries and understandings that will shape our shared experience well into the 21<sup>st</sup> Century.” Five years later, at the threshold of a new century marked by increased threats of war, intercultural strife, and environmental degradation, this plan represents a call to action. Grounded in our grassroots approach and building on the continuity of our successes, it offers an opportunity to move the institution forward, inspired by a future-focused vision of transformation.

## **APPENDIX A**

### **International Education Committee Vision Statement**

**Approved: December 12, 2001**

Global and Intercultural Education studies individual nations and cultures and the dynamic relations within and among them; it instills awareness of and sensitivity to the interface of cultures and the global interdependency of human and natural events while developing necessary cognitive and linguistic skills.

The PLU community strives to mirror--in its classes and across its campus--the cultural and intellectual richness of the world and to address the challenges such complex diversity poses. PLU aims to achieve a diverse cosmopolitan campus through its hiring and recruitment practices. The PLU community includes students, faculty, administrators, staff, graduates, visitors, and its international partners.

Students graduating from PLU are aware of their own place and culture in the world, and they understand the interrelation of socio-political, economic, scientific, cultural, religious, and linguistic facets of human life. Students are sensitive to the historical, multinational, religious, and social roots of diverse cultures, and they learn to value and promote global harmony and diplomacy. Students are curious about other cultures and they work to understand them through experiences within those cultures. Students develop skills for navigating in a globally interconnected world by taking on- and off-campus courses that incorporate global and intercultural dimensions, and by attaining proficiency in a second language.

For students selecting more intensive global study, PLU offers both disciplinary and cross, disciplinary curricula, as well as internships and service learning with a global reach. Off-campus learning opportunities--full year, semester, and short-term --are integrated into campus life and study in ways that connect these global and intercultural experiences to students' academic programs, and they enhance students' opportunities to attain fluency in a second language. Such students are prepared for graduate study and professions with a global focus.

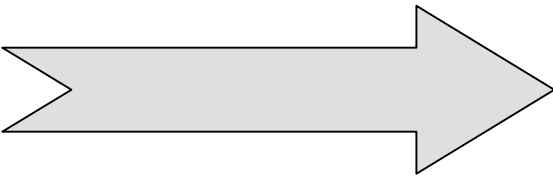
Faculty guides, inspire, and assist students by sharing their effort to attain the knowledge, experience, and understanding needed for global citizenship. Faculty play a continuing and key role in achieving the university's vision for global and intercultural education.

The Administration endorses and supports this vision.

## APPENDIX B

### Global Education Continuum and the Integrative Learning Objectives

If one considers that the ILOs represent core curricular competencies and the Continuum represents levels of depth and achievement, then the following grid provides a means for visualizing how each of the ILO competency areas develops as students progress through the continuum.

	<b>Global Education Continuum</b>			
	<b>Introductory</b>	<b>Exploratory</b>	<b>Participatory</b>	<b>Integrative</b>
<b>Integrative Learning Objectives</b>				
<b>Critical Reflection</b>				
<b>Expression</b>				
<b>Interaction with Others</b>				
<b>Valuing Multiple Frameworks</b>				

## APPENDIX C

### PLU INTERNATIONAL GRANTS AWARDED 2002

***Association of American Colleges & Universities*** (three years—2002-05)

PLU is one of ten institutions selected for a FIPSE-funded initiative through AAC&U, “Liberal Education and Global Citizenship: The Arts of Democracy.” A faculty team is participating in national conferences and an on-line seminar and will receive support for course development.

Faculty director: *Barbara Temple-Thurston*

***Freeman Foundation*** (\$686,000 over four years—2002-06)

The grant will broaden and strengthen the undergraduate *Chinese Studies* curriculum through enhanced language instruction, faculty and course development, student involvement and co-curricular programs, and library acquisitions. The second strand of work focuses on enriching Chinese studies in local primary and secondary education through continuing education for teachers and school presentations. PLU’s partner for this first year is the Puyallup School District.

Faculty director: *Greg Youtz*

***Teagle Foundation*** (*\$455,000 over three years—2002-05*)

The grant will enable faculty “to strategically plan and implement a more distinctive international program that builds on our mission of ‘educating for service.’” Year one of the grant will focus on reflection, assessment, and strategic planning with a focus on:

- \*expanding the reach of international education to include all PLU students;
- \*developing an innovative investigative learning /internship option for study-away experiences;
- \*enhancing visibility and distinction of existing international programs through thoughtful and thought-provoking integration, strengthening and revitalization;
- \*fostering curricular and pedagogical innovation related to reflect the complexity and interdependency of today’s world;
- \*considering the creation of an international certification program.

A faculty planning team will work through the fall and winter. Three spring Teagle workshops will involve thirty faculty from across campus.

Faculty director: *Tamara Williams*

***Title VI, U.S. Department of Education*** (\$173,799 over two years—2002-04)

The grant project is to redesign, renovate, and strengthen *The International Core*. Funding provides for faculty workshops and stipends to redesign the curriculum and evolve student outcome measures for ongoing program evaluation.

Faculty director: *Ann Kelleher*

***USAID and Association Liaison Office for University Cooperation in Development*** (\$100,000 over two years—2002-04)

The project will enable 75 teachers from the Ondao Primary School in Namibia to strengthen their knowledge, teaching, and language skills. PLU faculty and University of Namibia faculty will lead five teacher training workshops, with the assistance of the Namibia Association of Norway and faculty from Hedmark University College. This education assistance project will enhance the three-university partnership that has been formed to study processes for achieving democracy, development, and peace.

Faculty director: *Ann Kelleher*

## APPENDIX D



### PLU WANG CENTER FOR INTERNATIONAL PROGRAMS

In endowing the Wang Center for International Programs, Peter ('60) and Grace Wang have emphasized the role education can play in building a more peaceful world.

Preparing students for lives of “thoughtful inquiry, service, leadership and care” in an inter-connected world and equipping them to be advocates for peace are goals the Wangs identify as rooted in the university’s mission. Their philanthropic motivation also includes promoting mutual understanding among peoples and nations through programs of investigative learning, research, and public outreach.

The Wang Center will:

- 1.) Support and strengthen the university’s internationally focused academic programs;
- 2.) Coordinate and advance the university’s study away offerings--expanding student opportunities and participation;
- 3.) Grow into a dynamic research institute bringing faculty and students together for the exploration of global issues and peacemaking;
- 4.) Offer public education including symposia and publications; and
- 5.) Promote and leverage the university’s global and intercultural distinctions through partnerships, community outreach, consortia, and grant activities.

During the inaugural year of the Wang Center, the university community will work together to evolve a specific vision for educating for peace that aligns the Center with the university’s international vision as it is expressed in the December 2001 vision statement of the International Education Committee, the work on curricular coherence being carried out through major grant projects, and the 2010 planning process.

*Approved by the Wang Center Board - September 23, 2002*