

**INTERNATIONALIZING CHRISTIAN HIGHER EDUCATION
PRINCE CONFERENCE CENTER
MAY 23-25, 2013**

Thursday, May 23, 2013

- 12:00-5:00pm Check-in (Prince Conference Center)
- 1:00-5:00pm Pre-Conference Workshop I: Helping Students Reflect on Cross-cultural Experiences *Pre-registration is required* (Willow East)
Paul Robinson (Bilingual Christian University of the Congo)
- Pre-Conference Workshop II: Engaging with people of other faith traditions
Pre-registration is required (Willow West)
Susan Felch, Diane Obenchain, Shirley Roels (Calvin College)
- 6:00-9:00pm Dinner (Great Hall)
Keynote Speech: **Internationalizing Christian Higher Education in the 21st Century**, Dr. Thomas L. Benson (*Council for American Culture and Education*)
Q & A

Friday, May 24, 2013

8:05-8:25am **Worship** (Greg Scheer)

8:30-10:00am **Breakout Session 1**

Session 1A: (Willow East)

Internationalizing Christian Education in Africa: Partnership between African Christian Academies and the West

Stan Chu Ilo (University of St. Michael College in the University of Toronto) and Clement Majawa (Catholic University of Eastern Africa, Nairobi)

This panel will discuss the changing landscape of Christian education in Africa and the tension between public educational policies in many African countries and maintaining the evangelical priorities inherent in African Christian educational policies and programs. This tension has consequences on the narrative of Christian expansion in Africa for instance and the level of engagement between African Christian scholars in Africa, and African scholars outside Africa and Christian scholars from the West who partner with African universities. The issues of quality and standard of education, education for peace, inter-denominational and inter-faith education among others will be broached. The panel will discuss also the challenges of human and cultural development in Africa, and the stresses and strains within African Christian academies in the search for a strong theological foundation to education for cosmic and human flourishing. The panel wishes to show that the shifting center of gravity in World Christianity demands greater mining of African history and

resources in African education in the Christian academies and greater partnership and conversation between African Christian scholars, universities and colleges and their Western counterparts.

Session 1B: (Willow West)

Implementing a 3-credit Intercultural Immersion Class Requirement for Every Student: How Kuyper College Met the Challenges

Lisa Hoogeboom, Kai Ton Chau, Teresa Renkema, and Carol Hochhalter (Kuyper College)

While faculty and other leadership at the college concurred with the Intercultural Immersion Task Force's report which showcased the need to create an experiential learning environment which would help students meet the challenges of our globalized society, many were hesitant to require an Intercultural Immersion class for all students because of perceived challenges. The arguments against the requirement could be categorized into three topics: 1. Money. 2. Curriculum issues. 3. Administrative issues. In this panel we will explain how the Kuyper College Intercultural Immersion Task Force answered the questions and how the college has been innovative in implementing the requirement for all students.

Session 1C: (Hickory)

Transforming Students Abroad from Consumers to Cultural Learners

Mary Buteyn, Herman De Vries, and F. Corey Roberts (Calvin College)

Whether we frame our broader goals for short-term or longer-term study in a second culture as nurturing a spirit of hospitality, building cultural intelligence, or promoting cross-cultural engagement, how do we best assist our students to develop an awareness of themselves as cultural beings and to develop skills that will empower them to be culturally-sensitive participants within the host culture? This interactive session will include examples of learning activities for pre-departure, on-site, and post-return settings that enable students to thoughtfully engage with their target culture and the persons they meet, and to become life-long global learners.

Session 1D: (Board Room)

The Habit and the Drum: Returning Veterans, Moral Injury, and the Role of Christian Education in the Healing Process

Nate Davis and John Wolfe (Xavier University)

With Barack Obama's signing of the Post 9-11 GI Bill, Christian universities are presented with a unique opportunity to educate, mentor, and minister to veterans returning from service in Afghanistan and Iraq. Many of these veterans begin their education while enduring both physical and psychological issues. While these health concerns can be immediately addressed, certain

conditions, such as Moral Injury, may not manifest until well after the veteran has left his/her tour of duty. This showcase will examine the role of the Christian university in the treatment of veterans suffering from the ‘hidden’ issue of Moral Injury, and how such service can aid the internationalization of the university as a whole.

Session 1E: (White Pine)

Global Engagement at Messiah College

Faith Minnich and Erik Lindquist (Messiah College)

Messiah College has a strong long-term commitment to encouraging students to become global citizens who are able to meaningfully navigate an increasingly diverse society. This session will highlight some of the recent initiatives surrounding global engagement at Messiah College, including institutional strategic planning, the recent completion of a comprehensive self-study, and the creation of a new Intercultural Office incorporating study abroad, international student programs, and multicultural programs.

10:00-10:20am Break

10:30-12:00pm Breakout Session 2

Session 2A: (Willow East)

Spiritually Rich, Academically Challenging and Culturally Sensitive Off-campus Study Programming – Not an Easy Task!

Ken Bussema, Mark Bartels, Kirk McClelland, Gerry Hartis, and Moderator: Anthony Chamberlain (Council for Christian Colleges & Universities)

The goal of BestSemester™ is to provide off-campus study experiences that bridge campuses and the greater world through opportunities to authentically engage peoples, cultures and contemporary realities in ways that challenge students to be active participants in advancing Christ’s claims on all aspects of life. This presentation will explore three of the BestSemester™ programs — Uganda Studies Program, India Studies Program and the Global Development track of the American Studies Program in Washington, DC — to illustrate working models of cultural, theological and vocational exploration and reflection utilizing a variety of academic courses, internships, service opportunities and structured projects with global partners. Experiential in design, these programs combine academic rigor, strong local partnerships and community involvement to create opportunities for students to develop cross-cultural awareness, global understanding and practical vocational skills. Participants will be invited to offer their own suggestions, observations and questions from their particular settings to help identify best practices.

Session 2B: (Willow West)

Five Models of Internationalizing Christian Higher Education at Whitworth

Lindy Scott (Whitworth University) and Donna Pierce (Whitworth University)

Whitworth University has a long history of internationalizing Christian higher education and has often been rated in the top ten private universities in overseas education. Although this history has been largely associated with the Central America Study Program and the Jan Term courses abroad, more recently these have been augmented by the birth of the Costa Rica Center, the semester programs in Africa and China, and an intentional recruitment of international students on the Spokane campus. Each of these five models will be presented and evaluated, highlighting both the positive experiences that have been realized and the mistakes that need to be corrected. Special emphasis will be given to a constructive, collegial critique of Christian universities in the "North" as seen by Christians in the Global South, especially in Latin America.

Session 2C: (Hickory)

Bridging the Digital Divide: Opportunities for Partnerships between Christian Colleges in Developing and Developed Countries

Derek Schuurman (Redeemer University College) and Victor Norman (Calvin College)

The panel participants will open with descriptions of computing projects in which they have participated, including experiences assisting with computer labs in developing countries. Some promising technologies will be shared, including a low-power computer, open source educational software, and an off-line collection of millions of digital educational resources for institutions lacking adequate Internet access. Some of the challenges setting up appropriate information technology resources for schools in developing countries will also be identified. An open discussion will be held to share ideas and explore opportunities for how Christian colleges in developed countries might work with colleges in developing countries to help bridge the digital divide.

Session 2D: (Board Room)

Theological Lessons from the Field: Service-Learning, International Development, and Christian Higher Education

Jeffrey Bouman, Roland Hoksbergen, and Dana Bates (Calvin College)

It is a truism to suggest that students in twenty-first century Christian higher education want to put their learning to work in the service of others and toward the betterment of the larger world. But the way toward that goal is murky, especially in a diverse and broken world. This panel features three colleagues with complementary areas of expertise, integrating theological depth with international development knowledge and a wealth of experience in the practice and pedagogy of service-learning. Study abroad programs with local service-learning opportunities will be highlighted for the contribution they make toward educating young people for global engagement.

Session 2E: (White Pine)

Do Justly! Considering the Response of Christian Institutions to Inequalities in International Higher Education

John Bonnell (Michigan State University), Richard Nenge (Calvin College), and John Medendorp (Michigan State University)

Discussions of internationalization in higher education focus on the response of systems, institutions, and individuals to an increasingly global academic environment but leave the global order of higher education itself unchallenged. Based on findings from over 80 interviews with scholars and leaders in China and Kenya, this session first explores how current structures of “internationalization” in higher education contravene notions of biblical justice and then makes recommendations on strategies for faculty selection, professional development, and inter-institutional partnerships in Christian higher education institutions that help restore biblical justice by redefining the way “internationalization” is understood and practiced.

12:15-1:15pm Lunch (Great Hall)

1:30-3:00pm Breakout Session 3

Session 3A: (Willow East) **Moderator: Johanna Kuyvenhoven (Calvin College)**

The International Higher Education Community and its Values: The University of Perpetual Help System Delta (UPHSD) Experience

Norietta Carandang-Tansio and Daisy Lou Bacay (University of Perpetual Help System DALTA)

The internationalization of higher education in the Philippines is being attributed to the "pull factors" associated with the country's Higher Educational Institutions (HEIs) where foreign students opt to enroll. The University of Perpetual Help System DALTA (UPHSD), as a home to many of these foreign students enrolled in its various curricular programs, is a potent research locale on the phenomenon of internationalization. In line with the thrust of strengthening and rationalizing the internationalization of education in the Philippines, this paper significantly contributes to the limited local literature and studies on the phenomenon, where findings can benefit both our country in general and the University in particular.

Promotion and Internationalization of Christian Education in Higher Institutions of Learning: Implications for Uganda Christian University

Medard Ruyendo (Uganda Christian University)

This presentation looks at Christian Education as a transformative agent in the education system in Uganda as well abroad through partnerships with like-minded institutions. I will share examples of programs such as the CCCU and UCU Partnership which runs the Uganda Studies Program; Regent University

and UCU Partnership to run a summer program for American law students; Bethel University and UCU Partnership to run a semester program at UCU for Bethel undergraduate nursing students; and the UCU Fulbright Scholars through the US Embassy.

Relevance, Reverence, and Risk: Developing Sacred, Sustainable International Communities of Educational Practice

Debra Paxton-Buursma (Calvin College)

With greater internationalization, Christians hold increased opportunities and complexities for bringing the kingdom forward through international educational partnerships. As Christians, how do we initiate and maintain sacred and sustainable international educational partnerships? An emergent partnership between a Christian institution of higher education (Calvin College) and a Christian day school system in Indonesia (Sekolah Pelita Harapan, Sekolah Dian Harapan, & Lentera Harapn) serves as a case for probing cultural-historical complexity factors associated with developing sacred, sustainable global communities of educational practice. Specific attention focuses on relevant (complementary), reverent (collaborative), and risky (creative) Christian practices within international communities of practice.

Session 3B: (Willow West) **Moderator: Roland Hoksbergen (Calvin College)**

Christian Education for Business: Connecting Scholarship to Teaching and Practice

Shirley Roels (Calvin College and NetVUE)

Many Christian colleges and universities world-wide have academic programs in business education; and to be distinctively Christian their program leaders utilize and develop scholarship about business that intersects Christian faith, theology, and culture in a connected economy. The development of such scholarship provides an exceptional opportunity to engage Christian questions for our students and graduates that are both personal and structural, both local and global. This presentation will review a century of developments in Christian scholarship about business and their influence on Christian business education. The session will then ponder critical gaps in the current scope of Christian scholarship about business that should be addressed to deepen global Christian business education.

The Role of Christian Higher Learning Institutions to Their Students in a Globalized and Interconnected World

Rev. Angolwisyé Isakwisa Malambuqi (Open University of Tanzania)

Christian Higher Learning Institutions have much to offer their students in the globalized and interconnected world. The students are taught about the nature of globalization and its impact upon them which in one way or another to some extent can strengthen their Christian faith or can undermine it. Due to the fact that globalization has created various feelings upon the Christian Higher Learning students. They are told that globalization as usual has many new

things, new cultures or strangers and are sometimes not easily accepted at once by the hosts. But they are sometimes welcomed very easily. In certain instances they are viewed with the hosts as a threat or as a blessing to their well-being. There is in certain ways a global paradox which either you live with it, you survive with it, you deny it, or you perish. So the Christian higher learning institutions teach their students that they have to bear in mind that globalization is not at war with religion. But has emerged as a form of the advancement of human discernment or endeavors of their being and the world around them. As such religion is challenged by the dominant motifs of globalization and by the associate technologies so closely with its stream radical innovation.

Session 3C: (Hickory) **Moderator: Claudia Beversluis (Calvin College)**

“Already and not yet”: Toward an Understanding of the Tensions of Christian College Students

Julie Yonker (Calvin College)

In developmental psychology, life stages provide frameworks to understand behavior and mental process of individuals at particular ages. Due to longer life expectancies, societal norm changes, brain maturation and higher education, a new stage between teenager and adult was extended, emerging adulthood. Several traits are hallmarks: feeling in-between, living with instability, developing an identity, transforming life, focusing on self. College students are living in “already and not yet”, but Christians also experience this tension. Christ paid for our sins, yet the fullness of God’s work is incomplete; we anticipate the eschaton. How can Christian colleges utilize these tensions for student formation?

Learning and Practicing the Habit of Empathy

Maria Lai-Ling Lam (Malone University)

A true university has to be committed to the Truth. Truth leads us free! A true international university has to affirm the abundance of life in a faithful community. How can we develop and become more open to the promises of life in Christian Universities? We need to be faithful to our calling and are willing to practice the virtue of vulnerability. We allow ourselves to discover our illusion in the process of learning. The practices of being authentic to our consciousness will lead us to be more open to others with God’s grace.

Defining Hospitality: An Eastern European Perspective on Internationalization in Christian Higher Education

Marlene Wall (LCC International University, Klaipeda, Lithuania)

When discussions of internationalization begin from a non-North American center, the paradigm more readily takes an integrative approach rather than a programmatic approach. Issues of language, faith traditions and expressions, culture, curriculum, and hiring demand an understanding of context that challenge notions of otherness and foreignness. Using the example of LCC International University, a fully-accredited Christian liberal arts university in

Lithuania with students from 28 countries, Nouwen's definition of hospitality as "the creation of a free space where a stranger can enter and become a friend" provides a broad framework for the pursuit of globally prepared graduates.

Session 3D: (Board Room) **Moderator: Joel Carpenter (Calvin College)**

Challenges in Internationalizing Christian Higher Education

Vimala Punithakumar (Earnest Educational Foundation, Former Principal of Christopher's College of Education, Chennai, India)

Internationalizing Christian Higher Education means Christianizing higher education for internationalization. In other words it refers to preparing students with global skills integrated with Christian ideals and with Christ like characteristics to be globally employable and for maintaining Christian identity in whichever environment they are placed for further learning, teaching, doing research, or extending service. Every Christian institution has to take it as a challenge to provide adequate academic infrastructure (both for teaching and learning), select efficient Christian administrators and faculty, offer effective programs and adapt appropriate strategies to enable the students acquire knowledge integrated with Christian values and to apply that acquired knowledge in relevant situations (Christian and non-Christian) for the benefit of the whole world thereby making their degrees obtained from one country recognizable in the global job market and making their Christian identity in all the countries over the world.

The Internationalization in the Context of Christian Higher Education

Germán Chávez Contreras (San Pablo Catholic University, Arequipa, Peru)

From a Christian perspective, the reason and main purpose of the Christian higher education (College or University), is to form future cultural change agents, in order to build a more just, caring, united and reconciled society. In this direction, the academic community should be exposed towards a comprehensive and integrated formation, finding in internationalization a medium that allows students and faculty to learn about other cultures, understanding what happens in other realities. This internationalization will not only strengthen ties between Christian educational institutions of higher education, but also will strengthen human relations among its members contributing to the promotion of world peace, allowing us all to work together to improve lives of individuals, families and society, it is, to build a better society.

Developing Meaningful Partnerships with Christian International PK-12 Schools

Brett Everhart (Lock Haven University)

This presentation is intended to outline how partnerships can be developed between PK-12 International Schools and Christian Institutions of Higher Education (IHE). First, a process will be presented for developing student teaching partnerships. Second will be a presentation of how various web-based

commercial tools can be implemented for IHE partners to assist PK-12 partners with learning assessment and data management needs. Third will be a discussion for working on scholarship between partners. Finally, the participants will break up into groups to suggest other partnership needs to be discussed between the presenter and participants.

3:00-3:30pm Break

3:30-5:00pm Breakout Session 4

Session 4A: (Willow East)

Engaging the Other: Faith & Service in Off-Campus Programs at Calvin

Jeffrey Bouman and Donald DeGraaf (Calvin College)

Faith development, intercultural competence, and engaging the other are expected outcomes for Christian Colleges that offer off-campus study programs. How do we ensure that students grow in these areas during their semester abroad experience? Join us as we explore the challenges of walking with students as they learn, serve, and grow in their faith during their time off-campus.

Session 4B: (Willow West) **Moderator: Shirley Roels (Calvin College)**

Creating 'Win/Win' Partnerships: A Case Study of International Partnerships in Post-Communist Russia

John Bernbaum (Russian-American Institute)

Using the example of the Russian-American Christian University, now called the Russian-American Institute, this paper will analyze the role played by RACU's partner colleges and universities in the States and how both sets of partners benefited from this arrangement. Will utilize testimonies of those involved in this partnership and highlight the challenges faced on both sides of the Atlantic.

Development of Effective Cross-Border Partnerships between Christian Higher Education Institutions Located in the United States and Eastern Europe

James Theel (Admiralty Bay Consulting)

Research was conducted to identify themes that are necessary to develop effective cross-border partnerships. Two partnerships were examined, the first was Azusa Pacific University and LCC: International University, and the second consisted of Calvin College and the Russian American Institute. It was determined that there were five phases to the development of partnerships: awareness, exploration, expansion, commitment, and dissolution. Effective partnerships were observed to consist of seven emerging themes: mission congruence, individual relationships, communication, trust, social capital,

presidential leadership and champions, and finance. Each theme will be examined as to its importance in forming an effective partnership

From Collaboration to Community: Admit all Gifts

Johanna Kuyvenhoven (Calvin College)

Typically, socio-economic collaborations that span a wide gap, stress the benefit to the partner in conditions of apparent paucity. I shift the focus to acknowledge the benefits to my work at Calvin College given by Sierra Leonean colleagues with whom I have worked for over a decade. How did our work together in Sierra Leone transform my practice and extend our professional knowledge of what it means “to read.” In what critical ways did my work with educators in West African colleges and schools enrich my work with students in a Michigan Christian College and community schools? And how did recognizing these gifts build a learning community in Sierra Leone?

Session 4C: (Hickory) **Moderator: Penny Dykstra-Pruim (Calvin College)**

Developing the Cultural Intelligence (CQ) of the Adult Learner: Best Practices for Higher Education

Sandra Upton (Cornerstone University)

The Professional and Graduate Studies Division (PGS) at Cornerstone University has established the study and understanding of globalization and its impact on business and society as a significant priority in our business programs. The Global Business Experience (GBE), an important and required component of the MBA program, affords students the opportunity to travel to China, Europe, Israel or South Africa. During these experiences, it is expected that students develop their level of Cultural Intelligence (CQ). According to researcher and author, Dr. David Livermore, CQ is the capacity to function effectively in a variety of national, ethnic, and organizational cultures. It focuses specifically upon the skills and competencies needed to succeed in BOTH international and multicultural domestic environments.

Connections across the Curriculum: Global Studies and Intercultural Responsiveness at Anderson University

Daniel Allen (Anderson University)

This paper describes the development of the new interdisciplinary program in global studies, along with other university initiatives to increase intercultural responsiveness, at Anderson University. Areas of institutional concern discussed include programmatic structure, advising, and assessment challenges. The past four years have seen significant attention paid to both internationalization and intercultural awareness on a university-wide basis. By tapping into existing institutional strengths, Anderson University has been able to network across the curriculum and express to students the importance of global and intercultural competence.

Internationalization: Pedagogies, Paradigms, and Possibilities

Ronald Hannaford (Biola University)

This session will consider factors relevant to Christian educational institutions that seek to engage cross-cultural students preparing for ministry in a changing global context. Factors associated with globalization and unprecedented technological advancement have facilitated opportunities both on the local campus and beyond physical classrooms and geographical borders to serve a global constituency. While this has resulted in convenient access to learning and increased possibilities, subsequent challenges raise valid questions and concerns for many educators and institutions. We must seek effective educational processes and outcomes congruent with healthy human development that foster personal transformation within culturally diverse student populations.

Session 4D: (Board Room)

Baekseok University Functioning as a Bridge for the Christian Scholarship

John Kim (Baekseok University)

Baekseok University is functioning as a bridge between Christian universities in the US, which have long traditions of Christian scholarship, and the new Christian colleges in Africa and Asia. I will explain what and how we have learned from the US Christian universities, and what we have done to apply it in Baekseok University, and what we are doing to share our experience with other Christian colleges in Korea and in other countries.

Christian Scholarship in Health and Medical Fields and Searching for Globalization, in Korea (Focusing Baekseok University)

Jiwon Kim (Baekseok University)

Baekseok University seeks to maintain its mission of producing Christian scholars and servants for the society and has embarked on a project of training and preparing its faculty for the integration of faith and learning. Among the divisions that have benefited from this project is the division of health sciences which was established in 2006. 30 of its professors have participated in Faith and Learning Seminar (FLS), a program seeking to prepare faculty for Christian scholarship. To further facilitate scholarship based on Christian worldview in health and medical fields, the Society of Christian Health (SCH), a national organization, was established in 2010. This paper will focus on these activities and the ways in which they are making it possible for faculty in health sciences gain important skills for integrating faith in their work.

Session 4E: (White Pine)

The Human Needs and Global Resources (HNGR) Program: A case study in international, experiential, and integrative learning at Wheaton College since 1976.

Ryan Juskus (HNGR Program, Wheaton College), Sydney McRay (HNGR Program, Wheaton College), and Paul Robinson (Bilingual Christian University of the Congo)

This panel session will showcase the HNGR Program, a unique academic and experiential learning program that has been internationalizing a Christian education at Wheaton College since 1976. HNGR integrates on-campus coursework with a six-month field session that includes research, internship and cross-cultural immersion in a Majority World context. The HNGR team will discuss the program's design that integrates: curricular with co-curricular; field experience with campus life; academic excellence with personal formation; and theory with practice. Topics will include the pre-field preparation phase, field-based engagement and learning process, and re-entry reflection. Come to listen and dialogue with the HNGR Program team.

6:00-8:30pm Dinner (Great hall)

Saturday, May 25, 2013

8:05-8:25am Worship (Greg Scheer)

8:30-10:00am Breakout Session 5

Session 5A: (Willow East)

No Longer at Ease: Benefits of extended study in Africa for North American students

David Hoekema (Calvin College), Paul Robinson (Bilingual Christian University of the Congo), Lester Monts (University of Michigan), Elizabeth Bomhof (Calvin College), Elly Price (Calvin College), and Richard Asante (University of Ghana, Northwestern College)

In this session, participants who have spent extended time in Africa will explore the ways in which the experience of studying abroad has altered their understanding of their home culture and their approach to academic study and future career planning. The emphasis will be on ways in which students' learning is enhanced by negotiating cultural challenges and by observing the interaction in contemporary Africa between indigenous roots and Western influences. Audience members will be invited to add their observations and to pose questions to the panelists.

Session 5B: (Willow West)

The Goshen Study Service Term

Thomas Meyers (Goshen College)

Since 1968 Goshen College has had an international education requirement as an intricate portion of the general education program. To fulfill this requirement 80% per cent of Goshen students go to a developing country in Asia, Africa or Latin America and participate in our Study Service Term. The

program emphasizes culture, language and service. Every student has a course that prepares them and a post SST course that includes processing the international experience. For students who cannot go abroad Goshen also has a local option in the Latino Community of Northern Indiana.

Session 5C: (Hickory)

Internationalization at Handong Global University

Dosoung Choi (Handong Global University)

Handong Global University (HGU) is a Christian University in a small city far away from the political and economic centers in Korea. But it is a global university, where international students from 45 countries are studying, more than 40% of the courses are taught in English and one third of the faculty are international. A very large number of the students are participating in international development projects. HGU, a God's university educating God's people in God's way, prepares the students to become global citizens who, being keenly aware of the global issues and challenges, want to do something to transform the world. How we pursue internationalization will be introduced together with many examples of the globalization programs. This may be a good starting point to discuss some feasible ways to achieve globalization of the campuses of Christian universities and colleges.

Session 5D: (Board Room)

Transformations at the Edge of the World

Cynthia Toms Smedley (Notre Dame University) and Richard Slimbach (Azusa Pacific University)

What really happens when students go abroad? What happens to students' faith, worldview, or cultural practices when they have an experience in a cultural context very different from their own? How do local people respond to students' desire to "help" and do those responses shape student learning abroad? These and other related questions will be the focus of this panel focusing on some of the lessons learned and articulated in the text *Transformations at the Edge of the World* co-edited by Ronald Morgan and Cynthia Toms Smedley.

10:00-10:20am Break

10:30-12:00pm Breakout Session 6

Session 6A: (Willow East) **Moderator: Neil Carlson (Calvin College)**

Crossing the Borders makes Sense

Bram de Muynck and Lydia Bor (Driestar University for Teacher Education)

Driestar University offers an international minor of six months about Christian Education in the Bachelor-program. The past three years students from all over the world attended this class. We have carried out an evaluation study into the

effects on professional, personal, intercultural and spiritual development. The qualitative analyses of students' reports will be the basis of a new quantitative research instrument for measuring the effects of our international program. In this paper (a) the theoretical framework about learning in an intercultural context will be presented and (b) the results of the study will be summarized.

Long-term and Personal Benefits of Participating in Off-Campus Programs

Donald DeGraaf (Calvin College)

This session will share the results of a study examining the long-term impacts of an off-campus semester on students' personal development. Using quantitative data from an online survey of 354 alumni and qualitative data from interviews with 30 of those respondents, the study analyzed the self-reported impact of a semester abroad on alumni's attitudes, professional goals, ongoing civic engagement, and multicultural/international interest. Although no statistically significant differences emerged in the impact of a semester abroad between males and females, several differences did emerge in respondents based on their academic major and the length of time since their experience abroad.

International Leadership and Curriculum Development: A Case of Indiana Wesleyan University

Petros Malakyan (Indiana Wesleyan University)

This paper introduces Christ-like leadership as a universally applicable model for Christian leadership grounded in the Scriptures and in the life, ministry, and the teaching of Jesus Christ and his Apostles. Christ-like leadership takes a Trinitarian approach to understanding and practicing leadership in Christian communities worldwide:

Father: God as the first and the utmost leader of the universe through vision, initiation, and action.

Son: Christ, the incarnate God and man, and a Spirit filled person, as the perfect example of leadership and followership for humanity to follow and imitate.

Holy Spirit: the creator, reproducer, and the developer of Christ-like leaders and followers by the indwelling of the Holy Spirit in one's life.

Session 6B: (Willow West) **Moderator: Harry Fernhout (The King's University College)**

How "Truth and Grace" can Foster Student Global Learning and Development at Christian Colleges

Larry Braskamp (Loyola University Chicago)

This session will focus on fostering global learning and development using the term, global perspective taking, to define a holistic view that includes cognitive, intrapersonal and interpersonal dimensions. Research findings from Global Perspective Inventory (GPI) will be summarized to illustrate relationships between student experiences in and out of the classroom and the three dimensions. Faculty and administrators can create "encounters with difference that make a difference," but given the uniqueness of Christian colleges, leaders

can use notions of “truth and grace” in establishing encounters that will both challenge students to be open but also to further grow in their faith.

West African Highlife Music: Internationalize Christian Higher Education Through Dance/Drumming

John Pfautz (Augustana College, IL)

Using the drumming, dancing and singing of West Africans as a lens through which we can study and experience cultural diversity, our college communities begin to understand and appreciate various dynamics of difference and styles of expression. After opening comments related to on-campus preparations for study abroad that include introductory intercultural competencies this paper will articulate a model for campus engagement that utilizes Ghanaian and Nigerian Christian music and dance as the lens through which non-African students can gain insight and understanding into a culture significantly different than their own. The session will end with West African praise songs that feature highlife drumming patterns performed by volunteers, along with audience singing and some basic movement providing experiential, participatory knowledge.

How not to Internationalize and Perhaps Secularize Christian Higher Education: Narrating an African Experience

Bennie J. van der Walt (North-West University, South Africa)

Since most of the papers at this conference relate *how* to internationalize and furthermore adopt a position that Christian higher education should either adopt to internationalization and survive, or protest against it and perish, my paper will be the odd one out, highly controversial. I am arguing that the idea of internationalization is not, as it may seem, above suspicion and therefore indicate *why* Christians should not uncritically follow. To substantiate my viewpoint this paper relates how the erstwhile Potchefstroom University *for Christian Higher Education* (in South Africa) lost its “surname” at the beginning of this century and became secularized. To a great extent this tragic course of events can be explained as the result of the exposure to and acceptance of secular, international ideologies. The following influences are explained and illustrated with concrete incidents during the history of the Potchefstroom institution: (1) economic commercialization, (2) total control by managerialism through quantification, (3) social Darwinistic competition regarded as academic “excellence”, (4) the belief that (natural) science and technicism can solve our many problems, (5) the influence of neo-pragmatist post-modern normative relativism, (6) the application of values as a panacea, and (7) wrong ideas about both tolerance and indoctrination. Since my time to speak to you is limited to only twenty minutes, I have followed the suggestion contained in Latin expression *verba volant, sed scriptura manent* - words may fly away, but what is written will stay.

Session 6C: (Hickory) **Moderator: Jo-Ann VanReeuwyk (Calvin College)**

Intercultural Communication for Educators in Places that were once Homogenous but now becoming Multicultural

Seung Yoon Kim (Biola University and Chong Shin University in USA)

South Korea, widely known as a homogenous country, has faced substantial changes in the racial and cultural composition of its society in recent years with the rise of globalization. Schools are gradually becoming pluralistic sites. Therefore, it is imperative that educators in Korea be better trained for this change. I introduce why intercultural communication competence is needed in South Korea by considering recent changes and historical tragedies. Then, I review and analyze recent educational reforms. Last, I use theories of adaptation and acculturation to cultivate awareness of the need for better training in intercultural communication for teachers in Korea.

International Mission Projects as a Contextual Framework for Learning Aqueous Solution Chemistry

Christopher Jones (Brewton-Parker College)

College-level courses in introductory chemistry typically cover aqueous solutions. A contextual framework is presented to convey this subject matter using water quality as it relates to international mission projects. Integrating faith and learning with this framework allows the instructor to cover the same scientific concepts in the same amount of time. It gives students a global perspective of Christian service as it supports institutional directives to integrate faith and learning in the classroom.

Christian Higher Education in East Africa and the Preparation of Students to Enter the Public Sphere, with a Focus on Communications Education

Mark Fackler (Calvin College)

Christian universities should consider a part of their mandate the preparation of graduates to successfully enter the public sphere, specifically careers outside the church. In East Africa, what challenges does the "public sphere" entail and how should students, especially those training for communications careers, be educated?

Session 6D: (Board Room) **Moderator: Mark Bartels (Calvin College)**

Internationalizing from within: The Crucial role of Faculty in Internationalizing our Campuses

Graham McKeague (Grand Rapids Theological Seminary)

Many higher education scholars and practitioners believe that preparing students for work and service in a world shaped by globalization is a high priority. It is however difficult to reach consensus on how best to prepare students to meet the demands of the globalized world. This paper argues that one important way that higher education can move forward in efforts surrounding internationalization is through the central role of faculty engagement. Based on the work of Patti McGill Peterson and Diana Bartelli Carlin among others this paper outlines the critical role faculty play in shaping how students and administrators can advance thinking and practice in Christian Higher Education.

Cultural Humility: Rethinking the Concept and Practice of Cultural Competency

Eloise Hockett (George Fox University)

Many colleges have implemented global engagement opportunities as a vehicle for students and faculty to expand their knowledge about other cultures and become more culturally competent. However, our current way of promoting cultural competency within Christian education may not go deep enough, and could be considered limiting in the ways we collaborate, and interact with people different than ourselves. Cultural humility, a construct currently accepted in some professional preparation programs within the medical field, may be the foundation to shift our thinking and practices about cultural competence, and provide deeper meaning and interactions to our educational work around the globe.

Session 6E: (White Pine)

Engaging Pedagogically with Cultural Difference

David I. Smith and Penny Dykstra-Pruim (Calvin College)

How should Christian higher education respond to the increasing cultural diversity of classrooms and the increasing intercultural connectedness of the world in which graduates will live and serve? This workshop will address the importance of skills for intercultural engagement for today's faculty and students in Christian higher education. We will consider some basic dynamics involved in encounters across cultural differences, consider how intercultural learning relates to Christian educational frameworks, and explore practical pedagogical approaches to increasing intercultural awareness and developing skills for intercultural communication.

12:15-2:00pm

Lunch (Great Hall)