RU Global Roundtable 2009
Survey & Focus Group Report

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RU Global Roundtable – Survey & Focus Group Report

2009

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**Introduction**

On February 26, 2009 a RU Global Roundtable was held in which faculty members from the School of Global Leadership and Entrepreneurship talked about their experience with Christ-centered global competence. The discussion was interactive, and many audience members brought up interesting points and insights. A transcript of the session can be found in the Appendix of this document.

**Roundtable Goals**

a) Articulate a definition of Christ-centered global competence  
b) Identify at least three important ideas or concepts they learned regarding the construct of Christ-centered global competency and/or strategies for increasing global competence of students  
c) Identify at least one way in which this session will impact their professional or academic practice  
d) Increase the value they give to global competence as a learning outcome

To help evaluate the impact of the roundtable session as well as reflect on concepts and ideas for future roundtable discussions, audience members completed pre-event and post-event surveys. Additionally, faculty, staff, and student representatives of various nationalities were chosen to participate in focus group sessions. These sessions were used to elaborate on the impact of the roundtable as well as uncover concepts and ideas that need further discussion.

This paper summarizes the results of the pre-event and post-event surveys and the focus group sessions.
Audience Pre-Event and Post-Event Surveys

Faculty, staff and students who attended the RU Global Roundtable discussion were asked to complete surveys immediately before and immediately following the session. The surveys were provided to the audience when they entered the auditorium and audience members were directed not to look at the post-event surveys until the session was completed. Every participant placed their pre-event and post-event surveys in a manila envelope and dropped them in a box by the door as he or she left the event. The surveys were anonymous, but did ask participants for their status at the university (faculty, staff or student) and the school or department in which they were associated. Eighty-two people responded to the survey. Of those responses, some were not used because they did not identify themselves as Regent faculty, staff, or students or did not fully complete both surveys. Seventy-eight responses were used in the data analysis.

Examples of the surveys can be found in the Appendix.

Executive Summary

Statistical tests were performed to analyze roundtable participants’ pre-event and post-event understanding of global competence and Christ-centered global competence as well as their rating of it importance to their profession or academics.

Understanding global competence

When the group was looked at as a whole, survey respondents rated their understanding of global competence significantly higher after the roundtable discussion as compared to their pre-event rating. The same results were found when the faculty, staff, and student responses were analyzed separately. In practical terms, these results indicate that on average, participation in the roundtable helped increase the audience’s understanding of global competence.

Understanding of Christ-centered global competence

As a whole, survey respondents rated their understanding of Christ-centered global competence significantly higher after the roundtable as compared to their pre-event rating. The same results were found when the faculty, staff and student responses were analyzed separately. In practical terms, these results indicate that on average, participation in the roundtable helped increase the audience’s understanding of Christ-centered global competence.

Importance of global competence to profession and academics

As a whole, survey respondents rated the importance of global competence to their profession or academics higher after the roundtable as compared to their pre-event rating. However, when survey responses were analyzed by status (faculty, staff, and student) faculty and student responses were not significantly different between the pre-event and the post-event surveys. In both cases, the means in the pre-event surveys were very high and did not change very much in the post-event survey. One could conclude that staff members gained the most in regard to the importance of global competence to their
profession, whereas faculty and students already acknowledged the importance prior to the roundtable discussion.

**Strategies for Increasing Global Competence in Students**

Survey respondents identified eight strategies for increasing global competence in students:

1. Direct discussion about global competence in the face-to-face or online classroom. This includes facilitating awareness and understanding of global competence and encouraging student self-reflection on the subject.
2. Instructor modeling global competence by his/her actions and scholarship.
3. Course incorporates geographically and culturally diverse content. This may also include biblical integration.
4. Opportunities for service learning, study abroad, or cultural immersion.
5. Collaborative scholarship – this includes collaboration within the classroom, between classes, and between universities (particularly non-US universities). Communicating with others can be aided by Wimba Live Classroom as well as other Web 2.0 technologies.
6. Review of curriculum for opportunities to facilitate global competence.
7. Asking international students to talk about their perspectives; also the use of culturally diverse guest lecturers.
8. Partnerships with other organizations, including CBN, Operation Blessing, World Reach, and other non-US schools.

**Concepts Learned That Will Impact Professional or Academic Practice**

Survey respondents identified the following concepts or strategies that they learned in the session that will impact their professional or academic practice:

1. International collaboration, scholarship and networking.
2. Curriculum review in regard to Christ-centered global competence.
3. Intentional inclusion of non-American readings in courses (and in personal pursuits).
4. Christ-centered global competence clearly written in syllabi and intentionally assessed.
5. Use of Wimba Live Classroom for guest lectures.
6. Prayerfully studying.
7. Personally trying to develop skills in faith and learning integration and global competence.
8. Having a desire to be used by God in whatever capacity.
9. Having an awareness of the need to be globally competent as a Christian.
10. Becoming aware of the need to serve faculty, staff, and students with a broader perspective and sensitivity to their diverse needs and expectations.
Details on Pre-event and Post-event Survey Data Analysis

Pre-event and post-event responses were compared for the following survey items:

<table>
<thead>
<tr>
<th>1. Please rate your understanding of global competence.</th>
<th>No Understanding</th>
<th></th>
<th></th>
<th></th>
<th>Complete Understanding</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>2. Please rate your understanding of Christ-centered global competence.</td>
<td>No Understanding</td>
<td></td>
<td></td>
<td></td>
<td>Complete Understanding</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>3. How important is global competence in your professional and/or academic practice?</td>
<td>Not at all Important</td>
<td></td>
<td></td>
<td></td>
<td>Extremely Important</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

**All participants**

A t-test was performed for each item, using all valid survey responses.

*Understanding global competence*

On average, survey respondents reported significantly higher understanding of global competence on the post-event survey (M=4.06, SE=.07) than they reported on the pre-event survey (M=3.41, SE=.09), \( t(77) = -8.047, p<.05, r = .68 \)

*Understanding of Christ-centered global competence*

On average, survey respondents reported significantly higher understanding of Christ-centered global competence on the post-event survey (M=4.08, SE=.07) than they reported on the pre-event survey (M=3.46, SE=.10), \( t(75) = -6.358, p<.05, r = .59 \)

*Importance of global competence to profession and academics*

On average, survey respondents rated the importance of global competence to their profession or academics at a significantly higher level on the post-event survey (M=4.47, SE=.08) than they reported on the pre-event survey (M=4.27, SE=.09), \( t(77) = -2.812, p<.05, r = .31 \)

In practical terms, these results indicate that on average, participation in the roundtable helped increase the audience’s understanding of global competence, Christ-centered global competence, and importance to their professional or academic work at a statistically significant level. The effect sizes for the understanding of global competence and Christ-centered global competence items are large, indicating a substantial finding. The effect size for participants’ rating of its importance to participants’ profession/academics is medium, indicating a fairly substantial finding.
Faculty

Understanding global competence
Faculty mean scores are significantly higher on the post-event survey (M=4.14, SE=.11) as compared to the pre-event survey (M=3.56, SE=.14), t(35)= -4.546, p<.05, r=.61. This is a large effect size and indicates a substantive finding.

Christ-centered global competence
Faculty mean post-event scores (M=4.08, SE=.12) are significantly higher than pre-event scores (M=3.75, SE=.13), t(35)= -2.523, p<.05, r=.392, which is a medium effect size and indicated a fairly substantial finding.

Importance of global competence to profession and academics
No statistically significant difference was found between faculty pre-test and post-test scores on the item concerning recognizing the importance of global competence in profession and academics. However, the pre-test mean score was high (above 4 in a Likert-type scale of 1 to 5). Therefore it can be concluded that faculty already recognized the importance of global competence in their profession prior to the roundtable discussion.

Staff

Understanding global competence
Staff mean scores are significantly higher on the post-event survey (M=4.0, SE=.11) as compared to the pre-event survey (M=3.3, SE=.11), t(32)= -6.289, p<.05, r=.74. This is a large effect size and indicates a substantive finding.

Christ-centered global competence
Staff mean post-event scores (M=4.13, SE=.10) are significantly higher than pre-event scores (M=3.32, SE=.15), t(30)= -6.384, p<.05, r=.76. This is a large effect size and indicates a substantial finding.

Importance of global competence to profession and academics
On average staff scores are significantly higher on the post-event survey (M=4.38, SE=.12) than on the pre-event survey (M=4.06, SE=.14), t(31)= -2.265, p<.05, r=.38. The effect size is at a medium level, indicating a fairly substantial finding. It should be noted that the pre-test mean score for this item was already above 4 (in a 1 to 5 Likert-type scale, indicating that staff already recognized the importance of global competence to their profession prior to the roundtable discussion).
**Students**

Only 9 students completed the survey, making the value of any conclusions questionable.

**Understanding global competence**

Student mean scores are significantly higher on the post-event survey ($M=4.0$, $SE=.17$) as compared to the pre-event survey ($M=3.22$, $SE=.32$), $t(8)=-2.800$, $p<.05$, $r=.70$. This is a large effect size and indicates a substantive finding.

**Christ-centered global competence**

Student mean post-event scores ($M=3.89$, $SE=.11$) are significantly higher than pre-event scores ($M=2.78$, $SE=.36$), $t(8)=-2.857$, $p<.05$, $r=.71$. This is a large effect size and indicated a substantial finding.

**Importance of global competence to profession and academics**

Recognizing the importance of global competence in profession/academics - pre-test and post-test means were the same, no differences were found. It should be noted that the mean score for pre-test and post-test was 4.78 on a 1 to 5 Likert-type scale, indicating that students already understood the importance of global competence in profession/academics prior to the roundtable discussion.
Instructional Strategies for Increased Global Competence

Faculty, staff and students were asked to identify strategies that can be used to increase global competence in students.

Eight strategies were identified.

1. Direct discussion about global competence in the face-to-face or online classroom. This includes facilitating awareness and understanding of global competence and encouraging student self-reflection on the subject.
2. Instructor modeling global competence by his/her actions and scholarship.
3. Course incorporates geographically and culturally diverse content. This may also include biblical integration.
4. Opportunities for service learning, study abroad, or cultural immersion.
5. Collaborative scholarship – this includes collaboration within the classroom, between classes, and between universities (particularly non-US universities). Communicating with others can be aided by Wimba Live Classroom as well as other Web 2.0 technologies.
6. Review of curriculum for opportunities to facilitate global competence.
7. Asking international students to talk about their perspectives; also the use of culturally diverse guest lecturers.
8. Partnerships with other organizations, including CBN, Operation Blessing, World Reach, and other non-US schools.

Faculty responses referenced these areas but emphasized incorporating more diverse content in their courses, offering service-learning and study abroad opportunities, utilizing direct discussion in the classroom, and taking part in collaborative scholarship.

Staff responses incorporated most of the eight strategies, but most responses emphasized incorporating diverse content in courses, offering more service-learning and study abroad opportunities, and collaborative scholarship.

We received few student responses, but those that we did receive seemed to emphasize using direct discussion of global competence in the classroom and communicating with other students from other universities (collaborative scholarship).
Concepts learned that will impact professional or academic practice

Faculty, staff and students were asked to identify concepts or strategies that they learned in the session that will impact their professional or academic practice. The following concepts or strategies were identified:

1. International collaboration, scholarship and networking
2. Curriculum review in regard to Christ-centered global competence
3. Intentional inclusion of non-American readings in courses (and in personal pursuits)
4. Christ-centered global competence clearly written in syllabi and intentionally assessed
5. Use of Wimba Live Classroom for guest lectures
6. Prayerfully studying
7. Personally trying to develop skills in faith and learning integration and global competence
8. Having a desire to be used by God in whatever capacity
9. Having an awareness of the need to be globally competent as a Christian
10. Becoming aware of the need to serve faculty, staff, and students with a broader perspective and sensitivity to their diverse needs and expectations.
Focus Groups

Overview: One-hour focus groups with faculty, staff and students provided feedback on the RU Global Roundtable. The faculty focus group consisted of six experienced Regent faculty members and facilitator Gary Roberts. The staff focus group consisted of six staff members from a variety of departments/colleges and was facilitated by Julianne Cenac. The student focus group consisted of four graduate students (three of which were international students) and was facilitated by Michael Jeffress, a doctoral student.

Executive Summary

Value of the Roundtable

Faculty, staff and students all agreed that the roundtable served as a valuable catalyst for initiating a discussion on global competence. One faculty member stated that the roundtable increased awareness of linking global competence to love and compassion. The global competence of the members of this institution is a big deal and therefore an ongoing dialogue is needed with more than an annual roundtable. A staff member said that “the right people need to be at the table – not just the faculty. Staff need to know how they perform our work with global competence in mind...We need to have more players at the initial phase of this effort to help shape this into more than just an initiative”. One student agreed, commenting that the schools and departments at Regent are too segregated, preventing students from having more global perspectives.

Defining global competence

The faculty focus group members felt that while the round table session was an excellent start to an essential ongoing dialogue, the panel did not provide a clear definition for global competence. The focus group members also had difficulty providing a clear and comprehensive definition for the term, and remarked that it was a challenge given the many tools, concepts, and models available. Nonetheless, members of the group believed that the roundtable panel discussed several constituent elements of global competence that helped bring some clarity. The following three constituent elements (as discussed by the panelists) were listed by the faculty focus group members:

1. Definition is Christ-centered and biblically based and inspired.
2. Emphasizes key character elements such as humility.
3. Global competence is an ongoing journey and a process.

Additionally, the faculty focus group expressed reservations concerning the underlying assumptions behind the panel and the University’s approach. For example, it may be a mistaken assumption that Regent can “unilaterally define global competence absent an intentional and deliberate engagement with the rest of the world”. We could be in danger of imposing our understanding of reality based on U.S
standards. We need to be self-reflective and critical of our current standing. Additionally, the focus group felt that the panel did not discuss limitations associated with defining global competence in terms of Christian religious worldview. They asked if our definition is self-limiting and ignores essential secular elements. Finally, the group stated that more discussion was needed regarding the roles of evangelism and academics, and there needs to be a better balance and recognition of the needs of the undergraduate program.

The staff focus group also found global competence to be a broad concept that is difficult to define. Some group members felt that global competence could be viewed in different ways and therefore the term “could not be put in a box.” Other focus group members expressed the following definitions or characteristics of global competence:

- Relating and staying relevant while staying true to your own culture and values
- Recognizing our history and biases
- Experiencing life outside of yourself; engaging in it and being transformed by it
- Being relevant by being engaged, being informed, and being able to identify and meet needs; This is central to our foundation and mission.

Student focus group members felt that the roundtable helped them better understand global competence, but it did not provide them with a clear definition for the term. One student felt that the topic was discussed in an abstract manner at the roundtable session and noted that the Divinity School’s four strategies for global competence are listed (in a more practical manner) on the School’s website.

**Christ-centered global competence**

Faculty focus group members stated that our mission statement emphasizes a global element, but global competency so far lacks a clear definition. Several members were concerned that the panel discussion was approached from a western academic perspective and in the future should be broadened to include non-western perspectives. Group members described character-based elements and scriptural principles associated with Christ-centered global competence, including love, humility, and mutual respect. One member emphasized the importance of compassion and noted that it was not mentioned during the panel discussion.

Staff members noted that love was the main component of Christ-centered global competence and that it is the core of who we are as Christians. “We need to keep in mind that the purpose of being globally competent in a Christ-centered way is so that we can influence others and direct Christ-like conversation to the entire world.”

Both faculty and staff focus group members agreed that Christ-centered competence needs to be an ongoing discussion. While the roundtable discussion was a good start and helped define competence from a personal experience standpoint, no clear consensus was reached. Therefore, future panel discussions should try to reach a consensus on the definition, as well as dig deeper into the tension between academics and evangelism.
Global competence and professional/academic activities
Faculty focus group members stated that global competence is vitally important to their professional and academic activities. They recognize the need to intentionally incorporate it into their teaching in order to prepare students for a global society and promote an attitude of mutual respect and humility. In addition, they recognize the need to incorporate non-western resources and embrace a comparative approach in their research.

Staff focus group members expressed concern that students will not be able to connect to the global competence initiative in a practical way. “They need help in connecting what this means within the context of their transformational [learning] experiences”. Group members suggested that there needs to be more opportunities for faculty, staff and students to engage internationally. Additionally, because staff within admissions and recruiting departments work directly with international students, they feel it would be helpful to know more about students’ cultures and customs in order for them to better understand and be more sensitive to the students with whom they are working.

Members of the student focus group expressed the importance of being globally competent in their future professions. One student remarked, “I want to be prepared to be able to go wherever God calls me anywhere in the world”. One student mentioned that global learning strategies were evident in their missions classes. Another student mentioned that he did not see a lot of evidence of integrating global learning strategies within his courses, but that may be due to the cultural specificity of the courses he is taking.

Strategies for improving global competence
The faculty focus group listed several strategies to enhance global learning including:

- Invite faculty from other schools to our classes. We have a wonderful global foundation given the diversity of our faculty
- Interdisciplinary team teaching of classes
- Collaborative research projects with other Regent faculty and outside universities
- Faculty and student exchange programs using existing CCCU and other local university programs
- Maintain long-term focus and commitment to global learning.
- Seek partnerships with foreign institutions of the highest academic caliber as many Christian foreign schools lack the academic rigor.

Suggestions for increasing global learning that they took away from the roundtable discussion include:

- Use Horizon Wimba more consistently.
- Review syllabi for global integration and make changes.
- Develop global initiative for each school that provide faculty and adjunct guidance and support
Staff focus group members suggested several ways to increase their own global competence, including learning a language, taking part in study abroad opportunities, and paying attention to different people’s perspectives as we formulate our RU Global initiative.

Student focus group members felt they could increase their global competence by not thinking as an American (or other nationality) but as a Christian and showing Christ to others through our actions.
Detailed Focus Group Question Responses

1. Did the Roundtable discussion help you define global competence, and if so, what is your definition?

Faculty Focus Group

- The focus group participants indicated that the panel did not provide a clear and comprehensive definition of global competence. The panel did offer some definitional clarity by discussing several constituent elements of global competence thereby providing helpful information. It was an excellent start to what was termed a necessary ongoing dialogue. The panel therefore highlighted the inherent ambiguity of defining global competence.

- There was agreement on the following constituent elements of global competency as discussed by the panelists:
  - Definition is Christ centered and biblically based and inspired.
  - Emphasizes key character elements such as humility.
  - Global competence is an ongoing journey and a process.

- Focus group participants themselves were unable to provide a clear and comprehensive definition of global competence. They indicated that the many global competence related tools, concepts and models made a unified definition challenging.

- Focus group members expressed reservations about the underlying assumptions behind the panel and the University’s approach:
  - A mistaken assumption that Regent can unilaterally define global competence absent an intentional and deliberate engagement with the rest of the world. For example, there is a danger of imposing our definition of reality based upon US standards of religious freedom that do not apply in other countries.
  - The panel lacked a self-reflective and critical perspective. This process should be founded upon ongoing evaluation and a candid assessment of our current standing.
  - A concern that the GLE panel may not have accurately represented the attitudes and commitment of the overall university and the views and experiences of the average faculty member. The panel may have presented a skewed (best picture) view.
  - The panel was not helpful in addressing key conflict and tension producing questions including the limitations of defining global competence in term of Christian religious worldview especially for Regent’s non-Christian students. Is our definition self-limiting and ignoring other key secular elements necessary for success?
  - Confusion over the roles of evangelism and academics. Are we an academic institution or a church institution with an evangelistic focus?
  - The ongoing ambiguity and tension between undergraduate and graduate programs at Regent. The role and “fit” of the undergraduate program is not clear given the
traditional emphasis and dominance of graduate programs. There needs to be a better balance and recognition of the needs of the undergraduate programs.

- Other observations:
  - Global competence for faculty requires creative ways of conducting research and a nuanced understanding other cultures (knowing, being and doing)

Staff Focus Group
- “I don’t think you can put global competence in a box.”
- “It means that we can relate and stay relevant while staying true to your own culture and values.”
- It is a big concept. There are many ways of looking at what global competence means. The roundtable helped to better define this in the various roles and capacities that we all represent because we all have different perspectives and exposure. We see the world differently. Even those who come from the same country.
- It is not any one thing….it is to recognize our history, our biases. It means that we know who we are and what we value while also being able to go out and mix within another.
- It means having the ability to experience life outside of yourself. To be engaged in it and be transformed by it. To exchange culture. It’s a big responsibility.
- It means that we are relevant. To be relevant goes back to our founding. Dr. Robertson felt that “world” or global was important enough to be included in our mission. To be relevant means that we need to be engaged, to be informed, and to be able to identify and meet needs. This is central to the question of equipping faculty, staff and students.

Student Focus Group
- Yes, it did help. “A set of skills and competencies that make you able to be effective in this global world.”
- “Being aware of the difference between people from different cultures and countries, and be able to learn from them and give what you know to them.” She stated that her professors often ask her to share her perspective as an international student on different topics.
- One student said they didn’t come away from the Round Table with a clear definition. Says panelists each had different views. Says the focus needs to be on people because people are what make up the different communities. Says it should entail an understanding and appreciation of the perspectives and practices of other people. Must guard against colonialization. Appreciated one of the instructors on the Round Table who encouraged students to study abroad.
- Another student felt that the concept needs to be taken out of the abstract realm. He noted the four strategies for being globally competent crafted by the Divinity school and published on its Web site. He recited these and explained them, which seemed to indicate that it was something that must have been made a point of emphasis within the school.
2. **How is Christ-centered global competence defined in the context of Regent’s mission?**

**Faculty Focus Group**
- Focus group members indicated that our mission statement clearly entails a global emphasis, but global competency is not clearly defined.
- The panel discussion provided a character based component to global competence in regards to love, humility, and mutual respect of cultures. If we adhere to scriptural principles, we will prevail. However, one participant expressed the need to emphasize compassion which was absent from the discussion.
- Several faculty members expressed concerns regarding the absence of ongoing collective faculty involvement in developing and implementing the QEP global emphasis program. There was very little ongoing discussion and most of the plan was developed by committees. Also, the university over the years has abruptly changed directions regarding the role of international and global programs.
- Several faculty expressed concern about the dangers of unilateral, western oriented definitions of global competency. Even though panelists were from other countries, they approached the issue from a western academic perspective and context. Future discussions should be broadened to include non-western perspectives.
- The panel also recognized the dynamic essence of global competency given the rapid pace of culture change.
- The panel experience demonstrated the challenges of defining global competence with each faculty member presenting a different definition. The absence of an accepted and clear definition does provide advantages, however in that the lack of clarity promotes flexibility, innovation and creativity. Conversely, attempts at uniformity can impose bureaucratic rigidities through such means as syllabi reviews. The need for flexibility was echoed in a comment by a focus group member that global competence should be approached from the faculty member’s personal theology and world view. We must critically analyze our motivation for being explicitly global.

**Staff Focus Group**
- “This is a way of being...this should be the core of who we are as Christians.”
- “Love, loving your neighbor, loving and respecting other cultures. I think that will ultimately be the driving force of what this global initiative is all about.”
- In the process of doing all of this that we do not lose the true spirit of what this initiative is all about, which is to influence and shift perceptions and direct a Christ-like conversation to the entire world (e.g. when Dr. Gomez said that a Muslim woman approached her to say ‘you have completely changed my view of an American woman’).
- There is also a level of empathy that goes along with that. If we understand that we are spiritual beings, then the rest of these elements that encompass culture are just that. This implies that we are all human beings, spiritual beings and that everyone deserves respect.
• For those who live out their theology, this RU global will not just be an initiative, it is who we are.
• Love was the common denominator. A calibration needs to take place among the entire university to better understand this from faculty to staff to students. We cannot be reckless with our global leadership (e.g. history records how we as Christians have done many initiatives such as the crusades or colonialism in the name of Christ which have had devastating consequences).

**Student Focus Group** - This question was not asked of the Student group

3. **Was the idea of Christ-centered competence sufficiently covered in the Roundtable discussion?**

**Faculty Focus Group**
• The focus group members unanimously indicated that the idea of Christ-centered competence lacked sufficient coverage. One faculty member noted that the panel did a terrific job in defining competence from a personal experience standpoint, but no clear consensus emerged. The same member indicated if GLE and Regent cannot clearly define Christ centered competence, how can we prescribe our definition to the rest of the world?
• The panel session is a good start and should be based upon the vertical and horizontal integration of the Great Commandment and Commission.
• One member commented that the panel discussion only “scratched the surface” of the tension between academics and evangelism and this issue must receive more attention.

**Staff Focus Group**
• Yes, but this needs to be an ongoing discussion. It is too complex to discuss in even a forum. It requires integration within all that we do from our various roles and perspectives.

**Student Focus Group** – This question seems to have been skipped or merged with another question.

4. **How is global competence important in your professional or academic activities?**

**Faculty Focus Group**
• A clear consensus emerged from the focus group panel that global competence is vitally important to their professional and academic activities.
• All the faculty members embrace the need to incorporate global elements in research and teaching. We must prepare students for a global society and in our research we need to embrace a comparative approach and incorporate studies from foreign sources and embrace international benchmarking.
Staff Focus Group

- My greatest concern is that we will not connect with students at a practical level in terms of who they end up becoming when they leave. Education, learning is a transformational process. They enter and leave as completely different people. They need help in connecting what this means within the context of their transformational experiences.
- “Unless there is some effort to help students connect the dots in a very practical way, it (RU Global) will help in many regards but it may also hinder the measurable outcomes the student will need to have.”
- For example, admissions and recruiting staff work directly with international students for fairly long periods of time during the admissions process. We encounter language differences, cultural differences and assumptions that affect our work. It would be helpful to know about other cultures and customs. It would be useful to have a greater understanding or cultural awareness and sensitivity in doing our work.

Student Focus Group

- I want to be prepared to be able to go wherever God calls me anywhere in the world. Thinks Christians in America are too ethnocentric.
- As a teacher it is important so she can help her students to be motivated to think globally. States that students back in China do not have many opportunities to study abroad.

5. To what extent do you incorporate global learning in your teaching?

Faculty Focus Group

- Global teaching must be intentional from a perspective of promoting an attitude of mutual respect and humility. This is a challenge for many of today’s students given the divide between the academic “ivory tower” and the practical understanding and experience of cultural diversity.
- The panel provided many excellent examples of global learning including:
  - The use of foreign films, art, books, research articles and case studies to increase the level of cross-cultural communication and expose students to other cultures. This is especially important for students with little global knowledge and experience.
  - Employ a global approach to ethics with many international examples.
  - Employ experiential assignments such as attending church of other faiths and cultures and visiting ethnic food stores.
  - Implement worship services in other languages.
  - Employing a “world mission” focus with an intentional mix of learning activities that promote intercultural dialogue.
- Several focus group participants provided important caveats with current Regent University global learning related issues:
• Limited use of service learning programs at Regent.
• It is difficult to be globally competent when we (Regent) doesn’t truly understand it ourselves.
• Regent can sometimes appear to prideful and are training students to “rule the world” instead of serve it.
• We must also learn from our failures in this area and share means for avoiding the problems from reoccurring.

Staff Focus Group – was asked a different question: Considering your work environment, how is Regent’s goal of “developing globally competent individuals” being promoted and supported?

• There need to be more opportunities for faculty, staff and students to engage internationally
• This is an important step if we are to truly see people as Christ sees them. What I may value is different than someone else and it shapes our assumptions and our perspective. The opportunities to develop and grow as global workforce should not be limited to the few.
• Each school may need to develop a plan as to how to deal with this need to integrate global competence within the various curricula and with student development. The approaches may not be the same and we should not necessarily paint with a broad brush to apply the same approaches to each school.

The Student Focus Group was asked, “What are some ways in which your professors integrate global learning strategies in your classes?”

• Especially in missions classes. Mentioned a partnership program between “local” churches and international churches that have less resources. Referenced mission internships - that was the first time for some students to travel overseas.
• Says he has not seen any demonstrations in his counseling program thus far. Says that professors will sometimes mention travel or interaction with other cultures, but he does not see any real “demonstrations” of it in class.
• Provided a good counterpoint to the counseling student by stating that counseling/psychology is more cultural specific and not sure how global perspective can be applied.
• Talked about his study abroad trip to Turkey and how that helped to broaden his global perspective.

6. What are some strategies that can be used to enhance global learning in academic programs?

Faculty Focus Group

• The focus group participants identified several strategies to enhance global learning. There was an awareness of the fiscal limits and the need to limit international travel while developing creative and cost-effective strategies.
• Specific strategies to enhance global learning include:
Faculty Focus Group identified several key actions:

- Need to recognize the challenges of developing global competency. From first hand teaching experience in other cultures, the transition is very difficult.
- Use Horizon Wimba more consistently.
- Review syllabus more rigorously for global integration and make changes.
- The need to develop global initiatives for each school that provide faculty guidance, and support. Provide assistance in syllabi development.
- Provide more support for adjuncts.

The Staff Focus Group was asked this question: What are some ways in which you can increase your global competence?

- “This (global) is what I came here for; this is what I expected.”
- Learning a language, study abroad opportunities.
- Diversity within the classroom (student and faculty).
• That is a big in the formative stage of this initiative we need to have the voices of the people who see it from all perspectives.

The Student Focus Group was asked, “What are some ways in which you could improve your global competence?” Although it looks like they answered in regard to Christ-centered global competence.

• Thinking not as American or Chinese or Russian but as a Christian.
• Christian should be our first identity before any national identity.
• Becoming more Christ-like and showing Christ to others through our actions, which should be rooted in love.

8. How valuable was the Roundtable in helping you become more proficient in addressing global learning in your teaching practice?

Faculty Focus Group
• The focus group members did not provide any specific examples of how the Roundtable enabled them to become more proficient. The greatest contribution was beginning a needed ongoing dialogue on the topic. It reinforced the values based foundation of global learning from a Christian worldview perspective. One participant stated the panel increased the awareness of linking global competency to love and compassion, not only as an institution, but as an individual faculty member.
• One panelist questioned the utility and relevancy of the pre-tests use of traditional demographic moderator categories (race and gender).

Staff Focus Group
• Very valuable because it initiated the discussion. This is a discussion that needed to take place on the campus. But, this is also huge. This is a big deal; it is not just an initiative. This cannot be the only means by which we develop our global competence as staff or as a university. We should have these ongoing dialogues. This needs to be fully integrated in all that we do.
• The right people need to be at the table – not just faculty. Staff need to know how to perform our work with global competence in mind. Staff work touches every area from academics to students, alumni, even the external community. We need to have more players at the initial phase of this effort to help shape this into more than just an initiative.

Student Focus Group
• Appreciated the focus not only on knowledge and skills but also attitude.
• Believes many Americans are not thinking globally and believes Regent’s vision can widen people’s perspective.
• One student mentioned that he is more skeptical about the global vision. He thinks it sounds nice in theory but is not sure how it can be implemented. He suggests that the different schools/departments at Regent could better model the vision by being better connected. He
thinks the schools/departments are too segregated and this prevents students from having more global perspectives
Conclusion

Audience Surveys
Results from the pre-event and post-event surveys indicate that that faculty’s, staff’s and students’ understanding of global competence and Christ-centered competence increased due to their participation in the roundtable discussion. Additionally, the staff member’s rating of the importance of global competence to their profession increased as a result of the roundtable discussion.

In regard to strategies to increase global competence for students, responses from faculty and staff emphasized using discussion and diverse content in their courses, offering service-learning and study abroad opportunities, and taking part in collaborative scholarship. Students emphasized more discussion of global competence in the classroom and more communication with students from other universities.

Survey respondents were asked what they learned in the roundtable session that will impact their professional or academic practice. The most frequently identified concepts or strategies were international collaboration and networking, inclusion of non-western content in courses, clearly identifying Christ-centered global competence as a learning outcome in syllabi, and becoming aware of the need to be globally competent as a Christian.

Some survey respondents were concerned about the lack of a clear definition of global competence. At least one staff member remarked that the panel discussion was only aimed toward faculty members. Additionally, some respondents expressed disappointment that the panel consisted of all GLE faculty. These concerns should be noted when planning the next roundtable discussion.

Focus Groups
Faculty, staff and students all agreed that the roundtable served as a valuable catalyst for initiating a discussion on global competence. One faculty member stated that the roundtable increased awareness of linking global competence to love and compassion. However, many focus group members stated that they do not have a clear definition of global competence, and that an ongoing discussion may include coming up with a definition. Furthermore, some group members expressed concern that any definition that Regent comes up with will be influenced by our culture.

Both faculty and staff focus group members agreed that Christ-centered competence needs to be an ongoing discussion. While the roundtable discussion was a good start and helped define competence from a personal experience standpoint, no clear consensus was reached. Additionally, one group member emphasized the importance of compassion and noted that it was not mentioned during the panel discussion. Therefore, future panel discussions should try to reach a consensus on the definition, as well as dig deeper into the tension between academics and evangelism.

Members from each of the focus groups expressed the importance of being globally competent in their professions as well as in academics. It was suggested that there needs to be more opportunities for faculty, staff and students to engage internationally. More opportunities will help students connect the global competence initiative in a practical way.
Limitations
One must keep in mind the limitations of this research study. First, the study did not include a control group. The lack of a control group means that there is a possibility of another explanation for the increase in survey respondents’ scores in the post-event survey besides the roundtable discussion. Second, participants were not randomly selected from the Regent population. Because random sampling was impossible in this study, one must be cautious of generalizing the results of the study beyond those faculty, staff, and students that attended the RU Global roundtable discussion.

Finally, a danger of survey research is that it relies on the self-report of participants. When participants know they are participating in a research study, they may answer survey questions based on what they think the researcher wants to hear. Providing the participants with pre-event and post-event surveys as they walked into the roundtable session may have influenced participants to think about the purpose of the study. Participants may have been motivated to rate their understanding of global competence and Christ-centered global competence higher in the post-event survey because they suspected we were looking for an increase in understanding.

While threats to internal and external validity are present in this study, the inclusion of common themes from the focus group discussions (such as the need for clearer definitions and the dangers of using western assumptions when defining terms) helps to strengthen the study by combining qualitative and quantitative approaches. For example, focus group results indicate that while the roundtable promoted greater general understanding of global competence and Christ-centered global competence, more discussion is needed on how to define these terms and how to practically apply these skills. The quantitative and qualitative results of this study will help CTL as it plans for further RU Global roundtable sessions.

Next Steps
Based on participant recommendations, a clearer definition of global competence should be sought. Additionally, because our students come from diverse backgrounds and beliefs, the concept of the tension between academics and evangelism should be discussed at a deeper level. Practical ways to provide more international opportunities may also be an important subject to discuss. Finally, the panel should be made up of faculty, staff and students, so that more of the Regent community can be included in the discussion. The Center for Teaching and Learning will utilize this report and the audience recommendations as they prepare for the next roundtable discussion.
Appendix

RU Global Roundtable Video and Transcript
February 26th, 2009

A video of this session can be found at: http://www.regent.edu/admin/ctl/programs/roundtable/

A transcript of the session can be found at: https://regent.blackboard.com/webapps/cmsmain/webui/xy-420311_4-tid_g8HWaeo7
RU Global Roundtable Pre-event and Post-event Surveys

Thank you for participating in the First Annual RU Global Roundtable Session. In order to help us evaluate the Regent community’s level of global competence and improve our content in subsequent roundtable sessions, we are asking you to complete two surveys. Your participation in these surveys is voluntary. Your completion and submission of the surveys signifies your consent for us to use your responses. No names will be collected in this survey. You may decline to answer any questions which you feel will identify you as the survey respondent.

The following two pages include the Pre-Event Survey. Please complete the Pre-Event Survey prior to the beginning of the Roundtable session.

Once you have participated in the Roundtable, you will be asked to complete a Post-Event Survey. The Post-Event Survey is inside the envelope that is attached to this packet. Please do not look at the Post-Event survey until after the Roundtable has concluded. Once you have completed the Pre-Event and Post-Event surveys, please place them in the envelope and put the envelope in the box located at the Library Auditorium exit doors.
Pre-Event Survey
(Please circle your answers, when appropriate)

1. Please choose one: Faculty Staff Student Other (please specify)

2. What is your school or department affiliation?
   Communication & the Arts
   Divinity
   Education
   Global Leadership & Entrepreneurship
   Government
   Law
   Library
   Psychology & Counseling
   Undergraduate Studies
   Department (please specify) ________________

3. Gender Male Female

4. Are you a citizen of the U.S.? yes no (please specify your country) ____________

5. Ethnicity
   White, non-Hispanic
   Black, non-Hispanic
   Hispanic or Latino
   Asian
   Hawaiian or Pacific Islander
   Other
   Decline to answer
   American Indian/Alaskan native
6. Please rate your understanding of global competence.

<table>
<thead>
<tr>
<th>No Understanding</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>Complete Understanding</th>
</tr>
</thead>
</table>

7. Please provide a brief definition of global competence.

________________________________________________________________________

8. Please rate your understanding of Christ-centered global competence.

<table>
<thead>
<tr>
<th>No Understanding</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>Complete Understanding</th>
</tr>
</thead>
</table>

9. Please provide a definition of Christ-centered global competence.

10. How important is global competence in your professional and/or academic practice?

<table>
<thead>
<tr>
<th>Not at all Important</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>Extremely Important</th>
</tr>
</thead>
</table>

11. How can this session assist you in becoming more proficient in global teaching and learning? (circle all that apply)
   - Provide new ideas and/or perspectives
   - Network with others in the Regent community
   - Provide new resources
   - Provide new instructional approaches
   - Other (please specify)
*Post-Event survey*

Please answer these questions AFTER the Roundtable event has finished. Once you have completed the survey, place this survey and the pre-event survey in the provided envelope and place the envelope in the box located by the auditorium doors.

1. Please rate your understanding of global competence.
   
<table>
<thead>
<tr>
<th>No Understanding</th>
<th>Complete Understanding</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

2. Please provide a brief definition of global competence.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
3. Please rate your understanding of Christ-centered global competence.

4. Please provide a definition of Christ-centered global competence.

5. How important is global competence in your professional and/or academic practice?
6. What are some defining concepts of Christ-centered global competence?

7. What are some strategies that can be used to increase global competence in students?

8. What concepts or instructional strategies presented today will impact your professional or academic practice?
Once you have completed the survey, place both the Pre-Event and Post-Event surveys in the provided envelope and place the envelope in the box as you exit the auditorium.
Faculty Focus Group Questions

1. Did the Roundtable discussion help you define global competence, and if so, what is your definition?
2. How is Christ-centered global competence defined in the context of Regent’s mission?
3. Was the idea of Christ-centered competence sufficiently covered in the Roundtable discussion?
4. How is global competence important in your professional or academic activities?
5. To what extent do you incorporate global learning in your teaching?
6. What are some strategies that can be used to enhance global learning in academic programs?
7. After today’s Roundtable, what actions might you take to increase global learning in your classes?
8. How valuable was the Roundtable in helping you become more proficient in addressing global learning in your teaching practice?

Staff Focus Group Questions

1. Did the Roundtable discussion help you define global competence, and if so, what is your definition?
2. How is Christ-centered global competence defined in the context of Regent’s mission?
3. Was the idea of Christ-centered competence sufficiently covered in the Roundtable discussion?
4. How is global competence important in your professional or academic activities?
5. Considering your work environment, how is Regent’s goal of “developing globally competent individuals” being promoted and supported?
6. What are some ways in which you can increase your global competence?
7. How valuable was the Roundtable in helping you become more proficient in addressing global competence in your professional activities?

Student Focus Group Questions

1. Did the Roundtable discussion help you define global competence, and if so, what is your definition?
2. Was the idea of Christ-centered competence sufficiently covered in the Roundtable discussion?
3. How is global competence important in your professional or academic activities?
4. To what extent are you aware of global issues in your academic program?
5. What are some ways in which your professors integrate global learning strategies in your classes?
6. What are some ways in which you could improve your global competence?
7. How valuable was the Roundtable in helping you identify areas in which you can develop greater global competence?