

ACADEMY FOR INTERNATIONAL EDUCATION
U.S. and Canada Region

Danny Gales reported for the U.S. and Canada Region.

First, let me say personally thank you to Jerry and Al for the honor and privilege I have of being here. This is tremendous experience for me personally. And I'm glad it is happening while I'm still young. Then I would like to say thank you for bringing the Canadian delegation. It is very important for development of us in Canada to be here. I just feel honored and blessed to be here.

I would like to have all of those on the North American group stand so you can see who we are so you'll know this is not a lone project at all. Thank you so much. What a great group of people – inspiring each one of them. This has been a good time.

We began with talking about the similarities between the Canadian and US Regions. There are a lot of differences between us but we talked only about the similarities between us in education. We have institutional autonomy which is probably different from the rest of the world regions or many of them in that we are not accountable to World Missions. So that's a difference that we deal with. We also have incredibly great cultural variety and diversity across our regions. Sometimes you think it is North America but it is like your regions, very diverse, very different, lots of variety among us. So it is difficult to bring that together and that was valuable.

We also began with a discussion on our understanding of globalization. David Neale really presented some wonderful thoughts there. He said globalization means certain things will be *on the rise*. For example:

- local autonomy; i.e. local accreditation; of course, that's an area we thought we could help in
- cultural autonomy will increase – allowing others to be themselves and to accept that

– freedom to innovate will increase

Some other things will decline:

– control from outside sources as we truly become an international church

I think we probably tended to move toward the word international rather than global as well

Our Needs:

1. **Understand the international church.** The international church could inform us about what we don't know. *We believe it would be important for our North American Regions to hear from the International Regions their thoughts on the issues at hand before we try to say anything about our needs, etc. regarding a global academy.*
2. **Shared pedagogy.** There is a need to develop the pedagogical skills of religion faculty. We tend to be there because we are clerics not because we are instructors. Sharing pedagogy could be a way religion faculties become exposed to a variety of new methods of pedagogy. The training of global faculty could be a way to raise the level of our skills in educational methods.
3. **International representation on our campuses.** We talked about a need for a true international flavor on campus. We would like to call it “international” rather than multi-cultural because there's a sense in which, well, we're not quite multicultural but we tend to be, we have some multicultural. Ours is primarily a North American multi-cultural presence not an international presence. We feel that is very valuable. The academy could help with this international flavor. We need an international understanding. We definitely need a global perspective. International faculty would bring a needed awareness of the global community. Because of the US/Canadian context, the church in North America is experiencing a, this is a great phrase you're going to love this, I think,

at least we did, we are experiencing a “middle class ghetto” in our church. Ron Benefiel defined that and I think what he meant by that is we tend to be right in the middle class, fairly self sufficient, not poor, and really not a lot of wealth although there is wealth as well. We need to understand the rest of the world. We are very much in need to have “other cultural” representation. Sharing of faculty might also include the sharing of students. PLNU has found that international faculty does not help with sensitivity toward other minorities in America (i.e. African faculty doesn’t really help us understand the American Black students because it’s different things) – it does help with accrediting bodies to have an international faculty. We need to understand the world and we need our institutions to understand the world.

4. **Financial support for ministerial students.** We asked the question “How can we work to support ministerial students financially so they graduate without a large debt load?” That’s probably unique in North America where many students graduate with incomprehensible loads of debt, as much as \$60,000, and you can understand even in North America that is a lifetime of debt. We need to work with that ourselves.
5. **Continuing Education Models.** We sense that internationally there are better models of continuing education that what we have and we are eager to learn from you.

How We Could Help

1. **Provide Models of Autonomy.** Our models could help bring the international universities toward their own autonomy.
2. **Curriculum Development/evaluation** – we have strong expertise in curriculum development/evaluation that could be shared.
3. **Previous experience** with international faculty could assist other institutions desiring to utilize international faculty.

4. **To affirm** the other nationalities that they are able to help us understand their cultures.
5. **Provide advocacy** for International Institutions such as supporting them in their accreditation process and other resourcing when requested. Examples: CNUC and NTC in S. Africa, PLNU providing technical resourcing for NTS in Kansas City.
6. Provide faculty and materials for literacy issues internationally.
7. Provide textbooks from excess supply within the church and other reading material from North American school systems
8. Teach pedagogy and evaluation of instruction.
9. Establish a Global Academy publishing concern for small run, regional books and materials that are subsidized and not market-driven.

How The Academy Could Be Shaped

1. The academy (a registry or bank of resource people) could consist in part of non-clergy types who could help. The people would have to be qualified on the basis of how they relate to the mission of the church, etc.
2. Develop a one to one or multi-transaction among institutions to assist with the exchange and procurement of faculty with possible financial support. For example, when one of our institutions would release a faculty member for a semester to a world area it leaves a gaping hole for us and we thought maybe if three or four could work together we could do it better, we could ourselves and perhaps there might even be some financial support to enable us to do that.
3. Develop a clearing and information center for
 - a) resource requests
 - b) Institutions to inform others of their library needs, Let me go off here a bit. As we talked we thought we cull books out of our libraries that maybe are needed somewhere. We don't know if they are needed. One of the faculty members talked about the demo books that they get that they just get rid of that maybe are needed

in your libraries and with that clearing center those things could be directed to the appropriate place. Also, many of our school divisions upgrade books that may be extremely valuable for the literacy issue in your country. If we knew we could also help our school divisions send those books as well. Also, a

c) A clearing/information center for all needs and resources.

4. The academy could coordinate global and regional conferences.

5. *Provide a place to clarify and reconsider the structure of global education and relationship to the Global Academy.*