

GL BALIZATION

ORAL ROBERTS UNIVERSITY

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INTRODUCTION

Oral Roberts University (ORU) enters its sixth decade in a drastically different world than the one in which it was founded. Formed in the fires of healing evangelism and centrally located within the United States, ORU has been a place of excellence in learning and transformation for both domestic and international students from its earliest days. The deeply interconnected world today with its mega shifting demographics and economics, however, demands a more intentional, multidimensional and globally focused extension of ORU's mission and outreach. Embedded in the founding vision of ORU and articulated so eloquently in its mission statement is the mandate to develop Spirit-empowered leaders and send them out to the "uttermost bounds of the earth" and to "every person's world" with God's healing. The following is a brief review of the whole person philosophy of education and a relevant analysis of the current global context to make a case for the globalization of ORU.

WHOLE PERSON EDUCATION AT ORU

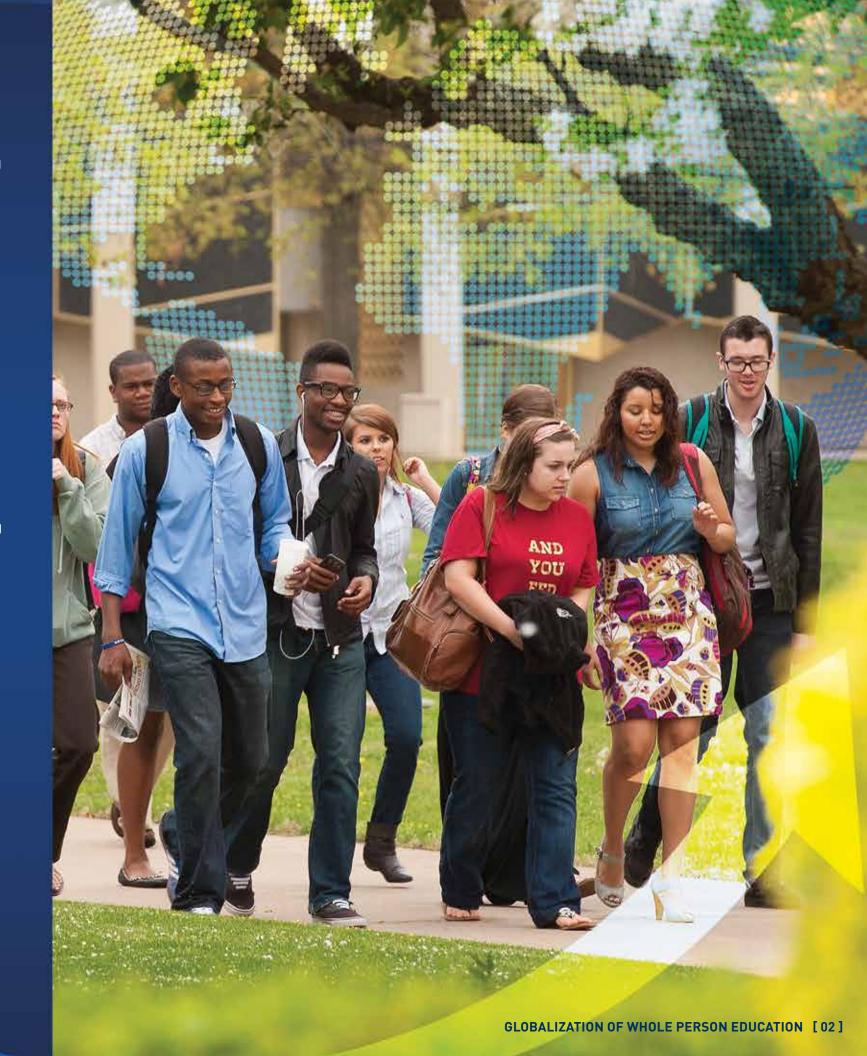
Oral Roberts University (ORU) is built on the foundation of a quest for wholeness philosophy of education. This educational philosophy is based on sound theological precepts and is rooted in the biblical concept of whole person healing. The words of the Apostle Paul in 1 Thessalonians 5:23 (NIV), "May God Himself, the God of peace, sanctify you through and through. May your whole spirit, soul and body be kept blameless at the coming of our Lord Jesus Christ," form the biblical basis for the concept of wholeness. Wholeness involves spirit, mind, and body, and seeking excellence in all areas of one's life. Whole person education involves hearing God's voice and experiencing God's power in a context of higher education. All community members sign an honor code, which is seen as the lifestyle commitment of a covenant community of faith. This commitment to whole person education leads students to a lifestyle of wholeness in an atmosphere of accountability and grace. Graduates, as whole persons, become catalysts of wholeness in broken places in the world where God's light is seen dim, His voice is heard small, and His healing power is not known.

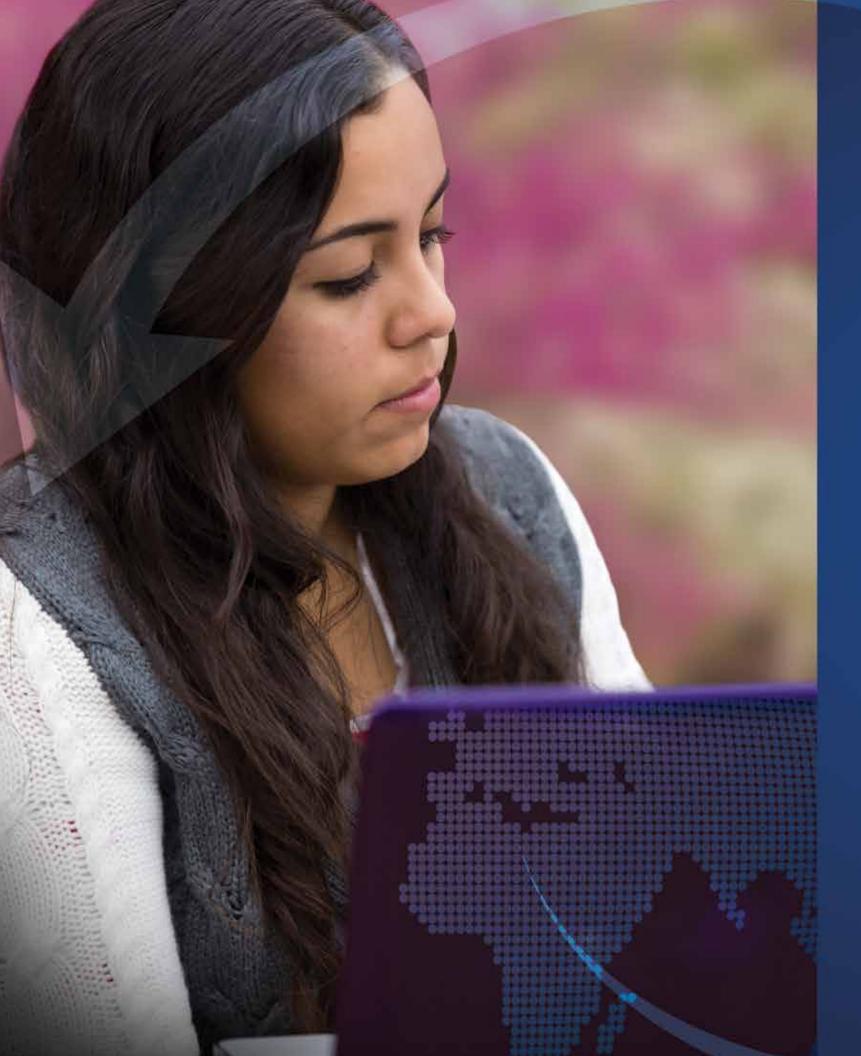
At ORU, wholeness is not defined as human perfection, but as a way of following Jesus of Nazareth as one strives to become more like Him. It is not just a theoretical concept, but a practical quest for a lifestyle that follows God's direction. Spiritual, mental, physical, relational, and vocational commitments are required to pursue true wholeness. The relational and vocational dimensions of ORU's whole person philosophy express themselves in the mandate "to go into every person's world." Fulfilling this mandate requires excellence in social relationships and professional competence.

Oral Roberts University is a distinctive educational institution that promotes dynamic spiritual growth, academic excellence, physical fitness, social skills, and professional competence. ORU is more than a teaching place; it is a place of learning and transformation. Professors are more than educators at ORU; they are mentors and coaches who are expected to model a whole person lifestyle. Education at ORU is designed to develop in its students a Christian worldview and Christ-like character in an ethos of Spirit empowerment. The ultimate purpose of ORU is to produce graduates who are spiritually empowered, intellectually alert, physically disciplined, socially adept, professionally competent, and (soon) globally focused, ready to impact the world—and every person's world within it—with God's healing power.

The impact of whole person education on each student is progressively assessed at ORU. A well designed assessment program with reliable matrices involving curricular and co-curricular areas is intentionally embedded in the university's educational program. The technology used in the assessment program allows the university to evaluate not only the individual student's progress toward wholeness, but also particular programs, colleges, and the university as a whole. The Council for Higher Education Accreditation (CHEA) recently recognized ORU's "culture of evidence" related to the wholeness program with a national award (www. chea.org).

The commitment to the quest for wholeness distinguishes ORU from all other educational institutions. Anecdotal examples of graduates who have excelled in multiple fields across the world and systematic surveys of graduates conducted by the university periodically provide convincing evidence of this distinction and its impact on the world during the first half-century-long existence of ORU. ORU has an outstanding product that the world desperately needs. This need for ORU's special educational product—Spirit-empowered whole persons—has grown exponentially due to the cultural and economic reality called globalization.





GLOBALIZATION

While internationalization involved transactions between borders, states, and nations, globalization encompasses super-territorial relationships. Globalization has "separated time from space" (Giddens, 1990) and "flattened the world" and made it tiny (Friedman, 2007). Driven by the forces of technology, politics, and economics (Martinelli, et.al, 2010), globalization is merging speed, power, and relationships (Drury, 2013).

Globalization can be defined in terms of internationalization (cross border relations), liberalization (open borders), universalization (synthesis of cultures), westernization (Americanization), and deterritorialization (redefined geography) (Scholte, 2001). As a result of globalization, distance has become irrelevant, communication has been super accelerated, continents have been deeply connected, economies have been comparably standardized, and cultures have been inseparably mixed (Eriksen, 2007). Advances in technology and increased mobility have intensified the globalization process.

Globalization has produced several mega trends that have implications for higher education.

These include:

- 1. Growth of a global middle class
- 2. Development of a knowledge-based economy
- 3. Expanding Spirit-empowered movement and worldwide megachurch phenomenon
- 4. Demand for education
- 5. Changes in Christian world missions strategies (Hoskins, 2013).

GLOBALIZATION

1. Growth of a Global Middle Class

It is estimated that the world's middle class will swell from two billion to almost five billion by 2030. The emerging economies are reshaping and resizing the global middle class. By 2030, Asia will have 64% of its population in the middle class, which will account for over 40% of the world's middle class. India is witnessing a dramatic expansion of its middle class, from 5-10% of its population today to potentially 90% in 30 years. With a population of 1.6 billion forecast for 2039, India could add well over one billion to its middle class ranks by 2039. Five hundred million people are expected to be added to India's cities by 2039. It is expected that ten of the world's fastest growing thirty urban areas are in India. Whether it is through growth in urban slums or by attracting the rural poor looking for opportunity, the economic move is upward. The story is similar in China. With western and developed countries near zero or negative population growth, the population surge and the accompanying expansion of the middle class are focused in the majority world.

2. Development of a Knowledge-based Economy

Africa had six countries in the top ten in Gross Domestic Product (GDP) growth in 2012, and although the poverty index remains high in many majority world countries, the economic shift is underway. As recently as 2000, for example, the US accounted for 37% of global car sales, while China accounted for barely 1%. By 2009, with 13% of global car sales, China became the world's largest vehicle market. Five years ago, General Motors sold ten cars in the US for every one car sold in China. The ratio is now approaching one to one, and soon China is expected to be a bigger market than the US for America's largest auto maker. "China is the fastest-growing, biggest new-car market in the world...easily outstripping sales in the United States" (Mufson, 2013). The world's middle class will demand education to match their material possessions. As changing economics bring in changing values, education will become more important for the world's majority. For many, education will be a ticket out of poverty. The exploding middle class will demand not only goods and services, but also higher education because a knowledge-based economy requires knowledgeable workers.

Going from agriculture to manufacturing to information took 150 years in the United States. In parts of the world, however, this transition is happening in one generation. People are seeking education more than anything else; they want better jobs that require higher education. "What the whole world wants is a good job....they want an education that results in a good job" (Clifton, 2011). Middle class values emphasize education, hard work, and thrift. Middle income people do not hesitate to spend money on education as part of the new consumerism that defines them.

3. Expanding Spirit-empowered Movement and Worldwide Megachurch Phenomenon

With an estimated 640 million Spirit-filled members belonging to the entire spectrum of Christian diversity, the Spirit-empowered movement is the fastest growing segment of Christianity today. In some regions of the southern hemisphere, the growth of this movement can only be described as explosive. Encompassing all branches and traditions of Christianity and spanning the entire range of Christian doctrines and practices, the Spirit-empowered movement continues to grow at a rapid pace across the world (Cox, 2009). Classical Pentecostals, mainline charismatics, independent charismatic churches, second and third waves of neo-Pentecostals, and a host of other groups who embrace the work of the Holy Spirit, both Protestant and Catholic, are assembled under this tent. Touching every nation and ethnic group in the world, this movement is second in size only to the Roman Catholic Church and "dwarfs anything seen since the early days of the church" (Synan, 2001).

One of the characteristics of the Spirit-empowered movement is the development and growth of mega churches around the world. According to the Hartford Institute for Religion Research, there are over 245 mega churches (attendance 2,000 plus) outside of North America. Most of these mega churches are positioned within the Spirit-empowered movement. Although these churches are very influential in their respective communities, globalization has brought significant new challenges to them.

In order for the Church to survive in increasingly urban, sophisticated, and knowledge-based societies, strong communities are needed that have enough relational means to withstand the endemic challenges of modern society. This requires churches that not only provide meaningful solutions to human problems, but are materially strong enough to withstand the corrosive and destructive nature of rapidly changing culture. This is giving birth to local mega churches that are more than spiritual institutions, but are socially active organisms operating in multiple spheres of life. Christian social engagement requires not only locally based theological and ministerial training, but more advanced and specialized need-based higher education. This type of education will strengthen churches seeking cultural change beyond the general sphere.

4. Demand for Education

There is a growing education gap in the world. The need is so great that even secular governments are pragmatic about giving permission to faith based institutions to meet this growing education gap. This new reality opens fresh opportunities for education expansion even in communities traditionally resistant to Christian value-based education (Hamrin, 2003). Middle class globalization allows even Spirit-empowered institutions to survive and thrive in locations and in a scope that would have been unheard of even a decade ago. As the world's emerging middle class grows rapidly, the needs of the poor will not be met by charity alone, but by constructive efforts by socially conscious communities in their own countries. The best educational strategy must include plans to improve the capacity of the emerging middle class churches around the world so that they can more effectively meet the needs of their own people through sustainable investment in education, job creation, and economic development.

5. Changes in Christian World Missions Strategies

While globalization has brought wealth to many, it also has created its own share of broken people through drug addition, sex trafficking, and lost cultural identities due to imported ideas, philosophies, and entertainment that are replacing the cultural fabric of ancient societies. The concept of world missions has changed in this context. Missionaries no longer go from the west to the east and from the north to the south. Missions is from everywhere to everywhere. Africans are sending missionaries to America. Some of the fastest growing churches in the west are planted and grown by immigrants. The largest church of local people in Kiev was founded by an African immigrant. India boasts a 50,000 member church that sends out missionaries!

Spirit-empowered Christians' interest in globalization is not limited to economics and education. The Great Commission was the first true globalization initiative: "...but you will receive power... and you will be my witnesses... to the ends of the earth" (Acts 1:8). This verse is part of a collection of verses that comprise the Great Commission, which is Christ's mandate for the church to make disciples of all nations. Jesus was initiating a global endeavor and giving a global mandate. This mandate is on ORU as it prepares graduates to go into every person's world in all the world!

CHALLENGES OF AMERICAN EDUCATION

Globalization is having a tremendous impact on American education. US schools can no longer claim superiority without self-examination. Teachers become facilitators of learning rather than disseminators of information. Information is a commodity in the globalized world, as only knowledge-based societies with knowledgeable workers can prosper. Education now involves people and technology preparing (empowering) future workers by giving them opportunities to connect knowledge (information) with application of knowledge to solve problems.

Traditional American education is threatened, and educational institutions are responding to the perceived threats in creative, constructive, and in some cases, defensive and non-productive ways. The threats have to do with enrollment challenges and decreasing demographics due to zero population growth, demands for a diverse student body, decreasing financial support, growth of for-profit education, multiple delivery systems, and issues related to curriculum development and sharing (Ruby, 2008).

ORU'S CHALLENGES

ORU has not been exempt from the challenges faced by American educational institutions. Due to the institutional challenges ORU has faced in recent years and due to the demands of decentralizing the significant components of its educational process, ORU finds itself behind several peer institutions in terms of non-traditional and online programs and globalization. Enrollment and revenue challenges must lead ORU to look at the global markets more intentionally now and ways and means of reaching those markets for the purpose of enhancing enrollment locally and globally. The pull of global needs and the push of ORU's current status are providing a unique kairos moment for new educational initiatives.

CONCLUSION

The market demand for education has never been higher than in today's knowledge-based economy. The need for professional training is astronomically high around the world, and the majority of the world is becoming able to pay at some level for high quality education. Partnerships and technological means are now available to address the growing need.

The global economy has become the new world order. Millionaires and billionaires are being produced from the creation of international markets. From software engineers to electronic app developers, technology is creating its own rich among ordinary people. These people need knowledge to thrive in the knowledge-based economy. They are willing to pay, at least to some degree, for an education that connects knowledge and its application. ORU's whole person education with its unique characteristics and applications will be of great value to the world, especially the Spirit-empowered segment of the Christian world.

The spiritual genius of the founder of Oral Roberts University is seen clearly in the whole person educational philosophy of the university. This institution was built on the authority of the Holy Spirit to develop whole persons to go where God's light is seen dim, His voice is heard small, and His healing power is not known. Oral Roberts used the most advanced technology of his day to fulfill ORU's mission. ORU was well known for its state-of-the-art educational technology for a long period. Globalization is inherent in ORU's mission. The time has come for ORU to recapture its original vision, use the innovative technology of this generation, and fulfill its mission in the globalized world of the 21st century.

RAISE UP YOUR STUDENTS TO HEAR MY VOICE, TO GO WHERE MY LIGHT IS DIM, WHERE MY VOICE IS HEARD SMALL, AND MY HEALING POWER IS NOT KNOWN. EVEN TO THE UTTERMOST BOUNDS OF THE EARTH. THEIR WORK WILL EXCEED YOURS, AND IN THIS I AM WELL PLEASED. GLOBALIZATION OF WHOLE PERSON EDUCATION [02]



GLOBALIZING ORU: NEXT STEPS

Flowing out of this conviction, the following goals can be identified as the next steps in ORU's globalization process.

- Develop a Global Lens and Expanded Culture at the Tulsa Campus
- Increase Global Learning Opportunities for ORU Students
 Around the World
 - Intensify International Recruiting Efforts
 - Create and expand a Proprietary Whole Person Distance Education Model
 - Form New Partnerships with Significant Educational and Ministry Institutions
 Globally through Collaborative Access Education
 - Use New Technologies and New Paradigms to make Spirit-Empowered Whole Person Education Accessible to Millions
 - Plant ORU on Every Inhabited Continent by 2025

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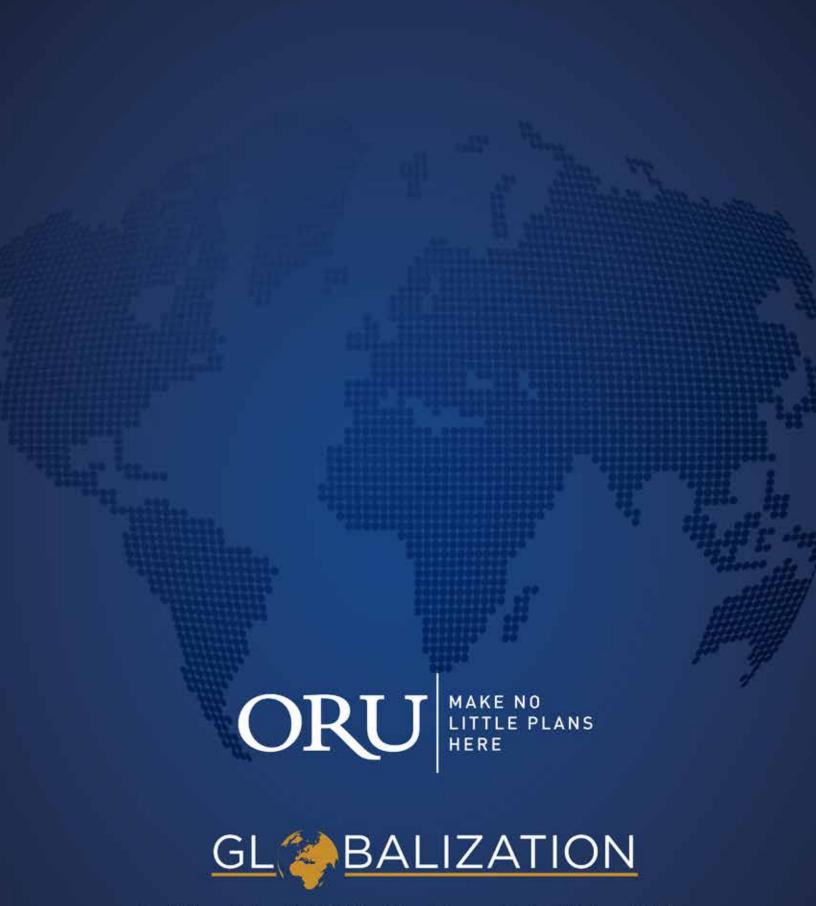
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