

TABLE OF CONTENTS

INTRODUCTION	1
I. OF GLOBALIZATION AND PILOT PROJECTS: Background, Goals, and Assumptions	7
A. The Emergence of Globalization as a Concern	8
B. The Purpose and Goals of the PIP/GTE	13
C. Informing Assumptions	15
II. IT DID MAKE A DIFFERENCE: Seminars Can Change the Way They Teach	19
A. Defining the Target	21
B. The Formal Curriculum	28
1. Course Syllabi and Bibliographies	31
2. Multi-Cultural Illustrations and Examples in Teaching	32
3. New Courses	33
4. A Note on Pedagogy	40
5. New Degree Requirements and Systematic Curriculum Revisions	42
6. New Degree Tracks and Certificate Programs	50
C. The Informal Curriculum	53
1. Symbolization	54
2. Practices and Policies	61
3. Structural Changes	66
D. From the Periphery to the Core	70
E. Continuing Challenges	75

III. A CATALYST FOR CHANGE: The Intervention Model of the PIP/GTE	81
A. Layers of Players and Strategic Processes: The Intention	82
1. From the Perspective of the Participating Schools	82
2. From the Perspective of the National Staff	91
National Project Directors	91
The Consultant Team	95
Independent Evaluator	96
B. Layers of Players and Strategic Processes: The Unfolding	98
1. Suddenly There Were Twelve	100
2. Clustering: Three Different Structures	106
3. The International Immersions: Fine Tuning a Proven Design	108
4. Project Steering Committees: Variations on Intended Themes	110
5. National Consulting Team: Taking One's Own Advice	113
6. Local Immersions: Encountering the Global at Home	114
7. Theological Reflectors: Plan B	117
8. National Project Dissemination	118
 IV. BRIDGES AND BARRIERS TO CHANGE	 121
A. Framing Organizational Change	123
1. The Structural Frame	125
Perspective	125
Insights into Bridges and Barriers to Change	126
<i>Impacting Decision-Making Structures</i>	127
<i>Assessment, Goal Setting, and Planning</i>	131
<i>Locating Initiatives in New Structural Units</i>	132
<i>New Technology</i>	133
<i>The Academic Guilds</i>	135

2.	The Human Resource Frame	136
	Perspective	136
	Insights into Bridges and Barriers to Change	137
3.	The Political Frame	139
	Perspective	139
	Insights into Bridges and Barriers to Change	141
4.	The Symbolic Frame	144
	Perspective	144
	Insights into Bridges and Barriers to Change	145
	<i>Story-Turned-Myth</i>	146
	<i>Legitimation</i>	147
	<i>Transformation and Continuity</i>	148
5.	The Environmental Frame	148
	Perspective	148
	Bringing New Resources into an Organization	149
	Strategic Control Over Inputs and Outputs	150
	Relationships to Other Institutions	151
	Culture	153
B.	Of Seminaries and Globalization	153
1.	Seminaries and Institutional Change	153
	Hard Choices	154
	Weak Customer Influence	155
	Challenges to Rationality	155
	Countering an Individualistic Ethos	156
2.	Globalization and Institutional Change	157
C.	Bridges and Barriers to Change: Summation	160
1.	The Effectiveness of Individual Components in the PIP/GTE Model	162
2.	Living the Model	163
3.	Bridges and Barriers to Change: An Integrated List	166

- D. What We Would Do Differently 171
 - 1. Initial Project Interpretation and Contracting 171
 - 2. Inter-School Communication 173
 - 3. Project Consultants 174
 - 4. Immersions 175
- E. The Financial Implications of Change 177

V. CONCLUDING REFLECTIONS 183

- A. Defining the Conceptual Space of Responsibility and Humility 185
 - 1. Theological Education's Bias Toward Cultural Themes 187
 - 2. The Interrelationship Between Particulars and Universals 188
 - 3. The Potential Neglect of the International 188
 - 4. Global Economics 189
 - 5. Mutuality 191
- B. Pedagogy 192
- C. Theology 194
- D. External Constituencies and Partnerships 197
- E. Institutional Change 202
- F. Faith, Love, Hope, and Forgiveness 205