



**Report on Park University
Internationalization Site Visit
November 6–7, 2007**

I. Introduction

This report is based on a two-day site visit to Park University by Barbara A. Hill, senior associate in the Center for International Initiatives at the American Council on Education (ACE), on November 6–7, 2007, and several documents from Park University's Internationalization and Multicultural Education Committee. These documents include the committee's charge and descriptions of its working subcommittees (see Appendix 1). The site visit included a meeting with Beverly Byers-Pevitts, president; Michael Droge, provost; Steve Youngblood, chair of the university's Internationalization and Multicultural Education Committee; Carol Getty, previous chair of the university's Internationalization Task Force; and Olga Ganzen, director of international education. In addition, Hill met with a joint meeting of Steve Youngblood and Deborah Osborne, chair of the Faculty Senate's subcommittee on the internationalization of the curriculum. Finally, Hill met with the university's Internationalization and Multicultural Education Committee, including both its Parkville members and those at Park Academic Centers, who teleconferenced in.

The site visit is part of the ACE Internationalization Laboratory, 2006–07 cohort, a project that builds on the learning from several ACE multi-campus initiatives, including its Promising Practices in International Education project and its Global Learning for All project. In addition to Park, other institutions participating in the 2006–07 Laboratory are Arcadia University (PA), College of Charleston (SC), New Mexico State University, and the University of Iowa.

This is Park's second engagement with the ACE Internationalization Laboratory; the previous one was with the 2004–05 cohort. That engagement involved an audit of faculty interests in internationalization and the development of global learning outcomes embedded in the general education literacies. This engagement was to extend internationalization of the curriculum from the Parkville campus to the 43 academic centers, beginning with three pilot sites at Fort Bliss, Lackland Air Force Base, and Randolph Air Force Base. ACE also believed that participation in this cohort would bring a number of additional benefits to the Park University. These included:

- Gaining further insight into the process issues related to internationalization.
- Engaging the campus community in a dialogue about internationalization.

- Heightening awareness and raising the profile of internationalization activities on campus.
- Engaging with and learning from other institutions participating in the project.

Park University's continued participation in the Internationalization Laboratory represented a great learning opportunity for ACE and the wider higher education community to understand how complex institutions engage in the long-term process of institutionalizing internationalization.

This is a confidential report to Park University, designed to assist the institution with its internationalization/multicultural education efforts. We encourage distribution of the report internally so that it can assist the university community in these tasks. The contents will not be published nor made public unless Park chooses to do so or gives ACE permission to do so.

II. Strategic Issues: Observations and Recommendations

Park began its second engagement in the Lab with a set of draft recommendations relating to curriculum, students and student life, faculty and faculty development, staff, and community outreach (see Appendix 2). The recommendations, developed by the original Internationalization Task Force, were comprehensive and ambitious, and they provided ample material for the initial work of the continuing Task Force. This report will only comment on those issues which became salient during this Lab review visit.

One important area for work was involvement of faculty and students from Campus Centers in internationalization. Clearly the faculty are engaged in the committee aspect of internationalization because Marijane Peplow of Fort Meyer participated by phone in the committee meeting during the visit. A second Campus Center faculty member is on the committee, but was not able to attend this meeting. Similarly, Center students have been involved in the Model United Nations team and have participated in short-term study abroad. Such efforts must continue for Park to be internationalized, in spite of its many units.

An unanticipated event this year was Youngblood's earning a second Fulbright grant in three years, in spite of policy changes at the central Fulbright program to limit frequent participation by individual faculty. His academic expertise was necessary to the development of a journalism program in Azerbaijan. Carol Getty, a member of the original Task Force, ably led the group during the spring semester.

One of the spring accomplishments was the production of the handbook, *International Strategies and Techniques 2007*, developed through a mini-grant from ACE's Internationalization Collaborative. This project fulfills the recommendation from the previous peer review visit of focusing on those faculty members who already internationalize their classes and creating ways for them to share their work with the faculty at large. In addition, the time given to the Internationalization Task Force at the

Spring Faculty Conference on May 14, 2007, both shared the work of these faculty members and allowed for further discussion of internationalization by the faculty at large.

During the spring semester, the focus of the Task Force's attention evolved as it tried to align internationalization with other campus initiatives in multicultural education, civic engagement, and service learning. The outcome of this work was to establish a new committee, the Internationalization and Multicultural Education Committee, with broad campus representation, to address both these interests through fruitful exploration of their intersection (see appendices for subcommittees, charges, and plans).

In this regard, Park University is ahead of the national curve. ACE has just begun organizing a symposium for institutional teams of the chief academic officer, the chief internationalization officer (or person strategic for this direction), and the chief multicultural education officer (or person strategic for this direction) so that they can fruitfully explore the intersection of these areas. Park's clear division of the work into four subcommittees (International and Multicultural Curriculum, Civic Engagement [with subtopics of service learning and cultural diversity], Staff and Faculty Development, and Integrating Diverse Students) seems a potentially fruitful way to deal with this intersection. By having all the stakeholders at the table, areas of mutual interest can be discovered, which would not happen if the issues were de-coupled. The subcommittees are working in the right direction for their work this academic year.

During the review visit, Hill responded to all the subcommittee outlines of the year's work, asking questions to encourage engagement of both the Parkville campus and the Campus Centers. The full committee, whose work is very broad, also needs to work with the Faculty Senate's subcommittee on the internationalization of the curriculum, because curriculum oversight is clearly a responsibility of the faculty. This is both an opportunity and a challenge—an opportunity because the Senate subcommittee represents faculty engagement/interest in internationalization and a challenge as it was formed in response to the perception that the university-wide committees (both the Internationalization and Multicultural Education Committee and its predecessor) are seen as administrative-driven committees.

III. Conclusion

Park University is clearly fortunate to have strong support for internationalization from the senior administration and many of the faculty. But the conversations about internationalization and its relationship to multicultural education need to continue, to widen the base of support so that Park can effectively deliver what its vision and mission imply about internationalization.

Park is well positioned to continue developing its work on internationalization and multicultural education because it has all the key ingredients: leadership, energy, and new structures to support this work. The new committee has demonstrated that it can engage staff and faculty members and that it can influence faculty processes.

Internationalization and multicultural education require long-term commitment and regular processes for checking progress. By developing and continuing what Park established in the last year, Park will make its internationalization and multicultural education goals part of its everyday operations.

Submitted January 24th, 2008

Appendix 1

Internationalization and Multicultural Education Committee meeting notes

10-3-07

I. Old business

A. The committee approved a committee charge, presented below.

The Internationalization and Multicultural Education Committee will provide leadership to faculty, students, and staff as they seek to create a Park University that celebrates inclusivity and embraces international connectedness. To this end, the committee will:

1. *Promote internationalized and multicultural curriculum development and integration;*
2. *Promote diversity in co-curricular programs;*
3. *Promote diversity in the faculty, staff, and student body;*
4. *Promote, plan, and assist in developing international and multicultural faculty and staff development opportunities;*
5. *Plan and promote the positive integration of diverse student populations into the Park University family;*
6. *Open and maintain a dialogue among all Park stakeholders about internationalization and multicultural education.*

The committee's charge is consistent with the mission and vision statement, and the core values, of Park University.

B. The committee discussed subcommittee goals for the 2007-2008 academic year.

These are:

--International and multicultural curriculum—Lisa Bunkowski, Marijane Peplow, Kathleen Vinlove, and Eric Blair. (This subcommittee will work cooperatively with the faculty senate's Internationalizing the Curriculum committee). Goals:

1. Implementing a freshman intercultural experience into SS100;
2. Expanding faculty-produced "how to" brochures on internationalization and multicultural education, using a booklet produced last spring as a model;
3. Working on a stipend program to encourage faculty to produce new internationally or multiculturally themed courses;
4. Developing a global assessment "certificate" program, that would reward students for meeting a certain number of global competencies;

5. Adding internationalized or multicultural majors or minors
6. Developing a mentoring program for high school faculty and students.

--Civic Engagement—Carol Getty, Masoom Khawaja, Wen Hsin. Goals:

1. Service learning—This includes a fall and spring survey about international/multicultural content to be distributed to professors (regarding courses) and clubs (regarding their activities).
2. Cultural diversity--This also includes programs to showcase diversity, including the Native American project (cooperative projects with two South Dakota universities), a cultural sharing show, and a joint program with the American Institute of Graphic Art.

--Staff and Faculty development—Jennifer Sanders, Dennis Okerstrom. Goals:

1. Awareness—They will strive to make faculty and staff more aware of international and multicultural activities and opportunities;
2. Opportunities—Planning and advertising multicultural events, and perhaps helping to serve as a clearing house for information about these events;
3. Action—Sponsoring events to mix staff, students and faculty, including entertainment events and/or trips. This area would also include professional development.

--Integrating diverse student populations-Sherry Fontaine, Steven Youngblood. Goals:

1. Integrating international graduate students into the university community;
2. Integrating non-traditional undergrads specifically, and all undergrads generally, so that that they understand the underlying interconnectedness of all peoples.

C. Staff development plan report

Kimberly Connelly gave a report about a program she's been working on with Cal Downes, nationally acclaimed multicultural educator. The program would be to train both staff (initially) and faculty (later) in the area of international/multicultural sensitivity. The details are still being worked out. This training project was approved last spring by the Internationalization Task Force.

II. New business

- A. Consistent with the verbiage suggested by the American Council on Education, the committee voted to formally change its name. Henceforth, the committee will be known as the *Internationalization and Multicultural Education Committee*. (change in italics).
- B. The chair filled the committee in on opportunities to host international scholars. Interested members should contact the chair for more information.
- C. A discussion was held about how to best “get the word out” about international and multicultural events. Ideas included special distributions lists, continuing the old ITF newsletter (which will publish in late Oct.), and word of mouth.

Next meeting: Nov. 7. Barbara Hill from ACE will be meeting with the group. Time and place of the meeting may change as a result of this. The chair will be in touch as soon with more information.

ITF activities/recommendations, Fall, 2006

I. Formal recommendations to administration

1. Formally recommended a policy for “Internationalizing” new faculty hires at Park University:

- A. Each advertised faculty job description will include Park University mission statement.
- B. In each faculty job interview, the interviewee will be asked the question: “How will your international experiences and expertise contribute to Park’s international mission?”
- C. Faculty openings will be advertised and marketed in such a way as to attract those with international experiences and those from groups who are traditionally under-represented on college campuses.
- D. One session of the new faculty orientation committee meetings will be devoted to presentations about Park University’s international focus, activities, and opportunities for faculty.

2. Formally recommended the Freshman Intercultural Experience pilot project proposal. This pilot project, to be part of one section of SS100 (20 students maximum), features an Intercultural Experience. The Freshman Intercultural Experience would give SS100 students two intercultural/international options:

--Intercultural experience abroad: Similar to Arcadia University’s London Preview, this week-long trip would be financed primarily by the university, and would be held during fall or spring break. The experience would be imbedded into the SS100 curriculum, and learning activities during the trip would reflect those curricular priorities.

OR

--Intercultural experience at home: Students would engage in intercultural experiences in Kansas City (with immigrant communities, for example) or elsewhere in the US (Native American reservations, for example), again as part of the SS100 course. Again, travel expenses would be largely paid by the university. (See attachment).

The pilot proposal has been endorsed by both the SS100 coordinator and the Office of International Education and Study Abroad.

3. Formally recommended the following: 50% of Park University classes will include at least one international or multicultural learning outcome by 2008, and 100% of classes will include at least one of these elements by 2010.

II. Other activities

1. A planning document, outlining goals, objectives, and programs, was produced.

Curriculum, students, faculty-faculty development, staff, and community outreach issues are covered in this document.

2. Internationalization visits were made to Park campuses in El Paso and San Antonio. As a result, two faculty members from these sites are now ITF meeting attendees (by phone), and Fort Bliss is launching a Model UN team. A report from ACE was also produced as a result of the visit, and it includes tips/ideas on how to best work with non-Parkville campuses. As a result, a Model UN team is being launched in spring, 2007 at Fort Bliss, and Great Decisions Discussion events are being planned for both Fort Bliss and San Antonio.
3. Met with SS100 coordinator Andrew Johnson, and discussed the role of internationalization in the freshman seminar. (See item #3, above).
4. Launched an ITF newsletter, *The Global Learner*, which was published in September and November.
5. Discussed a re-structuring plan for the Internationalization Task Force. Essentially, the recommendation by Dr. Getty was to organize it along the lines of the University Assessment Committee.
6. A framework for a proposed Internationalization Faculty Development Workshop was discussed. The task force agreed that the workshop—
 - A. Should focus on curriculum, specifically integrating international elements into existing coursework;
 - B. Should include breakout sessions, taught by Park faculty, about how to internationalize within specific disciplines (Wen Hsin teaching internationalizing math and science, for example);
 - C. Should be held during the fall faculty conference;
 - D. Should include a keynote speakers;
 - E. Can be held in conjunction/cooperation with KCPDC.

This framework will be passed along to the CETL. Amber Dailey has promised to come to the next ITF meeting to work out specifics of the workshop.