

**Letters reporting Faculty Collaboration reported to the Board of Trustees,  
January 25, 2008 from:**

Virginia Brackett, Ph.D.  
Chairperson, Liberal Arts Committee  
[Virginia.brackett@park.edu](mailto:Virginia.brackett@park.edu)  
8700 N.W. River Park Drive, Box 39  
Parkville, MO 64152

Amber Dailey-Hebert, Ph.D.  
Director, CETL  
[adailey@park.edu](mailto:adailey@park.edu)  
8700 N.W. River Park Drive, Box 45  
Parkville, MO 64152

Walter Kisthardt, Ph.D.  
Co-Chair, President's Commission on Shared Governance  
[Wally.kisthardt@park.edu](mailto:Wally.kisthardt@park.edu)  
8700 N.W. River Park Drive, Box 47  
Parkville, MO 64152



**PARK**  
UNIVERSITY<sup>SM</sup>

COLLEGE OF  
LIBERAL ARTS & SCIENCES

Dear Members of the Park University Board of Trustees,

I write as the chairperson of the University Liberal Arts Committee, formerly the General Education (GE) Committee, to share with you information about a multi-year initiative that recently culminated in the passage of a new General Education Plan by Park's Faculty Senate in fall of 2007. Our new General Education curriculum "Integrative Literacies for Global Citizenship" answered the call for a more innovative, streamlined, and coherent program that—of utmost importance to maintaining academic quality and rigor—can be consistently deployed across student populations and degree programs. Developing a new general education curriculum is a daunting task for any institution but perhaps more so for Park University given our diverse Campus Centers and student constituents. That this type of large-scale curriculum reform was accomplished at Park University speaks to the collaborative process and shared governance in place across departments and Campus Centers and at all levels of University leadership.

Park began reevaluating its general education program in response to Professor Emeritus Jerzy Hauptmann's 2002 Commencement Address, *Liberal Arts Pioneering*, which stressed the relevance of interdisciplinary study to students' search for meaning in an interrelated world. The President later called for a GE task force, which was created in cooperation with the Faculty Senate. Years of cooperation between faculty and administration to articulate and advance the liberal arts curriculum followed, with the task force eventually becoming a Faculty Senate committee comprised of faculty across the disciplines, including two members from Campus Centers, including Online. The core of this process was a reexamination and reaffirmation of Park University's "literacies," which articulate the University's liberal arts heritage. With the help of all constituents, the literacies were revised to incorporate the University's growing focus on internationalization and civic engagement. These literacies serve as core competencies for this revised GE Program that will apply to all Park University students, regardless of academic program or campus center location.

To accomplish the new curriculum, the GE Committee solicited and relied upon insights and perspectives across the University community. At all points along the way, our faculty and administrative colleagues and our student learners willingly engaged in dialogue to strengthen the proposed general education plan. The GE Committee surveyed, interviewed, and collaborated with individual faculty and department leaders to determine desired competencies for the Program and related changes to the literacies. Department Chairs provided invaluable support in thinking through institutionally-developed assessment measures. Collaboration with leadership in the University's College for Distance Learning proved a critical component in understanding the University's diverse student populations and in devising ways to execute a relevant, meaningful, and consistent "One University" GE curriculum.

The University's President, Provost, and Dean's Council further assisted the Committee in understanding the macro-level implementation issues involved in revising a GE curriculum. Student feedback solicited through individual committee member's courses and through dialogue with the Park University Student Government Association helped to further shape the program. A recap of some specific activities that proved crucial to the new program development speaks to the extent of the GE collaborative process:

- Early 2006: Through an event sponsored by the Center for Excellence in Teaching and Learning, faculty and students met to discuss critical thinking and the role of a liberal arts curriculum.
- The GE task force met with the Dean of the College for Distance Learning about issues relevant to faculty and students at a distance and Online.
- After examining general education requirements at state and private universities in Missouri and Kansas, the new GE Committee developed a revised proposal and submitted it to the Deans in December of 2006 and to the Faculty Senate for feedback in January of 2007.
- In February, the committee requested feedback from all faculty, department chairs, Campus Center Directors and Academic Directors, and Deans.
- Also in February, the committee surveyed students in general education classes at Campus Centers and Online to assess implementation issues.
- In March 2007, committee members met with the President and the Provost to discuss administrative support for the GE plan. After discussion the plan was again revised.
- In April, the committee met with the Deans and other stakeholders and again revised the plan based on their feedback.
- Following additional Committee member meetings in fall of 2007, including with Park's Student Senate, the Faculty Senate passed the GE Proposal.

Now in our latest incarnation as the Liberal Arts Committee, we are moving ahead in the same spirit of collaboration to develop and institute the changes and procedures required by this excellent program. Following a meeting with the Provost, the Associate Provost and Vice President for Academic Affairs, officers of the Senate, and the Deans, the Committee's future actions became clear. Both the President and the Provost have offered their full support in this challenging effort. Already new catalogue copy has been produced with the cooperation and assistance of the Registrar and the Associate Provost and Vice President for Academic Affairs. Procedures to develop course qualifications for the new Liberal Arts label and procedures to aid faculty in advancing applications for that label continue to be widely discussed with faculty and administration. After gathering and synthesizing these broad contributions, the committee will begin to advance course development for the new program in late spring.

While the charge undertaken by the original GE Committee and continued by the LA Committee proved, and continues to prove, challenging, the cooperation of the University's many constituents has empowered enthusiastic Committee members to pursue this all-important goal on behalf of our students. Future plans include a reorganization of the Committee to include faculty members from every department and from distance Campus Centers, a faculty Senator, a student Senator, and administration members. The passage of the General Education Program stands as a testimony to the collaborative efforts of the wonderfully diverse groups that compose the University community. Many individuals may, and rightfully should, take credit for this crucial accomplishment.

Sincerely,



Virginia Brackett, Ph.D.  
Chairperson, Liberal Arts Committee  
Director, Honors Program  
Assistant Professor, English

Date: 22 January 2008

To: Dr. Byers-Pevitts, President, Park University  
Dr. Michael Droge, Provost, Park University

From: Dr. Amber Dailey-Hebert, Director, Center for Excellence in Teaching and Learning

Subject: CETL Collaborative Efforts for Academic Excellence

The mission statement for CETL underscores the Center's focus on teaching excellence and identity as a faculty-driven resource: CETL's mission is *to promote the practice and profession of teaching at Park University*. The vision statement recognizes the unique context of Park University and the need to promote a cohesive and inclusive faculty community. CETL's vision is *to foster an integrated faculty community characterized by a commitment to continued professional growth*. Through a variety of nationally recognized programming innovations and extensive faculty engagement in CETL initiatives, we are achieving CETL and Park University's mission and goals.

The *Center for Excellence in Teaching and Learning* was founded in 2005 with one faculty member, and has grown to encompass a team of 4 individuals, working collaboratively in a newly renovated space on the Parkville campus to provide professional enhancement opportunities to approximately 1,355 full and part-time faculty members who serve approximately 26,000 students spread across 43 campuses in 21 states.

As a University-wide faculty resource serving the diverse and geographically-dispersed body of full and part-time on-ground and online instructors, CETL serves a critical role in uniting the faculty body as "one university" to create a faculty community that promotes academic excellence and collaborative process for the greater good of the institution and Park University student learners.

The information below provides an overview of the ways in which CETL creates collaborative programs that encourage cross-disciplinary and cross-institutional learning and sharing among faculty; working together with CETL toward the cohesive delivery of academic programs.

### **Goal 1: Connect faculty with resources to enhance academic excellence**

- To meet this goal, CETL first conducts annual surveys to determine teaching and learning topics of relevance to faculty's daily work. Based on this faculty feedback, thematic programming is created, which includes providing faculty with a number of online and print resources.
- CETL's membership in the elite *Carnegie Academy on the Scholarship of Teaching and Learning (CASTL) Affiliate Program* provides access to a wealth of resources and opportunities, in addition to cross-institutional prospects shared experiences.

- Student and faculty panels each year provide venues for the discussion of the programming theme, toward the goal of determining institutionally-relevant best practices for teaching and learning excellence. Regional and national teaching scholars share their knowledge with faculty constituents through on-ground and video/teleconference technologies.
- Additionally, faculty at a distance receive face-to-face programming through CETL's *Campus Center Workshop Series*, as well as *Development on Demand*<sup>®</sup>, a full suite of faculty enhancement resources offered online to Campus Center Academic Directors to facilitate with their faculty.

**Goal 2: Promote a culture of reflective teaching practice to stimulate instructional innovation.**

- CETL's *Course Design Remix* series provides a venue for faculty to reflect, revise, and reinvigorate their curriculum based on student feedback and new instructional approaches presented by CETL.
- Throughout the year, a *Curriculum Showcase* highlights innovative assignments, course designs, and assessments from faculty across the University, creating an online repository of best practices.
- CETL is currently preparing to initiate a new faculty resource, *The Best Practices Institute*. This Institute will offer online, self-paced modules that connect faculty with new ideas and resources to help them reflect upon and improve their teaching. Although the Institute's offerings will be available to all faculty at the institution, the particular focus will be on Park University's large part-time adjunct instructor population. Instructors who choose to participate in *The Best Practices Institute* will be recognized by the institution and their involvement will be reported to those academic leaders responsible for retention and promotion of adjunct faculty.

**Goal 3: Create opportunities for cross-disciplinary faculty collaboration and exchange.**

- Faculty panels, presentations, and workshops provide ample opportunities for cross-disciplinary faculty collaboration and exchange, in addition to new faculty orientation events designed to connect new faculty to experienced colleagues at the institution.
- On a smaller scale, the *Presidential Women Faculty Leadership Program* brings together a select group of women from across the University to talk about issues of relevance to women in higher education and to devise "legacy projects" to improve the statue of women at Park University.
- Fostering both cross-disciplinary *and* cross-institutional collaboration, CETL hosts the annual *Greater Kansas City Symposium on Teaching and Learning* brings together faculty committed to this approach from area community colleges, colleges, and universities.
- In the Fall of 2008, CETL plans to launch the *Curriculum Fellows Program* to stimulate and coordinate new curriculum development. Our first Curriculum

Fellows cohort will be involved in developing courses for a new interdisciplinary “Global Culture and Leadership” certificate program, the flagship academic offering of the Institute for Global Culture, Economics, and Understanding.

**Goal 4: Recognize and reward faculty contributions to the scholarship of teaching and learning.**

- Recognition of faculty teaching excellence occurs formally at an annual *Faculty Recognition Luncheon*, where full and part-time faculty in each College/School are honored for their outstanding contributions to Park University and the field of higher education.
- On an ongoing and more informal basis, faculty work is recognized through CETL’s monthly *Faculty Spotlight*, highlighting the work of one full and one part-time faculty on our website.
- Another featured highlight on CETL’s website, *Faculty Accolades*, archives faculty accomplishments such as presentations, publications, and civic engagement projects.
- Faculty scholarship and research mentoring is primarily accomplished through the CETL-created scholarly publication, *InSight: A Journal of Scholarly Teaching*. *InSight* is an externally peer-reviewed venue for faculty at Park University and beyond to publish articles pertaining to the scholarship of teaching and learning. Unique to *InSight*, research mentoring is available to assist Park University faculty throughout the process of manuscript development and submission.
- A university-wide evaluation of faculty needs and interests is distributed annually and the results of the survey guide the annual programming theme. The direct assessment of faculty, in addition to research in the field, provide relevant, current, and needed professional vitality opportunities based on the unique needs of Park University faculty. Feedback is also collected following CETL events to determine success and areas for improvement.

In conclusion, we look forward to continued growth in CETL as we strive on behalf of the institution to enhance curricular quality, faculty collaboration, and teaching excellence at Park University. For more detailed information about the Center for Excellence in Teaching and Learning and the programs available, please visit [www.park.edu/cetl](http://www.park.edu/cetl). or call 816-584-6770.

Respectfully submitted,



Dr. Amber Dailey-Hebert, Ph.D  
Director, The Center for Excellence in Teaching and Learning  
Park University  
[adailey@park.edu](mailto:adailey@park.edu)  
816-584-6339

January 23, 2008

President Beverley Byers-Pevitts  
Park University

Dear President Byers-Pevitts:

It is with great pleasure that I write to you to share my observations as Co-Chair of the President's Commission on Shared Governance at Park University. I want to express my gratitude to you for giving me the opportunity to assume a leadership role in this breakthrough initiative. For me, this proved to be a perfect example of "servant leadership" which has been the hallmark of your vision at this outstanding university. I would like to highlight a few of the many accomplishments of the Commission.

During the two years that the Commission met, the relationships among the various constituents of the University were forged and strengthened. All programs, divisions, campus centers, students, and other stakeholder groups had a forum where their voices could be heard and affirmed. This process of relationship building, as you well know, is essential as we nurture the trust and confidence in each other which shall serve as the solid foundation for our future growth. I especially appreciated the investment and passion of my Co-Chair, Judge Ann Mesle. Integrating the perspective of the Board of Trustees added a critical dimension to the process.

The members of Commission took their service seriously and I believe performed extremely well in meeting their charge. The "working definition" of shared governance at Park was the result of many discussions at the meetings. In addition, stakeholders from multiple venues sent e-mails directly to me or to their representatives. Conversations were held at faculty meetings, departmental meetings, and many other formal and informal gatherings. The topic of shared governance became a theme in daily discourse and decision making. This ushered in an important stage in our organizational transformation.

The feedback of multiple stakeholders was analyzed and refined into nine behavioral indicators that may be utilized by all organizational levels in daily decision making at Park. These guidelines are designed to capture the important principles that serve as integrating themes of our working definition: open and honest communication, transparency, trust, respect, a shared sense of our mission and purpose, and a spirit of interdependence.

At our final meeting, I noted in my closing comments to the Commission that "this day does not signal an ending, but rather, a beginning." I thank you for your vision and leadership. I look forward to our continuing efforts to make shared governance the hallmark of Park University in the years to come.



**Letters reporting Faculty Collaboration reported to the Board of Trustees,  
January 25, 2008 from:**

Virginia Brackett, Ph.D.  
Chairperson, Liberal Arts Committee  
[Virginia.brackett@park.edu](mailto:Virginia.brackett@park.edu)  
8700 N.W. River Park Drive, Box 39  
Parkville, MO 64152

Amber Dailey-Hebert, Ph.D.  
Director, CETL  
[adailey@park.edu](mailto:adailey@park.edu)  
8700 N.W. River Park Drive, Box 45  
Parkville, MO 64152

Walter Kisthardt, Ph.D.  
Co-Chair, President's Commission on Shared Governance  
[Wally.kisthardt@park.edu](mailto:Wally.kisthardt@park.edu)  
8700 N.W. River Park Drive, Box 47  
Parkville, MO 64152



**PARK**  
UNIVERSITY<sup>SM</sup>

COLLEGE OF  
LIBERAL ARTS & SCIENCES

Dear Members of the Park University Board of Trustees,

I write as the chairperson of the University Liberal Arts Committee, formerly the General Education (GE) Committee, to share with you information about a multi-year initiative that recently culminated in the passage of a new General Education Plan by Park's Faculty Senate in fall of 2007. Our new General Education curriculum "Integrative Literacies for Global Citizenship" answered the call for a more innovative, streamlined, and coherent program that—of utmost importance to maintaining academic quality and rigor—can be consistently deployed across student populations and degree programs. Developing a new general education curriculum is a daunting task for any institution but perhaps more so for Park University given our diverse Campus Centers and student constituents. That this type of large-scale curriculum reform was accomplished at Park University speaks to the collaborative process and shared governance in place across departments and Campus Centers and at all levels of University leadership

Park began reevaluating its general education program in response to Professor Emeritus Jerzy Hauptmann's 2002 Commencement Address, *Liberal Arts Pioneering*, which stressed the relevance of interdisciplinary study to students' search for meaning in an interrelated world. The President later called for a GE task force, which was created in cooperation with the Faculty Senate. Years of cooperation between faculty and administration to articulate and advance the liberal arts curriculum followed, with the task force eventually becoming a Faculty Senate committee comprised of faculty across the disciplines, including two members from Campus Centers, including Online. The core of this process was a reexamination and reaffirmation of Park University's "literacies," which articulate the University's liberal arts heritage. With the help of all constituents, the literacies were revised to incorporate the University's growing focus on internationalization and civic engagement. These literacies serve as core competencies for this revised GE Program that will apply to all Park University students, regardless of academic program or campus center location.

To accomplish the new curriculum, the GE Committee solicited and relied upon insights and perspectives across the University community. At all points along the way, our faculty and administrative colleagues and our student learners willingly engaged in dialogue to strengthen the proposed general education plan. The GE Committee surveyed, interviewed, and collaborated with individual faculty and department leaders to determine desired competencies for the Program and related changes to the literacies. Department Chairs provided invaluable support in thinking through institutionally-developed assessment measures. Collaboration with leadership in the University's College for Distance Learning proved a critical component in understanding the University's diverse student populations and in devising ways to execute a relevant, meaningful, and consistent "One University" GE curriculum.

The University's President, Provost, and Dean's Council further assisted the Committee in understanding the macro-level implementation issues involved in revising a GE curriculum. Student feedback solicited through individual committee member's courses and through dialogue with the Park University Student Government Association helped to further shape the program. A recap of some specific activities that proved crucial to the new program development speaks to the extent of the GE collaborative process:

- Early 2006: Through an event sponsored by the Center for Excellence in Teaching and Learning, faculty and students met to discuss critical thinking and the role of a liberal arts curriculum.
- The GE task force met with the Dean of the College for Distance Learning about issues relevant to faculty and students at a distance and Online.
- After examining general education requirements at state and private universities in Missouri and Kansas, the new GE Committee developed a revised proposal and submitted it to the Deans in December of 2006 and to the Faculty Senate for feedback in January of 2007.
- In February, the committee requested feedback from all faculty, department chairs, Campus Center Directors and Academic Directors, and Deans.
- Also in February, the committee surveyed students in general education classes at Campus Centers and Online to assess implementation issues.
- In March 2007, committee members met with the President and the Provost to discuss administrative support for the GE plan. After discussion the plan was again revised.
- In April, the committee met with the Deans and other stakeholders and again revised the plan based on their feedback.
- Following additional Committee member meetings in fall of 2007, including with Park's Student Senate, the Faculty Senate passed the GE Proposal.

Now in our latest incarnation as the Liberal Arts Committee, we are moving ahead in the same spirit of collaboration to develop and institute the changes and procedures required by this excellent program. Following a meeting with the Provost, the Associate Provost and Vice President for Academic Affairs, officers of the Senate, and the Deans, the Committee's future actions became clear. Both the President and the Provost have offered their full support in this challenging effort. Already new catalogue copy has been produced with the cooperation and assistance of the Registrar and the Associate Provost and Vice President for Academic Affairs. Procedures to develop course qualifications for the new Liberal Arts label and procedures to aid faculty in advancing applications for that label continue to be widely discussed with faculty and administration. After gathering and synthesizing these broad contributions, the committee will begin to advance course development for the new program in late spring.

While the charge undertaken by the original GE Committee and continued by the LA Committee proved, and continues to prove, challenging, the cooperation of the University's many constituents has empowered enthusiastic Committee members to pursue this all-important goal on behalf of our students. Future plans include a reorganization of the Committee to include faculty members from every department and from distance Campus Centers, a faculty Senator, a student Senator, and administration members. The passage of the General Education Program stands as a testimony to the collaborative efforts of the wonderfully diverse groups that compose the University community. Many individuals may, and rightfully should, take credit for this crucial accomplishment.

Sincerely,



Virginia Brackett, Ph.D.  
Chairperson, Liberal Arts Committee  
Director, Honors Program  
Assistant Professor, English

Date: 22 January 2008

To: Dr. Byers-Pevitts, President, Park University  
Dr. Michael Droge, Provost, Park University

From: Dr. Amber Dailey-Hebert, Director, Center for Excellence in Teaching and Learning

Subject: CETL Collaborative Efforts for Academic Excellence

The mission statement for CETL underscores the Center's focus on teaching excellence and identity as a faculty-driven resource: CETL's mission is *to promote the practice and profession of teaching at Park University*. The vision statement recognizes the unique context of Park University and the need to promote a cohesive and inclusive faculty community. CETL's vision is *to foster an integrated faculty community characterized by a commitment to continued professional growth*. Through a variety of nationally recognized programming innovations and extensive faculty engagement in CETL initiatives, we are achieving CETL and Park University's mission and goals.

The *Center for Excellence in Teaching and Learning* was founded in 2005 with one faculty member, and has grown to encompass a team of 4 individuals, working collaboratively in a newly renovated space on the Parkville campus to provide professional enhancement opportunities to approximately 1,355 full and part-time faculty members who serve approximately 26,000 students spread across 43 campuses in 21 states.

As a University-wide faculty resource serving the diverse and geographically-dispersed body of full and part-time on-ground and online instructors, CETL serves a critical role in uniting the faculty body as "one university" to create a faculty community that promotes academic excellence and collaborative process for the greater good of the institution and Park University student learners.

The information below provides an overview of the ways in which CETL creates collaborative programs that encourage cross-disciplinary and cross-institutional learning and sharing among faculty; working together with CETL toward the cohesive delivery of academic programs.

### **Goal 1: Connect faculty with resources to enhance academic excellence**

- To meet this goal, CETL first conducts annual surveys to determine teaching and learning topics of relevance to faculty's daily work. Based on this faculty feedback, thematic programming is created, which includes providing faculty with a number of online and print resources.
- CETL's membership in the elite *Carnegie Academy on the Scholarship of Teaching and Learning (CASTL) Affiliate Program* provides access to a wealth of resources and opportunities, in addition to cross-institutional prospects shared experiences.

- Student and faculty panels each year provide venues for the discussion of the programming theme, toward the goal of determining institutionally-relevant best practices for teaching and learning excellence. Regional and national teaching scholars share their knowledge with faculty constituents through on-ground and video/teleconference technologies.
- Additionally, faculty at a distance receive face-to-face programming through CETL's *Campus Center Workshop Series*, as well as *Development on Demand*<sup>®</sup>, a full suite of faculty enhancement resources offered online to Campus Center Academic Directors to facilitate with their faculty.

**Goal 2: Promote a culture of reflective teaching practice to stimulate instructional innovation.**

- CETL's *Course Design Remix* series provides a venue for faculty to reflect, revise, and reinvigorate their curriculum based on student feedback and new instructional approaches presented by CETL.
- Throughout the year, a *Curriculum Showcase* highlights innovative assignments, course designs, and assessments from faculty across the University, creating an online repository of best practices.
- CETL is currently preparing to initiate a new faculty resource, *The Best Practices Institute*. This Institute will offer online, self-paced modules that connect faculty with new ideas and resources to help them reflect upon and improve their teaching. Although the Institute's offerings will be available to all faculty at the institution, the particular focus will be on Park University's large part-time adjunct instructor population. Instructors who choose to participate in *The Best Practices Institute* will be recognized by the institution and their involvement will be reported to those academic leaders responsible for retention and promotion of adjunct faculty.

**Goal 3: Create opportunities for cross-disciplinary faculty collaboration and exchange.**

- Faculty panels, presentations, and workshops provide ample opportunities for cross-disciplinary faculty collaboration and exchange, in addition to new faculty orientation events designed to connect new faculty to experienced colleagues at the institution.
- On a smaller scale, the *Presidential Women Faculty Leadership Program* brings together a select group of women from across the University to talk about issues of relevance to women in higher education and to devise "legacy projects" to improve the statue of women at Park University.
- Fostering both cross-disciplinary *and* cross-institutional collaboration, CETL hosts the annual *Greater Kansas City Symposium on Teaching and Learning* brings together faculty committed to this approach from area community colleges, colleges, and universities.
- In the Fall of 2008, CETL plans to launch the *Curriculum Fellows Program* to stimulate and coordinate new curriculum development. Our first Curriculum

Fellows cohort will be involved in developing courses for a new interdisciplinary “Global Culture and Leadership” certificate program, the flagship academic offering of the Institute for Global Culture, Economics, and Understanding.

**Goal 4: Recognize and reward faculty contributions to the scholarship of teaching and learning.**

- Recognition of faculty teaching excellence occurs formally at an annual *Faculty Recognition Luncheon*, where full and part-time faculty in each College/School are honored for their outstanding contributions to Park University and the field of higher education.
- On an ongoing and more informal basis, faculty work is recognized through CETL’s monthly *Faculty Spotlight*, highlighting the work of one full and one part-time faculty on our website.
- Another featured highlight on CETL’s website, *Faculty Accolades*, archives faculty accomplishments such as presentations, publications, and civic engagement projects.
- Faculty scholarship and research mentoring is primarily accomplished through the CETL-created scholarly publication, *InSight: A Journal of Scholarly Teaching*. *InSight* is an externally peer-reviewed venue for faculty at Park University and beyond to publish articles pertaining to the scholarship of teaching and learning. Unique to *InSight*, research mentoring is available to assist Park University faculty throughout the process of manuscript development and submission.
- A university-wide evaluation of faculty needs and interests is distributed annually and the results of the survey guide the annual programming theme. The direct assessment of faculty, in addition to research in the field, provide relevant, current, and needed professional vitality opportunities based on the unique needs of Park University faculty. Feedback is also collected following CETL events to determine success and areas for improvement.

In conclusion, we look forward to continued growth in CETL as we strive on behalf of the institution to enhance curricular quality, faculty collaboration, and teaching excellence at Park University. For more detailed information about the Center for Excellence in Teaching and Learning and the programs available, please visit [www.park.edu/cetl](http://www.park.edu/cetl). or call 816-584-6770.

Respectfully submitted,



Dr. Amber Dailey-Hebert, Ph.D  
Director, The Center for Excellence in Teaching and Learning  
Park University  
[adailey@park.edu](mailto:adailey@park.edu)  
816-584-6339

January 23, 2008

President Beverley Byers-Pevitts  
Park University

Dear President Byers-Pevitts:

It is with great pleasure that I write to you to share my observations as Co-Chair of the President's Commission on Shared Governance at Park University. I want to express my gratitude to you for giving me the opportunity to assume a leadership role in this breakthrough initiative. For me, this proved to be a perfect example of "servant leadership" which has been the hallmark of your vision at this outstanding university. I would like to highlight a few of the many accomplishments of the Commission.

During the two years that the Commission met, the relationships among the various constituents of the University were forged and strengthened. All programs, divisions, campus centers, students, and other stakeholder groups had a forum where their voices could be heard and affirmed. This process of relationship building, as you well know, is essential as we nurture the trust and confidence in each other which shall serve as the solid foundation for our future growth. I especially appreciated the investment and passion of my Co-Chair, Judge Ann Mesle. Integrating the perspective of the Board of Trustees added a critical dimension to the process.

The members of Commission took their service seriously and I believe performed extremely well in meeting their charge. The "working definition" of shared governance at Park was the result of many discussions at the meetings. In addition, stakeholders from multiple venues sent e-mails directly to me or to their representatives. Conversations were held at faculty meetings, departmental meetings, and many other formal and informal gatherings. The topic of shared governance became a theme in daily discourse and decision making. This ushered in an important stage in our organizational transformation.

The feedback of multiple stakeholders was analyzed and refined into nine behavioral indicators that may be utilized by all organizational levels in daily decision making at Park. These guidelines are designed to capture the important principles that serve as integrating themes of our working definition: open and honest communication, transparency, trust, respect, a shared sense of our mission and purpose, and a spirit of interdependence.

At our final meeting, I noted in my closing comments to the Commission that "this day does not signal an ending, but rather, a beginning." I thank you for your vision and leadership. I look forward to our continuing efforts to make shared governance the hallmark of Park University in the years to come.



**Letters reporting Faculty Collaboration reported to the Board of Trustees,  
January 25, 2008 from:**

Virginia Brackett, Ph.D.  
Chairperson, Liberal Arts Committee  
[Virginia.brackett@park.edu](mailto:Virginia.brackett@park.edu)  
8700 N.W. River Park Drive, Box 39  
Parkville, MO 64152

Amber Dailey-Hebert, Ph.D.  
Director, CETL  
[adailey@park.edu](mailto:adailey@park.edu)  
8700 N.W. River Park Drive, Box 45  
Parkville, MO 64152

Walter Kisthardt, Ph.D.  
Co-Chair, President's Commission on Shared Governance  
[Wally.kisthardt@park.edu](mailto:Wally.kisthardt@park.edu)  
8700 N.W. River Park Drive, Box 47  
Parkville, MO 64152



**PARK**  
UNIVERSITY<sup>SM</sup>

COLLEGE OF  
LIBERAL ARTS & SCIENCES

Dear Members of the Park University Board of Trustees,

I write as the chairperson of the University Liberal Arts Committee, formerly the General Education (GE) Committee, to share with you information about a multi-year initiative that recently culminated in the passage of a new General Education Plan by Park's Faculty Senate in fall of 2007. Our new General Education curriculum "Integrative Literacies for Global Citizenship" answered the call for a more innovative, streamlined, and coherent program that—of utmost importance to maintaining academic quality and rigor—can be consistently deployed across student populations and degree programs. Developing a new general education curriculum is a daunting task for any institution but perhaps more so for Park University given our diverse Campus Centers and student constituents. That this type of large-scale curriculum reform was accomplished at Park University speaks to the collaborative process and shared governance in place across departments and Campus Centers and at all levels of University leadership

Park began reevaluating its general education program in response to Professor Emeritus Jerzy Hauptmann's 2002 Commencement Address, *Liberal Arts Pioneering*, which stressed the relevance of interdisciplinary study to students' search for meaning in an interrelated world. The President later called for a GE task force, which was created in cooperation with the Faculty Senate. Years of cooperation between faculty and administration to articulate and advance the liberal arts curriculum followed, with the task force eventually becoming a Faculty Senate committee comprised of faculty across the disciplines, including two members from Campus Centers, including Online. The core of this process was a reexamination and reaffirmation of Park University's "literacies," which articulate the University's liberal arts heritage. With the help of all constituents, the literacies were revised to incorporate the University's growing focus on internationalization and civic engagement. These literacies serve as core competencies for this revised GE Program that will apply to all Park University students, regardless of academic program or campus center location.

To accomplish the new curriculum, the GE Committee solicited and relied upon insights and perspectives across the University community. At all points along the way, our faculty and administrative colleagues and our student learners willingly engaged in dialogue to strengthen the proposed general education plan. The GE Committee surveyed, interviewed, and collaborated with individual faculty and department leaders to determine desired competencies for the Program and related changes to the literacies. Department Chairs provided invaluable support in thinking through institutionally-developed assessment measures. Collaboration with leadership in the University's College for Distance Learning proved a critical component in understanding the University's diverse student populations and in devising ways to execute a relevant, meaningful, and consistent "One University" GE curriculum.

The University's President, Provost, and Dean's Council further assisted the Committee in understanding the macro-level implementation issues involved in revising a GE curriculum. Student feedback solicited through individual committee member's courses and through dialogue with the Park University Student Government Association helped to further shape the program. A recap of some specific activities that proved crucial to the new program development speaks to the extent of the GE collaborative process:

- Early 2006: Through an event sponsored by the Center for Excellence in Teaching and Learning, faculty and students met to discuss critical thinking and the role of a liberal arts curriculum.
- The GE task force met with the Dean of the College for Distance Learning about issues relevant to faculty and students at a distance and Online.
- After examining general education requirements at state and private universities in Missouri and Kansas, the new GE Committee developed a revised proposal and submitted it to the Deans in December of 2006 and to the Faculty Senate for feedback in January of 2007.
- In February, the committee requested feedback from all faculty, department chairs, Campus Center Directors and Academic Directors, and Deans.
- Also in February, the committee surveyed students in general education classes at Campus Centers and Online to assess implementation issues.
- In March 2007, committee members met with the President and the Provost to discuss administrative support for the GE plan. After discussion the plan was again revised.
- In April, the committee met with the Deans and other stakeholders and again revised the plan based on their feedback.
- Following additional Committee member meetings in fall of 2007, including with Park's Student Senate, the Faculty Senate passed the GE Proposal.

Now in our latest incarnation as the Liberal Arts Committee, we are moving ahead in the same spirit of collaboration to develop and institute the changes and procedures required by this excellent program. Following a meeting with the Provost, the Associate Provost and Vice President for Academic Affairs, officers of the Senate, and the Deans, the Committee's future actions became clear. Both the President and the Provost have offered their full support in this challenging effort. Already new catalogue copy has been produced with the cooperation and assistance of the Registrar and the Associate Provost and Vice President for Academic Affairs. Procedures to develop course qualifications for the new Liberal Arts label and procedures to aid faculty in advancing applications for that label continue to be widely discussed with faculty and administration. After gathering and synthesizing these broad contributions, the committee will begin to advance course development for the new program in late spring.

While the charge undertaken by the original GE Committee and continued by the LA Committee proved, and continues to prove, challenging, the cooperation of the University's many constituents has empowered enthusiastic Committee members to pursue this all-important goal on behalf of our students. Future plans include a reorganization of the Committee to include faculty members from every department and from distance Campus Centers, a faculty Senator, a student Senator, and administration members. The passage of the General Education Program stands as a testimony to the collaborative efforts of the wonderfully diverse groups that compose the University community. Many individuals may, and rightfully should, take credit for this crucial accomplishment.

Sincerely,



Virginia Brackett, Ph.D.  
Chairperson, Liberal Arts Committee  
Director, Honors Program  
Assistant Professor, English

Date: 22 January 2008

To: Dr. Byers-Pevitts, President, Park University  
Dr. Michael Droge, Provost, Park University

From: Dr. Amber Dailey-Hebert, Director, Center for Excellence in Teaching and Learning

Subject: CETL Collaborative Efforts for Academic Excellence

The mission statement for CETL underscores the Center's focus on teaching excellence and identity as a faculty-driven resource: CETL's mission is *to promote the practice and profession of teaching at Park University*. The vision statement recognizes the unique context of Park University and the need to promote a cohesive and inclusive faculty community. CETL's vision is *to foster an integrated faculty community characterized by a commitment to continued professional growth*. Through a variety of nationally recognized programming innovations and extensive faculty engagement in CETL initiatives, we are achieving CETL and Park University's mission and goals.

The *Center for Excellence in Teaching and Learning* was founded in 2005 with one faculty member, and has grown to encompass a team of 4 individuals, working collaboratively in a newly renovated space on the Parkville campus to provide professional enhancement opportunities to approximately 1,355 full and part-time faculty members who serve approximately 26,000 students spread across 43 campuses in 21 states.

As a University-wide faculty resource serving the diverse and geographically-dispersed body of full and part-time on-ground and online instructors, CETL serves a critical role in uniting the faculty body as "one university" to create a faculty community that promotes academic excellence and collaborative process for the greater good of the institution and Park University student learners.

The information below provides an overview of the ways in which CETL creates collaborative programs that encourage cross-disciplinary and cross-institutional learning and sharing among faculty; working together with CETL toward the cohesive delivery of academic programs.

### **Goal 1: Connect faculty with resources to enhance academic excellence**

- To meet this goal, CETL first conducts annual surveys to determine teaching and learning topics of relevance to faculty's daily work. Based on this faculty feedback, thematic programming is created, which includes providing faculty with a number of online and print resources.
- CETL's membership in the elite *Carnegie Academy on the Scholarship of Teaching and Learning (CASTL) Affiliate Program* provides access to a wealth of resources and opportunities, in addition to cross-institutional prospects shared experiences.

- Student and faculty panels each year provide venues for the discussion of the programming theme, toward the goal of determining institutionally-relevant best practices for teaching and learning excellence. Regional and national teaching scholars share their knowledge with faculty constituents through on-ground and video/teleconference technologies.
- Additionally, faculty at a distance receive face-to-face programming through CETL's *Campus Center Workshop Series*, as well as *Development on Demand*<sup>®</sup>, a full suite of faculty enhancement resources offered online to Campus Center Academic Directors to facilitate with their faculty.

**Goal 2: Promote a culture of reflective teaching practice to stimulate instructional innovation.**

- CETL's *Course Design Remix* series provides a venue for faculty to reflect, revise, and reinvigorate their curriculum based on student feedback and new instructional approaches presented by CETL.
- Throughout the year, a *Curriculum Showcase* highlights innovative assignments, course designs, and assessments from faculty across the University, creating an online repository of best practices.
- CETL is currently preparing to initiate a new faculty resource, *The Best Practices Institute*. This Institute will offer online, self-paced modules that connect faculty with new ideas and resources to help them reflect upon and improve their teaching. Although the Institute's offerings will be available to all faculty at the institution, the particular focus will be on Park University's large part-time adjunct instructor population. Instructors who choose to participate in *The Best Practices Institute* will be recognized by the institution and their involvement will be reported to those academic leaders responsible for retention and promotion of adjunct faculty.

**Goal 3: Create opportunities for cross-disciplinary faculty collaboration and exchange.**

- Faculty panels, presentations, and workshops provide ample opportunities for cross-disciplinary faculty collaboration and exchange, in addition to new faculty orientation events designed to connect new faculty to experienced colleagues at the institution.
- On a smaller scale, the *Presidential Women Faculty Leadership Program* brings together a select group of women from across the University to talk about issues of relevance to women in higher education and to devise "legacy projects" to improve the statue of women at Park University.
- Fostering both cross-disciplinary *and* cross-institutional collaboration, CETL hosts the annual *Greater Kansas City Symposium on Teaching and Learning* brings together faculty committed to this approach from area community colleges, colleges, and universities.
- In the Fall of 2008, CETL plans to launch the *Curriculum Fellows Program* to stimulate and coordinate new curriculum development. Our first Curriculum

Fellows cohort will be involved in developing courses for a new interdisciplinary “Global Culture and Leadership” certificate program, the flagship academic offering of the Institute for Global Culture, Economics, and Understanding.

**Goal 4: Recognize and reward faculty contributions to the scholarship of teaching and learning.**

- Recognition of faculty teaching excellence occurs formally at an annual *Faculty Recognition Luncheon*, where full and part-time faculty in each College/School are honored for their outstanding contributions to Park University and the field of higher education.
- On an ongoing and more informal basis, faculty work is recognized through CETL’s monthly *Faculty Spotlight*, highlighting the work of one full and one part-time faculty on our website.
- Another featured highlight on CETL’s website, *Faculty Accolades*, archives faculty accomplishments such as presentations, publications, and civic engagement projects.
- Faculty scholarship and research mentoring is primarily accomplished through the CETL-created scholarly publication, *InSight: A Journal of Scholarly Teaching*. *InSight* is an externally peer-reviewed venue for faculty at Park University and beyond to publish articles pertaining to the scholarship of teaching and learning. Unique to *InSight*, research mentoring is available to assist Park University faculty throughout the process of manuscript development and submission.
- A university-wide evaluation of faculty needs and interests is distributed annually and the results of the survey guide the annual programming theme. The direct assessment of faculty, in addition to research in the field, provide relevant, current, and needed professional vitality opportunities based on the unique needs of Park University faculty. Feedback is also collected following CETL events to determine success and areas for improvement.

In conclusion, we look forward to continued growth in CETL as we strive on behalf of the institution to enhance curricular quality, faculty collaboration, and teaching excellence at Park University. For more detailed information about the Center for Excellence in Teaching and Learning and the programs available, please visit [www.park.edu/cetl](http://www.park.edu/cetl). or call 816-584-6770.

Respectfully submitted,



Dr. Amber Dailey-Hebert, Ph.D  
Director, The Center for Excellence in Teaching and Learning  
Park University  
[adailey@park.edu](mailto:adailey@park.edu)  
816-584-6339

January 23, 2008

President Beverley Byers-Pevitts  
Park University

Dear President Byers-Pevitts:

It is with great pleasure that I write to you to share my observations as Co-Chair of the President's Commission on Shared Governance at Park University. I want to express my gratitude to you for giving me the opportunity to assume a leadership role in this breakthrough initiative. For me, this proved to be a perfect example of "servant leadership" which has been the hallmark of your vision at this outstanding university. I would like to highlight a few of the many accomplishments of the Commission.

During the two years that the Commission met, the relationships among the various constituents of the University were forged and strengthened. All programs, divisions, campus centers, students, and other stakeholder groups had a forum where their voices could be heard and affirmed. This process of relationship building, as you well know, is essential as we nurture the trust and confidence in each other which shall serve as the solid foundation for our future growth. I especially appreciated the investment and passion of my Co-Chair, Judge Ann Mesle. Integrating the perspective of the Board of Trustees added a critical dimension to the process.

The members of Commission took their service seriously and I believe performed extremely well in meeting their charge. The "working definition" of shared governance at Park was the result of many discussions at the meetings. In addition, stakeholders from multiple venues sent e-mails directly to me or to their representatives. Conversations were held at faculty meetings, departmental meetings, and many other formal and informal gatherings. The topic of shared governance became a theme in daily discourse and decision making. This ushered in an important stage in our organizational transformation.

The feedback of multiple stakeholders was analyzed and refined into nine behavioral indicators that may be utilized by all organizational levels in daily decision making at Park. These guidelines are designed to capture the important principles that serve as integrating themes of our working definition: open and honest communication, transparency, trust, respect, a shared sense of our mission and purpose, and a spirit of interdependence.

At our final meeting, I noted in my closing comments to the Commission that "this day does not signal an ending, but rather, a beginning." I thank you for your vision and leadership. I look forward to our continuing efforts to make shared governance the hallmark of Park University in the years to come.

