

Internationalization at Park University

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Part I: The Internationalization Process

A. Questions formulated during self study that needed to be answered as the internationalization process moved forward:

1. What is the optimal staffing and organization for our international programs?
2. How can international elements be imbedded in the general education curriculum? In other coursework? In minors and majors?
3. How can internationalization become more meaningful for students and faculty at campus centers outside of Parkville? For Internet students?
4. How can staff be included in the internationalization process?
5. How will international programs be assessed?
6. What can be done to enhance American student interest and involvement in international co-curricular activities? What new programs might this include?
7. What should be the focus of international partnerships? What should Park look for when it partners with an international institution?
8. What can the ITF (Internationalization Task Force) do to entrench itself, and to ensure a continuing discussion about, and positive momentum for, internationalization.

B. Excerpts (recommendations) from first ACE site visit report:

1. Continue working to build internationalization into the general education curriculum and assessments.
2. To further embed internationalization goals into the institution, we suggest that the Task Force adopt a strategy of visiting individual departments to ask what Park would look like if it were truly internationalized.
3. Park should consider structuring faculty hiring processes, orientation, and evaluation to include credit for international competencies, experience, and activity. Design faculty development opportunities for those not yet involved, so that internationalization can grow.
4. Park must discipline itself to make strategic choices. Rather than simply adding to the list of internationalization activities, we encourage you to strive for depth and connections among activities. This will require developing linkages within the institution, not just externally. Internationalization should not be an add-on; it is doing Park's regular work from a different and deeper perspective.
5. We encourage Park to take the time to define internationalization priorities, and set standards for making choices. Internationalization is a long-term project, requiring taking stock regularly. We hope you will use the coming months to develop an internationalization plan for Phase 1, a period of about two years, then revisit its goals, evaluate progress, and move on to the next priorities.

- C. Park's goals in joining the Internationalization Lab a second time:
1. Internationalizing the curriculum, particularly Internet and distance ed courses. We would like focused, discipline-specific ideas, as well as learning more about assessment tools.
 2. Faculty professional development and faculty relations. We would like ideas about what an internationalization professional development seminar might look like, and how we might entice faculty to attend. In general, we'd also like more ideas about how to foster good relations between the task force and the university community as a whole, particularly faculty.
 3. Connecting the dots. We would like ideas about how we can best link the disparate curricular and co-curricular programs on main campus and campus centers.

Part II: International Learning Outcomes

Statement: The Park University Globally Competent Graduate

Park University graduates will display a knowledge of global interconnectedness, world events, cultures, and ideas. They will possess an open, empathetic, and sensitive attitude toward different nations, peoples, cultures, and ways of thinking. Park University graduates will learn about and effectively communicate with those of different cultural identities and experiences. They will work to serve the global community.

Park University International Learning Outcomes

1. Students will demonstrate an understanding of the interconnectedness of political, economic, and social systems. They will evaluate and analyze these systems.
2. Students will distinguish among the different perspectives of world history, intercultural issues, and world viewpoints. An understanding of geography will be critical to successfully undertaking this analysis.
3. Students will demonstrate an ability to communicate with people of other cultures, backgrounds, and countries.