

External Evaluator's Report on year one of the Drake University project,
"Ethics in a Globalizing World"

By Ann Kelleher, June 2007

Drake University illustrates how rapidly a campus can internationalize with the formidable combination of actively supportive senior administrators, able faculty members thoroughly competent one or more of the several inherently international disciplines and who also have programmatic and grant writing capabilities, an experienced and inventive study abroad administrator, an outside funder, and an expanding core of faculty – including modern language faculty - enthusiastic in their teaching global/international content. In such a context, a successful grant project can enable an institution to achieve a substantial increase in the number of global/international courses, students participating in international education programs, and an institutional commitment to the campus internationalization process.

Drake has all the prerequisites for international program "takeoff," meaning further refinement, growth, and new initiatives occur naturally, as part of the life of the university. The project reviewed in this report has great promise to enable Drake to achieve takeoff and, in the process, has strengthened its activities in three of the five categories of undergraduate international education; curriculum and co-curriculum activities, faculty development, and outreach. (Study abroad along with international student advising and ESL constitute the fifth category.)

Before launching into a project review, this report will take note of two rare elements of Drake's internationalization process. First, an outside funder has enabled the university to establish and maintain the Center for Global Citizenship, the operating unit whose director - in cooperation with colleagues in education, political science, and modern languages - planned, wrote, and administers this project.

Second, the university's two most senior administrators have content expertise as well as experience in international education programming. Since the writer of this report has interviewed the Provost, specific comments on his relevant past activities will illustrate the point; for example, he assisted in securing funding from an external donor establishing the Center for Global Citizenship, designated in a new faculty member's tasks the reinvigorating the Teach English in China Program (for recent Drake graduates) and provided its funding, and set aside a portion of the university's faculty development fund specifically for international activities. Not a newcomer to fostering campus internationalization, in 2000 when he was Dean of Arts and Sciences he proposed, in the college's program review recommendations, that every Drake student to have an international experience prior to graduation.

Project Strengths:

1. Drake University had well-developed programs in all five categories of undergraduate international education which enabled the project to build on an already established foundation. In this context, it has broadened the number and disciplinary base of core faculty.
2. Project activities have engaged the full and enthusiastic participation of its faculty participants from a very wide range of disciplines. At the June 2007 workshop - observed by this report's writer - the following disciplines were represented: natural sciences (3 in biology, chemistry, and environmental science), education (2), business (1), humanities (4 in English - 3 - and philosophy), social sciences (5, sociology - 2 - political science - 2- and history), and modern languages (3). Thirteen of these participated in the workshop's final session, a good representation in a three-day, on campus workshop.
3. At this stage in the Drake process, the general theme of "ethics" and the inclusive infusion process for curriculum internationalization seems to have worked well. As noted below under "Objective One" in this report's section "Summarizing Comments on Project Activities," new courses and curriculum revisions have conscientiously incorporated ethical issues and, judging from the faculty reaction to workshops and student reactions to the new course material, both are enthusiastic about incorporating ethical analysis into teaching/learning about global issues.

Choosing "ethics" as an overall project theme distinguishes Drake's approach to curriculum internationalization and it has served the university well. It encourages the multidisciplinary approach and infusion process chosen by Drake's group that planning the project. The ethics theme emerged from concentrated, in-depth discussions. This "ground-up" approach also had characterized the decision on the goals and name of the Center for Global Citizenship.

4. Project workshops drew on the expertise of project faculty as well as external consultants with both proving effective according to the participant evaluation data noted below in the section on "Summarizing Comments on Project Activities."
5. The new and revised courses enroll well with highs usually in the 40s range, excepting one at 70 students, and lows where they would be expected at 6 to 10 in senior capstones and DULAP's elective individualized "National Identity" courses.
6. Student responses to the new courses and new content material in existing courses reflect a high level of satisfaction as reflected in the filled-in student evaluation forms provided this reviewer. An overview of the curriculum evaluation results is provided below in the section on "Summarizing Comments on Project Activities"
7. Developing the three new courses on "National Identity" for Spanish, French, and German, enabled Drake's DULAP Program to further develop its cultural course content, one of the program's emphases. DULAP's capable instructional staff used

the same systematic, individualized model for delivering content as they have developed for effective language acquisition.

8. The project, with matching funding from the Center for Global Citizenship, produced an extraordinary number of well-attended campus events. The list provided this reviewer notes thirteen in the spring semester of 2007 matched by thirteen during the summer and fall of 2006. Attendance ranged from larger numbers, for example 150+ for a talk on "Citizen Diplomacy" and 85 or so at "Military Ethics in a Time of War," to around 30 at each one of the films shown in a series.
9. The project's implementation team consists of three faculty members with varying and complementary programmatic skills. The two political science department members, who have developed a good working relationship, provide participating faculty with different leadership styles and methods of interacting in a common project. The project director, also the director of the Center for Global Citizenship, has demonstrated the ability to keep moving forward the implementation of a very large array of events, curriculum development initiatives, plus off campus and on campus networks. The co-director's facilitation approach to leadership focuses on interacting with individual faculty participants and using conversational group situations to bring out varying opinions and suggestions. The modern language co-director has an established reputation as a national leader in computer assisted modern language acquisition reflecting her thorough command of her content and programmatic fields. She also has a very creative turn of mind and has produced several new ideas for useful programmatic initiatives.

Weaknesses:

1. An outside reviewer cannot but note very early on in a site visit the lack of staff support for international education. This deficiency is particularly flagrant in the case of the Center for Global Citizenship, the campus unit responsible for planning, grant writing, and implementing the project reviewed in this report. The Center's wide range of responsibilities both on and off campus have grown to the point where further development definitely requires a university investment in a staff appointment. The university must recognize that it has reached the zenith of what can be accomplished by relying on one able faculty member to follow up on all initiatives that have the promise of programmatic growth, high and quality impact, and furthering Drake's reputation for international education on campus and in its constituent communities.
2. Implicit in the first point, success has produced the need for increased investment and more systematic institutionalization. Drake University has gone very far in developing programs in all areas of undergraduate international education, and it must be pointed out that this has required their integration. Up to this point the necessary, healthy, interactive planning and coordination has occurred informally by the relevant campus leaders though they remain scattered in reporting lines and office locations. Success, including the project reviewed here, presents an administrative decision-

making issue: to move forward and achieve programmatic take-off launching Drake University into an advanced level of internationalization, the university needs the synergies that a common location and a common spokesperson representing international education as a whole can provide.

3. Specific to the project, the leadership team needs to develop a more systematic and consultative planning process. Collectively determining specific roles - who is responsible for what project activities, and the strategies to be employed such as during workshop sessions, for example - would produce a basis for effective future activities.

Summarizing Comments on Project Activities:

The project has met all its stated objectives in carrying out all the specific activities in the original proposal. In addition, it has produced promising spin-offs. These include making connections in the Des Moines community as well as in the Iowa region, increasing interest in infusing global issues and their ethical context in more Drake courses, opportunities for dissemination of DULAP's pioneering language acquisition methodologies via the International Education section of the International Studies Association, and a proposal to institutionalize the integration of selected Drake international education programs via a deanship and an office. Clearly the project's adroit leadership has taken advantage of opportunities as they developed.

The following comments highlight selected project activities and results learned by this reviewer during the site visit as collected through interviews, document and materials reviews, and a representative sample of evaluation data. They do not attempt to summarize all aspects of the project's accomplishments that will be made available in the director's performance report.

Objective One - Curriculum Development

A review of the syllabi completed thus far as well as the student evaluations of the new courses and revised course material leads to the conclusion that the curriculum produced by the project was well designed and well received. In addition, several of the courses not only count for a disciplinary major/minor but also for one of Drakes' "Areas of Inquiry" graduation requirements, specifically "the Engaged Citizen," "International and Multicultural," and "Values and Ethics."

Each participating faculty member devised her/his own student evaluation forms for their new course or course revision. Roughly half the courses evaluated this far used five point scales for responding to well focused questions on content as well as skill development; for example, "I learned practical skills that would enable me to create social change if I wanted to." Course data was reviewed for Global Social Change (sociology), Ethics in a Globalizing World (political science) and Intercultural Communication (International Relations Major and Global Ambassador Program). Virtually all students chose two highest ratings for the positively worded questions; such

as, "To what extent did this course enhance your understanding of the strengths and weaknesses of the concept of global citizenship?" The comment, "well taught and well structured" is typical of the written comments added on the evaluation forms.

The other forms devised by faculty participants in the project asked students to use narrative comments to evaluate the new curriculum: Chinese Language and Culture (English), Politics of Developing Areas (political science), Advances in Molecular Life Sciences and Related Societal Issues (biology-chemistry), a second section of Ethics in a Globalizing World (political science), Ethics in Transnational Adoption (political science). The following is a representative comment: "I could apply what I have learned to my own knowledge very well." Yet always there will be a few students making negative comments; for example, of the 25 filled-in forms for the revision to the Politics of Developing Areas course, two students wrote "disagree" and one was "indifferent" in responding to the fifth question - "Because of the greater emphasis on ethics in this course, my group was more conscious of ethical concerns when we conceived our end of the semester groups aid projects. Agree or disagree and discuss briefly." Other comments on forms evaluating the new and revised courses also had only a few students responding negatively. Responses to the Chinese Literature and Culture course, for example, indicated that all its students enjoyed the novels and only one of the fifteen student responses to the question, "Do you think you have learned something about the philosophy and ethics of Confucianism?" responded by using the word "vaguely."

It should be noted that the evaluation question for the Politics of Developing Areas course noted above reflected the seriousness with which participating faculty applied the ethics general theme. All the other the other new curriculum developed also reflects ethical analysis.

Objective Two - Faculty Development

The project organized and funded several faculty development activities in its first year. The two three-day workshops, "Ethics in a Globalizing World" introductory event in July 2006 and "Ethics in a Globalizing World: Pedagogy Workshop" in June 2007, each highlighted a visiting consultant as well as presentations by selected faculty participants. Judging by the quality of the pre-conference readings for the first conference compiled into a large volume, the useful simulation materials handed out at the second conference, and the data provided by the filled-in participant evaluation forms for the 2007 workshop, the project was well served. Eleven completed evaluations at the workshop's last day with ten solidly favorable: one person clearly would rather have had all sessions specifically on pedagogy. Virtually all respondents chose either 4 or 5 on several 5-point scales indicating their agreement that the workshop was "very useful."

This reviewer attended two days of the June 2007 workshop and observed that Jeff Helsing from the US Institute for Peace (making the case for using simulations and facilitating one example) stimulated vibrant, reflective discussions, as did the talks by Drake faculty. Participants noted their particular appreciation for the first day's session where each presented her/his own curriculum development topics and experiences.

Faculty interacted with each other well and the project's political science co-director spoke to virtually every attendee over the course of the workshop asking for feedback in a friendly, informal manner. Several participants expressed the view that the project's workshops, taken together, had imparted "a sense of common purpose in the project," as stated by one faculty member.

Two workshops were organized and implemented by the project's co-director who also directs DULAP; "Cultural and Language Across the Curriculum" (CLAC) in May 2007, and the "National Identity" workshop held for three days in January 2007. With their small numbers, around five, they enabled participating faculty to develop highly interactive working groups. Evaluations from both reflected positive reactions by the participants. The "National Identity" workshop produced ideas for the new DULAP course on Mexico as well as providing examples of the internet resources available for DULAP as well as faculty who teach courses in other than in modern languages.

Five faculty participated in the field research seminar in Managua, Nicaragua organized by Augsburg College's Center for Global Education. Their overwhelmingly positive response to their experiences illustrate the wisdom of the shift in policy years ago that allowed Undergraduate International Studies and Foreign Language Program funding for short term overseas faculty group research site visits. The level of knowledge and enthusiasm engendered by such faculty development activities not only produces excellent results in curriculum development, but also has an ongoing positive programmatic impact by creating a core group with a shared dedication to international education based on their own overseas learning. The evaluation forms filled in by all five faculty provide unambiguous support for the following conclusion: the seminar produced excellent learning, that was very applicable to their courses and very relevant to the project's theme of "ethics in a globalizing world," as well as substantial other benefits both to themselves as well as Drake's campus internationalization objectives.

Objective Three - Modern Languages

This project objective proposed the development of three National Identity in a Transnational Age courses in Spanish, French and German. As of this writing, the one in Spanish has been produced, focusing on Mexico. It meshes well with DULAP's objective of providing culture-based content as well as instruction in language skill development such as in grammar and vocabulary. The course employs DULAP's established language acquisition model: individualized computer-based instruction, extensive interaction with language conversation partners, structured academic integrity via a curriculum design that systematically presents and explains at length the course's learning objectives and activities with generalized rubrics informing the learning objectives, and assessment of learning accomplished by an external language examiner.

Students responsible for their own learning at DULAP takes the form of speaking in very small groups with native speakers as language conversation partners several times a week, and also blog entries reflecting on learning activities. The syllabus for the Spanish 155 - National Identity in a Transnational Age - Mexico course requires

activities such as; research oral presentations, reflect on a film, analyze piece of art, participate in a debate, conduct interviews, and all posted in a blog portfolio. The course's major content topics require much learning about Mexican culture, history, and current issues: 1) National and personal identity (overall concepts), 2) Mexican identity, 3) Mexico and its sovereignty, 4) Transculturalism, 5) Transmigration, 6) Environmental Policies, 7) Recurring issues (summarizes concepts and ideas as they thread through the course). Six students have signed up to take this course in the fall of 2007.

Objective Four - Co-curricular Activities

A prior comment in this report noted the commendable number of activities and their attendees (point 8 under "Project Strengths"). Every faculty and administrator interviewed during on the site visit noted one or more of the events as enhancing and contributing to the project. An additional point to be made here highlights the fact that people from the Des Moines community also attended some of the events, such as "Challenges of Islamic Financing," the talk of US Naval Academy faculty member Stephen Wrage on "Military Ethics in a Time of War" noted previously in this report, and the Tibetan monks who presented their spiritual ideas and chants that for two nights filled the campus' 450 seat venue. Thus the project strengthened one of the goals set by Drake University's Center for Global Citizenship; namely that of fostering campus-community connections in shared learning about global trends and issues.

Other project spin-offs also enhanced the Center's outreach potential; for example, the networking with a faculty member at the University of Iowa on a cooperative arrangement to share a series of speakers on the general topic of debating America's Role in the World - Selected American Foreign Policy issues. Next fall the Center will work Grinnell College in the hosting of speakers, and a relationship with the Stanley Foundation will continue and expand in its providing the project with speakers and information.

Recommendations:

1. Prepare for ongoing development of the university's internationalization process by using year two's activities to lay the foundation for future initiatives, particularly those that could be funded by the next grant project. Develop a consensus around one or more of the following suggestions emerging from conversations and the relevant June 2007 workshop session:

- Refine and focus courses that can fulfill the global content graduation requirements, specifically the "International and Multicultural" and "Engaged Citizen" "Areas of Inquiry."
- Refine and revise all or some of the university's specialized global/international education majors and concentration: International Relations, International Business, Environmental Science, Environmental Policy, Latin American Studies Concentration.

- Enlarge the number of majors requiring modern language learning: currently these include international relations, international business, art history, and music performance. (The university has no modern language entry or graduation requirement, noteworthy because of this situation is rare in a small to mid-sized university noted for its international education programs.)
- Select one or more themes for infusion across the curriculum; possibilities noted by Drake faculty include global public health, cultures across the curriculum (cultural diversity), less commonly taught global issues such as child welfare, global issues as reflected in arts and literature, meaning systems/spirituality and religion, and pre-departure and re-entry courses for study abroad (pre-departure skill development could include practice in making cultural observations and writing field notes).
- Develop inter-campus connections more systematically. Faculty from other institutions could be invited to attend workshops; a mini-conference could be organized to highlight selected international education programs at several Iowa colleges and universities, more mutually hosted speakers could be invited such as has already occurred. Perhaps a consortium could be organized around a global/international theme or developing international education in general thus reinforcing the internationalization process on member campuses by providing an external imprimatur.
- Develop international internships.
- Increase and establish more curriculum and study abroad connections with Drake's professional schools.

2. Build on the lively enthusiasm in workshop sessions around sharing information about the content and methodologies applied by other faculty in their courses. All the following ways to apply ethical thinking in specific courses were either stated or inferred during the June 2007 workshop either formally or informally: use class activities such as a "future wheel," introduce an "identity exercise," faculty to think through how their "identities" affect their teaching, develop and share the student responses to additional active learning exercises, invite another faculty member to make a course presentation or lead an in-class activity, and search out ways students can research on or off campus applications for their in-class instruction.

3. Organize a follow-on workshop for year two discussing alternative teaching strategies, their conceptual bases, and classroom-tested examples.

4. Provide a staff person for the Center for Global Citizenship so that it could focus more on developing its outreach potential. This report has noted several examples of additional activities. One more that could result in some funding would involve organizing travel learning seminars for community people, alumni for example.

5. Establish a campus center/office for international education under a dean. As noted previously in this report, Drake University seems to have ventured as far down its internationalization road that it can with the current institutional arrangement that relies on voluntary information coordination by scattered units. The possibility exists for many next steps in international education, some with the potential for producing extra-university funding, but at this time most will not develop without focusing administrative responsibility and investing in support personnel.

Maurice Harari - who began advocating for US undergraduate international education in the 1950s including successfully lobbying for the legislation that established the National Centers, the Undergraduate International Studies and Foreign language Program, and others - often made the case that every campus committed to internationalization should establish a center with the responsibility for multiple categories of international education programs. Sharing one campus location, and a spokesperson at a level equal administratively with discipline-based units, makes constructive synergies not only possible but probable. They are produced by the daily interactions that replace the intermittent networking of scattered units. While establishing a center runs the risk of ignoring further grass roots initiatives and suggestions, a consequence that has occurred on many campuses, the leader can ensure that he/she engages in free flowing two-way conversations with individual faculty and staff. This can overcome a tendency to centralize the creative process.

Drake University faces a decision that could propel it on to a more advanced level of international education programming. If a non-decision occurs, constituting an attempt to maintain the status quo, by default this means a negative decision because it will stifle growth and lead to stagnation.