Wichita State University
Globalization Report

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Submitted
By The
Globalization Task Force

Members:
Mara Alagic, Curriculum and Instruction
Vince Altum, Office of International Education
Dan Allison, Spirit Aerosystems
Hossein Cheraghi, Industrial & Manufacturing Engineering
Dharma Desilva, International Business
Bobby Gandu, Undergraduate Admissions
John Harrison, Music
Twambi Kalinga, Student
Kathy Lewis, Physical Therapy
David McDonald, Office of Research Administration
Michael Palmiotto, School of Community Affairs
Glyn Rimmington, Educational Leadership
Brigitte Rousel, Modern and Classical Languages
Zulma Toro-Ramos, Dean, College of Engineering
Ravi Pendse, Associate Provost—Co-Chair
Martha Shawver, Senior Associate Provost—Co-Chair
Executive Summary

Charge:
In May 2007, the Globalization Task Force was appointed and charged by the Provost “to examine our current efforts in globalization and internationalization, discover overlaps and synergies in those efforts, explore new and innovative approaches, understand what globalization means both in higher education and in the particular environment of Wichita State, and determine how we will measure progress toward a truly globalized academic program.”

Method of Examination:
The Task Force developed a working definition of globalization and then organized its study around four major campus components: Mission and community environment; curriculum and co-curricular experiences for students; global research issues; and services and infrastructure support for globalization. Subgroups studied each of these areas primarily by information gained from focus groups with relevant constituencies such as the National Advisory Council, faculty, students, graduate council, and college leadership groups. Two national consultants, from the Collegiate Enterprise Solutions (CES), were employed to provide us with an external analysis of our globalization efforts and give us recommendations. The Globalization Task Force findings were shared with the consultants. After receiving the CES report and reviewing their recommendations and analysis, the final recommendations were drafted for this report.

Findings:
The mission of the University encompasses global efforts. There is a high demand for graduates prepared for the global workforce which is recognized by the external environment. The internal environment -- the campus faculty and students appear to be ready for the most part to meet the global challenge but lack leadership to do so. There is some degree of apathy but we found no one against the efforts to become a more globalized campus. The infrastructure and resources to support becoming a truly globalized campus are the weakest link in these efforts. There are silos of global activity within each college and many campus units, yet there is no overall campus leadership to champion or direct the global interests and needs to support faculty, students, or curriculum. It would be fair to say that the globalization demands have outgrown the campus infrastructure. Increased interest in study abroad, faculty exchanges, immigration demands and global curriculum reform can no longer be addressed with the current staffing and operational structure.

Recommendations:
Nine recommendations are presented at the end of the document. Basically these call for the development of a vision for globalizing the campus, appointing a campus leader for globalization, expanding the study abroad program, infusing the curriculum with global experiences, encouraging global research and faculty exchanges, establishing an International Affairs and Global Council, creating a Center for Urban Workforce Development for the Global Century, enhancing international alumni relations, and enhancing the infrastructure to support global efforts. Becoming a globalized campus will be a dynamic process that will evolve from our current state to one that responds to the ever changing dynamics of the universe in which we live. The culture of globalization will pervade all aspects of planning and decision making within the academic life of the University.
Purpose and appointment of task force

In May, 2007, Provost Miller appointed a Globalization Task Force to “examine the current and future direction of internationalization and globalization in the Academic Division.” Two associate provosts were assigned to co-chair the task force which included eight faculty, two representatives from undergraduate and international admissions, an associate provost for research administration, a dean, a student, and a community representative. The group convened its first meeting in May, 2007, at which time it was decided that it would engage in readings related to globalization during the summer and begin its work in early fall. A Blackboard site was established to share the list of recommended readings.

The Globalization Task Force (GTF) reviewed the detailed charge and questions (Appendix A) posed by Provost Miller. Based upon our readings and discussions, the following working definition was used to guide our actions:

**Working definition of globalization relevant to WSU**

Globalization is about nurturing the philosophy of global citizenship in each of the following contexts: global, country, and local community (professional and personal). It demands being knowledgeable about and understanding the integration of economic, cultural, social, and political dimensions at all these levels (across borders and cultures) as well as understanding the role of technology, business, and economic growth worldwide in relation to influences on the United States.

To respond to our charge, the plan was to first learn about the current state of globalization efforts, then determine institution’s desired state, and from there make recommendations to achieve the desired state. Seventeen focus groups (Appendix B) were held with industry representatives, the National Advisory Council, deans, faculty/chairs, and students. External consultants were engaged prior to the completion of the report. The recommendations are built upon the consultants’ report and the findings of the Task Force.

Four major components of the system were reviewed by subgroups to understand the current state of campus globalization:

1) mission and environment which included community,
2) curriculum and co-curricular experiences for students,
3) global research issues, and
4) services and infrastructure support for globalization.

This report will discuss the findings for each of the system components (Mission, curriculum, research and services). Within each of the defined areas above, the “current state” findings will be presented, followed by the “desired state.” Recommendations will be presented at the end of the document since these do not necessarily fall into just one of the system components.
Mission, community/industry interaction, and environmental issues

The mission of the university was reviewed. Responses from the focus groups with the National Advisory Council, World Trade Council members, and aircraft industry leaders were the predominant sources for the following comments describing the current state of our environment and mission.

Current state of our environment and mission

The Wichita State University (WSU) mission currently states “Through teaching, scholarship, and public service, the University seeks to equip both students and the larger community with the educational and cultural tools they need to thrive in a complex world, and to achieve both individual responsibility in their own lives and effective citizenship in the local, national and global community.”

- Degree programs are designed to “meet the specialized educational and training needs of individuals and organizations in south central Kansas.”
- The mission also states that WSU “strives to be a comprehensive, metropolitan university of national stature.”
- Industry representatives from the South Central Kansas region are vocal clear about students needing to be prepared to work in a global economy. They seek students who are socially responsible citizens in every way; who have life and educational experiences that expand their views of the world.
- The community has many resources available that the University can draw upon: Partnering with industry, educational systems, professional organizations and international community-based groups.
- Industries, especially smaller companies need consultation on immigration policies, hiring of non-immigrants, as well as human resource consultation, language and cultural proficiency for the employees they deploy to international company sites.
- Local industries need accurate information about hiring non-immigrant students into internships and Cooperative Education experiences. Some businesses are reluctant to hire these individuals either because of misinformation or bias.
- Some industry leaders believe WSU is lagging behind in preparing students adequately for global interface when they graduate.
- World Trade Council (WTC) representatives are a rich source for support of our efforts in globalization. The Council represents about 500 companies including corporations, individual members, diplomats, and agencies with interests in global trade. The executive board of the council represents 33 multinational/exporting firms and agencies. WTC is located on campus and administered with the assistance of trained AIESEC (Association Internationale des Etudiants en Sciences Economiques et Commerciales, or International Association of Students in Economic and Commercial Sciences) and International Business (IB) students. The feedback from this organization reflects concern about a lack of serious and consistent interest from WSU faculty and administration in the area of global concerns.
- Center for International Business Advancement (CIBA), its partnership with World Trade Council Wichita, and its US Department of Education grants during 1987-92 and 2003-2007, has been a major source of internationalization/globalization. The WTC has served as an advisory council and has contributed matching funds to enhance international business education, internationalization of the business curriculum, academic, business community, and institutional linkages.
The Alumni Association tracks international alumni that are members only. There is no longer an international society reportedly because of budget cuts. There also is no longer an effort made to coordinate with travel schedules of the international admissions recruiters. There are no international students in the “Shockers Forever” which is the student alumni society. The Executive Director has said they have been charged to address this problem with the current focus on globalization.

General consensus among focus groups is that the campus environment is somewhat apathetic to globalization; international students are not well integrated into the campus community; while not a hostile environment, it also is not welcoming either. There is little, if any, support for new international faculty who may be struggling with the transition. Most student feedback would support this evaluation.

In general, there is a lack of a well defined infrastructure to support globalization efforts for faculty both in design of curriculum and in research. Possibly much is happening but only those involved know about it.

The current university environment for specific support of international students includes basically an Office of International Education and the Graduate Office through its admissions offices. Some faculty criticize the administration for not providing financial support to international efforts.

Desired state of the environment and mission

The GTF believes the globalization niche for WSU is its relation to industry and entrepreneurial focus. This relationship could be exploited in ways that will impact the curriculum, student experiences, and research initiatives. WSU could have international stature if we addressed the global issues and prepared students for a world experience. WSU could and should be known as the place to go for experiences that meld industry and university globalization efforts.

To get to this desired state, we must strive for these conditions:

- Comprehensive and sustained globalization efforts lead by someone in a senior leadership role with primary responsibility for these efforts.
- On-going dialog of globalization for sustainability of the initiative.
- Urban and global can be complementary terms. The University needs to view its urban mission as a global mission.
- The Center for Urban Studies could focus research efforts on issues of environmentalism, immigration, and urban sprawl which are also global issues.
- Well planned, coordinated international alumni events and sustained relations with international alumni could broaden our base of support. Well connected international alumni could enhance country relations, impact recruitment and provide opportunities for exchange of faculty and student experiences.
- Extending campus town hall meetings, continuing education, and other workshops to industry when they focus on intercultural, global issues, or practical issues that relate to immigration could help smaller companies currently struggling to “go this alone” right now.
- The “global initiative” would be enhanced through faculty development and formalized reward structures for these activities.
- More industry-university partnerships could enhance global learning opportunities for students and collaborative research projects for faculty.
The WSU mission is broad and encompasses the global initiative. Because the needs of industries in the south central Kansas region have expanded to global concerns, WSU has an imperative to prepare students for performance in the global community. This implies that the curriculum will provide both in class lessons and out of class experiences that will prepare students to function effectively with colleagues across the world as well as in other cultural settings. While the current mission does not need to be changed, WSU will need to determine the infrastructure needed to support effective globalization of the campus. The WSU environment for globalization needs to be infused with communication about opportunities, rewards and recognition for globalization efforts and a well defined infrastructure to support the activities. Protocols and policies need to be in place to explicitly guide persons in their efforts to establish exchange opportunities for faculty and staff. To this end, we recommend someone be appointed to lead the globalization efforts to oversee all campus services for international faculty and students, to promote globalized curriculum efforts, to coordinate outreach efforts to address needs of industries as related to globalization.

Curriculum and co-curricular activities

Current State of the curriculum and co-curricular activities
The information gathered regarding curriculum was derived from a review of the catalog, focus groups, and a review of the co-curricular services such as the study abroad and exchange programs. An inventory of current activities /opportunities related to globalization in the curriculum and co-curricular includes the following activities:

- The general education program has a stated goal, “to study human diversity on a global basis and its implications for society.”
- General education introductory courses that focus on globalization available to students are:
  - Geog 210—Introduction to World Geography
  - History 100—World Civilization since 1500
  - Russian 210—Intermediate Russian
  - Spanish 210—Intermediate Spanish
  - French 210—Intermediate French
  - German 220—Continuing German
  - Political Science 220—Introduction to International Relations
  - Political Science 226—Comparative Politics
- General Education further study courses focusing on globalization include:
  - Art History classes which focus on Greek, Roman, Medieval, European, and Italian art
  - Humanities courses tend to focus primarily in specific geographic areas such as British writers, French literature, German, Russian history, Mexico.
  - Anthropology offers a wide array of courses in many different cultures.
  - Women’s Studies 391 focuses on Women’s Global Issues
- General Education Issues and perspectives courses with a global focus include:
  - LASI 300 Global Issues
- Many majors have upper division courses with a global perspective.

Searching the electronic catalog for the term “global” we found 26 courses using the term global or globalization in the course description that were available for undergraduate students and another six at the 800 level available only to graduate students. These courses do not include the area studies nor language courses that would give students skills to work in intercultural situations.
The Fairmount College of Liberal Arts and Sciences offers an interdisciplinary field major in international studies. This flexible, interdepartmental and intercollegiate undergraduate program is designed to meet needs for specialists in foreign areas, international government or international economics, government, business, and international organizations. Students have an option to study in area studies or an option to study area studies and international business. The program is being evaluated and updated to address changes throughout the university course offerings.

A certificate in Asian Area Studies has recently been approved and implemented.

The Barton School of Business offers a major in International Business. It also requires all its majors to have an internationally-focused course such as international marketing, international management, international financial management, or international economics and business.

Global Learning Projects (http://gl.wichita.edu): Although there is no comprehensive global curriculum at WSU, there are multiple pockets that are important to mention and build on. The faculty being on the forefront of this process should be commended for their efforts to educate global citizens.

The Boeing Global Learning Professor has led the global learning efforts on campus since 2001. The website gl.wichita.edu states a vision, mission and values for global learning.

  - **Our vision** is to provide all students with at least one global learning experience during their program.
  - **Our mission** is to combine **Global Reach**, through modern communication technologies, and **Global Perspectives**, through interaction with learners and faculty of diverse cultures, to produce the **Global Graduate**.
  - **Our values** are Honor, respect, curiosity and critical self-reflection about the many cultures of this world with a view to peace, prosperity and collaboration for mutual benefit.

The Global Learning program has resulted in opportunities for students to gain intercultural communication and global collaboration experience. This involves direct interaction with students, faculty and citizens in other countries around the world. Different discipline areas in each college have benefited. Some of these activities have been conducted in collaboration with local and overseas companies, such as Boeing, Spirit Aerosystems, Infosys (Bangalore), Spirit Aerosystems (UK) and Progresstech (Moscow).

College of Education faculty, with the support of the Global Learning program funds, has facilitated Global Learning projects with other university faculty and countries such as Russia, India, Ireland, Mexico, Australia, Scotland, Vietnam, Qatar, and South Korea. Examples include in Education (Educational Leadership; Science and Mathematics; Gifted Education; Cage Painting Workshops in India and Mexico, Global mentors in ICCE Development graduate course; TESOL-English as a second language learners); in Engineering (LEAN Manufacturing, Remote Laboratories, Senior Design Project) in Business (International Business, Logistics and supply chains) in LAS (Women's studies projects, Political Science).

College of Education faculty have also co-facilitated global learning projects in urban, suburban and rural school districts: Wichita Public Schools, Maize and Douglas school district.


Examples of global learning experiences in other colleges include: Health Professions—one program with study abroad experience; Fine Arts—Summer in Italy experience for opera or music majors, an on-line radio station, an art history class with a study abroad component; Business—exchange program with FHW Berlin School of Economics, virtual problems/case study experiences, University
of Canberra, Australia exchange; Engineering—graduation requirement, collaborations for the senior design courses with Moscow and exchanges with Peru, as well as the Global Design Project with Spirit Aerosystems just being launched this next academic year.

- Engineering 2020 requirements—a decision was made by the College to require all students to have three of the following experiences for graduation: study abroad/global learning; interdisciplinary or multidisciplinary; leadership; undergraduate research; Coop Education/internships; or service learning.

- International Business and Bachelor of Arts degrees in the College of Liberal Arts and Sciences have language requirements.

- Opera students often learn as many as 15 languages.

- Study abroad and international student exchange programs—.5 FTE person staffed this program but recently resigned and an interim coordinator was appointed. She reports nine out-going study abroad students in the fall 2007 and 11 in the spring 2008; 14 in-coming student exchange students in the fall and nine in-coming international exchange students in the fall. She reports that records prior to this year are not available. The Coordinator reports that the interest in study abroad has markedly increased in the past few months. This office obviously does not keep records of all the college based study abroad activities associated with specific programs such as the summer Puebla program and others.

- ISEP—International Student Exchange Program which is a corollary of the National Student Exchange Program. This program provides exchanges with more than 245 member institutions in more than 35 countries. Most programs allow the student to pay tuition and fees to WSU while on exchange at another university. Since academic year 2004/2005 WSU has had an average of about 4 outgoing students (range from 2-6) and an average of 3 (range of 1-6) incoming students participating in this program.

- Exchange programs with 11 different universities are listed on the WSU Study Abroad website, http://webs.wichita.edu/?u=intlstabroad&p=/SA:
  - AUSTRIA
    University of Applied Sciences, Wiener Neustadt
  - CHINA
    School of Business Sun Yat-Sen University (SoBSYSU), Guangzhou
  - ENGLAND
    University College Chester, Chester, UK
  - GERMANY
    Berlin School of Economics, Berlin
  - JAPAN
    Aoyama Gakuin University, Tokyo
    Kansai Gaidai University, Osaka/Kyoto*
    Nagoya City University, Nagoya
  - MEXICO
    Tecnologico de Monterrey, 32 campuses nationwide
  - NEW ZEALAND
    Auckland University of Technology, Auckland
  - PERU
    Universidad de Lima, Lima
  - SWEDEN
    Jonkoping International Business School, Jonkoping

  This listing does not include those with our exchange partner in France

- Faculty led study programs such as Model United Nations trip; Puebla, Mexico Spanish immersion summer program; Belize field studies; opera study in Italy, anthropology in New Zealand, and others. There are approximately 60-80 students in these programs annually. The
faculty member for the Model United Nations trip reports a “wait list” for the 2008 trip indicating an increased demand for this experience.

- Students interviewed in the focus groups believed that globalization is not currently a part of the WSU curriculum. Given how much is available to students, it appears that these opportunities may not be promoted by advisors and faculty.
- Barriers to “global experiences” such as study abroad or exchanges for students include: expense, lost income, family responsibilities, lack of promotion; program restrictions such as many required courses in the curriculum; reciprocation issues; lack of guidance on how to integrate study abroad experiences into an assessable learning activity, semesters do not always align nicely with international experiences, and residency policies.
- There is some interest in reviving an accent modification course which was offered at one time.

**Desired State of curricular and co-curricular experiences**

The curriculum at WSU should include explicit learning experiences and content that prepares students to interact successfully in an increasingly global society and economy. What is currently occurring in the way of global experiences should be financed adequately and enhanced but also promoted to the campus community so there is greater awareness. In order to reach this desired state, we believe the faculty should be inspired to review their curricula to ensure that students gain knowledge in areas such as:

- Social responsibility as a citizen of the world
- Immigration demands and regulations
- Foreign Language skills
- Cultural literacy or intercultural communication competence
- Cultural proficiency
- World geography
- Understanding of global connectedness
- Intercultural business etiquette
- Legal challenges, credit differences, intellectual property rights
- Intersecting curricula—collaboration and innovation that is interdisciplinary—engineering and business; health and business; art and technology; all superimposed with ethics, critical thinking, communication skills, analytic and problem solving skills.
- Implications of the course content for the greater world, not just local or national concerns. For example, health care should focus on the impact of immigration, travel, and struggling country economies on the health of everyone.

Many faculty already claim to focus on these concerns, but some struggle with how to incorporate their own international experiences into their courses. There needs to be a concerted effort to help faculty in this new role. Some of the conditions that are desirable to achieve this state are identified in the following bullets.

- Campus dialog among faculty and students about the meaning of globalization, internationalization should be fostered in some way...either through Center for Teaching and Research Excellence (CTRE) programs, town hall meetings, or other venues.
- Faculty, themselves, need to be prepared for and equipped with intercultural skills
- Globalizing the curriculum will demand a considerable amount of interdisciplinary programming. The idea that the credit hour production of a single department is all important at the expense
of overall college or university credit hours needs to be challenged. In order to achieve successful interdisciplinary courses, there will need to be recognition of these efforts.

- Faculty leadership should be charged with moving this initiative ahead in the curriculum. Many courses in the Undergraduate Catalog currently include “global” foci in their descriptions. But, identifying a set of skills related to globalization might help to guide these discussions.
- Students believe that, if globalization is important to the University, then it should have a stronger focus in all classes. Some students recommended that we create a Gen Ed class such as "Introduction to Global World". It seems apparent they do not understand what we already offer.
- Advisors need to encourage and promote courses with a global focus. Having a list of classes with a global focus should be made available as a resource.
- A vibrant, expanded, and properly staffed Study Abroad Program should track all study abroad experiences, should properly prepare students through orientation, legal and insurance means, and offer a re-entry processing for students returning from the experience.

Global Research

A list of fifty faculty from 2004-2006 who have reported international collaborative research publications was identified. This is probably not an exhaustive list because it was drawn from publications listed on the University Libraries website. A list of WSU Faculty involved in collaborative research and the list of sponsored research projects from the Office of Research Administration are found in Appendix C. Discussions in faculty focus groups were encouraging in that it was evident that more international collaborative research is being done than sometimes realized.

Current state of collaborative global research

- The Office of Research Administration (ORA) is available to assist faculty in searching for opportunities abroad. However, some faculty were not aware of any specific support the ORA offered.
- International travel grants no longer exist. A number of faculty expressed disappointment in this because it was a valuable resource to support their travel.
- Resources –money for travel, support for virtual communication that may go beyond e-mail, and service support to arrange for the exchange scholars are limited.
- There is no coordination of information about available places for travel abroad for sabbaticals or short term visiting exchanges. There is no office that coordinates these efforts and faculty is left on their own to find places through their own networking skills.
- There is a lack of support for making the arrangements to travel abroad and identifying for the novice faculty member what is needed in terms of insurance, getting expenses paid through extended periods of time, no university credit cards, and lengthy time for reimbursement of expenses.
- Services such as the library usage, Heskett Center, and computer access become complicated for visiting scholars. It is often not clear to many how this needs to be done so the faculty can have access. Often, it requires that the visitor obtain a social security number which can be a lengthy process. Because it is complicated and there are currently no protocols or policies to guide these arrangements, it is sometimes done inappropriately and the visiting scholar is left in a precarious position with no means to do his/her work effectively.
- Individuals from the faculty often make the arrangements for room, board, and transportation for in-coming visiting scholars. Some faculty reported paying expenses, such as transporting visiting scholars around the city, out of their own pockets. There is no university service that supports this nor is there a protocol for how to do this.

- It is unclear how faculty with collaborative global research or curriculum development are rewarded or recognized in the tenure or promotion process. There is some opinion, based on focus group feedback, that a semester teaching abroad or a faculty-led study abroad may be a hindrance to acquiring tenure or promotion.

The overall impression of the current state is that there is no coordinated effort or leadership that supports collaborative faculty research with international faculty. In spite of this, there is a considerable amount of collaboration that is occurring.

**Desired state for collaborative global research**

The goal is to create an environment that truly supports and enhances the faculty efforts to engage in collaborative research with international scholars. These collaborations would be promoted in such a way to inform and stimulate interest among colleagues. They would also attract students to work with professors in particular areas of interest. Doing this will effectively enhance all other efforts to globalize the curriculum and prepare students for the global workforce. To reach this goal, we will need to address the following areas.

- A clear statement from the administration and faculty leadership that the globalization initiative is important is needed, followed with allocation of resources (elaborated on below) to support the efforts.

- Assign responsibilities to someone within ORA specifically to serve as a resource to guide faculty through the mechanics of international research, sabbatical semester abroad, and other global related scholarly work. Protocols and policies specifically for these arrangements need to be developed. Implement an infrastructure that supports global research—an Institute for Global and Urban Education and Research might be considered.

- A clear statement within the Tenure and Promotion requirements that supports globalization efforts would be ideal—rewarding collaborative international research/consultation/curricular experiences and professional services and grant activities. Reduction of load and ongoing support for developing global efforts might also be part of this reward structure.

- Financial support (early sabbaticals for promising faculty) for a semester abroad for probationary faculty would show the importance of this initiative. This would be followed with support for the faculty to integrate this experience into his/her research and teaching roles.

- Build a culture that supports and promotes global efforts; with an expanded mission, CTRE could be instrumental in these efforts. Engage new faculty early and help them understand a global focus complements our urban serving research mission.

- Increase overseas partnerships and exchanges; develop a database of opportunities and publicize these efforts.

- With someone in a leadership role for these efforts they could coordinate a website highlighting the scholarly work focused on globalization.

The amount of research and collaborative efforts that are currently occurring tells us that there is faculty interest in doing this and that they have prevailed in spite of the lack of infrastructure to support their efforts. If someone in a leadership position were assigned to develop a comprehensive effort to promote international scholar exchanges and financial support for faculty were available through these efforts, we could expect the amount of research and numbers of faculty involved in such research to...
increase. Collaborative research efforts are essential to our ability to reach our goals to prepare students for living in a “fully connected world.”

Infrastructure and Services

A number of infrastructure issues have already been addressed in other sections of the report. This section will primarily focus on those related to student services and elaborate on other areas mentioned earlier.

Currently, international students are admitted through potentially three different offices: International Admissions, a part of the Office of International Education, processes all foreign undergraduate applications; Undergraduate Admissions handles domestic undergraduate applications where the individual has been living in the USA; and the Graduate Admissions Office handles all graduate admissions, both domestic and international. In addition to the admissions functions, the Office of International Education also does the following:

- Admission of undergraduate international students and Intensive English students
- Teaching English (ESL) at the Intensive English Language Center with TOEFL preparation
- Counseling and advising of international students
- Compliance with federal immigration regulations
- Study Abroad
- International student activities
- International professional development of faculty and staff
- Official links with colleges and universities overseas

The Office of Multicultural Affairs also has global diversity as part of its mission:

“The Office of Multicultural Affairs (OMA) will promote an all-inclusive global diversity at Wichita State University. Such community will be anchored in a campus climate that is inviting, welcoming, supportive, caring, and nurturing; one in which its citizens, regardless of their human and socio-cultural differences, can co-exist in harmony. In addition, the OMA will serve as a catalyst for promoting a “culture of collective responsibility” for the multiculturalization and globalization of Wichita State University. OMA is committed to supporting the overall mission of Wichita State University and will work collaboratively with the university communities to offer year-round all-inclusive, educational, cultural, social, and outreach programs for students, faculty, administrators, and staff that are aimed at achieving Academic Excellence, Institutional Strength, and Campus Unity.”

The above mentioned units span two university divisions. Undergraduate Admissions and the Office of Multicultural Affairs report to the Division of Campus Life and University Relations. The Office of International Education and Graduate School report to the Division of Academic Affairs and Research. This arrangement does not always provide the best support for a coordinated effort. However, it does not appear to be a major problem when providing the services.

Current state of services and infrastructure to support globalization efforts

The current state will first address the issues of campus climate and then focus on service issues. As related to campus climate,

- American students and international students do not integrate on campus. Students prefer to stay in their own cultures and comfort zones.
- International students, in general, report that WSU is very conducive to globalization. However, American students, in general, are less inclined to report this.
- Both Americans and international students agreed that the globalization of the campus was important.
- Most students, especially Americans, reported there were lots of opportunities for people to interact with people from other cultures. However, most agreed that students were apathetic and did not consider this type of cultural exchange important.
- There are currently more than twenty international student associations, mostly country designated. A few, involve students from all countries, the International Student Union promotes many cultural activities on campus. AEISIC is mostly involved with the business interests and is involved in more curricular related activities.

With regard to services,
- International students said that communication about the various international activities, programs, and admissions was good. Much of this information is sent via email and some students indicated that they did not check their WSU email often.
- Students complained that there is a lack of understanding of what the Office of Multicultural Affairs (OMA) and the Office of International Education (OIE) do. Most students, international and American students alike, assumed that the Office of Multicultural Affairs dealt primarily with international students, however, in reality, their activities are directed mostly toward domestic minorities.
- When asked how the current organizational structure for international admissions was working, American students seemed to be surprised that there were three admissions offices on campus. Students assumed that all admissions were processed by one unit. American students did not have a strong opinion about this issue. Faculty/Staff in the focus groups reported that the current system is working well and making changes to combine admissions areas would not better the students. A few international students tended to prefer that only one office deal with international admissions because they thought the current organizational structure was confusing.
- International students reported positive admissions experiences because their applications were processed quickly by the OIE.
- International students strongly complained about the lack of scholarships for international students at WSU.
- International students complained that many companies will not hire international students for internships through Co-op.
- Some students believe that the advising of international students done in the college offices could be much better.
- International students complained about the long waits for transfer credit evaluations. Some students have had to wait as long as 3 years before departments have evaluated their transcripts. This has caused some international students to retake courses for which they will later receive credit because they could not afford to be delayed in their course of study.
- With the implementation of the Banner system, the temporary means of posting transcript information is no longer available and the Registrar’s Office will not permit posting of these transcripts until the student enrolls and this is a lengthy process. This is another barrier to expedient transcript evaluation.
- Students complained that there was a lack of communication between the exchange offices (NSE and Study Abroad) on campus and the college advisors.
Housing services are sometimes not available to international students when they arrive even though they may have signed housing contracts. They have sometimes been told to seek temporary housing off campus until rooms are available. This clearly is not a welcoming message to a new student.

Most inquiries for international exchanges are directed to the Office of International Education. In the case of requests for international scholars seeking to come to campus, they have directed those inquiries to the department and faculty for follow up and arrangements. This has resulted in sometimes disastrous relations when Deans have been bypassed and have no knowledge of the arrangements.

There are no official protocols or policies that guide or govern the establishing of University partnerships, faculty exchanges, or student exchanges. While these may be inherent in other policies (for example, who is permitted to make an official offer to a faculty, who can sign agreements, etc.) there is a lack of direction specific for those involved with international faculty exchange arrangements.

There is also little in the way of administrative/faculty/staff development about globalization related issues such as immigration procedures, setting up exchange agreements, and related intercultural concerns.

The current infrastructure may have served the campus community well thirty years ago but with the increased demands for student and faculty exchanges, collaborative international research, international travel, visiting international scholars, immigration policies, numbers of international faculty and students, we have outgrown this system. The Office of International Education, with its current staffing level is unable to adequately address the growing demands with their current level of staffing and expertise.

Desired State of services and infrastructure to support globalization efforts:
The goal is to provide the most efficacious services possible to support globalization efforts for faculty and students that is coordinated in every way. This organizational structure does not mean all services will be housed in one central area, but the leadership for those services will be centrally managed by someone in an upper management position. The responsibilities for this coordination, especially as it relates to students, will need to transcend the current divisional lines. To reach the goal, the conditions to consider are:

- A strategic vision for globalizing the campus will guide the campus in a more unified way.
- Better integration of students to facilitate a positive globalization culture on campus.
- More focus on experiences that integrate American and international students. In classes where there are diverse cultures represented, faculty need to assign students to groups rather than allowing them to naturally select groups. The university faculty/staff and administration need to think of creative ways to connect international and American students with each other and the community.
- International student associations should collaborate with the traditional domestic student associations, perhaps through better coordination between the OIE and the OMA. WSU could facilitate mentor programs between international students and American students.
- American students need to realize the value of globalization and the benefit it could bring to their careers.
- Use technology such as e-mail, a common website, and Facebook as well as posters, and student organizations to communicate with students.
• While there might be institutional benefits in combining admissions areas on campus, there are both benefits and hazards to making such a move in our current environment.

• More scholarship money to international students and students who wish to study abroad should be made available. This would include providing scholarships to international students their first semester at WSU (instead of having them wait one year as is customary right now).

• Co-op Education needs to provide better information to hiring companies to explain the difference between hiring international students for Co-op internships and company-sponsored work visas.

• Faculty and advisors need more professional development related to globalization efforts.

• Encourage better communication between exchange program advisors and college advisors.

• A thorough review of the workflow process for evaluation of transfer credit and degree audits of international transcripts must be done to effectively determine how these can be done in a more expeditious manner.

• The immigration processes and procedures need attention of a central individual who can become a specialist in this area.

The current overall infrastructure and services available to address the needs of international students has been in place for many years. While the Office of International Education has served the international faculty and students in attaining and maintaining the essentials of making a transition to the America, this unit can no longer serve the expanding demands that will come with globalizing the campus. Specifically, these specific areas need to be enhanced: 1) expanded support for Study Abroad/Exchanges for both faculty and students, 2) managing immigration processes for faculty and 3) international transcript analysis and posting of the transcripts, and an expanded leadership campus role for the Executive Director. The role and scope of the office needs to change to fully support the growing demands of internationalizing and globalizing the campus.

Summary

To summarize the work of the GTF, the questions posed by the Provost are specifically and individually addressed in this section even though these have either been directly or indirectly discussed earlier throughout this report.

1. What does it mean at WSU to extend the intellectual and practical global reach of our students to serve both our urban mission and our obligation to prepare Kansas residents for productive lives in a fully connected world?

The globalization niche for WSU is its relation to industry and entrepreneurial focus. This relationship could be exploited in ways that will impact the curriculum, the student experience, and the research initiatives to truly realize our potential in fulfilling our global mission. WSU could be known as the place to go for experiences that meld industry and university globalization efforts. To effectively prepare students to be productive citizens in an urban environment necessitates an understanding of the global impact and the total inter-connectedness of the issues on that environment.

2. How can “globalization” be measured in the university? That is, if we committed to “a more globalized campus,” how would we measure progress?

If we are successful, globalization will be a continuing and dynamic process for many years. The recommendations at the end of the report provide processes which will eventually allow for
measureable outcomes. Essentially, if every student is required to engage in a global experience before they graduate, we will have made great strides in globalization. If global concepts are easily identified in the program curricula, student performance in these programs should reflect mastery of these concepts. The final measure is the graduates’ success in maneuvering in a global economy.

Another measureable outcome will be the degree to which all faculty research recognizes the global impact of its study and its findings. Already the National Science Foundation is asking that each research grant application incorporate a global dimension.

There are existing instruments to measure intercultural communication competencies. Of course, the usual tracking of activities such as partnerships, exchanges, projects, publications, and other activities is a way to measure outputs. Changes in programs, such as requiring a foreign language or an international experience, are other measures of implicit globalization.

3. **What are the global education needs of local industry and business?**

Discussions were held with the National Advisory Council which is comprised of industry and business leaders, World Trade Council members, as well as engineering representatives from Cessna, Hawker Beechcraft and Spirit Aerosystems. Representatives from health care were concerned about global health and factors that impact our health care systems locally. The message is quite clear that they are seeking to employ those who are prepared to be effective communicators, collaborative team workers, problem solvers, critical thinkers, risk managers, and socially responsible citizens who can work in unscripted situations. Their feedback was used to evaluate many of the system components described earlier.

4. **Is the university positioned to collaborate with local industry and business to meet their global education needs? If not, what changes in administrative structure, curriculum or overall approach would improve the response capability of the university?**

Currently, the university does not have a unified approach to collaborate with the local industry and business to meet their global education needs. There is no central administrator charged with providing campus leadership in this area. In this void, there are sometimes competing interests, silos of activity that are not well communicated across the campus, and a general lack of information about positive and productive things occurring on campus. Industry has no one point of contact who speaks for the University in the area of globalization matters.

In spite of this, needs are addressed but they are often time consuming and cumbersome as we forge into the situation without adequate protocols and policies as guides. The current “Global Design Project” initiated by Spirit Aerosystems involving WSU and the University of Manchester, UK (as a pilot) is an excellent example of the university and industry working together on a curriculum project involving students, faculty, and industry. Another example was an initiative in which mechanical engineering faculty, with support from the College of Education global learning faculty, collaborated with Spirit Aerosystems-Wichita staff and Progresstech Moscow to facilitate a design project involving students from Moscow Aviation Institute and WSU’s Mechanical Engineering program. Inspired by that experience, the pilot project with Spirit Aerosystems, WSU, and the University of Manchester was developed. This project involved the Provost’s office, the College of Engineering Dean, Faculty, ORA staff, Housing consultation, and General Counsel from the University as well as a cadre of individuals
from the industry side to develop everything from the marketing, recruitment, reward/incentives, design, intellectual property rights, to the budget and payment dimensions. But, once planned and implemented this should be able to serve as a prototype for other programs. It is quite apparent that external funding will needed to sustain and expand such experiences for our students. It is also important to have all services work cooperatively on such projects.

5. Do the university education (credit and non-credit) and extracurricular programs prepare student to interact productively in an increasingly global society and economy? If not, what specific and general changes or innovations would be required to improve the situation? How would improvement be measured?

The University provides students both curricular for-credit experiences as well as co-curricular (noncredit) experiences that help them learn skills for interacting effectively in a global society. A review of the assessment plans submitted by academic programs listed these global related skills as learner outcomes that were assessed:

- **Communicating effectively in writing and orally**—the majority of departments
- **Teamwork**—Business, Engineering, chemistry, computer science, and art education
- **Understanding of complex environments**—Engineering, PA, Art Ed, Communication,

While these are skills assessed, there is no indication that they have a global focus and that these skills can be performed in intercultural settings. But this is a place to start the discussions with faculty. While it is highly possible that more departments include these skills in their curricula, they did not identify them as learner outcomes that they measured. Leading a “globalization of the curriculum” effort would need to start with asking faculty to agreeing on a common set of skills needed to be productive in a global society and then being willing to include them in their curricula as well as assessing them in a meaningful way.

A number of courses provide experiential dimensions and face to face encounters with persons of another culture. At this time, we have little evaluation of these experiences and their outcomes of these experiences. While we believe these immersion experiences are highly effective, we have no reported evidence to say these experiences are in fact preparing students to interact productively in an increasingly global society.

Assuming that all our programs prepare graduates with the skills required to function effectively in a global society, then, we could measure our effectiveness by the degree completion rate and direct assessment of the skills and knowledge. We currently employ the CLA as one standard measure of these skills; but less than 40% of our first time students graduate within six years. Faculty leadership, aligned with support from academic administration, is key to responding effectively to this question. Many colleges, especially education, business, and engineering, have learning experiences requiring students to work as teams—a skill many employers are demanding of the new employee.

6. What are the barriers to participation in study abroad opportunities by WSU students?
In focus groups with students, a few students had participated in international experiences, not necessarily a lengthy study abroad but in short programs such as the summer in Puebla program. Those having these experiences were very vocal about the benefits. Those who had not done this reported they had unusually high course demands in their program which did not allow them time to participate. Some had families and jobs which would result in lost income as well as possible job loss. It was also apparent that these opportunities were not well advertised and promoted on campus. Some did not know where to begin for such an experience. The study abroad or international experience is not well integrated into the program curricula. These are add-on experiences for many programs. For example, in health programs, as well as in most business, education, and engineering programs, there are no language requirements. To engage in a study abroad would essentially need to be done before entering the professional phase of the program or during a summer if clinical classes are not in session. There is little option to interrupt the lockstep programs for a study abroad experience. It will be interesting to see how many of the engineering students choose the study abroad or international experience. Will this extend the life of their program and will they see the benefits of having this experience? More detail about study abroad opportunities and the concerns are shared in the sections related to curriculum and services.

We believe the study abroad program needs to encompass both a preparatory phase and a reintegration phase. To be effective, students need preparation to engage in the study abroad and exchange programs. They need to understand where they are going, what they want to accomplish, and intercultural preparation. Upon returning, they need help to reintegrate back to the campus. Who will do this? Who should do this? Where the experiences are part of a group experience, such as the summer Puebla program, we believe this is happening. But, when students go it alone, where do they get this help? Any redesign of the Study Abroad program should not be merely financing a full time position, but also rethinking it as a total program with demands that go beyond making logistical arrangements.

7. *What are the barriers to faculty work abroad?*

The barriers for faculty work abroad have been identified in the research section of the report above. Little is done on the campus to promote, support or reward these efforts. Some faculty perceived engaging in global efforts was a detriment to acquiring tenure and promotion. No one seemed to be able to cite evidence of this but it nevertheless is a perception. In small departments or programs, if even one person takes the time for creative work requiring international collaborative efforts, they are seen as not doing the “work of the department.” Global and international efforts take extra time that may not even be a possibility in some departments. If the globalization initiative is to be successful, this mission will need to pervade faculty workloads. We believe this can be done with coordinated efforts and leadership.

8. *What are some of the imperatives of the urban-serving university mission that support innovative and creative thinking and action in globalization?*

The urban serving mission implies a relationship with our urban environment—understanding the factors that impact the economy, knowing the problems and addressing their solutions, communicating with employers and being willing to change as needed with the demands in a way that will sustain a productive economy, without compromising the integrity of the academic programs. We need academic leaders and faculty to be creative and responsive, not just protective of the unchanging
programs and hiding behind the traditional discipline related rhetoric. This will require thinking along interdisciplinary and collaborative lines. The new Bioengineering program is one positive example of such thinking. Financial support for interdisciplinary, cross college programs will be critical as well as an infrastructure that fully supports international exchanges.

9. Are there specific characteristics of the local or state environment (including the economic, social, or higher education environment) of Wichita State University that either inhibit or enhance innovative and creative thinking and action in globalization?

The local city environment, business and industries are supportive of globalization efforts because they directly impact the economy of the area. We believe this is fertile ground to seek financial support for some of our efforts. The state system on the other hand sometimes presents barriers to fully implementing global efforts. These barriers are primarily in regulations regarding purchasing, international travel and reimbursement delays, as well as general support of international collaborative research. We do not have housing available to accommodate visiting scholars.

10. How would an initiative to significantly enhance the global perspective of the WSU experience be designed in our current environment of faculty governance?

The faculty focus groups were very reassuring of our efforts toward globalization. We found no faculty to say that a globalization effort was inappropriate and should not be supported. Having said that, how supportive will the faculty be when they are asked to show how their courses include a global perspective to that topic? How supportive will they be to think creatively and in interdisciplinary ways about new programs that might be needed? How supportive will they be if they realize their current programs no longer address adequately the global concerns of our urban mission? Who will be the judge of this? We need faculty leadership that is willing to get beyond only course based curricula. We need faculty leaders who foster collaborative efforts and who are willing themselves to engage in dialog with industry leaders in creating the curricula for the future. We need academic leaders who expect this behavior from faculty and who will not tolerate apathy in college curricula. We need faculty leadership that not only protects faculty rights to the curricula but who takes its responsibilities seriously for making the curricula relevant.

11. How might international programs, international admissions, student life, study abroad, academic exchange programs, and the plethora of other more or less independent international programs and initiatives be integrated in a way to build synergy among programs?

The simple answer to this question is “leadership.” There needs to be someone appointed to lead the globalization efforts on the entire campus. The responsibility of this individual needs to transcend the divisional lines and should report to the Provost. Once in place, the individual needs to be assigned to develop protocols and propose policies that will guide all global related activities. It is highly likely that international admissions would be more effective if coordinated by a single office but this is not the most critical move to make at this time. We advocate looking at some effective models in other universities. The consultants’ report addresses this issue very effectively. It is simply a matter of aligning financing with these needs which may take some time.
Recommendations

While there are many suggestions described within the desired state sections of the document, the following recommendations are essential to our success in becoming a globalized campus. Many of the desired conditions outlined in the report will be addressed if these recommendations are followed. These recommendations have incorporated many of those of the Collegiate Enterprise Solutions (CES) report as well.

1. Develop a vision for globalization for the campus.
   Who can best do this? The Globalization Task Force has described our current campus environment (mission, curriculum, research, infrastructure, and services) with some preliminary steps to describe desired conditions. We believe that the President and his administration must now take the next step in sharing a vision for globalizing Wichita State. Where do we want to be in the 21st Century learning and research environment? How does the urban mission extend to the global economy? The vision should also include direction for recruitment of international students and faculty as well as development of international university partnerships.

2. Appoint a leader for campus globalization initiatives.
   Given the current budget environment, this might be done in steps. Initially, we recommend filling the current Executive Director of International Education as the Executive Director of International Education and Global Initiatives. The position responsibilities will need to be carefully crafted to include a campus leadership role, expanded services in globalization for areas such as study abroad, visiting scholars, and immigration processes. This will require a look at the organizational structure and position description of staff in the International Education unit to determine best efficiencies of operation. This may also require adding staff to the organization to accomplish the expanded roles. Eventually, we think that with additional funding (discussed later), this position could be elevated to the level described by the consultants. But, we do not think we should delay filling this position.

3. Expand the Study Abroad Program.
   The Study Abroad Coordinator is already being moved to a full time, unclassified position with expanded responsibilities in the areas of marketing, orientation, attending to legal issues, including insurance for students traveling. Study Abroad needs to be broadly defined to include all students who study abroad even for short term courses. We need an accurate means to evaluate the number of students who do study abroad and by what means. That data will assist in marketing as well as assessing the University’s efforts in this regard. With growth in this area we can anticipate having to add additional staff.

   We also recommend that each College appoint a faculty member who has as part of his/her role the coordination of study abroad for the respective college. The IE Study Abroad Coordinator would use the faculty coordinators as an advisory group to develop the Study Abroad Program to best address the campus needs. The Program should include orientation and preparation for students (responsibilities, appropriate behavior, requirements, etc.) planning for international experiences as well as a re-entry program for students returning to campus. We recommend an intercultural awareness workshop be offered that would formalize this preparation.
4. Infuse the curriculum with globalization experiences.
   We recommend that College Deans be charged with the responsibility for having each academic program review their curriculum for exposure to global concepts. Each program should be challenged to assess the global competence of its students. These actions should be reflected in the program Assessment Plans submitted annually to the Associate Provost for Academic Programs and Outreach. An outcome of this activity should be an institution wide graduation requirement for a global experience however defined by each program.

   Colleges should be encouraged to investigate learning communities that focus on global issues. Innovative approaches to the traditional learning/living communities should be explored.

5. Global research and scholarship, visiting international professorships, and international sabbaticals should be encouraged and rewarded through the tenure, promotion, professor incentive review and annual review processes. The faculty senate should be charged with reviewing all T & P documents, sabbatical criteria, and other related faculty performance documents to assure that global experiences are recognized and valued as a part of the faculty portfolio.

6. Generate interest on the campus for dialog about global issues.
   We recommend that an International Affairs and Global Council be formed on campus that would bring together faculty and administrators interested in furthering the global initiative on the WSU campus. This Council might promote a lecture series, be a “think tank” for projects to seek external funding for globalization efforts and generally be charged with promoting dialog among the campus community on global issues related to curriculum, scholarship, and the services we provide in this area. The leadership for this could be the Executive Director of International Education and Global learning but we believe it should be primarily faculty oriented. The Council would work closely with the Provost’s office and an Associate Provost would be ex officio member of the Council. This should be a high visibility Council with a lot of campus communication about its direction and activities.

7. Create a Center for Urban Workforce Development for the Global Century within the next 3-5 years, and if possible, sooner. Although this was the name given by the CES consultants, the Task Force is not convinced that this is the best name for the Center but it does capture the purpose of such a center. The center would provide an interdisciplinary approach to preparing students for a global workforce. The center would be a source for seeking external funding to support innovative global learning experiences, a place to share such experiences, and a community enhanced approach to our common global interests. We think that such a center might be the outgrowth of Recommendation 6 and that group might be charged to develop a prospectus for external funding for such a center. We believe faculty need to be involved in forming such a center so this is not something that will be established soon.

8. International alumni should be identified and special efforts need to be made to maintain communication with these graduates. We recommend that the Office of Institutional Research be charged with producing a data base of all internationally admitted students who graduated which can be shared with the Alumni Office to cross reference with their data files. We further recommend that the Alumni Office work with the International Affairs and Global Council to
develop a plan for engaging these individuals. We see this as a potential source for external funding of some of the projects.

9. Strengthen and expand the services for faculty exchanges to international universities. One of the first things that needs to be done is to address the internal protocols for hosting visiting international faculty which includes offering the position, conditions of the appointment, issues relating to housing, transportation, campus services and other issues that apply. As well, developing the services for WSU faculty who wish to participate in international exchanges and expanding international university partnerships and the protocols for doing this are needed.

The Task Force was pleased to be able to work on this important study this past year. It has heightened our awareness of the challenges we face in becoming a globalized campus. At the same time, we are aware that the campus has many resources within its faculty, its students, and the community that can and should be tapped as we move to prepare all WSU students for the global century. This report should be seen as a working document to assist campus leaders in understanding the current environment and the steps that need to be taken to fulfill their vision for a globalized campus.