

Annual Faculty Retreat Notes  
August 17, 2007 – 8:30-1:00  
Library Atrium

Dr. Pannell opened meeting at 8:30 a.m. Dr. Diane Chandler gave a devotion and prayer.

Dr. Pannell gave brief overview of the SACS reaffirmation status and process. He referred to the timeline on page 2 of the Regent University Faculty Retreat August 17 handout.

Quality Enhancement Plan (QEP) was the main subject/topic of the meeting and workshops scheduled for the morning.

Dr. Hunt spoke at 9:00. He welcomed the COGS students that were in attendance and had the QEP Subcommittee members stand as introduction to the full faculty.

Dr. Hunt stressed the importance of developing documentation that satisfies verification that we are in compliance (doing what we say we are doing). He gave a brief overview of the SACS accreditation and reaffirmation history at Regent. Regent chose the alternative model in the last review (1999); it is called QEP today.

Dr. Hunt referred to page 3 of the handout and went over listing of “5 Criteria for Assessing QEP”. Faculty drives QEP and mission of University. Other stake holders involved are students, staff, etc.

The report Regent submits to SACS will be a total of 100 pages maximum, per their requirements.

The following was recorded for the workshops that began at 9:40.

**Question 1 – *What globalization efforts can Regent University undertake in light of the 5 SACS criteria?***

Reports received from the tables:

1. Develop a menu of global experience for students
  - a. International research
  - b. Mentoring an international student
  - c. Arranging and facilitating internships internationally through CBN and Operation Blessing
  - d. Have library person with international focus to support our international programs
2. Research and practice way of building conferences in partnership with other universities around the world. Involve students in presentation and curriculum.
3. Fund travel
4. Globalization starts inside with faculty, curriculum, and classrooms
5. Train ourselves to be global in our thinking and teaching

6. Look at syllabi - cannot impose on every class but the correct/right classes
7. Student exchanges – let them live in another world/culture. Two week immersion program.
8. Embrace our commonalities
9. Efforts will be different depending on the school
10. Require one textbook that is not white, North American
11. Implement a language program
12. Global is here also! Not just international.
13. Create a “core course” within a program with faculty from other disciplines (team teaching)
14. University-wide course on globalization/education issues
15. Use MIP to provide faculty opportunities for training and exposure to other cultures (here and abroad) and universities to partner with
16. Establish partnerships with existing networks (i.e. World Reach)
17. Hire international faculty and bring in students; bring in conferences with international themes
18. Encourage/reconsider textbooks and curriculum (need external input, curriculum, speakers) (use international journals, other sources). We have contacts through current faculty.
19. Partnerships with other countries/other universities (faculty and student exchange programs).
20. Gain understanding of globalization and what it is (using alumni)
21. Understand the American perspective (ego-centric)
22. Highlight cross-cultural initiatives that have been made
23. Increase/support foreign language development
24. Need to understand culture from within in order to affect change
25. On-line discussion board/collaboration for faculty on reaching these goals
26. Resource Center
27. CTL – identify on-campus and off-campus “experts”
28. Journals, class - guest lectures, pod casts, reading lists
29. Interdisciplinary classes
30. Interdisciplinary study abroad programs
31. Definition of globalization is: “Global Engagement”. This is a Christocentric emphasis of instilling the great commission into the educating of students worldwide.
32. Instill in students a vision and commitment to influence world cultures in light of the biblical great commission and educate students who are residents and citizens in diverse settings beyond the physical limitation of Regent – to include distance learning that traverses international boundaries
33. Technology - Have Media Services Rep trained in diversity and specific content area
34. Offer certificate programs and involve students strategically with missions trips, etc.
35. Online and on campus
36. Various languages in programs
37. Certificate programs – CEU’s
38. Technology training and easier ways to implement (CTL)
39. Representation from media services for each program/mentor
40. Workshops on cultural sensitivities; diversity workshops
41. Faculty assessment of where we are with diverse issues
42. Center for Building - Train faculty and students in how to use their professions to bring Christ to the world and send them to international communities in the US (reaching the world from our backyards).

43. Measure per nation, culture, continent, impact on other students
44. May require language labs, bring students in internships and fellowships to teach the native language to our students who will be sent
45. Establish a University Center for Globalization with campus-wide implementation
46. Divinity – internships – International (global) AIMS (Mission trips) – Student input to improve learning.
47. Virtually engage in the world through online, virtual, conferences, seminars, courses (i.e. Second-life)
48. Have cross-pollination – professors from multiple schools work together
49. Deliberately incorporate international worldviews into coursework with global/international dialogues (i.e. ethical codes of conduct)
50. Library research tools – using the Regent Connection for global access
51. Have international professors on dissertation committees
52. What is a global biblical perspective? Involve faculty and students in developing the answer to this question.
53. Advertise and promote Fulbright Scholarship opportunities more widely on campus. (Drs. Tonkin, Fields and Dunn are all involved with the Fulbright Scholarships.)
54. Spread and articulate Regent's Christian commitment through world-wide availability via distance of all our academic courses – real time.
55. Encourage international visits by Regent professors to overseas universities to initiate teaching follow-up by interactive internet delivered courses
56. Ability to utilize communication technology to consult, collaborate and learn across the globe
57. Integrate global perspective into existing coursework via reading, research and presentation requirements for students
58. Faculty evaluation to include question regarding effectiveness of globalization objectives
59. Curriculum could be enhanced via individual coursework objectives and adding specific classes that focus on global issues
60. Need definitional clarity - Internationalization and globalization are not the same things.
61. Establish University Center – grant research & initiatives
62. Enhance University curriculum
63. Unify terminology, language and competencies
64. Identify measurable outcomes
65. Have a multicultural committee to annually or bi-annually review each school's efforts to meet global goals
66. Faculty/student exchange program
67. Use curriculum materials from other countries (books, articles, etc.)
68. Bridge the gap with Canada. What is the market there? Are certain areas in the world more critical than others?
69. Tap into ISO
70. Require each student have an international experience (research abroad, etc.) as condition of graduation
71. Allow students to focus on international issues in different schools; cross-disciplinary
72. Have Center in Library for global studies
73. Consider offering second language. Other languages.
74. Offer all faculty the opportunity to attend at least one conference abroad.

75. What are unique needs of global students? Consider/study ethnic and culture impact on student learning styles and on how to accommodate students of other cultures in the classroom and school environment (i.e. work by Dr. Fred Rovai and colleagues in SOE on ethnic/cultural distinctives in learning).
76. How do we assess student learning from diverse global contents.
77. How do other countries interpret our country and how as a university do we interpret them?
78. How do you communicate your foundation to garner understanding in other cultures?
79. Get students to understand globalization and its impact on their profession.
80. Get students to think beyond their own culture to better understand globalization.
81. Develop global recruitment initiatives; place liaisons in different places in the globe for students and faculty (people on the ground; local resource center; institutional relationships)
82. Missions, study abroad programs
83. International application process - recognize international degrees and prepare students
84. Cultural diversity lunches

**Question 2 – *What globalization efforts can your discipline or school undertake in light of the 5 SACS criteria?***

Dean Doug Cook reminded everyone to keep in mind the student learning & measurable results criteria. Reports will be requested by school rather than table.

School of Undergraduate Studies

- Second language requirement. Center (centralized from UG) where other schools could build into curriculum with second language requirement (interdisciplinary).
- Preparatory – Add majors as they go – need as foundation – history in American and Western Civilization. History in culture of others as well. Expand languages and culture into classics.
- Second life idea. Invite our international students on campus to participate as panelists in courses.
- Two way video between US and other country students. (Europe, Central America and elsewhere)
- Participate in international conferences on-line. This allows faculty and students to participate.
- Immersion is paramount. Blogs, second language. Implement strategic plan overseas (for faculty and students). University “on wheels”.
- Build multicultural competencies in each course.

School of Psychology and Counseling

- APA codes that school is under impacts things. Have multicultural competencies and diversity committee. Expand understanding of multicultural.
- Use Blackboard to talk to counselors across the nation (already doing). Connect with professors in different countries via Blackboard.
- Emphasize admittance into program with international students with goals to return to their communities. Train in professional ethics for their return.
- Increase cross-cultural research and cross-cultural competencies
- Teach in other countries and share in culture diversity luncheon series for students to share their international global experiences.

### University Library

- Identify how to support online & distance students to offer same research that they would get if they were here.
- Library collection reflects books and materials from other areas other than American. Increase this by letting the Library know of other sources to do this with.
- Library can serve as central point to assist in research that is generated.

### Law School

- Equip students to practice in international practice
- Address international issues at home – immigration – assimilating people from other countries into our country
- Teach in Korea's Handong University. Bring foreign faculty here for a semester.
- Develop exchange relationships with other countries. Create dual degree program (Europe 2 yrs – Spanish 2 yrs)

### Robertson School of Government

- Foreign language or area of research to have a specific regional focus (Eastern Europe etc.)
- Create clearinghouse to provide opportunities and knowledge of what other people are working on so that all schools have access to it.
- Sustainability of some of the programs. Guatemala and Brazil – how can we build these up – cross sell? How can we provide influence in their legal systems, etc.

### Global Leadership and Entrepreneurship

- Most programs, MBA, PhD DSL all have global components if not core courses.
- Faculty come from diverse backgrounds
- Give students voice in discussions. All students get different perspective from other cultures.
- Peru project – train entrepreneurs.
- Encourage students to publish and to accompany faculty on trips where possible/applicable.
- Provide excellent education (Regent-like education) in other countries. Use journals where students are helped to engage in global issues. Provide value based leadership that goes beyond any borders/cultures. Have students take courses around the world.
- Build program that is truly global. Build managers/educating managers that are globally sensitive, aware, and competent. Faculty engage in international conferences. Build content that is universally applicable and acceptable. Bridge gap between academia and business. Let students be exposed to business people around the world.

### School of Education

- Experiences in Haiti and Germany have revealed the necessity to promote multi-disciplinary teams in the various countries in order to make changes (vs. one discipline only)
- Training teachers to work with people in US and overseas. Existing possibilities with partnerships (China looking for English teachers.)
- Raise awareness of SIFE (Students in Free Enterprise) on campus. This is cross-disciplinary with students – COM, RSG, EDU. There are several international projects.

### School of Divinity

- There are existing partnerships with other groups. We have organizations that already have connections overseas – why not partner with them? Help define multicultural as it pertains to nationally.
- Recruit more international professors. Increase internships overseas. Network with other universities.
- Talk theology in relation to the different countries – you cannot teach the same way in each country. Teaching styles should be adequate to different cultures in the classrooms.

### School of Communication and the Arts

- They have done productions in different countries. They have taken faculty & students overseas already. Take students to film festivals in other countries. Partner with other universities internationally.
- Grant options are being explored. Grants would take them overseas. Play would be performed over extended time (i.e. 1776 production). Design programs where student is abroad for entire semester. Expose students to teachers in Moscow (other).

### **Question 3 – *What name should we give the QEP?***

Dr. Pannell requested that each group try to come up with 2-3 names. It was requested that they be written down and turned into Dr. Hunt. A few samples will be shared at the meeting. The list will be published.

Name suggestions were handed in and a sampling was read by Dr. Pannell.

The agenda concluded with faculty reflections on “My Time at Regent” given by Marti Williams, Jim Davids, and Mark Paladini.

Dr. Pannell closed the meeting at 1:03 with final words and prayer.

Notes respectfully submitted by Patricia Hammersley.