

QEP 2008-09 Annual Report Template for the GLCC
July 1, 2008- June 30, 2009
University College
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1. Executive summary

a. A one-page summary statement highlighting the year's most notable accomplishments

Despite University College's (UC's) unique nature--housing many and varied programs ranging from the Honors Program to the Math Lab to first-year and senior-year student initiatives to the Interdisciplinary Studies degree--the college and its faculty and staff continue to engage in many global learning activities.

University College

At the college level, Dean Ralph Rascati continues to fund general education course development related to the annual "Year of..." country study program administered by the Institute for Global Initiatives. The college also oversees the distribution of university-wide funding to help create more opportunities for students to engage in global learning.

First-Year Programs

In the Department of First-Year Programs (FYP), the "Common Reader" textbook for KSU 1101, the first-year seminar required for most first-year students, continues to emphasize global learning themes, this year featuring *Three Cups of Tea: One Man's Mission to Promote Peace ... One School at a Time* by Greg Mortenson and David Oliver Relin, which concerns the building of schools in Pakistan and Afghanistan. Each student enrolled in KSU 1101 reads the common reader textbook—in other words, impacting approximately 3,000 students for FY 2009. In addition to reading and discussion of the book on campus, FYP often brings the author of the selected book (this year, Greg Mortenson) to campus for in-depth interaction with students and faculty.¹

During FY2009, FYP also offered for the first time "Seven Revolutions" as a special topics course (KSU 2290) that fulfills the KSU 1101 requirement for incoming first-year students; the course teaches students about the seven dimensions most likely to affect their future as developed by Erik Peterson at the Center for Strategic and International Studies. Nine sections of the Seven Revolutions course were offered in FY2009.

Each year, FYP offers a variety of themed learning communities for incoming first-year students, and every year a significant percentage of the themes target global learning issues; this year, 21% of the communities (8 out of 39) had substantial global learning themes, including two based on the United Nations-related "ONE" campaign, one connected to the Year of Turkey program, and another entitled "When East Meets West: Understanding Asia."²

¹ Unfortunately, the Common Reader text for 2009-2010 does not have a global theme.

² For the Fall 2009 semester, the three learning communities connected to the Year of Korea had to be canceled due to low enrollment.

Several FYP faculty were active outside the classroom in initiatives related to the “Seven Revolutions” and other international service projects (e.g., Dr. Keisha Hoerrner’s work with organizations working to stop the violence in Darfur, Drs. Stephen Braden and Carlton Usher’s selection as two of fourteen “Seven Revolutions” Scholars with the University System of Georgia, Ken Hill co-developing an initiative to connect KSU with University of Kashan in Iran, Dr. Ruth Goldfine’s teaching English in Brazil and hosting Brazilian students studying at KSU). Moreover, the department helped to raise \$16,000 for the Central Asia Institute to build a school in KSU’s name in rural Pakistan.

University Studies

In the Department of University Studies, each year David Schmidt oversees the Conversation Partners Program (CPP), which pairs KSU international students with students, staff, and faculty who are native English speakers to promote intercultural understanding in addition to English-language conversation skills. CPP continues to grow each year, showing a 34% increase in the fall semester of 2008 and a 21% increase in the spring semester of 2009. David Schmidt also coordinates the ESL Study and Tutorial Center, which, in his words, “contributes to the internationalization of the KSU campus by helping students from other countries better understand American academic culture and succeed as readers and writers of English.” These efforts and those of Dr. Julia Morrisey show the department and the institution’s commitment to international students, who enrich the KSU culture.

Dr. Deborah Smith developed a course for the Leadership concentration offered through the department’s Interdisciplinary Studies degree. The course is entitled “Leadership in a Global Society” and will be offered for the first time in the Fall 2009 semester.

As part of an endowed professorship, Dr. Edward Chan spent the year in Japan as the Bryant Drake Guest Professor in the English Department at Kobe College (Nishinomiya, Japan).

b. A candid assessment of your unit’s level of enthusiasm and support for the QEP in the past year

Because of its unique nature focusing mostly on co-curricular programs (e.g., the Honors Program, learning communities) rather than degree programs, the two departments in UC are limited in how much global learning can be incorporated into its activities. Nevertheless, the departments have tried to connect their activities to global learning as much as possible, and it is clear from the many and varied activities that several UC faculty members pursue that there is a solid level of enthusiasm and support for KSU’s efforts to improve and expand global learning for its students. However, as noted above, the Common Reader textbook chosen for 2009-2010 does not carry a global learning theme, and the learning communities connected to the Year of Korea were canceled due to low enrollment. The Global Learning Coordinator will meet with FYP to address these issues. Going forward into 2009-2010, the college will continue to pursue ways to integrate global learning into its activities.

2. Achievement of Strategic Goals and Objectives (QEP Goal 1& 5)

a. Briefly state your unit’s 2008-09 QEP goals and objectives

- 1) Offer 6 sections of KSU 2290 based on the “7 Revolutions” project developed by Erik Peterson, Center for Strategic and International Studies.
- 2) Continue Common Reader program’s connection to global learning.
- 3) Develop course for Leadership track in Interdisciplinary Studies degree program focusing on “Leadership in a Global Society.”
- 4) Continue allocation of KSU funds targeting global learning initiatives in the college (\$20,000 for FY2007 and FY2008).

b. Provide a brief evaluation of your unit’s goals and objectives including challenges as well as accomplishments underneath each objective

- 1) The “7 Revolutions” course was successfully developed and offered during FY2009: 7 sections in Fall 2008 (5 in learning communities) and 2 sections in Spring 2009.
- 2) The Common Reader program again focused on a global learning theme: *Three Cups of Tea: One Man’s Mission to Promote Peace ... One School at a Time* by Greg Mortenson & David Oliver Relin. The book covers Mortenson’s humanitarian attempts to build schools in poor areas of Pakistan and Afghanistan. As a required textbook for KSU 1101, the book was read and discussed by approximately 3,000 first-year KSU students. FYP also arranged for Mortenson to visit KSU.
- 3) Dr. Debbie Smith successfully developed Leadership in a Global Society (LDRS 3200) as part of the new Leadership track in the Interdisciplinary Studies degree program. The first section was offered in Spring 2009 to 24 students.
- 4) University College again allocated \$20,000 in funds to support global learning initiatives within the college.

3. Strengthening GLEC Opportunities at Home (QEP Goal 5) Most on worksheet

a. Brief narrative- What has your unit been doing that is effective or innovative for involving students in global learning?

University College has been successful in creating new courses with global learning content (KSU 2290 “7 Revolutions,” LDRS 3200 “Leadership in a Global Society”) and continuing to provide global learning content to its unique target populations (first-year students, senior-year students, Honors students, learning support and ESL students, IDS majors) through themed learning communities, the Common Reader program, Senior-Year Experience seminar (KSU 4401), special Honors courses, and opportunities for students to incorporate global learning into their customized curriculum in the IDS degree program. In particular, the Common Reader program is a large-scale effort that involves required reading, course assignments, and guest lectures for the majority of incoming first-year students at KSU.

4. Expansion of Facilities, Personnel, and Resources to Support GLEC (if Applicable) (QEP Goal 7)

a. Expansion of facilities

None.

b. Expansion of administrative and instructional personnel

None.

c. Expansion of centers and institutes

None.

d. Expanded use of technology and learning resources

None.

5.. Expansion of Marketing and Promotion of GLEC (QEP Goal 8)

a. Brief description of your units marketing initiatives of the certification program, study abroad opportunities and global learning scholarship

KSU students are introduced to the global certification program and study abroad opportunities in KSU 1101.

10. New Incentives, Awards and Professional Development (QEP Goal 9) Some of this info will be on the worksheet. You may want to highlight some achievements in this section as well.

a. List any new incentives for global engagement within your unit

None.

b. List all members of your unit who received recognition for any QEP related activity this year

- Dr. Stephen Braden: Appointed as one of fourteen University System of Georgia Seven Revolutions Scholars.
- Dr. Edward Chan: Served in endowed position as the Bryant Drake Guest Professor in the English Department at Kobe College (April 2008 - March 2009).
- Dr. Keisha Hoerrner: Appointed National Operations Director for the Not For Sale Campaign (based on the book and continuing efforts of David Batstone to fight modern-day slavery around the world).
- Dr. Carlton Usher: Appointed as one of fourteen University System of Georgia Seven Revolutions Scholars.

c. List any activities that enhanced global professional development

- Dr. Stephen Braden: QEP-funded faculty development trip to Center for Strategic Studies in Washington, D.C. (Spring 2009).
- Dr. Edward Chan: Japan Studies Association/Association of Regional Centers of the Asian Studies Development Program faculty development seminar “International Crossroads at Fukuoka, Japan: East Asian and Western Connections Past and Present” (June 2008).
- Dr. Keisha Hoerrner: QEP-funded trip to Peru to study street children population and human trafficking (April 4-13, 2009).
- Dr. Keisha Hoerrner: Siegel Institute faculty book club on “Hot, Flat, and Crowded” (Fall 2009).

11. The Future (brief narrative)

a. A statement addressing your unit’s strategic goals and plans for 2009-10

University Studies QEP Goals:

- 1) Hire a permanent lecturer as a full-time ESL Study Center Director.
- 2) Continue to increase the number of ESL tutoring and advising appointments by marketing our services to a larger number of international students (through class presentations, student orientations, and targeted email campaigns).
- 3) Grow the Conversation Partners Program (as the budget allows) to keep its status as one of the largest and best programs in the state.
- 4) Establish and maintain even stronger relationships with other units on campus (such as the IEP and the new TESOL program in the Education department).
- 5) Offer additional sections of a new leadership course “Leadership in a Global Society” (LDRS 3200) and marketing it to interested students.

First-Year Programs:

- 1) Move the globally focused version of the first-year seminar course from a special topics designation (KSU 2290) to a permanent course in the curriculum. The proposal will go to UPCC in early fall. Once it is a permanent course we will develop hybrid and possible online versions of the course for the 2010-2011 academic year.
- 2) We will also continue to strongly encourage faculty participation (through presentations) at the International SoTL and the International FYE conferences in the spring.

b. What do you want to continue and do differently?

In 2009-2010, some faculty members will be piloting an overseas travel component as part of a first-year learning community; this remains an area that FYP can continue to develop, thus offering an introduction to global learning for first-year students early on in their KSU careers and hopefully encouraging them to pursue the global learning certification. The Common Reader

program will continue to be a potential vehicle for exposing first-year students, as well as the campus community, to global learning issues; although the textbook will not have a global theme for 2009-2010, this will be explored for subsequent years. As the Interdisciplinary Studies degree continues to grow, it will provide students with the opportunity to customize their curriculum to include global learning content. The courses specially designed by faculty for the Honors Program will continue to provide a venue for faculty to develop innovative course content related to global studies. The ESL Study and Tutorial Center continues to serve the international student population, who remain an often-overlooked but important component of global learning at KSU. Especially through the Conversation Partners Program, which continues to grow each year, the presence of international students is highlighted and their integration into the KSU community is encouraged. In all these areas, UC faculty and staff will work to support global learning at KSU.