

**Annual Report on Global Learning in University College
Kennesaw State University
2010 ~ 2011**



**Prepared by
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Executive Summary

University College

Kennesaw State University's University College (Dr. Ralph Rascati, Dean) houses a wide variety of programs and courses that directly contribute to KSU's QEP, Global Learning for Engaged Citizenship. The Department of First-Year Programs (Dr. Keisha Hoerrner, Chair) coordinates first-year seminar courses and learning communities. The Department of University Studies' (Dr. Rebecca Casey, Chair) programs include the ESL Program, the Honors Program, the Interdisciplinary Studies Program, the Joint Enrollment Program, the Leadership Studies Program, and the Supplemental Instruction Program.

In FY 10, QEP-related expenditures in University College totaled \$62,993. Of this total, \$20,000 was from University College's QEP allocation, and \$42,993 was from the Dean's budget.

Department of First-Year Programs

In Fall 2010 and Spring 2011, the Department of First-Year Programs offered KSU students a broad selection of learning communities and first-year seminar courses, many of which were related to global learning. [See Appendix A for complete descriptions].

First-Year Programs also offers KSU 1111, a course that is equivalent to KSU 1101. The theme of all sections of KSU 1111 is the Seven Revolutions. This theme "helps [a student] think about being a global citizen during [that student's] very first semester at KSU." [See Appendix A for a complete description of KSU 1111]

Yet another course with considerable global content offered in the fall of 2010 was the special topics course KSU 2290: Be the Change, which is now an approved FYP course KSU 1121. [For more details about this course, please see Appendix B]

Other notable FYP contributions to promote global learning at KSU include the following:

- In academic year 2010-2011, First-Year Programs Chair Dr. Keisha Hoerrner was involved in a variety of activities related to global learning. She taught an IDS 4400: Directed Studies course in the spring on human trafficking, which included significant global content. In 2010, during her presentation at the International Conference on the First-Year Experience in Hawaii, she discussed the global engagement activities included in KSU 1111: Tomorrow's World Today. Dr. Hoerrner is also a 7 Revolutions Scholar at KSU and a faculty adviser for the ONE Campaign. Finally, in 2010, Dr. Hoerrner was the recipient of the Tommy and Beth Holder Award. The award was related to her work, "Millennials and successful political advocacy: A case study of student engagement in the passage of the LRA Disarmament & Recovery for Northern Uganda Act."
- Department of First Year Programs faculty member Dr. Robin Saunders, along with colleagues Dr. Patrick Dyer and Professor Danielle Williams, organized the KSU 1101 Multicultural Programs that brought together students in the First-Year Seminars for a two-day experience filled with tastes and reflections from cultures around the world. The collaborative event included food, artifacts, music, and a trivia game about the global community. Designed as a real life experience of the "Global Community" chapter in the KSU First-Year Seminar's textbook, the event included invited guest speakers who shared their personal narratives on topics such as "Surviving the Holocaust," "Growing up in Kenya," "Facts about Bosnia," and "Islam from the Perspective of a Global Citizen."
- Two-time Pulitzer Prize winner and New York Times columnist Nicholas Kristof visited Kennesaw State University on March 17, 2011. University College, the Department of First-Year Programs, and the American Democracy Project (coordinated at KSU by Dr. Ralph Rascati and Dr. Carlton Usher) were very important sponsors of this event (among many others on campus). Kristof delivered two lectures on the topic of "Turning Oppression into Opportunity for Women Worldwide" based on his book, *Half the Sky*, co-authored with wife, Sheryl WuDunn. Mr. Kristof's lectures explained that to attain world peace, it is essential to focus on the empowerment of women, who make up "half the sky" or half our world population. He narrated the plight of women he met around the world and what they were doing to survive and succeed despite all odds. Approximately 400 faculty, students, and members of the community attended this event.
- New York Times best-seller *Outcasts United*, written by Warren St. John, was the 2010-2011 common reader for all KSU First-Year seminar and learning community students. This is the inspirational story of a soccer coach and his players—refugees from war-torn countries around the world. The book and its related themes of community building among people of diverse backgrounds and cultures formed a major component of the seminars and learning communities by engaging students in a variety of global learning issues ranging from cross-cultural communication to immigration and the impact of war

on multicultural America. Approximately 300 faculty and students attended the FYP common reader event.

- The American Democracy Project, along with the Department of First-Year Programs and the Center for Student Leadership, sponsored “Get Engaged and Make a Difference with CARE” in April 2011. Representatives from CARE, Steve Hollingworth (Chief Operating Officer) and Derek Kayango (CARE Volunteer Coordinator) spoke to KSU students about their experiences in working for social justice and also highlighted opportunities for students to get involved. It is hoped that this event will help to establish an ongoing collaboration between CARE and KSU. Approximately 200 faculty and students attended this event.
- At the American Democracy Project National Meeting in June 2011, FYP faculty Ken Hill and Todd Shinholster presented “Going Global: Making the World Matter to First-Year Students.” This presentation explored how KSU’s Department of First-Year Programs focuses on seven key global issues within the context of civic engagement pedagogies, student learning communities, collaborative teaching, the use of technology, common reader programs, and group travel to reach the goal of educating competent global citizens.
- In April of 2011, Dr. Carolee Larsen, using a QEP grant, travelled to Salvador, Bahia, Brazil to research commercial sexual exploitation (trafficking) of children. During the ten-day visit, she interviewed many individuals involved with the prevention and investigation of trafficking, including representatives from law enforcement, the government, and non-governmental sectors. This research enhances initiatives involving the President’s Emerging Global Scholars program. (Students participating in the program travel to Salvador.) Connections were made that will enable the PEGS group to see this problem and its solutions firsthand. The research will also provide the foundation of a paper for publication.

Department of University Studies

The Department of University Studies houses the ESL Study and Tutorial Center (David Schmidt, Director). The Center offers many programs, services, and activities for KSU’s international students, including tutoring in writing, reading, pronunciation, and presentation skills; general education academic advising; admissions testing (Michigan Test of English Language Proficiency); and extended-time testing. The Center is also a place where international students can study, do research or complete class projects on computers, meet with classmates, or use a small library of reading and writing texts. The Center makes a significant contribution to the internationalization of the KSU campus by helping students from countries around the world better understand American academic culture and master the skills necessary to be successful as writers, readers, and speakers of standard American English.

University Studies is also the home of KSU’s Conversation Partners Program (CPP), coordinated through the ESL Study and Tutorial Center. The CPP matches international students with native English-speaking students, faculty, and staff in a program that gives all participants opportunities to learn about each other’s languages, cultures, and points of view. In the fall of 2010, 171

students, faculty, and staff from 42 countries participated in the program. In the spring of 2011, the program included 140 participants from 34 countries.

University College jointly administers, with Academic Affairs/ Student Success and Enrollment Services, the Center for Student Leadership (CSL). The Center's director, Brian Wooten, holds a joint appointment (University Studies and Academic Affairs/Student Success and Enrollment Services). The Center for Student Leadership's contributions to global learning at Kennesaw State University are many and significant. [See Appendix C for a summary of these contributions during 2010-2011.]

Another University Studies program that included many courses and activities related to global learning in 2010-2011 is the Honors Program, directed by Dr. Liza Davis. [See Appendix D for a summary of these courses and activities.]

Many other University Studies faculty made important contributions to global learning during the 2010-2011 academic year through their programs, courses, and professional activities.

- In Fall 2010, Dr. Debbie Smith taught a section of LDRS 3200: Leadership in a Global Society. This is one of the Global Engagement Certificate courses. In this course, as emphasized in the course description, "leadership is examined through a multi-disciplinary, global lens."
- In Spring 2011, Dr. Debbie Smith and Wesley Riddle took a cohort of Leadership as Service students to Costa Rica for a 10-day cultural immersion and volunteer experience. Dr. Smith states, "Students prepared for the trip by learning about the history, culture, geography, education and health care systems of Costa Rica before we departed. We also brushed up on our Spanish. Once in Costa Rica, we visited popular ecotourism sites for three days. We then stayed in a host home for a week outside San Jose and engaged in volunteer work during the day (at a school for Special Needs children and a Nicaraguan impoverished community)."
- In Fall 2010, David Schmidt taught an international student section of English 1101: Composition I, and he partnered with Emily Holler (Department of Communication) and Catherine Odera (International Student Retention Services) to conduct a special "Public Speaking Workshop for International Students."
- In Fall 2010, David Schmidt presented "The Art of Tutoring Second Language Writers" at the Georgia TESOL Conference in Atlanta.
- David Schmidt was also the recipient of KSU's International Student Association Special Recognition Award for 2010-2011 for his service to KSU's international students.
- In Fall 2010 and Spring 2011, Dr. Julia Morrissey taught international student sections of English 2110: World Literature. Also, in Fall 2010, she taught ESL 1105: Grammar Seminar for International Students.
- Shannon Ferketish's LDRS 3400: Service as Leadership class sent care products (soap, shampoo, etc.) to an orphanage and women's shelter in Trinidad.
- In June 2011, Shannon Ferketish led a group of IDS and Leadership students to Trinidad for a service learning study abroad, working at an orphanage to build a library and make repairs to the building as needed. They also helped make repairs to the local cultural

center. This is a pilot program for a service learning study abroad for IDS and Leadership students, ideally to be offered at least once each year. One other interesting note: The study abroad students received instruction on the steel pan drums, and a drum was given to KSU as a gift from the Minister of Culture of Trinidad.

- Shannon Ferketish is also a faculty advisor and Sam Walton Fellow for Students in Free Enterprise (SIFE), which sponsors several projects in various countries and has invited international guest speakers to campus (most recently, Bishop Godfrey Midimi Mhogolo from Tanzania).
- Shannon Ferketish was the advisor to the first international student, Saeko Higa of Japan, to graduate from the Interdisciplinary Studies degree program. Saeko graduated in December of 2010.
- Dr. Katherine Kinnick presented “Motherhood as a message strategy: Examining political and activist media campaigns” at the International Conference on Communication and Mass Media in Athens, Greece in May 2011.
- Dr. Joan Dominick includes Global Learning and Citizenship in her KSU 4401: Senior Seminar class. This course includes the following stated learning outcome: “Students will understand the importance of civic and social responsibility and embracing a global citizenship perspective.” In this class, when creating their portfolios, students are asked to include their global learning experiences. Dr. Dominick, with the students’ permission, showcases examples of portfolios with a strong global perspective.
- Two Interdisciplinary Studies majors who graduated in Spring 2011—Caroline Ofulah and Janice Matthews—received Global Engagement Certification at a ceremony in May.

The administrators, faculty, and staff of University College strongly support the integration of global learning into many of their programs, courses, and professional activities, and often develop new ways to offer global learning opportunities to their students.

Achievement of Strategic Goals and Objectives

During the 2010-2011 academic year, an important goal of University College’s faculty and staff was to continue making global learning an integral component of many of the college’s programs, courses, and activities.

Many of the learning communities [See Appendix A] that included KSU 1101 had themes related to global learning, and the Center for Student Leadership coordinated many programs and activities with global learning content. And in University Studies, the ESL Study and Tutorial Center continued to offer KSU’s large number of international students many important programs, services, and activities, including the Conversation Partners Program, which has long been one of the largest programs of its kind in Georgia. (But funding for CPP events is always a challenge. In Spring 2011, the CPP opening event had to be cancelled because of lack of funds.) University Studies’ Leadership Studies Program also offers Leadership 3200: Leadership in a Global Society.

Strengthening GLEC Opportunities

Both departments of University College—the Department of First-Year Programs and the Department of University Studies—offer a number of programs, courses, and activities that include significant global learning content. Even before KSU’s current QEP, University College (and its predecessor, the Department of University Studies), contributed greatly to global learning and global engagement, especially through the programs of the ESL Study and Tutorial Center and the first-year seminar courses and learning communities. In the future, University College will continue to be dedicated to making “Global Learning for Engaged Citizenship” an integral part of the student experience at KSU .

Expansion of Facilities, Personnel, and Resources to Support GLEC

Facilities in University College devoted to supporting the QEP have not been expanded. The ESL Study and Tutorial Center (Department of University Studies), open since 2002, continues to offer international students tutoring in writing, reading, pronunciation, and presentation skills; general education academic advising and registration assistance; and extended-time testing. No other space in University College is devoted strictly to global learning programs or activities.

David Schmidt is both the Director of the ESL Study and Tutorial Center and the Global Learning Coordinator for University College. Global Learning Contributors in University College include Steve Braden, Liza Davis, Ruth Goldfine, Ken Hill, Kathy Matthews, Julia Morrissey, Wesley Riddle, Debbie Smith, David Thompson, and Brian Wooten. Global Learning Specialists in University College include Joan Dominick, Keisha Hoerrner, David Schmidt, Todd Shinholster, and Carlton Usher.

Expansion of Marketing and Promotion of GLEC

Global learning opportunities are discussed with students in the Department of First-Year Programs KSU 1101 classes, and the Department of University Studies’ Conversation Partners Program promotes Global Engagement Certification, the “Year of . . .” program, and study abroad programs to its members. Also, the director of the ESL Study and Tutorial Center markets the Center’s programs and activities to international students through mass emails and on-campus presentations. Marketing and promotion of GLEC in University College has been ongoing for quite a few years and will continue in the coming years, but no significant expansion of these activities occurred during the 2010-2011 academic year.

New Incentives, Awards, and Professional Development

As noted in the executive summary, in FY 10, QEP-related expenditures in University College totaled \$62,993. Of this total, \$20,000 was from University College’s QEP allocation, and \$42,993 was from the Dean’s budget.

At a spring ceremony, David Schmidt, the Director of the ESL Study and Tutorial Center, received a special recognition award for 2010-2011 from KSU’s International Student Association for his work over the years giving academic support to international students.

In 2010, Dr. Hoerrner was the recipient of the Tommy and Beth Holder Award. The award was related to her work, “Millennials and successful political advocacy: A case study of student engagement in the passage of the LRA Disarmament & Recovery for Northern Uganda Act.”

The Future of GLEC in University College

The administrators, faculty, and staff in University College are enthusiastic about integrating as much global learning content into their programs, activities, and courses as possible. This will be achieved by constantly seeking new ways to bring the world into the classroom; through faculty participation in international conferences, initiatives, and organizations; and by supporting learning centers and programs such as the ESL Study and Tutorial Center and the Conversation Partners Program.

Appendix A: First-Year Learning Communities and Seminars with Global Learning Content/ Fall 2010 & Spring 2011

Most of this information is taken from *Students Connecting: Kennesaw State University Learning Communities & First-Year Seminars/ Fall 2010*, published by the Department of First-Year Programs

LEARNING COMMUNITIES

LC 5 Tomorrow's World Today for Business Students – for Business interest (Fall 2010)

This learning community will focus on the SEVEN REVOLUTIONS, a project led by the Global Strategy Institute at the Center for Strategic and International Studies (CSIS) to identify and analyze the key policy challenges business figures and other leaders will face out to the year 2025. It is an effort to promote strategic thinking on the long-term trends that too few leaders take the time to consider.

82059 COM 1109 8:00 a.m.-9:15 a.m. MW Phillips, J. SO 2036

82177 KSU 1111 11:00 a.m.-12:15 p.m. MW Prochaska, N. BB 371

LC 11 Changing the World: ONE Voice at a Time (Fall 2010)

What do you have in common with Bono, George Clooney, Brad Pitt, and millions of other Americans? You, too, can work to make extreme poverty and hunger history. Join this community and make a positive difference. Be ONE of the many adding your time, talent, and voice to the work of changing the world.

82180 KSU 1111 11:00 a.m.-12:15 p.m. W-h Hoerrner, K. UC 121

82239 COM 2129 11:00 a.m.-12:15 p.m. TR Holler, E. SO 3012

LC 13 Culture Is Not Just About the Arts (Fall 2010)

How does culture affect us? Are we more the product of our genetics or of our culture? These questions will be addressed as they pertain to anthropology and lifelong wellness, and learning community students will explore writings about culture as well as current research into cultural differences and similarities.

Various cultures around the world will be included in the community courses.

82238 ENGL 1101 9:30 a.m. -10:45 a.m. MW Taber, E. EB 126

82524 HPS 1000 11:00 a.m. -12:15 p.m. MW Howton, A. CC 2016

82556 ANTH 2105 12:30 p.m. -1:45 p.m. TR Cockrell, A. SO 2030

LC 18 Peace Education (Fall 2010)

This learning community will investigate the value of peace in America, and in cultures, nations, and societies around the globe.

82187 KSU 1101 9:30 a.m. -10:45 a.m. TR Dyer, P. UC 224

82245 ENGL 1101 11:00 a.m. -12:15 p.m. TR Nieder, K. EB 231

LC 25 (CH2) Ethical Leadership in an Age of Global Engagement – President's Emerging Global Scholars in Science and Mathematics (Fall 2010)

The President's Emerging Global Scholars Learning Community is a dynamic program designed to build future leaders. The President's Emerging Global Scholars Program offers its participants a wide variety of experiences that will enhance their applications for prestigious, nationally competitive scholarships such as the Rhodes Scholarship, Marshall Scholarship, and Fulbright Scholarship, among many others. Program participants will take part in civic engagement projects on the local, national, and international scale.

Students in the Science and Mathematics tract of the program will travel to Guadalajara, Mexico and will discuss country specific and global issues in a manner that reflects competency in the 7 Revolutions.

83183 CHEM 1211-H 2:00 p.m.-2:50 p.m. MWF Lewis, S. CL 2008

83182 CHEM 1211 L 8:00 a.m.-10:45 a.m. W Staff SC 450

82662 MATH 1190-H 9:00 a.m.-10:40 a.m. TR Hoover, R. WH 122

82218 KSU 1111-H 11:00 a.m.-12:15 p.m. TR Wooten, B. UC 217

& Peterson, L.

83313 HON 3000 11:00 a.m.-11:50 a.m. F Wooten, B. UC 217

LC 26 (CH3) Ethical Leadership in an Age of Global Engagement – President’s Emerging Global Scholars Brazil (Fall 2010)

The President’s Emerging Global Scholars Learning Community is a dynamic program designed to build future leaders. The President’s Emerging Global Scholars Program offers its participants a wide variety of experiences that will enhance their applications for prestigious, nationally competitive scholarships such as the Rhodes Scholarship, Marshall Scholarship, and Fulbright Scholarship, among many others. Program participants will take part in civic engagement projects on the local, national, and international scale. Students in the Brazil tract of the program will travel to Salvador, Brazil in connection with their academic courses and will discuss country specific and global issues in a manner that reflects competency in the 7 revolutions.

82937 BUSA 1000-H 12:30 p.m.-1:45 p.m. MW Prochaska, N. BB 371

82939 SOCI 2201-H 2:00 p.m.-3:15 p.m. MW Larsen, C. UC 217

82254 ENGL 1101 9:30 a.m.-10:45 a.m. TR Matthews, K. EB 140

82224 KSU 1111-H 11:00 a.m.-12:15 p.m. TR Wooten, B. UC 217
& Hill, K. & Rascati, R.

83314 HON 3000 11:00 a.m.-11:50 a.m. F Wooten, B. UC 227

LC #1 Peace Studies (Spring 2011)

This community will help you understand how peace has been and continues to be not only a significant American value but also a value across cultures, nations, and societies.

CRN 11521/13266

KSU 1101 TR 12:30-1:45 p.m. UC 122 K. Schmitt 3 hrs.

PHIL 2200 TR 2:00-3:15 p.m. SO 2033 T. Pynn 3 hrs

FIRST-YEAR SEMINARS

KSU 1111: Tomorrow’s World Today

KSU 1111 counts as a lower-level division elective or a free elective in most degree programs and satisfies the “first-year curriculum requirement” as either an independent course or as one of your learning community courses.

What will the world look like in 2025?

You will likely be in your mid-30s. What type of career will you enjoy? Has it even been developed yet?

What technology will be a part of your daily life? What national boundaries will have been redrawn? How

will the urgent social issues of today change the world in the next decade – and the decade following that?

This class will answer these questions by exploring the 7 Revolutions.

These are some of the questions we will explore in KSU 1111. It’s a first-year seminar course with a global focus. KSU 1111 is not a political science course or a geography course. It is not designed to teach you computer science or information technology. It is not a global economics seminar. It is a seminar designed to help you think about being a global citizen during your very first semester at KSU.

The 7 Revolutions that will impact you, your career goals, and your world are:

- Population
- Resource Management
- Technology
- Knowledge
- Economic Integration
- Conflict
- Governance

Learn life skills, strategies for academic success, foundations for global learning, and make connections to the campus and the greater community through this innovative first-year seminar course.

Appendix B: Additional Department of First-Year Programs Contributions to Global Learning

New Course: “Be the Change”

In the fall of 2010, First-Year Programs launched a Special Topics Course (KSU 2290) entitled “Be the Change.” In the course, students work to make a difference in the world through research- and action-oriented community-based learning projects. Students investigate a problem, find supporting evidence of the problem’s scope on global, national, regional and local levels, and offer solutions that culminate in a final community project where academic and life skills relevant to multiple disciplines and careers are applied. A central concept presented in this course is *thinking globally and acting locally*, otherwise known as “glocal,” a concept that students easily understand and adopt in their approach to community engagement initiatives.

In alignment with KSU’s “Global Learning for Engaged Citizenship,” the intention of this course is not only to promote students’ engagement in their community but also to instill in them a sense of self-efficacy in and responsibility for initiating change in their world. Students in the class work in small groups investigating a social issue or problem in which they are interested. Some of the issues addressed in the fall of 2010 and spring of 2011 included human trafficking, childhood disease, poverty, homelessness, world hunger, environmental issues, human rights, animal cruelty, domestic violence, and educational inequalities.

During the 2010-2011 academic year, nine sections of the course were offered, six sections by a full-time faculty member and three sections by a part-time faculty member. Survey data collected from 77 students in the fall of 2010 and 32 students in the spring of 2011 (approximately 54% response rate) indicated positive results suggesting that students’ knowledge about world issues was expanded and that they felt considerably more confident in their ability to effect change in the future. Selected questions and responses are as follows:

1. How would you compare your knowledge of the problem addressed by YOUR GROUP project PRIOR to taking this course?

Fall 2010	Spring 2011	Response Option
89.5%	93.8%	More knowledgeable AFTER taking this course
13.2%	3.1%	Neither more nor less knowledgeable
0.0%	3.1%	More knowledgeable BEFORE taking the course

2. How would you compare your knowledge of the problems addressed by OTHER GROUPS’ projects PRIOR to taking this course?

Fall 2010	Spring 2011	Response Option
86.8%	90.6%	More knowledgeable AFTER taking this course
13.2%	9.4%	Neither more nor less knowledgeable
0.0%	0.0%	More knowledgeable BEFORE taking the course

3. How would you compare your confidence in organizing/leading a community engagement project BEFORE taking this course?

Fall 2010	Spring 2011	Response Option
81.6%	71.9%	More confident AFTER taking this course
19.7%	18.8%	Neither more nor less confident
0.0%	9.4%	More confident BEFORE taking the course

4. How would you compare your belief in your being able to effect change through community engagement activities prior to completing this course?

Fall 2010	Spring 2011	Response Option
84.2%	84.4%	Greater belief that I can effect change after taking this course
15.8%	15.6%	Neither greater nor lesser belief that I can effect change
0.0%	0.0%	Lesser belief that I can effect change after taking this course

5. How would you rate the skills you developed through your experience in your community engagement projects?

Fall 2010	Spring 2011	Response Option
44.7%	65.6%	I gained MANY skills that are transferrable to my future career or life
47.4%	34.4%	I gained SOME skills that are transferrable to my future career or life
7.9%	3.1%	I gained FEW skills that are transferrable to my future career or life
1.3%	0.0%	I gained NO skills that are transferrable to my future career or life

As a result of students' responses to their experience in the special topics course, First-Year Programs proposed that the course become a permanent offering. The permanent course, KSU 1121: Be the Change, was approved by UPCC and will continue to be available to students as an option for completing the institution's first-year requirement.

Departmental Activities: Global Learning For Engaged Citizenship

The Department of First-Year Programs continues to advance global learning as well as citizenship and engagement in all of its course offerings. One of the main learning objectives for all first-year courses is entitled "Foundations of Global Learning," and faculty continue to promote global perspectives through curricular means such as the first-year common reading program and experiential learning activities such as community and civic engagement projects. This year's common reader, *Outcasts United*, spawned a number of class projects to benefit refugees relocated to a town in Georgia and inspired first-year students to get involved in their communities in a variety of other ways as well. While these projects and experiences do not physically transport students to other countries, students' exposure to diverse and multicultural communities through them speak directly to the spirit of KSU's global learning initiative. Preliminary data collected from faculty in the fall of 2010 indicate the following:

Engaged Students

Total number of FYFT = 2750

Total number of FYFT students engaging in community projects = 960

Percentage of FYFT students engaging in community = 35%

Total number of projects/activities

387

Total amount of money raised

@ \$3,536.00

Nature of Projects (Volunteer, Advocacy, Activism)

70% = Volunteer

20% = Advocacy

10% = Activism

Type of Projects (Individual, Group, Class)

4	individual only	1%
13	group only	29.5%
11	class only	25%
15	individual and group	34%
1	individual and class	.02%
0	class and group	.00%

Total number of different community organizations

163

Some of the organizations that benefitted from student projects include Books for Africa, the ONE Campaign, Invisible Children, Fugees Family, Habitat for Humanity, Not for Sale Campaign, World Peace Café, Japan American Society of Georgia, Jewish Federation of Greater Atlanta, Atlanta Community Food Bank, and Hope for Homeless. These data indicate that large numbers of our first-year students are becoming engaged citizens and connecting with the diverse cultures within our community.

**Appendix C: Center for Student Leadership Staff Activities Related to Global Learning
2010—2011**

Date	Staff	Students	Description
June 6-15	4 CSL staff		23rd International Conference on First-Year Experience - Presentation on LINK Experience and CSL International Focus.
June 16-20	4 CSL staff		2010 American Democracy Project National Meeting - Presentation on LINK, CSL, and PEGS program.
June 18-28	Wes Riddle	10 CSL students	This 10-day trip to Costa Rica involved KSU students living on a natural farm, learning natural farming techniques, working in a local community, and learning Costa Rican culture.
September 1-11	Brian Wooten	4 students	The CSL sponsored a research program to visit 5 Universities in Mumbai, India to explore leadership development for students in their country and how the CSL might partner with these institutions for future exchange initiatives. Program resulted in a visit from a delegation from HR College of Commerce and Economics in April 2011.
September	Karen Heilmann	15 students	Meal at Machu Picchu restaurant (part of preparation for Leads trip to Peru)
September 15	3 CSL staff	22 CSL students	Roque Marinho who is from Salvador, Brazil provided the student participants with a presentation providing an overview of the Salvador history and culture in preparation of their trip in October.
October	Judy Craven	23 students in KSU 1101 class	Introduced 7 revolutions to KSU 1101 student, who are pursuing healthcare related degrees
October 7	3 CSL staff	35 CSL students	Reception/discussion with Luma Mufleh, author of <i>Outcasts United</i>
October 26-30	Rian Satterwhite & Wes Riddle		Attendance at the International Leadership Association's annual Conference (Boston, MA)
January 5-6	4 CSL staff	15 CSL students	LINK Ascend Retreat (Focus on global topics and international locations)
January-May	Judy Craven	10 students	Interacted virtually with 5 students from Stellenbosch University (South Africa) to explore healthcare topics on each continent
January - May	Rian Satterwhite	6 students in LDRS 4490 class	LDRS 4490 - Leadership & Sustainability explores how leaders are faced with complicated decisions on a global level regarding environmental sustainability
January-May	Wes Riddle	9 CSL students	Course examines the role of service work in the community in leadership in the US and around the world.

January – June	6 CSL staff		Rosetta Stone (Various languages) through University contract
February	Laila Smith	85 CSL students	Diversity workshop presented to all students in the first year of LINK
February	Laila Smith	85 CSL students	Intercultural Communication workshop presented to all students in the first year of LINK
February 20-24	3 CSL staff		Presentation at 2011 National Association of Campus Activities National Convention
February 22	2 CSL staff	30 CSL students	Presentation on Human Trafficking
March	All CSL Staff	15 CSL students	Hosted Stellenbosch University students and advisor to United States to continue conversations and visit healthcare related sites around Atlanta
March	6 CSL staff		Participated in the ISA event that showcased foods from all over the world
March	4 CSL staff	12 CSL students	Met with Nicholas Kristof, Pulitzer-winning author and journalist for NYTimes. Focused on topic of international sex trafficking.
March 3-12	Wes Riddle	9 CSL students	Students involved in the Laedan Program and enrolled in LDRS 3400 travel to Costa Rica for spring service project
March 14	Judy Craven	12 students	Showed Desmond TuTu/Richard Branson Iconoclast film and had discussion afterward
March 19	4 CSL staff	55 students	Tour of the CNN International Headquarters with students from KSU, Suffolk, and USC
March 23	Josh Hunt	40 students	Presentation on 7 Revolutions
March 23-28	Rian Satterwhite		Presented at the ACPA: College Student Educators International Conference (Baltimore, MD)
April	All CSL Staff		Met with Milton Bennett several times during his two day visit to KSU to discuss intercultural communication and competence in relation to the DMIS
April 15-21	All CSL Staff	14 CSL students	Hosted a delegation of students and administrators from the HR Commerce University (India)
April 25	5 CSL staff	12 CSL students	Reception with Care International Representatives
April 28		2 CSL Students	CSL students were spotlighted and interviewed by MTV University, which will be used in their fall service announcement on international sex trafficking
May 10-21	Judy Craven	5 CSL students	Completed the yearlong exchange with Stellenbosch University (South Africa) to student healthcare topics across continents
May 14-31	Rian Satterwhite & Karen	15 CSL students	Traveled to Peru to further intercultural competencies and cross-cultural leadership

	Heilmann		principles.
May 30- June 12	All CSL staff	20 CSL students	Hosting Ghanaian Students

Appendix D: Honors Program Courses and Activities with Global Learning Content / Fall 2010 & Spring 2011

This information was contributed by Dr. Liza Davis, Director of the Honors Program.

- In the spring of 2011, Dr. Liza Davis taught a new Honors seminar on utopian and dystopian literature viewed through the lens of environmental sustainability, an issue that students and Dr. Davis discussed on a global level at nearly every meeting. The course was titled “Greening Utopia: Literature, Nature, and Polity in Utopian Literature,” and in each class session, one simple question was repeatedly considered: “How best can human beings arrange to live together, sustainably, in the natural world?”

Dr. Davis also delivered a paper with the same title explaining the course rationale, structure, choice of texts, reserve list, and interdisciplinary aspects at the 2010 conference of the National Collegiate Honors Council in Kansas City, Missouri.

- During the 2010-2011 academic year, Honors faculty taught a total of eleven Honors courses addressing global learning:

Summer 2010: Two Honors Colloquia

HON 3000/01 “Islam and Politics”
HON 3000/02 “Global Warming”

Fall 2010: Three Honors Seminars

HON 2290/01 “The Culture of Ireland”
HON 2290/02 “Environmental Sustainability”
HON 4490/01 “Twentieth Century Middle Eastern Literature and Fallacies of Islam”

Fall 2010: Three Honors Colloquia

HON 3000/03 “Dante’s *Divine Comedy*”
HON 3000/04 & 05 “Global Learning in Brazil” (for President’s Emerging Global Scholars)

Spring 2011: One Honors Seminar

HON 4490/01 “Greening Utopia”

Spring 2011: Two Honors Colloquia

HON 3000/01 “Islam and Politics”
HON 3000/03 “The Roots of Folktales: An Interdisciplinary Course”

- The “President’s Emerging Global Scholars” Honors cohort traveled to Brazil for ten days in the fall of 2010 and to Ghana in the spring of 2011 to implement service-learning projects.
- The “Great Books” Honors cohort traveled to Italy during the 2011 Maymester to study World Literature and Arts in Society in Montepulciano.