

QEP Proposal

Global Engagement Initiative

Contact Information: Sarah Beth Mallory (smallory/8338)

The Global Engagement Initiative, a QEP proposal, aims to create a greater sense of global awareness on the LaGrange College campus, through making travel and study-away courses more available to more students, encouraging the development of a more globally-aware curriculum, enhancing the international nature of extracurricular programs, both on-campus and through distance-learning, and through encouraging a lively two-way movement of students via exchange programs. The ultimate goal is to create an international campus environment and transformative educational experience for LaGrange College students.

Vision

The objective of the program is to transform the learning experience of our students by enlarging their world to the size of the globe. By exposing our students to other cultures and to a worldwide mindset, we will foster in them compassion and understanding beyond the norm in college-age Americans, we will give them a perspective that will make them more knowledgeable and aware of global affairs, and make them personally more competitive in a global market. This perspective will also create in our students a basis of comparison that will translate to a greater sense of what is good and bad about America, and a motivation to engage in efforts for change. Our students will find themselves in a campus environment where an international perspective is the norm; they will travel, rub shoulders with their peers who travel, and enjoy constant exposure to classes and programs that are globally-oriented.

Congruence with Mission and Goals

The vision outlined above is in perfect harmony with the mission of LaGrange College. Our students' search for truth, and their need for an ethical framework to foster their lives of

integrity and moral courage, will be greatly enhanced by the personal enlargement they will experience through this initiative. And when they take challenging, globally-oriented courses on campus, or travel, they will spread their influence throughout the college community. LaGrange College wants to be known for this kind of challenging and inspiring experience—unlike any other institution in the area. It should be common knowledge that when one comes to LaGrange College, one steps into the world.

Student Learning Outcomes

We would put our students in situations of engagement and expect to see fruits of that engagement. We would expect our students to gain a comfort level with travel—a familiarity with extended stays abroad, an ability to solve problems of language, lodging, navigation, local culture, finances. We would expect them to gain proficiency in interaction with people of other cultures, hold their own, and positively reflect American culture and values. We would expect them, through travel and through domestic study, to gain a greater understanding of the interconnectedness of global economics and politics, and a broader familiarity with world literature, history, art, and science. These outcomes would be measured in their classes by their sponsoring professors who would be asked to add at least one evaluation method to consider global issues, and through the programs the students would be expected to present upon their return. We would also expect to find in our students a greater sense of tolerance, and a willingness and ability to appreciate diverse perspectives. Young people thus transformed will reflect this tolerance and sophistication in their bearing, their conversation, their treatment of others. Their values will encompass something much larger than themselves: a deep awareness of the interconnectedness of life on earth.

Implementation

Implementation of this initiative would build from the base we already have at the College and would involve the entire campus in one way or another. We could create a global learning

foundations course in our core curriculum, infuse the entire core curriculum with global awareness, adapt and revise existing upper-level courses, and create new courses, supported by co-curricular activities. We would develop and recruit faculty to be effective sponsors, and would hold regular faculty workshops to prepare and instruct faculty members for travel. We would encourage departments to come up with themes for travel courses, and to seek co-curricular interactions across all disciplines, emphasizing the interconnectedness of all kinds of knowledge, and the interrelation of all kinds of systems throughout the global community. We would educate and prepare students for travel opportunities through ongoing orientation and advising sessions, and one-on-one counseling. We would actively seek to re-energize the exchange programs we already have and establish new ones. We would locate funds to provide additional scholarships. We would build upon the interim travel program already in place and seek other possibilities in the calendar for travel. We would establish ways to connect the global curriculum with service learning and community involvement. Assessment would be ongoing—through evaluation and the solicitation of feedback in domestic courses, and through a routine expectation that our students bring something back to campus from their travel and study abroad experiences, which would be monitored by the sponsoring professors. We would constantly solicit and re-channel feedback from all our students. Student presentations, as well as weekly roundtable discussions on recent issues, perhaps through a partnership with a national publication such as the *New York Times*, could be featured on our College website and shared with other courses and the broader community.

We would give our students a creative, highly engaged education for the times they live in.

Submitted by QEP Global Engagement Proposal Committee:

John Williams, lead author

Celia Hay

Sarah Beth Mallory

Maranah Sauter