PRAIRIE VIEW A&M UNIVERSITY

BROADENING GLOBAL LEARNING OPPORTUNITIES

BUILDING ACADEMIC LEADERS

—MARCH, 2021—

SELF-AWARENESS | GLOBAL AWARENESS | CULTURAL KNOWLEDGE | SOCIAL RESPONSIBILITY

Prairie View A&M University
B-GL🌐BAL

A QUALITY ENHANCEMENT PLAN

Submitted to the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) in Partial Fulfillment of the Requirements for Reaffirmation of Accreditation of Prairie View A&M University

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I. Executive Summary

At no time during the development of the *2016-2021 Strategic Plan: A Plan for Reinventing Prairie View A&M University* (Strategic Plan), nor in the development of the Quality Enhancement Plan (QEP) was the word "pandemic" uttered.   In the spring of 2020, COVID-19 entered and disrupted almost every sector of society. Despite its horrifying impact, particularly on communities of color, the virus demonstrated the connectedness of all peoples of the world as challenges to economic systems, food supply chains, education systems, labor, and healthcare became immediately evident. COVID-19 changed the landscape for higher education. The need to develop students with global competence is more apparent now than ever.

Kahn (2015) states in *Diversity and Democracy* that if students are to respond to today's global challenges, educators must help students "learn to seamlessly view themselves as related to other people, locations, and issues around the world." Higher education institutions must respond to these challenges and find ways to help students develop the needed global competencies to thrive in an uncertain environment. It is with this overarching aim of undergraduate education that Broadening Global Learning Opportunities, Building Academic Leaders (B-GLOBAL), the QEP, was developed.

According to the Organization for Economic Cooperation and Development's (OECD) *Handbook on Preparing Our Youth for an Inclusive and Sustainable World*, global competence is defined broadly as a set of values, skills, and behaviors that allow someone to engage in appropriate interactions with other cultures, understand world issues, and suggest solutions (2018). Deardorff (2006) suggests in the *Journal of Studies of International Education* that one cannot gain global competence with one experience or one activity. It must be mastered over time as one encounters new perspectives, engages with new cultures, and develops maturity of thought through sustained reflection and engagement. While participants in B-GLOBAL cannot be expected to achieve extensive maturity in global competence during the two-year program, it is likely that the foundation for developing that maturity will be laid during the years in the program.

Global competence is essential for developing academic leaders. Writing in the *Harvard Business Review*, Angel Cabrera asserts that, "True global leaders are defined not only by their worldly knowledge and connections, nor by the global opportunities they seize, but by how they contribute to the improvement of the multiple contexts in which they operate" (2012). Today's leaders must be socially responsible agents of change in whatever field they enter. By incorporating globally focused experiences into the undergraduate curriculum, B-GLOBAL will help students use their knowledge and understanding of the world to make connections across cultures, ideas, and peoples to develop innovative solutions to pressing problems.

To develop global competence and academic leadership, B-GLOBAL employs selected high impact practices in delivering globally infused curricula and co-curricula that build a freshman cohort's knowledge, skills, and values related to the development of global competence as defined by the Association of American Colleges and Universities' (*AAC&U) Intercultural Knowledge and Global Learning* VALUE rubrics.

Upon completion of the B-GLOBAL program, it is expected that students will be able to do the following:

- Identify their own cultural rules and biases and begin to question those rules or biases based on a growing global understanding. (Self-Awareness)
- Describe important issues that impact local and international communities and begin to connect local actions to global contexts. (Global Awareness)
- Demonstrate a comparative understanding of another culture's history, values, politics, communication styles, economy or beliefs and practices. (Cultural Knowledge)
- Take informed and responsible action to address ethical, social, and environmental challenges in global systems by using interdisciplinary perspectives, knowledge, and skills. (Social Responsibility)

B-GLOBAL is a two-year program that will accommodate 408 full-time, residential first-year students living in University College. Each residence hall houses 102 first-year students. Around 1800 students enroll each year, which means that around 23% of the incoming class will be impacted. The program is designed to divide the "B-GLOBALers" into learning community teams of no more than 40 students each to facilitate team building and bonding. The Canvas Learning Management System (LMS) will be used to organize and manage the logistics of this process. Each year, a new cohort of 408 first-year students will be admitted even as the previous cohort moves into year two of the program. The anchors for the program are (1) selected core curriculum and/or language courses: (2) common reading experiences and (3) globally-focused experiences (e.g., festivals, field trips, service learning projects, seminars, lectures) offered by residential entities and the University in general. While a plethora of events and activities constitute the curriculum for the program and offer variety and flexibility, the focus will be on self-awareness, global awareness, and cultural knowledge during the first year of the program. In the second year, B-GLOBALers will engage in targeted co-curricular international and multi-cultural programs and select a capstone project focused on social responsibility. Each student will contribute work completed, experience summaries, reflections, etc., to their e-portfolio, which will be reviewed with the student at least twice each year by a three-person B-GLOBAL team.

Upon completion of select experiences, B-GLOBALers will be awarded achievement badges that count toward a Global Leadership Certificate that will be noted on a student's co-curricular transcript.

Formative assessment of student learning outcomes will utilize the following measures:

- The Global Perspectives Inventory (GPI);
- Rubric evaluated artifacts from courses tied to the B-GLOBAL Learning Community;
- The e-portfolio, as it is evolving;
- Surveys and questionnaires associated with the participation of B-GLOBALers in residential,international and multicultural, and other globally focused co-curricular experiences;
- And focus group sessions to analyze the strengths and weaknesses of programs. Students will be invite to periodic debriefing sessions to assess how the program progresses and what they are learning.

Summative assessment of student learning outcomes will utilize the following measures primarily:
- The Global Perspectives Inventory;
- A rubric and juried evaluation of a capstone project;
- Modified AAC&U Value Rubrics for Intercultural Knowledge and Competence and Global Learning;
- And student, faculty, and staff opinion surveys.

Faculty and staff development will be central to preparing professionals to implement the course-based curriculum and non-course-based activities of B-GLOBAL effectively. A summer Global Infusion Summit training institute and a professional learning community will be centerpieces of professional development. The professional learning community will engage other faculty and staff in strengthening opportunities for developing global competence across the University.

B-GLOBAL's umbrella goal aligns with the University's Strategic Plan's goals of "Globalization and Outreach" and "Student Success." In 2015, over 150 students, administrators, faculty, and staff members participated in a strategic planning summit designed to identify strategic priorities essential to the University's evolution as an "institution of the first class." Data from the *Global Perspectives Inventory*, the *National Survey of Student Engagement* (NSSE), the *Graduating Student Experience Survey*, and surveys of alumni, first-year students, and other stakeholders left no doubt that students had a strong desire for an ever-broadening undergraduate learning experience that prepared them to function in a world without borders. Additionally, the University has invested heavily in academic and student support programs to improve the learning environment for students. Central to this investment is the establishment of both the highly visible, program-rich Office of International Programs and the Office of Multicultural Affairs.

Being "global" is central to the University's identity as a community of scholars and practitioners. The University's mission statement, which was reaffirmed in 2015, commits the institution to invest in "programs and services that address issues and challenges affecting the diverse ethnic and socioeconomic population of Texas and the larger society including the global arena." PVAMU employs well-trained, highly diverse, and accomplished faculty and staff to teach and mentor students. Students represent over 62 countries and 39 states. There are 72 undergraduate and graduate academic programs that develop professional competence in the sciences, engineering, humanities, social sciences, and professional studies such as business. Research, teaching, and service address topics of global import from food security to cyber security. Through service learning, the 1890 Land Grant Cooperative Extension Program, and international outreach efforts, the University impacts communities worldwide. PVAMU has a global commitment, and B-GLOBAL is an expansion of that identity.

II. QEP Topic Selection – The Process and B-GLOBAL Concept
In 2017, the Office of Academic Affairs convened a QEP Topic Selection Committee, which included 16 faculty and staff members from across the University and tasked it with researching the needs, interests, and priorities of various stakeholders related to improving student success or

improving the learning environment at PVAMU. A list of these stakeholders is listed in Appendix A.1. of this plan. The committee conducted surveys of students, faculty, and alumni to determine the most salient needs related to student success. Students and faculty were asked about the top five areas that "would most impact student success and learning." The results were that students and faculty were most concerned with career-related skill development, critical thinking, improving foundational skills, applying knowledge, and improving communication skills. Alumni were asked similar questions during the 2018 national meeting and suggested that critical thinking/problem solving, developing communication, leadership, and teamwork, and academic advising and mentoring were areas in which there was much need for improvement.

Data from the QEP survey and the 2017 NSSE were circulated to the University community, and stakeholders were invited to submit white papers or proposals for programs that could address any of the issues listed above. The committee received submissions on a range of topics related to academic advising, improving writing and argumentation, instituting high-impact practices to improve the learning environment, and many others.

After a deliberative review of QEP proposals, student success data, stakeholder surveys, and national benchmarking studies like NSSE, it became apparent that there was a central purpose for enhancing each of the highlighted areas of knowledge, skills, and abilities ---namely, producing a more competent, resilient, capable graduate prepared to live and work in an ever-changing, complex, interdependent world that rotates primarily on an axis of power, privilege, politics, and service. What better quality enhancement plan than one that broadened students' understanding of the history and culture closest to them and using that widened perspective as a springboard to gaining a foundation for growing more globally competent? Broadening Global Learning Opportunities, Building Academic Leaders (B-GLOBAL) was born. High impact practices would be key strategies in promoting students' learning in both the formal course-based and the non-course-based curriculum.

Promoting global competence aligned with the *2016 Strategic Plan's* goals of "Globalization and Outreach" and "Student Success." A broad group of over 150 students, faculty, staff, and administrators participated in a Strategic Planning summit identified eight goals or strategic imperatives. The stated goal for "Globalization and Outreach" was to "engage students, faculty, and staff in broadening their respect for and understanding of contributions other peoples and their cultures make to the world community" (Wright, 2016). By tying globalization efforts to high-impact practices, the QEP would also provide additional opportunities to students to deepen learning and apply course concepts in more authentic ways, thus improving success.

Data gathered from first-year students, graduating seniors, and employers between 2018 and 2019 affirmed a need to promote global competence and to broaden the undergraduate learning experience across the institution. For example, employers who hired recent graduates expressed an interest in students learning how to work in diverse teams.   Incoming first-year students reported limited international experiences like travel, discussing politics, or participating in cultural activities. These findings were mirrored in surveys of graduating students.

Despite increases in funding to support international travel, implementing the National Student Exchange Program, and expanding services in the Office of International Programs, students' report card on globalized institutional experiences was not very impressive, as expressed by a graduating student who said, "I think it would be great if PVAMU advertised their study abroad program more often. The only time I heard of study abroad programs were from seniors and alumni." From 2015 to 2019, 351 students studied abroad. In 2019, 125 students studied abroad, which is about 1.4% of the total enrollment. Many students have not taken advantage of international experiences because of perceived cost, family concerns, or other commitments. Because student travel abroad will not only be limited by finances but by the pandemic, B-GLOBAL does not focus on international travel as the one way a student gains cultural competence. Experiences such as residing in campus communities with students from other cultures; reading print and non-print sources on the history, culture, and values of the peoples of the world; using technology to engage with others who are different from oneself; and participating in events reflecting the lives of others are ways of building intercultural competence.

Following the selection of the QEP topic of "global competence" in 2018, the Provost, in consultation with the President, her Cabinet, and the Academic Deans, appointed 20 faculty, staff and student leaders to the QEP Development Committee. The committee makeup and appointment memo are available in Appendix A.2 of this report. The charge of this committee was to develop strategies to broaden the undergraduate experience by improving global learning opportunities at the University.

The notion of broadening the educational environment to include elements of globalization was not limited to international foci; it was contextualized by students' expressing to the Student Government Association leadership and to the new President, Dr. Ruth J. Simmons, a desire for an HBCU to offer all students an opportunity to know, understand, and navigate issues and challenges facing African Americans. The response has been the announcement of a degree program in African American Studies and the creation of a Center for Race and Justice. Between 2018 and 2021, the African American Studies Initiative has conducted faculty development institutes on incorporating African American Studies into existing courses, invited world-renowned scholars to symposia, and helped update the curricula of many courses.

The QEP Development Committee conceptualized its focus on globalization to feature "glocalization," described by Patel and Lynch (2013) in the *International Journal of Teaching and Learning in Higher Education*, as the connection of global competence to local communities and their experiences. For example, explorations of power, privilege, politics, service, and other constructs begin where the student lives, works, learns, and functions and extends outward to other places and peoples. In other words, global competence could be developed closer to home. Students must first understand their own culture, biases, and history before understanding different cultures. Also, many of the issues being faced by underserved communities in the United States are mirrored abroad.

In 2018, the University invited Dr. Tia McNair, a noted expert and Vice President of AAC&U, to conduct a symposium to explore High Impact Practices (HIPs) across the university to find ways

to deepen learning further improve student success measures. As one of many strategies deployed across the University to enhance student success, B-GLOBAL will use HIPs like common intellectual experiences in the core curriculum, a common reading experience, learning communities, and a capstone project to improve the undergraduate experience students. The value of adopting these practices was affirmed by (1) responses to ratings by alumni in 2018 (2) review and consultation with global learning programs at other institutions such as Baylor University, Texas A&M University-Commerce, and Appalachian State University and (3) the QEP Development Committee's participation in the 2019 Evergreen State University Summer Institute on Learning Communities.

Throughout the development of the QEP, the Development Committee sought advice and feedback from various stakeholders, including the Alumni Association, the Student Government Association, the Faculty Senate, the President's Cabinet, Academic Administrators, first-year students, and graduating students. A timeline of presentations and information sessions is highlighted in Table 1.

Table 1: QEP Presentations and Feedback Sessions

Date	Event
November 16, 2017	Town Hall Forum
July 28, 2018	Alumni Presentation
August 20, 2018	Faculty and Staff Conference
December 11, 2018	PVAMU Employer Survey
December 14, 2018	Graduating Students Survey
February 20, 2019	Academic Administrators Meeting
April 3, 2019	Faculty Senate Presentation
April 10, 2019	SGA Presentation
April 16, 2019	President's Cabinet Presentation
June 27, 2019	First Year Students Survey
August 20, 2019	Faculty and Staff Conference
December 4, 2019	Faculty Senate Presentation

III. Literature Review and Best Practices
The world is becoming more connected than ever before through rapidly changing technology, political and social change, and economic integration.   College students face a world that is very different from previous generations. They face issues that are global in nature from climate change to terrorism.   The COVID-19 pandemic highlights just how integrated our world has become when a virus that started in one country can impact the other 192 and cause untold damage. College students all over the world had to immediately adapt to courses being moved online, social distancing, and the economic consequences of closing commerce to slow the spread of the virus.

Many young people and their families are still recovering from the impacts of the Great Recession and are dealing with an uncertain economic future. Economies are "flattening" with supply chains reaching across borders and companies becoming more international in their focus

as new markets emerge. Traditional manufacturing jobs are being replaced with high-tech, biomedical, alternative energy jobs, or automation. Graduates will enter a workforce that is far more multicultural and international than previous generations. The United States now has more than 40 million foreign-born residents who will bring their ideas, cultures, and values into the workplace and their communities (Budiman, 2019).

In addition to meeting global challenges, employers want graduates who are lifelong learners, take risks, are technology savvy, can deal with ambiguity, and can work with and learn from others (Selingo, 2016). In a recent report, the Organization of Economic Cooperation and Development (OECD) suggested that learners are going to have to be able to transfer their skills and knowledge to new contexts, work in diverse teams, and understand the complexity of global systems to be competitive in a global marketplace (2018). Jeffrey Selingo refers to these types of individuals as "T-Shaped" (2016). These individuals have deep knowledge in their field but can work across many contexts. To meet these new realities, graduates will have to be "far more knowledgeable and curious about world regions and global issues, attuned to diverse perspectives, able to communicate across cultures and in other languages, and disposed to acting toward the common good." (Mansilla & Jackson 2011; 2013; OECD, 2018).

In short, graduates will not just have to display professional competence in their specific field; they must demonstrate a new level of global competence to be competitive. The National Association of Colleges and Employers (NACE) describes this concept as "global or intercultural fluency" and identifies it as key for career readiness (2020). Johnstone (2010) argues that higher education institutions have an obligation to prepare students for these new demands and must lead the charge in developing new knowledge and preparing students for a changing world.

Figure 1: Deardorff's Process Model of Achieving Intercultural/Global Competence
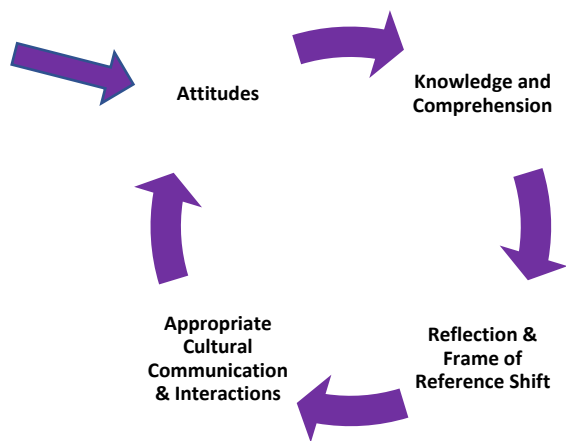
Defining Global Competence
Global competence and intercultural competency are frequently used to describe a set of skills, values, and behaviors that allow a person to engage with other cultures appropriately, understand significant world issues or events and respond to them with appropriate action (Asia Society, 2020; Bennett, 2008). Deardorff (2006) described the process of developing global competence as continuous. As individuals learn more about the world, reflect on their existing knowledge or

values, they change their behavior. These changes occur over time and cannot be developed in a single experience. Deardorff (2006) further states that one cannot be "ultimately competent" because the journey continues over a lifetime. As educators, we must prepare our students to be open to new experiences, so they can continue to be adapted to new situations, cultures, ideas, and peoples. Figure 1, above highlights this adaptive model.

While many advocacy and trade groups ranging from the OECD to the Asia Society have their ideas of which skills, values, and behaviors are most important, most agree that globally competent individuals are able to:

1. explain significant issues or challenges that impact local and international communities;
2. consider the multiple perspectives, opinions, and values of others when investigating complex topics and withholding judgment when perspectives conflict;
3. investigate opportunities to interact and learn from individuals from other cultures; and
4. take informed and responsible action to address significant issues or challenges in a global system and can explain the consequences of such action (Mansilla & Jackson, 2011; OECD 2018; Rhodes, 2010; World Savvy, 2020)

In addition to the four competencies above, Deardorff (2006) and Bennett (2008) suggest that attitudes and mindset matter greatly with developing global or intercultural awareness. Individuals must reflect on their own cultural experiences and biases before developing the skills, values, and behaviors that make someone globally competent. In addition, individuals must have some cultural knowledge or awareness before they can engage in perspective-taking or be open to new experiences if they do not know opportunities exist.

Academic Leadership is Global Leadership
Cabrera (2012) suggests that global leaders display three characteristics – a global mindset, global entrepreneurship, and global citizenship. A leader with a global perspective can understand and connect with others with different intellectual, social, or psychological knowledge than your own (2010). Leaders with a global mindset are cognitively flexible as they work between local and international contexts.   Their "entrepreneurial spirit" allows them to use their connections to create value by synergizing differences (Cabrera 2012).   Lastly, global leaders try to make a positive contribution to the communities in which they live. Knowing about the world and understanding others better is not enough; global leaders must be active agents of change.

HBCU Challenges in Developing Global Competence
According to the most recent *Open Doors Report from IIE*, African Americans and Latino populations are the least likely to study abroad or participate in global learning. Often perceived fears of racism, issues with family support and financial obligations are barriers (Center for Minority Serving Institutions, 2016). For many students who have never met someone who has been abroad, family support is a huge consideration. African American and Latino families may not want to invest in international education due to the cost and lack of understanding of perceived benefits.   Students and their families fear that their students will experience racism or racist attitudes as they interact with other countries. Another concern would be access to

amenities to address personal grooming needs or dietary concerns. Lastly, the cost is a significant barrier for many students. Often students at minority-serving institutions must have a second job to support college enrollment, so there is an opportunity cost to studying abroad. Students would have to forgo additional income to participate in global learning (Brux & Fry, 2010).

A report by the American Council on Education (ACE) identified six barriers that HBCUs face when deciding to internationalize: a) Articulated Institutional Commitment, b) Administrative Structure and Staffing, c) Curriculum, Co-curriculum, and Learning Outcomes, d) Faculty Policies and Practices, e) Student Mobility, and f) Collaboration and Partnerships (Davis, 2014; Hill & Green, 2008).   A significant challenge experienced by HBCUs includes fiscal and human resource constraints, which lead some individuals to consider studying abroad to be a financially prohibitive luxury instead of an essential, integral part of an academic experience (Abdel-Kader, 2015; Bakar, 2015). Thus, students at many HBCUs hesitate to study abroad because the experience does not fit within their curriculum or is not recognized as part of graduation requirements. They are not convinced that the financial investment is worthwhile.

HBCUs often consist of predominantly Black, first-generation, low-income students who rarely have opportunities to travel and may need more convincing to overcome the barriers related to family, fear, finances, and friends (Mullen, 2014). HBCUs also are less likely to depend on alumni giving as a resource stream, as most students graduate from HBCUs with a debt of at least $40,000 (Jennings, 2013). To address these resource challenges, institutional leaders need to be creative in their approach to funding internationalization efforts by conducting financially resourceful activities such as corporate/community partnerships, grant funding, reallocation of existing funds, or utilization of part-time employees to support internationalization efforts sufficiently (ACE, 2014).

PVAMU has addressed some of these issues with its Panthers Abroad Scholarship, which will provide a $1,500 scholarship to those students wanting to travel abroad.   The student can apply for additional funding, but these funds are limited. Students who are eligible for financial aid can also use Title IV funds. B-GLOBAL will use the "glocal" framework to connect global competence to local communities and experiences, removing the real or perceived barriers of travel abroad.

HBCUs often serve a wide range of students ranging from extremely high performing to some with developmental challenges. Arum & Roksa (2011) reported that an alarming 50% of students in their second year of college had not taken a course that required more than 20 pages of writing, and 33% of students had not taken a course that required more than 40 pages of reading. They concluded that college students were drawn in various directions, with learning being placed at the bottom of their priority list. However, these college students remained engaged by working or socializing. Schrader & Brown (2008) explained in their study that many first-year college students are under-prepared for college education, reading, and life skills; hence they struggle with meeting the rigors of college.

Teaching Global Competence/Best Practices
Higher education institutions have responded to the need to teach global competence in a variety of ways. Universities have responded in three distinct ways: developing study abroad programs, bringing international students to campus, and internationalizing both the faculty and the curriculum (Cantu, 2013). Study abroad seems to be the most popular. Over the last decade, many institutions have built study abroad or international education units to help facilitate students' traveling abroad. In the 2017-2018 academic year, the Institute for International Education reported that almost 350,000 students had studied abroad. Larger institutions have invested in international branch campuses. The Cross-Border Education Research Team at SUNY Albany and Penn State report that 77 universities now have campuses in other countries.

Studying abroad has a lot of appeal for teaching global competence. In a 2002 study of 3400 students who had participated in international experiences from 1950 to 1999, researchers at the Institute for International Education of Students found that respondents overwhelmingly reported gains in confidence, maturity, intercultural awareness, interest in academics, and career benefits (Dryer & Peters, 2002). In an update to the study, researchers found that most of those respondents could get a job more quickly, had a higher starting salary, and were more likely to go into graduate or professional school (2016). Around 90% of the respondents suggested that they had a better cultural understanding and were more prepared for the workforce.

Bringing international students to your campus is seen as a strategy to bring the world to your campus. The most recent *Open Doors* report from IIE shows that over one million international students study abroad in the United States. They bring their culture, ideas, attitudes, and energy to the classroom, and the benefits are numerous. Siczek (2015) argues that international students are great role models and resources for teaching global competence because they have already taken the leap to expand their boundaries. Luo & Jamieson-Drake (2013) found that domestic students who interacted with international students had improvements in language skills, intercultural interactions, leadership, and working with a team compared to students with limited exposure to international students. In addition to improved skills, the authors find that campuses that provide more opportunities for international students to interact with domestic students had even better outcomes for their native students.

Cantu (2013) suggests that faculty internationalization is the most effective way to promote global competencies. Strategies of curricular reform, faculty exchanges, research support, and professional development are frequently used to give faculty tools to be "global" in thinking and action. Often developing the skills of faculty members will provide them with ownership over the process of facilitating global competence, and the outcomes for the students will be more robust. Cantu (2013) and Green & Olson (2003) suggest that a frequent concern with internationalization is funding, and institutions with limited budgets should invest in faculty development first.

Global Learning and Glocalization
Cantu's (2013) strategies mirror the high-impact practices suggested by AAC&U. High impact practices have been identified as key factors in supporting retention, deeper learning, practical skills, and personal growth (Kuh, 2008). To teach global competence, AAC&U recommends a

series of strategies that are collectively called "global learning" (Nair & Henning, 2017). Many universities look at global learning differently, but strategies involve improving general education, experiential education like service learning, study abroad, or internships, developing globally focused topical classes and area studies courses, and skills-based training on interacting in multicultural settings. The idea behind these strategies is to have students understand the world, explore significant shared problems, and build skills to operate in a multicultural environment.

While studying abroad is seen as the premier way to teach global competence, there may be some equity concerns (Kuh, 2008). Ideally, all higher education institutions should be able to send their students abroad, but it may not be feasible in resource-scarce environments. Glocalization is often seen as a way to achieve similar goals as study abroad but closer to home. As identified by Patel & Lynch (2013), Glocalization is an intentional effort to connect local issues and communities with global issues and paradigms. For example, universities may be able to take advantage of cultural activities sponsored by international communities residing near their university to bring the world to their students. For those universities without access to international partners, local problems or challenges may be given a global context. Patel & Lynch also caution not to think of glocalization as a deficit strategy used in place of study abroad but as an integral part of teaching global competence.

Strategies from other Institutions
Many universities have adopted global learning strategies to help develop global competencies in their students. Global learning strategies that incorporate high-impact practices and glocalization have been widely adopted and have proved successful. In developing B-GLOBAL, the QEP Development Committee reviewed multiple plans implemented by other universities in the southern region.

Spellman College instituted a comprehensive internationalization effort to achieve a goal of 100% of its students studying abroad. They were able to leverage a combination of private funds and tuition dollars to facilitate the travel expenses of their students. While this accomplishment is to be commended, Akomolafe (2000) suggests that studying abroad is cost-prohibitive for more students at resource-challenged institutions and sustaining a large-scale program long term is difficult without federal, state, or corporate investment.

Texas A&M International University has adopted an international common reading program that is administered through their first-year experience. Each year, the Global Reader Committee selects a book from an international author that is under $20.00 in cost. The students explore the text in their first-year seminar and then write a paper. The institution supports the reading with programming, speakers, and selected events related to the country or region the text is about. The students then produce an essay for a contest. The top ten essayists are given the opportunity to study abroad in the country they studied during the first year.

Baylor University adopted multiple techniques to teach global learning. In addition to an enhanced study abroad program that focused on supporting diverse students, the university focused on common intellectual experiences that helped students to explore global issues through

coursework, events, symposia, and speakers. These experiences helped students explore real problems in the context of their coursework. The university also developed a living-learning community that was focused on developing cultural competencies through study abroad, service-learning, and problem-solving. Soria & Mitchell (2015) conducted a study that involved 1,701 freshmen students in learning communities enrolled in six different public universities related to their leadership skill development and multi-cultural competence. The study result posits that students who participated in learning communities developed higher leadership skills, multicultural competence, academic engagement, interactions, and perceptions of campus climate.

Texas A&M University-Commerce (TAMU-C) has adopted an e-portfolio model of teaching global competence. Students participate in coursework, international travel, and co-curricular experiences that qualify them to receive an endorsement/certification when they graduate. E-portfolios help students reflect and integrate learning into a form that can be displayed to future employers or peers.   They are an appropriate strategy to foster global competence because of the reflective element. As students gain more knowledge and experience other cultures, they make changes to their worldview and behaviors (Deardorff, 2006). Rhodes (2011) suggests that students can use their e-portfolios as evidence of their ability to meet the challenges of today's complex society when it is organized. E-portfolios are also useful to organizations in motivating employee performance and collaboration. Reviewing one's e-portfolio will encourage improvement through seeking professional development that is appropriate for leadership growth (Andriotis, 2017).

TAMU-C and Appalachian State University created robust faculty development programs to support the development of global competence. Appalachian State developed "Global Opportunity Clusters," where faculty and staff were informed about existing internationalization efforts and were allowed to create projects that created additional opportunities, including research projects, service projects, and other study abroad activities. Some projects may even leverage technology to enhance the development of global competence.   Texas A&M Commerce created a faculty certification. Like students, faculty would earn points by participating in activities and would earn a global scholar certification.

IV. Outcome Expectations

PVAMU operationalized global competence using metrics developed by AAC&U for Intercultural Knowledge and Competence and Global Learning. These measures map closely to those developed by the OECD, the Asia Society, and World Savvy.

After completing the B-Global Program, participants will demonstrate measurable gains in the following:
1. Self-Awareness: Identify his or her own cultural rules and biases and begin to question those rules or biases based on a growing global understanding.
2. Global Awareness: Describe important issues that impact local and international communities and begin to connect his or her local actions to global contexts.
3. Cultural Knowledge: Demonstrate a comparative understanding of another culture's history, values, politics, communication styles, economy, or beliefs and practices.

4. Social Responsibility: Take informed and responsible action to address ethical, social, and environmental challenges in global systems by using interdisciplinary perspectives, knowledge, and skills.

In addition to improving students' learning and skill development, B-GLOBAL aims to improve the educational environment of PVAMU by promoting faculty development, the integration of global competence into additional courses, and expanding the number of globally focused events on campus. The following environmental goals will also be tracked over the study period on an annual basis:

1. A measurable increase in "globally themed courses" added to the course inventory.
2. A measurable increase in the number of students participating in on-campus events, symposia, or speaker series.
3. A measurable increase in the number of students participating in internships, cultural exchanges, face-to-face or virtual study abroad, and taking additional globally themed courses.
4. A measurable difference in retention and graduation rates of B-GLOBALers and those of their similarly situated cohort.
5. A measurable difference in B-GLOBLers' participation in student organizations in the first two years of college, use of career planning and placement services, and engaging in volunteer service on campus or in the community and those of their similarly situated cohort.

To accomplish these goals, B-GLOBAL will implement a series of high-impact practices.

- The Global Common Reading Program embeds a series of readings into the common intellectual experience of taking composition. Students enrolled in ENGL 1302 will explore globally and culturally themed essays that are designed to promote global awareness, cultural knowledge, and social responsibility.
- The Global Learning Community is a living and learning community focused on improving global competence through shared coursework, targeted co-curricular programming, community service, and leadership development. While the Global Learning Community is primarily focused on the first year, students will continue to be connected in the second year by completing the Global Leadership Certificate, shared activities, and leadership development workshops.
- The Global Leadership Certificate uses an e-portfolio embedded into the Canvas Learning Management System to track student performance and increase opportunities for reflection and growth. Students can earn verifiable badges for achieving specific competencies, and these can be uploaded into social media platforms like LinkedIn.

In addition to the above practices, B-GLOBAL will sponsor a professional learning community to improve global competence across the University. The B-GLOBAL Fellows will participate in a summer institute on global competence and active learning pedagogy starting in the summer of 2021. Throughout the summer, the fellows will revise a course to include globally focused strategies and content as members of a professional learning community.

V. B-GLOBAL Implementation Plan and Process Model

At the executive level of University leadership, development, and implementation of the QEP has come from the Provost and Senior Vice President for Academic Affairs in partnership with the Vice President for Student Affairs. Other leaders have contributed to specific aspects of the plan and will continue to do so as the plan unfolds. Members of the original QEP Development Committee, as described above, will serve as an advisory body to the initiative throughout the plan's implementation. A timeline of activities is available in Appendix D.

Responsibility for B-GLOBAL has been placed under the oversight of the Dean of Undergraduate Studies and the Executive Director of International and Intercultural Programs. A Director and Assistant Director will be appointed to lead the program. The leadership will be supported by a QEP Assessment Coordinator, the International Programs Coordinator, Faculty Fellows, and Graduate Assistants.

While others are sure to be added as the need arises, the General Steering Committee will consist of representatives from the following areas:
- The John B. Coleman Library
- Marketing and Communications
- Academic Enhancement and Student Success
- Enrollment Management
- Multicultural Affairs
- Career Services
- Housing and Residence Life and Residential College
- Student Government Association
- Department of Languages and Communications
- Institutional Research, Effectiveness, Analysis, and Accreditation

A. Selecting B-GLOBAL Participants

B-GLOBAL is a two-year program that will accommodate 408 first-year students living in the First-Year Learning Community of the University College. Around 1800 students enroll at PVAMU each year, which means that B-GLOBAL will directly impact approximately 23% of the incoming class. To ensure that the sample has sufficient power and meets a 95 percent confidence interval, at least 317 students need to participate in the program. We anticipate a medium effect size of 0.3 to 0.5. We chose the target of 408 students a year to account for any attrition. Up to four residence halls have been allotted for this program, and each residence hall can hold 102 students. The application and letter of introduction, featured in Appendix C1 and C.2, will be open for students to apply to the program in February and close on June 1. A subgroup of the QEP Committee will evaluate applications on a rolling basis, and applicants will be notified of their acceptance by June 15 to meet priority housing deadlines. The first cohort of students will be smaller to allow the program to grow and the Steering Committee to make adjustments as needed.

The Office of Student Recruitment will help recruit participants with its engagement of students during the regular application process. B-GLOBAL staff will coordinate with the Office to network with guidance counselors and other K-12 academic partners. Application materials and

brochures will be featured in a welcome package provided to all students who are accepted into the University.   Prospective students will participate in virtual experiences with B-GLOBAL faculty, staff, and student leaders.

As students matriculate into the second year of the program, they may live in the Sophomore Year Experience in University Village or may move off campus but will still be connected to the experience through shared activities and the completion of the requirements of the Global Leadership Certificate. Each year a new cohort of 408 students will be added to the program. Table 2 highlights the target numbers. By the end of the five-year study period, we estimate that between 1,000 and 1400 students will have been directly impacted. Many more students will have been impacted by participation in globally-focused classes.

Table 2: Target Population Numbers

Cohort	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027
B-GLOBAL Cohort 1	200	200	Cohort 1 Completes			
B-GLOBAL Cohort 2		408	408	Cohort 2 Completes		
B-GLOBAL Cohort 3			408	408	Cohort 3 Completes	
B-GLOBAL Cohort 4				408	408	Cohort 4 Completes

B. Inducting B-GLOBAL Participants
Once admitted into the University and the program, B-GLOBALers will participate in a variety of experiences to prepare them for their participation in the learning community. Students will be invited to virtual country tours throughout the summer, engaging Global Ed Talks featuring B-GLOBAL faculty and staff, and other networking opportunities to meet their peers before the year begins. Students will go through a formal induction into the program during the Panther Camp, which includes a formal welcome from the University President or special guests.

C. Establishing the Global Learning Community
Global competence cannot be taught in one class or through one experience. It must be a sustained effort that integrates varied learning opportunities. PVAMU will institute a two-year learning community that intentionally integrates curricular and co-curricular programming to promote the acquisition of global competence and leadership skills. Participants will enter the B-GLOBAL program as first-year students living in University College. This community incorporates targeted advising services and other resources to ensure student success. In the first year, the B-GLOBAL community will focus primarily on developing the competencies of self-awareness, global awareness, and cultural knowledge through a series of shared core-curricular classes and globally focused programming.

Figure 2: B-GLOBAL Process Model
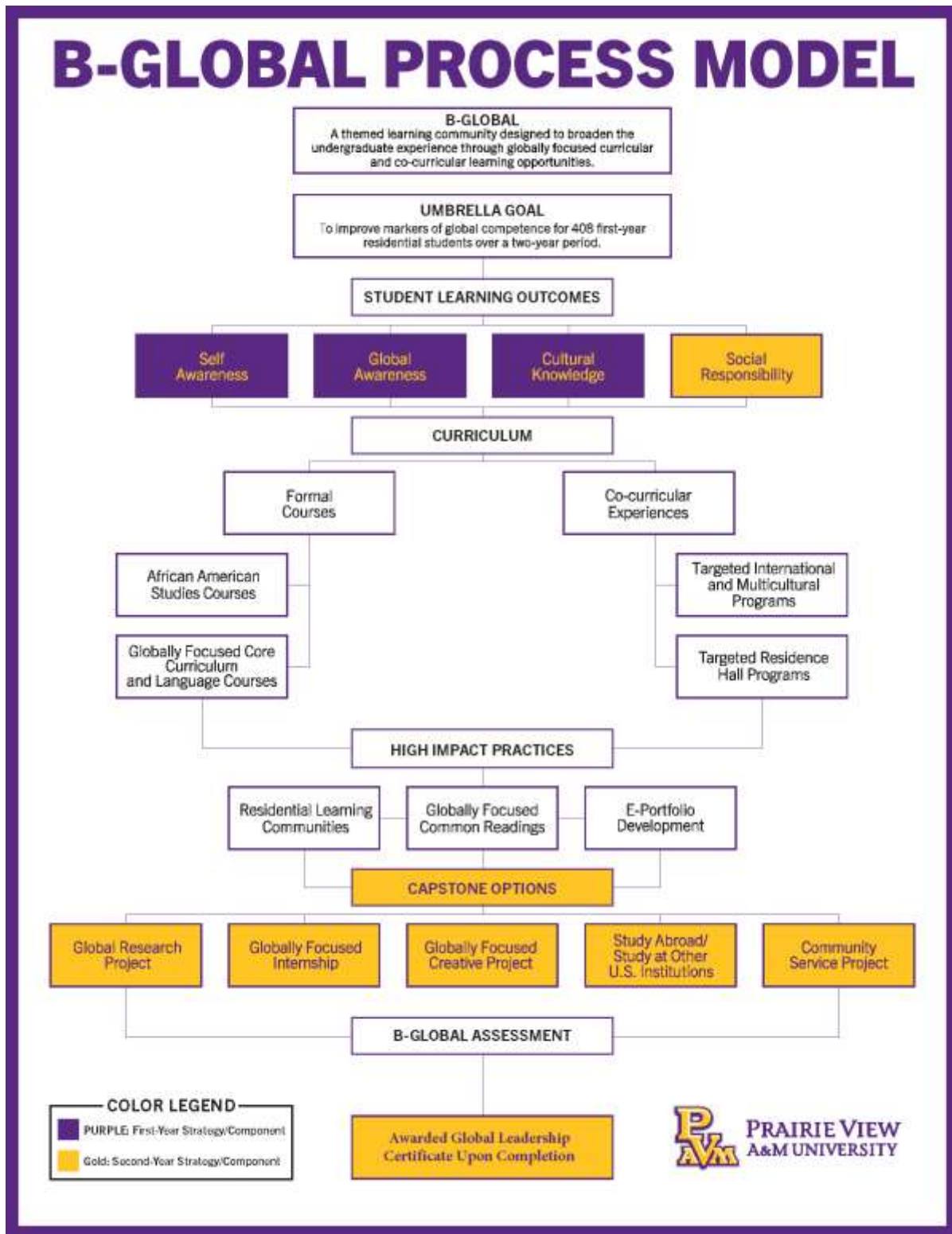
Housing and Residence Life for B-GLOBAL

The B-GLOBAL program application process will include an acknowledgment that the student agrees to reside on-campus in the B-GLOBAL Living Community at University College for the first year. Additional steps and deadlines will follow once a student is accepted into the program, ensuring that housing deposits and pre-payments are paid and the lease agreement is signed by May. The leasing process will continue to be managed by American Campus Communities—PVAMU's on-campus housing partner.

University College holds 1,428 residents across 14 stand-alone residence halls (102 beds each). B-GLOBAL will have four residence halls dedicated to its cohort and placed within a quad layout—joined by a central courtyard or pathway for programming and community building. Each residence hall will be either gender-specific or co-ed, depending on the cohort male-identifying to female-identifying ratio.

Leading up to year two of the program, B-GLOBAL students will receive priority leasing privileges during the spring leasing process to contract for University Village I & II. Apartment units and buildings will be designated to ensure that students continue to live together with their peers. Special considerations like roommate requests for non-members of the cohort or access to a specific unit or apartment type will be limited. H&RL will consult the QEP Executive Team for housing requests that fall outside of the B-GLOBAL communities.

Figure 3: University College Housing

The Housing and Residence Life (H&RL) staff and residential curriculum will support the B-GLOBAL students. The Learning Community Coordinators (LCC), Resident Directors (RD), Graduate Community Assistants (GCA), and Community Assistants (CA) will integrate globally themed events and workshops throughout the residential experience. The LCC and RD roles are full-time, live-in professionals responsible for managing GCA/CAs and residents, property safety and security, resident engagement and resources, and facility upkeep. GCAs/CAs are the paraprofessional, live-in staff responsible for building a rapport with residents and the larger residential community, safety and security, and resident programming.

H&RL will hire and place staff persons that possess previous experience and display interest in cultural competency, study abroad, global citizenship, and leadership. The QEP Committee will be consulted before the start of the spring staff selection process for guidance on their desired qualifications. Two LCCs and four GCA/CAs will support the freshman cohort at University College. One RD and four CAs will be assigned to the sophomore cohort at University Village I & II.

A community group will be developed in the Canvas LMS to assist in building community and facilitate communication with the cohort members. The QEP Executive Team will post events/activities and track student progress through the program. Students will be placed into smaller cohort groups to facilitate team building and mutual support.

Working with various faculty to plan and support all programing efforts, H&RL will integrate the B-GLOBAL service-learning and academic components into its residential curriculum. All students at PVAMU living on campus are exposed to five component areas: Academic Exploration, Cultural Leadership, Holistic Sustainability, Future Forecasting, and Social Maturity.   These elements are highlighted in Appendix C.3 of this report. With a focus on developing intercultural skills and self-awareness, two out of five programmatic areas— Academic Exploration and Cultural Leadership—directly align with the B-GLOBAL outcomes of Self Awareness and Cultural Knowledge.

Students will have an opportunity to participate in service-learning with their community. Staff from the Division of Student Affairs, International Programs, and Academic Engagement and Student Success will provide additional workshops to enhance skills, provide resources, and inform students about opportunities like study abroad or internships.

Table 3: Example Residential Programs in the B-GLOBAL Learning Community

First-Year Experience Residential Programming Examples	- International Culture Nights – Highlighting food, movies, and music from another culture. - Shop Talks – Monthly talks about student development issues ranging from campus resources to study skills. - Faculty & Staff Takeover - Guest conversations about research and campus involvement. - Major Listserv-Residents are grouped into an email list by a shared discipline to build community and peer-to-peer support. - Semester Community Service Activity - Hall Councils/RHA-Student leadership development and residential shared governance.
Second-Year Experience Residential Programming Examples (Focus on Power, Privilege, Politics, and Service)	- Shared workshops that will guide monthly large-scale programs. - University Village Talks - Monthly conversations about academic and student support topics. - Semester Civic Engagement Activity. - Leadership Development Activities Programs – Workshops and program development workshops.

Global Common Reading Program

PVAMU will build on the success of the previous Increasing Reading for Engagement and Development (iRead) program by implementing a globally focused common reading program embedded into the ENGL 1302 Composition II course. A committee of faculty in the Department of Languages and Communications will select a series of readings that will be combined into a supplemental open educational resource (OER) that students can access cost-free through the Canvas LMS or Berkley Electronic Press Platform in the Library. The readings will be by authors with global perspectives, especially on how power, privilege, and politics impact the general population and particularly marginalized people such as African Americans and other minority communities in various places in the world.

Beginning fall 2021, all students taking ENGL 1302 Composition II will experience the newly designed course and globally focused readings. The ENGL 1302 Composition II course was chosen because it is in the core curriculum. Students develop argumentation skills and start to analyze and synthesize texts in this course. The selected readings will be relevant and offer timely support of student learning and competency development. Faculty can tailor the course readings to course outcomes, student interests, and student needs. The intention is for students to use the selected readings as source material for their class assignments. The Division of Student Affairs will support the Global Common Reading Program by sponsoring speakers and targeted programming to connect glocalization and globalization aspects of the themes of the course.

This program will support student development of the competencies of Self-Awareness, Global Awareness, Cultural Knowledge, and Social Responsibility. Each student will produce an argumentative essay that will be evaluated by the QEP Steering Committee using a standardized rubric adapted from the AAC&U Leap Rubrics. The ENGL 1302 Composition II course serves over 1500 students a year, so students beyond the B-GLOBAL program will benefit from the restructured curriculum and content.

First-Year Curriculum

B-GLOBAL students will enroll in a set of globally focused core curriculum courses designed to develop mastery in self-awareness, global awareness, and cultural knowledge throughout the first year. During their first year, students will take at least three courses that support the B-GLOBAL learning outcomes. These courses align with existing core curriculum areas, so they should not add anything to a student's major requirements. The options are listed below in Table 4. Substitutions may be allowed based on the student's goals and interests and with the consent of the student's academic advisor. Additional courses will be given the B-GLOBAL designation to make it easy for students to register and complete the program.

Table 4: Course Options for B-GLOBAL First Year

Global Awareness (Pick 2)	African American Studies (Pick 1)
• AGRI 1330 Land Gr Sys Food Security • ARAB 1301/1302 Elem Arabic • ARCH 1301/1302 Architectural History • ARTS 1303/1304 Art History • CHIN 1301/1302 Beginning Chinese • CURR 2300 Global Influence on Teacher Ed • CVEG 2304 Global Development Issues • ECON 1301 Funds Econ in Global Society • ENGL 1302 English Composition II • ENGL 2331 Survey of World Literature • ENGL 2334 Studies in Literature • FINA 2313 Financial Planning Global Perspective • GEOG 1302 Introduction to Geography • GEOG 1303 World Regional Geography • HIST 2321/2322 World Civilization • HUMA 1301 Humanities • HUMA 1305 Mexican-Amer Culture • MGMT 2326 Leadership in Global Environment • MUSC 2334 Survey of World Music • POSC 2350 Global Issues • SPAN 1301/1302 Elem Spanish • SPAN 2311/2312 Intermediate Spanish	• AFAM 1301 Race Class and Gender in America • ARTS 2328 African American Art • DRAM 2322 African American Theater II • HCOL 1321 Honor's Colloquium II • HIST 2381 African American History • MUSC 2333 Afro-American Music • PHIL 2303 Critical Thinking • PHIL 2306 Ethics • POSC 2321 Blacks and American Political System • SOCG 2319 Sociology of Minorities **Other courses may be added and will have either a B-GLOBAL or AFAM designation.

Globally Focused Co-Curricular Experiences
The co-curriculum is an integral part of the successful implementation of B-GLOBAL. The Offices of Multicultural Affairs and International Programs routinely facilitate programs that foster global awareness or enhance cultural knowledge. Examples of past programs are featured more broadly in Appendix B.5, but some examples are listed in Table 5 below. B-GLOBAL will produce a monthly calendar of events. In addition to programming by these two offices, other areas of the University may produce programming that aligns with the goals of B-GLOBAL. An approval form is listed in Appendix B.4. To be listed as an approved B-GLOBAL event for students, the organizer must connect the content of the program with at least one of the student learning outcomes of self-awareness, global awareness, cultural knowledge, or social responsibility. For example, the John B. Coleman Library has a workshop on genealogy that directly maps to self-awareness and cultural knowledge.

Table 5: Examples of Globally Focused Programs

Month	*Office of Multicultural Affairs*	*Office of International Programs*
September	National Student Exchange Information Session	Study Abroad Fair
October	Discovering the Meaning Behind "El Dia De Los Muertos"	World Food Day Co-Sponsored with the College of Agriculture
November	Veterans Day Events	International Education Week
December	Diversity Dialogues	Virtual Country Tours
January	Chinese New Year Program	Study Abroad Fair
February	History of NAACP and LULAC Programs	International Day of Women and Girls in Science
March	Holi – Indian Festival of Colors	World Water Day
April	International Day of Jazz	World Health Day
May	Cinco de Mayo Celebration	International Day of Families

Many activities can be conducted virtually to comply with CDC guidelines. For example, one of the signature events will be a series of Global ED Talks. Faculty, staff, or students will present a short 20-minute presentation over important cultural, political, or educational topics related to global competence. For example, the Office of International Programs has offered Virtual Country Tours where a student, staff, or faculty member with unique insights to a country or world region may give a "tour" of that area. Speakers will engage the participants over Zoom. Guests from outside the University will be invited to peak student interest and invoke a wider audience. The Global ED Talk is designed to promote global awareness and cultural knowledge.

B-GLOBALers will take advantage of the Scholar's Voices Symposia sponsored by the African American Studies Initiative to expose students to issues facing African Americans and other underrepresented groups. In the past, the African American Studies Initiative has brought influential speakers like Cornell West, Paula Giddings, Gloria Steinem, and Nell Painter to campus. These events broaden the student experience by allowing deeper exploration of important cultural and social issues.

The Second-Year Curriculum
The second year of the program will focus primarily on developing social responsibility and leadership skills in students highlighting the themes of power, politics, privilege, and service. Participants may continue into the Sophomore Year Experience residential community housed in University Village I & II or pursue other housing options. Students will be advised to take a language course or other globally focused courses in their major during the spring advising sessions. They will be connected to the program through their participation in the Canvas System and shared events.

Globally competent individuals take appropriate action to solve problems. B-GLOBAL will host an annual Global Hackathon and Learning Expo each April to coincide with Research Week.

Inspired by ABC's Shark Tank, student teams will identify a challenge on PVAMUs campus, link it to its presence in other states or countries and propose a solution. As evaluated by a panel of judges, the team with the most impressive presentation will be provided some funding to implement or further explore potential solutions to the challenge. A second track will be for creative or artistic works. The winning artist, musician, or filmmaker would get funds to attend a conference in their field and be highlighted on the University webpage.

The globally focused events featured above and in Appendix C.5 will continue into the second year. The Office of Student Engagement will offer leadership development workshops throughout the second year to support student development and provide opportunities for students to get involved on campus or within the residence halls. Workshops will focus on servant leadership, conflict management, team building, and project management. A spring leadership lecture series will feature guest speakers ranging from prominent alumni to regional business and political leaders will be held to allow students to dialogue with students over the importance of socially responsible leadership.

D. Focused Development of Faculty and Staff Personnel

The Executive Committee will recruit around 20 faculty and staff persons yearly to participate in a six-session Global Infusion Summit after the May commencement. Each workshop will be 90 minutes, with 45 minutes devoted to a content expert and the other 45 minutes focusing on pedagogy or resources on campus. The purpose of the Summit would be to develop global competence in the faculty and staff, encourage ownership and participation in the B-GLOBAL program, and develop a cohort of professionals to support global competence across the University. Global Fellows will meet throughout the semester to share ideas and strategies for promoting global competence as a professional learning community.

Workshop 1 – Self Awareness: This workshop will focus on connecting the history of PVAMU with the experiences of current students. Students need to understand their own history to be able to connect to the experiences of those living in other cultures. To help them teach self-awareness, faculty will be introduced to campus resources like the PVAMU Archives, genealogy databases in the library, implicit bias training offered by the RJ Simmons Center for Race and Justice, and measures like the Keirsey Temperament Sorter.

Workshop 2 – Global Awareness: The United Nations established 17 sustainable development goals (SDGs) in 2015 to help improve the lives of all people by 2030. This workshop will focus on incorporating the SDGs into teaching, research, and service. Participants will work in groups to design an activity that incorporates at least one SDG into their course.

Workshop 3 – Cultural Knowledge: This workshop will focus on best practices for incorporating cultural knowledge and intercultural competence into courses. To develop intercultural competence and knowledge, regional academic partners will present strategies like cultural exchanges, common readings, or learning communities. Staff from the Division for Student Affairs will provide information on on-campus resources to help promote cultural knowledge, including faculty-led study abroad, international student cultural exchanges, engaging diverse students like veterans and LGBTQIA+ students, and the National Student Exchange.

Workshop 4 – Social Responsibility: A panel of faculty from PVAMU or regional academic partners will discuss how to incorporate social responsibility into course curricula.   Participants will brainstorm ideas for service learning, community service, leadership development, and also how to evaluate student performance in those contexts.

Workshop 5 – Helping Students to Tell Their Story: Participants will learn how to strengthen students' marketable skills with tools like e-portfolios, badges, and certificates. Facilitators will present best practices in advising student projects and discuss on-campus resources to help students market the knowledge they develop.

Workshop 6 – Assessing Global Competence: The PVAMU Assessment Team and mentors from the Center for Teaching Excellence will introduce ways to assess global competence and guide participants in developing a signature assessment to evaluate student mastery of global competencies. Participants will leave with a draft assignment that they could incorporate into their courses.

The Executive Committee will add other workshops as the year progresses to meet the participants' needs and tastes and respond to student issues as needed. Participants who participate in at least three workshops and revise at least one course will receive a stipend and may petition to have the B-GLOBAL designation added to other courses.

Expectations of Global Fellows
1. Develop at least one new module or activity to improve their existing "globally focused" courses/programs.
2. Develop another course (faculty) or program/activity (staff) that is globally focused.
3. Participate in monthly online development workshops which are focused on developing global competence.
4. Participate in faculty/staff steering committee meetings related to B-GLOBAL.
5. Collaborate with others to develop additional global initiatives for PVAMU students.

Living and Learning Community Retreat
In addition to providing professional development to faculty and key staff members, the professional housing staff will also be trained. Prior to the beginning of the Fall 2021 semester, Housing Directors and Community Assistants will participate in a half-day retreat designed to introduce the concepts of global competence and provide resources to support the development of culturally relevant programing. The goal of the workshop will be to develop a calendar of events and programs for the year.   Members of the B-GLOBAL Executive Team will be present to help guide discussion and coordinate shared programs. The annual retreat will take place the week before the Fall semester begins.

VI. Global Leadership Certificate

As mentioned above, global competence is developed over time with exposure to new ideas, peoples, and cultures. E-portfolios allow students to curate their work over time, reflect on personal and academic growth, and share their best work with others (AAC&U, 2008).

B-GLOBAL will use the Canvas LMS to manage each cohort of students and to facilitate communication. The Division for Student Affairs utilizes the Campus Labs system to manage and assess student engagement and participation in events. This system allows for the tracking of badges that will be placed on a co-curricular transcript. Once four badges are earned, the student will be awarded the Global Leadership Certificate. Starting during the fall semester, B-GLOBALers will develop e-portfolios using a free web-based system like Google Websites, WIX, or WordPress to store their artifacts. Workshops will be provided during Panther Camp and throughout the year to help students to get started. As students achieve milestones during the first and second years, they will earn badges associated with each learning outcome.

Figure 4: Division for Student Affairs Badging Program

To complete the Leadership Certificate, students will need to complete a capstone project related to global competence. This capstone is meant to integrate the skills that were developed over the two-year period and to highlight their social responsibility or action towards addressing a global or intercultural problem. Students may satisfy the capstone requirement by completing one of the following projects:

- Participating in a study abroad or study in the United States experience and keeping a journal/scrapbook of their experiences.
- Participating in a globally focused internship experience.
- Producing an undergraduate research project over a topic related to one of the 15 global challenges identified by the Millennium Project.
- Designing and completing a substantial service-learning project with an investment of 25 hours addresses a critical community need or works with a cultural group in the region and tracks their reflection in a journal.
- Designing a creative or artistic work that promotes global awareness or intercultural knowledge and presenting it.

After completing the requirements for the leadership certificate, students receive a certificate from the Office of Undergraduate Studies. When students graduate, they will be acknowledged in the commencement program and will receive specialized graduation stole. Table 6 describes the requirements for each badge.

Table 6: Badges for Global Leadership Certification

Badge Element	Global Learning Opportunity	E-Portfolio Entry
SELF-AWARENESS **SESA WO SUBAN**	Complete the following. • Finish an African American Studies course and the Globally Focused ENGL 1302 composition course. • Complete the minicourse on genealogy from the JB Coleman Library. • Attend two African American Studies Initiative events.	• Rubric evaluated artifact from ENGL 1302 and an African American Studies Course. Include the following items: • Pedigree / family tree. • Two reflection papers from African American Studies Initiative Events. Reflection activities may be a v-log or video.
GLOBAL-AWARENESS **NKONSONKONSON**	• Complete one course from the "Global Awareness" area of the core curriculum. • Attend the Study Abroad Fair. • Attend four globally themed events or speakers sponsored by the Office of International Programs.	• Rubric evaluated artifact from one of the courses in the Global Awareness area of the core curriculum. • Four reflection papers from globally themed events. Reflection activities may be a v-log or video.
CULTURAL KNOWLEDGE **AKOMA NTOSO**	• Attend the International Festival. Complete at least two items: • Complete two foreign language courses. • Attend four cultural events sponsored by the Office of Multicultural Affairs. • Complete an approved course from the Language, Philosophy, and Culture part of the core.	• Creative / artistic project incorporating another culture that you studied. • Reflection papers from the International Festival or events sponsored by the Office of Multicultural Affairs. • Rubric evaluated artifacts from any culturally approved courses.
SOCIAL RESPONSIBILITY **NYANSAPO**	Complete one of the following capstones: • Global Research Project • Community Service Project • Study Abroad / Study in the United States Experience • Globally Focused Internship • Globally Focused Creative Project	• Must complete a globally themed project on their own or as a part of an existing course.

**Badges designed by Ronald Flannagan (Digital Medial Class of 2020)

VII. Resources: Estimated Financial Support for the QEP

PVAMU has committed financial, human, and physical resources to develop, implement, and sustain B-GLOBAL. A budget was prepared and reviewed by the QEP Development Committee, the Office of Academic Affairs, the Office of Business Affairs, and the Office of the University President. The total budget for the planning year and the five years of the program (2021-2026) is $1,181,633. This budget includes funds to support essential personnel, professional development for faculty and staff, programming support for the learning community, marketing and promotional items, and assessment instruments. Table 7 highlights the estimated yearly expenses.

Essential Personnel Salary: To adequately staff the B-GLOBAL program annually, nine months of release time for a Director (50%), Assistant Director (50%), and Assessment Coordinator (25%) is needed. A graduate student with interests in intercultural education (9 month) will be hired to support the program's goals and assist with special projects. 1.5 months of summer support funding will be designated for the Director and Associate Director for planning, recruitment, and development purposes. Administrative support (25%) will be allocated to support program needs. Cost estimates include a 2.5% yearly merit increase estimate and 28% designated fringe benefits. The total cost of essential personnel over the planning year and the five-year study period is $921,633.

Professional Development: A robust professional development program is the heart of B-GLOBAL. As we develop global competencies in PVAMU students, enhancing those same skills within our faculty, staff, and paraprofessionals is essential. Two types of professional development opportunities will be implemented to support the goals of B-GLOBAL: the Global Infusion Summit and the Learning Community Retreat. The estimated cost of professional development activities during the planning year and the five-year study period is $124,000.

- *Global Infusion Summit:* Each year, at least 20 faculty and staff will be invited to a development institute centered on active learning, teaching global competencies, and planning learning opportunities for students. Experts in global learning and intercultural competence will be invited to campus to share wisdom and best practices. Included in the cost for this budget item are the potential costs for speakers or consultants, their travel to and from PVAMU, lodging, and food. A payment of $1,000 will be distributed to the Global Infusion Summit participants upon completion of the program during the October pay period. Faculty members will have to present a revised syllabus that incorporates at least two of the global competencies to complete the program. Staff will receive a payment for designing a new program or learning experience that includes at least two global competencies. Around $29,000 will be allocated annually to support the Summit.
- *Learning Community Retreat*: 11 members of the Housing and Residence Life staff will support the B-GLOBAL Learning Community in University College and in the second-year experience.   A planning retreat led by the B-GLOBAL Executive Committee will be focused on developing globally focused programming that aligns with B-GLOBAL's goals and the Residential Curriculum outlined in Appendix C.3. Funds may be used for a guest speaker or consultant, his or her travel, workshop materials, or reference materials. $2,000 will be allocated annually to support the learning community retreat.

Programming Support: Developing global competence cannot occur the classroom only; students must be exposed to a wide variety of experiences that help them develop the competencies of self-awareness, global awareness, cultural knowledge, and social responsibility. $86,000 will be allocated to support the development or enhancement of co-curricular programs and develop a globally focused common reader for the ENGL 1302 course during planning year and the five-year study period

- *Support for Development of Co-Curricular, Residential, or Cultural Programs*: An annual budget of $14,000 will be allocated to support the development of new programs or enhance existing programs that address self-awareness, global awareness, cultural knowledge, or social responsibility. Funds may be used in conjunction with other programming dollars to expand programs by inviting speakers to campus, engaging in field trips to important cultural sites, or hosting leadership development workshops. Funds will also be allocated for the Global Hackathon Contest to support student innovation and problem-solving. Each year, students will be invited to develop a solution to a university, regional, or international problem. The winning proposals will be given seed funds to start their project or present their solution at a national conference. Creative projects will also be accepted.
- *Global Common Reading Program:* $16,000 will be allocated to support the development of a globally focused open-educational resource (OER) to support the ENGL 1301 course. The funds will be used for licensing and copyright fees for any readings chosen by the English/Composition Program or a stipend for those that develop the OER resource. An initial investment of $8,000 will support the program, and $4,000 will become available every two years to support updates or revisions to the list of readings.
- *Portfolio Platform Implementation:* $5,000 will be allocated to support implementing the e-portfolio program, including any consultants, licensing fees, or software during the planning year.

Support Items:
- *Marketing and Recruitment Items:* $24,000 will be allocated to support the marketing of B-GLOBAL. T-shirts, water bottles, and keychains decals will be purchased to help promote program awareness and a common identity among participants.
- *Global Perspectives Inventory:* Each year, $1,000 will be allocated to support the administration of the Global Perspectives Inventory, which will cover up to 1000 administrations of the survey. In the last year of the program, $1,500 is needed to support up to 1500 surveys.
- *Printing, Phone, and Technology*: $3,000 a year will be allocated to support the program's printing, phone, and technology needs. These funds will support the phone and data hookups and a printer and copy machine that is shared with the Office of Institutional Research Effectiveness and Accreditation.

Table 7: Estimated Budget Items

	Planning Year-Spring & Summer 2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	Total
Release time or stipends for B-GLOBAL Director (50%) 9 Month		$35,875	$36,772	$37,691	$38,633	$39,599	$188,570
Assistant Director (50%) 9 Months		$31,500	$32,288	$33,095	$33,922	$34,770	$165,575
Assessment Coordinator (25%) 9 Months		$15,750	$16,144	$16,547	$16,961	$17,385	$82,787
Graduate student support 9 Months		$18,000	$18,000	$18,000	$18,000	$18,000	$90,000
Administrative Support (25%) 12 months		$10,000	$10,250	$10,506	$10,769	$11,038	$52,563
Summer Funding - 1.5 Months' Salary for Director and Assistant Director	$22,000	$22,550	$23,114	$23,692	$24,284	$24,891	$140,531
Fringe at 28%	$6,160	$37,429	$38,239	$39,069	$39,919	$40,791	$201,607
Global Infusion Summit, Participant Stipends, and Learning Community Retreat.		$31,000	$31,000	$31,000	$31,000	0	$124,000
Support for the development of co-curricular, residential, and cultural programs.		$14,000	$14,000	$14,000	$14,000	$14,000	$70,000
Global Reader OER Program: Funds to be used to create an OER reader and update every two years.	$8,000		$4,000		$4,000		$16,000
Portfolio platform development	$5,000						$5,000
Marketing, recruitment, and promotional items.	$8,000	$4,000	$4,000	$4,000	$4,000		$24,000
Global Perspectives Inventory: 1,500 surveys in years 1 and 5 with up to 1,000 in years 2-4	$1,500	$1,000	$1,000	$1,000	$1,500		$6,000
Printing, Phone and Technology		$3,000	$3,000	$3,000	$3,000	$3,000	$15,000
Total	$50,660	$224,104	$231,807	$231,600	$239,988	$203,474	$1,181,633

Additional Resources: The B-GLOBAL office will be housed in W.R. Banks Room 210. This space incorporates a ceiling-mounted multimedia projector, a presentation station, and large conference table, and modular furniture that can be used for meetings, seminars, workshops, or training exercises. The space has two large whiteboards and several smaller boards that can be used for breakout sessions. Four computers line the back wall and can be used by students, faculty, or B-GLOBAL staff for projects or training. The onsite administrative associate may check the room out to B-GLOBAL Fellows or Student Affairs staff. Figure 4, below highlights the features of this space.

Figure 5: W.R. Banks 210 B-GLOBAL Office and Seminar Space

Students in the B-GLOBAL program will benefit from the support and mentoring from existing staff in the Division of Student Affairs, who will guide programs. In particular, the Offices of International Programs, Housing and Residence Life, and Multicultural Affairs will provide leadership in the development of the co-curricular experiences for our students that support the development of global competencies. While the work of the QEP aligns with the current job responsibilities of many of these staff members, the staff have already volunteered countless hours of their time in the development of new programs and experience to prepare for its launch.

VIII. The B-GLOBAL Assessment Plan

Before students are admitted into the program, students must complete a short baseline survey that is built into the application to the program, which is featured in Appendix C.1. From this data, the assessment team can discern evidence of entry-level intercultural or global knowledge, skills, and values. In the first 60 days of the program, the Global Perspectives Inventory (GPI) will be administered. The three-person B-GLOBAL team will utilize the information gathered to help with matching students with co-curricular opportunities and activities useful in sustaining their interest in the program and in retaining the student who might be persuaded to leave the program if feeling overwhelmed by the presence of others in the cohort who seem much more advanced. There will be an annual reporting of learning outcomes and program outcome achievement to guide program development and implementation.

Formative assessment of the program will utilize direct and indirect measures based on embedded assignments or experiences in the globally infused core courses, the Global Common Reading Program, and residential and University programs and activities designed to build student competence in ways specified in the student learning outcomes. For example, in English 1133, a B-GLOBAL participant who is developing Cultural Knowledge may be asked to research and write an essay describing how power, privilege, politics and service are operative in the local community and in selected other cultures where marginalized people are at risk of being denied access to the vaccine that is eventually developed for COVID-19 protection. A rubric used to evaluate the writing sample must be aligned with the standardized rubric modified from AAC&U Leap Rubrics to ascertain if the artifact meets the standard of "Low," "Average," or "High" proficiency. The Global Learning Rubric is highlighted in Appendix B.1, and an example rubric evaluated assignment is featured in Appendix B.2.

As mentioned previously, the e-portfolio will be started during the fall semester. The B-GLOBAL Executive Team will evaluate the portfolios at least once a semester to reflect and better guide student progress in the program.   Staff from Career Services and the Center for Teaching Excellence will help to facilitate workshops with students on how to develop a professional portfolio that is portable after they graduate. The portfolio will be evaluated using the modified global learning rubric. Table 8, below highlights the timeline of when major assessments will take place throughout the year.

Table 8: Assessment Timeline

Program Year	Panther Camp	Fall/Spring Semester	October April	December May
Year 1	GPI Baseline Assessment Global Knowledge Assessment	Rubric Evaluated Artifacts from: ENGL 1133, Globally Focused Core Curriculum Courses, and African American Studies Designated Courses	Focus Groups and "Talk Back Sessions"	Evolving E-Portfolio Evaluation Collect Evaluation Data from B-GLOBAL Events using PVPawLink Collect faculty and staff evaluations
Year 2	NA	Student Information Sheet on Participation in Student Organizations.	Hackathon Project	Evolving E-Portfolio Evaluation Collect Evaluation Data GLOBAL Events using PVPawLink Collect faculty and staff evaluations. GPI Assessment

Summative assessment of the program will employ the following measures:

- E-portfolio evaluations conducted with a rubric designed to discern growth in Self-Awareness, Global Awareness and Cultural Knowledge. E-portfolios will be evaluated by a jury of faculty and staff.
- Capstone Project (e.g., research project, exhibit, performance, podcast, et cetera) developed over the two years evaluated with a rubric that measures growth in Self-Awareness, Global Awareness, and Cultural Knowledge but that focuses substantially on Social Responsibility.
- Global Perspectives Inventory (GPI) administration and comparison with baseline, and completion of year two.
- Faculty and staff evaluations of the experience as highlighted in Appendix B.3 and B.4.
- A post-event analysis after major events. For example, after the first admissions cycle, there will be a debriefing session with stakeholders to determine how to improve for the next admissions cycle. Included in this analysis is a survey of event participants through PVPawlink and electronic student engagement management system.
- Retention rates of B-GLOBAL program participants will be compared to that of other first-time full-time students every year after the first year.
- Student participation rates in student organizations in the first two years of college, as collected by PVPawlink and CampusLabs.
- Student participation rates in career fairs and workshops as reported in Handshake, PVAMU's career services planning tool.
- Student participation in volunteer service hours as collected by the Office of Volunteer Services.
- Retention rates can be calculated for three cohorts during the study period. These rates will be compared to those from the same cohort of students who did not participate in B-GLOBAL.

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Appendix A: Key Personnel

A.1. QEP Topic Selection Committee

Point of Contact	Position	Department/College
Ryan Beard (Chair)	Director of Institutional Accreditation	Institutional Research
Jasmine Hamilton	Assistant Professor	College of Education
Nathan Mitchell	Associate Professor	College of Arts and Sciences
Farrah Cambrice	Assistant Professor	College of Arts and Sciences
Herbert Thomas	Career Counselor	Student Affairs
Tracey Moore	Assistant Professor	School of Architecture
Shayla Wiggins	Interim Director	University College
Richard Griffin	Professor	College of Agriculture
Michelle DeBoise	Assistant Professor	College of Nursing
John Attia	Professor	College of Engineering
James Wilson	Associate Provost	Academic Affairs
Danielle Hairston-Greene	Specialist	College of Agriculture
Charles Lewter	Dean of All Faiths Chapel	Student Affairs
Ruby Stevens	Director of Institutional Research	Institutional Research
James Palmer	Provost and Vice President	Academic Affairs
Dean Williamson	Assistant Vice President	Institutional Research

A.2. QEP Development Committee and Appointment Memo

TO: The Quality Enhancement Plan (QEP) Leadership Team
FROM: James M. Palmer, Interim Provost and Senior Vice President for Academic Affairs
RE: Appointment of the QEP Leadership Team

Since 1934, Prairie View A&M University has been accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). This decennial assessment of compliance with SACSCOC principles is a voluntary commitment to uphold the highest standards of quality in the programs, services, and operations of a university. In 2016, the University completed the relatively new SACSCOC requirement that its member institutions complete a *Fifth Year Report* including a report on the outcomes of its Quality Enhancement Plan (QEP). Substantive gains were realized in the 2010 QEP titled, Increasing Reading and Engagement for Academic Development (iREAD).

In 2020, PVAMU will again submit evidence of its compliance with the principles undergirding reaffirmation of accreditation and reinforce its commitment to its mission, vision, and goals to which a broad set of stakeholders agreed in the *Prairie View A&M University Strategic Plan: A Plan to Reinvent Prairie View A&M University*. For nearly a year, there have been QEP related activities such topic selection surveys, proposal submissions, data reviews, literature reviews, and general discussions. Input has been robust, and contributions of the many stakeholders have been invaluable.

Given your dedication to student development, you have been appointed to serve on the leadership team coordinating formulation of a creative, educationally sound, learner-centered QEP capable of substantially enhancing students' collegiate success and future professional maturation.

If you are able to accept this appointment, and I trust that you will, please arrange to attend the meeting on Friday, October 19 from 2-4PM in the JJPY Conference room.

Executive QEP Steering Committee

Dr. Nathan K. Mitchell, Chair	College of Arts and Sciences	nkmitchell@pvamu.edu
Dr. Joahanne Thomas-Smith, Co-Chair	College of Education	ejthomas-smith@pvamu.edu
Dr. James Wilson, Co-Chair	Associate Provost	jjwilson@pvamu.edu
Dr. Ryan Beard	Accreditation/Assessment	rjbeard@pvamu.edu
Dr. Laurette Foster	Center for Teaching Excellence	lbfoster@pvamu.edu
Dr. Jerrell Moore	College of Nursing	jvmoore@pvamu.edu
Dr. Kay Norman	Student Affairs	kfnorman@pvamu.edu
Dr. William Price	School of Architecture	WTPrice@pvamu.edu
Dr. Timothy Sams	VP Student Affairs	tesams@pvamu.edu
Ms. Shayla Wiggins	University College	smwiggins@pvamu.edu

General QEP Steering Committee

Dr. Nathan K. Mitchell, Chair	College of Arts and Sciences	nkmitchell@pvamu.edu
Dr. Joahanne Thomas-Smith, Co-Chair	College of Education	ejthomas-smith@pvamu.edu
Dr. James Wilson, Co-Chair	Associate Provost	jjwilson@pvamu.edu
Dr. Ryan Beard	Accreditation/Assessment	rjbeard@pvamu.edu
Dr. Beverly Copeland	College of Agriculture	bmcopeland@pvamu.edu
Dr. Huajun Fan	College of Arts and Sciences	hjfan@pvamu.edu
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Dr. Timothy Sams	VP Student Affairs	tesams@pvamu.edu
Dr. Ejim Sule	College of Nursing	ensule@pvamu.edu
Ms. Shayla Wiggins	University College	smwiggins@pvamu.edu

Student Representatives

| Ms. Cassandra Erbynn | Honors Program | cerbynn@gmail.com |
| Ms. Alanna Gaskin | SGA | agaskin@student.pvamu.edu |

Additional Appointments (Over the Course of the Development)

Dr. Marquis Gatewood	Executive Director of Residential College
Dr. Ali Fares	Professor of Water Security
Dr. Rahim Quazi	Professor of Economics & Special Assistant to the Provost
Dr. Alphonso Keaton	Interim Dean of Undergraduate Studies
Dr. Michael Nojeim	Professor of Political Science
Dr. Jasmine Hamilton	Associate Professor of Kinesiology
Dr. Dean Williamson	Assistant Vice President for Institutional Research

A.3. Executive Team and Steering Committee

The implementation of the B-GLOBAL Program will be overseen by the Office of Undergraduate Studies and the Office of International Programs.

Executive Team

QEP Faculty Director	Coordinates global academic programs related to B-Global (reading, global courses, and certificate).
Executive Director of International Programs	Coordinates globally themed student experiences (programming, events, and cultural exchanges).
QEP Assistant Director	Coordinates faculty development.
QEP Assessment Coordinator	Coordinates assessment and e-portfolio management.
International Programs Coordinator II	Coordinates global learning community events and second year programs
Faculty Fellows	Instructing globally focused courses or designing globally focused experiences.
Graduate Student	Coordinates cultural exchanges and globally themed events.

Steering Committee

Unit	Point of Contact
Student Representatives	Residential College Leaders (2) and SGA Representative.
John B. Coleman Library	Head of Reference or Designee
Center for Teaching Excellence	Director and/or Designee
Global Faculty Fellows	10-15 Faculty and Staff Members
English Program or Foreign Languages	Director of Composition or Designee
International Programs	Executive Director of International Programs or Designee
Multicultural Affairs	Director of Multicultural Affairs or Designee
Career Services	Director of Career Services or Designee
Housing and Residence Life	Executive Director or Designee
Academic Engagement and Student Success	Director of Advising and/or Designee
Undergraduate Studies	Dean or Designee
Marketing and Communications	Director or Designee
Faculty Senate	Representative
Office of Student Engagement	Director or Designee
Office of Enrollment Management	Representative

Appendix B: Selected Assessment Materials

B.1. Assessment Rubric for Global Competence
Glossary of Key Terms (Adapted from Deardorff 2006; AAC&U 2015; McKinnon 2019)

- *Self-Awareness*: The learner is aware of his or her own cultural biases and how they have shaped his or her identify and world view.

- *Global Awareness*: The learner understands important global issues or challenges and can explain how his or her actions impact these global issues or challenges.

- *Cultural Knowledge*: The learner can analyze and explain basic information about other cultures (history, politics, values, economics, communication styles, beliefs, arts, identity and practices).   Those with advanced cultural knowledge can explain how power, privilege, and politics influence the opportunities or challenges certain groups face in the global system.

- *Perspective Taking and Empathy*: The ability to learn from the perspectives and experiences of those different from one's own and to understand how one's place in the world both informs and limits one's knowledge. The ability to view and interpret the world from another culture's point of view.

- *Openness to Engaging with Others*: The likelihood of one engaging or interacting with persons from diverse communities because the learner finds value in exploring the difference in perspectives, cultures, or knowledge.

- *Social Responsibility*: The learner is able to analyze the ethical, social, and political realities of global systems and to take appropriate action to address challenges.   The learner is able to identify and formulate a solution based on his or her notions of personal and civic responsibility.

Levels of Global Competence (B-GLOBAL)

MARKERS OF GLOBAL COMPETENCE	LOW PROFICIENCY	AVERAGE PROFICIENCY	HIGH PROFICIENCY
SELF-AWARENESS	Shows minimal awareness of his or her own cultural rules and biases. Not comfortable with questioning own cultural assumptions or biases.	Identifies his or her own cultural rules and biases. Beginning to analyze or question those rules or biases based on a growing global identity.	Articulates a complex understanding of his or her own cultural rules and biases. Evaluates or critiques those cultural rules or biases based on a global identity.
GLOBAL AWARENESS	Can identify important issues that impact local and international communities but shows limited awareness of how his or her actions are connected to those issues.	Can describe important issues that impact local and international communities and begin to connect his or her local actions to global contexts	Can describe important issues that impact local and international communities and is able to evaluate the global impact of his or her local actions.
CULTURAL KNOWLEDGE	Demonstrates surface understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates sophisticated understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.
PERSPECTIVE TAKING AND EMPATHY	Is indifferent or resistant to what can be learned from diverse communities and cultures.	Identifies and explains multiple perspectives, opinions, worldviews and values when investigating complex topics or global challenges and begins to withhold judgment when perspectives conflict.	Evaluates and applies multiple perspectives, opinions worldviews, and values of others when trying to understand complex subjects or global challenges and withholds judgment when perspectives conflict.
OPENNESS TO ENGAGING WITH OTHERS	Resists interacting with culturally different others.	Initiates and develops interactions with culturally different others. Exhibits curiosity about what can be learned from diverse communities and cultures.	Actively seeks out interactions with culturally different groups. Promotes others' engagement with diversity.
SOCIAL RESPONSIBILITY	Defines global challenges in basic ways, begins to explore a limited number of perspectives or solutions to global challenges.	Explains the ethical, social, and environmental consequences of local and national decisions on global systems. Formulates practical, yet elementary solutions to global challenges.	Takes informed and responsible action to address ethical, social, and environmental challenges in global systems by using interdisciplinary perspectives, knowledge, and skills.

B.2. Example Rubric Evaluated Assignment

POSC 2350 Global Issues

Students must submit a paper on a global issue of their choice. Your paper must meet the following content, format and submission requirements:

CONTENT REQUIREMENTS

1. Pick a global issue such as climate change, arms exports, human trafficking, WMD, infectious diseases, drug trafficking, women's rights, ethnic/racial discrimination, etc. Explain the nature of this issue. Explain how and why some groups are more negatively impacted than others. **(Global Awareness)**
2. Present and critique three contrasting proposals to resolve your issue (one proposal can be "do nothing"). Choose one of these as the best option and use data (charts, graphs, etc.) to explain why this is the best choice. **(Global Awareness)**
   o Present the data you have gathered from reliable sources and analyze the trends regarding your issue. Is it growing worse or better? How do you know?
3. Discuss how and why your own past behavior may have made this issue better or worse. Explain how your new knowledge of this issue might lead to a change in your own behavior. Who will your changes impact and what do you hope to accomplish? **(Social Responsibility)**
4. Cite at least three (3) reliable, quality references within the body of the paper using the *Chicago Manual of Style's*parenthetical citation style. One of the citations MUST come from the class textbook (-10 points if this is not done). You must have at least three parenthetical citations in the body of the paper that correctly match the sources properly formatted in the Works Cited Page.
   A paper with no parenthetical source citations in its body OR no works cited section at the end of will receive a mark of 0. No second chances.

FORMAT REQUIREMENTS:

1. Typed, 2-3 pages (not counting Works Cited Page), 12-point font, double-spaced.
2. Your name, my name, POSC 2503, and the date.
3. A title is required, but a separate title page is not necessary.
4. An introduction with a thesis/statement of purpose in the first paragraph: "This paper will…"
5. A logically organized and sequenced body followed by a clearly stated conclusion.
6. Use of the *Chicago Manual of Style's* parenthetical citation format. Students must be very careful and pay attention to details when they examine and cite internet sources. **A paper with no parenthetical source citations and/or no Works Cited Page at the end will receive a grade of 0; no second chances will be allowed.**
7. Use of footnotes or endnotes is prohibited.
8. Using encyclopedias, like Wikipedia, Ballotpedia, history.com, kids.law.com, etc. is prohibited (-10 points).
9. **Use of word mixers like Spinbot is prohibited and will result in a grade of 0; no second chances will be allowed.**

B.3. Assessment of Faculty Participation in the B-GLOBAL QEP

Proposed Faculty Focus Group Questions

> **Introduction**: My/our name is _____ and I/we will be hosting this focus group. I/we work with _____ and _____ to help ensure PVAMU's Quality Enhancement Plan (QEP), known as B-GLOBAL (Broadening Global Learning Opportunities – Building Academic Leaders), is continually assessed and improved upon. The purpose of this session is to learn as much as we can about your experience with teaching a globally infused core course. We hope you will feel free to offer your opinions and impressions. There are no right or wrong answers and your opinions will not make anyone feel bad or affect us in any way. We are not looking for consensus or total disagreement, just an honest account of your experience. Your names will be kept confidential and your opinions will inform our efforts to improve upon the QEP. Some basic rules before we begin: please do not interrupt each other and please speak one at a time.

1. Please tell us your name and your background.

2. How did you come to be involved in the B-GLOBAL QEP?

3. How would you describe your overall experience infusing global learning into your B-GLOBAL QEP course?

4. How did you teach self-awareness in your B-GLOBAL QEP course?

5. How did you teach global awareness in your B-GLOBAL QEP course?

6. How did you teach cultural knowledge in your B-GLOBAL QEP course?

7. How did you teach social responsibility in your B-GLOBAL QEP course?

8. Based on your experience teaching in the B-GLOBAL curriculum, what specific changes would you make to your pedagogy moving forward?

9. Based on your experience teaching in the B-GLOBAL curriculum, what specific resources should the University concentrate on providing to the faculty?

10. Is there anything we should have discussed but didn't?

Proposed Faculty Online Survey Questions

> **Instructions**: Thank you for taking the time to answer a few questions about your experience with PVAMU's Quality Enhancement Plan (QEP), called B-GLOBAL (Broadening Global Learning Opportunities – Building Academic Leaders). Your answers will greatly assist us as we

continuously seek to improve the quality of the B-GLOBAL experience for faculty, staff and students. Our target audience involves anyone who participated in teaching a core course that was infused with B-GLOBAL curricular. This is why we chose you! If you have other thoughts, comments, ideas or criticisms that are not covered in the questionnaire, please share those with us as well. And, don't worry, all data and responses are just for use by the QEP assessment team and your identity is kept private. This survey should take only about 15 minutes. So, get started and take your chance to WIN a gift certificate to the PVAMU Bookstore. Once you submit your responses and your email is entered for the drawing upon the survey's conclusion.

1. Please <u>rank</u> the *relative* strength of your pedagogy in addressing the following B-GLOBAL objectives, with 1 being the weakest and 4 being the strongest.
    _____ Self-awareness

    _____ Global Awareness

    _____ Cultural Knowledge

    _____ Social Responsibility

2. Please <u>rate</u> how well your pedagogy addressed the <u>self-awareness</u> objective.
    A. Very Poor
    B. Poor
    C. Neutral
    D. Good
    E. Excellent

3. Please <u>rate</u> how well your pedagogy addressed the <u>global awareness</u> objective:
    A. Very Poor
    B. Poor
    C. Neutral
    D. Good
    E. Excellent

4. Please <u>rate</u> how well your pedagogy addressed the <u>cultural knowledge</u> objective.
    A. Very Poor
    B. Poor
    C. Neutral
    D. Good
    E. Excellent

5. Please <u>rate</u> how well your pedagogy addressed the <u>social responsibility</u> objective.
    A. Very Poor
    B. Poor
    C. Neutral
    D. Good
    E. Excellent

6. Please <u>rank</u> the *relative* strength of your students' mastery of the following B-GLOBAL objectives, with 1 being weakest and 4 being strongest.

_____ Self-awareness

_____ Global Awareness

_____ Cultural Knowledge

_____ Social Responsibility

7. Please <u>rate</u> your students' level of mastery of the <u>self-awareness</u> objective.
    A. Very Poor
    B. Poor
    C. Neutral
    D. Good
    E. Excellent

8. Please rate your students' level of mastery of the <u>global awareness</u> objective.
    A. Very Poor
    B. Poor
    C. Neutral
    D. Good
    E. Excellent

9. Please rate your students' level of mastery of the <u>cultural knowledge</u> objective.
    A. Very Poor
    B. Poor
    C. Neutral
    D. Good
    E. Excellent

10. Please rate your students' level of mastery of the the <u>social responsibility</u> objective.
    A. Very Poor
    B. Poor
    C. Neutral
    D. Good
    E. Excellent

11. Did you receive any training in preparing your course for the B-GLOBAL QEP?
    A. Yes
    B. No
    C. Don't recall/prefer not to answer

12. Please <u>rate</u> the quality of the training you received for the B-GLOBAL QEP.
    A. Very Poor
    B. Poor
    C. Acceptable
    D. Good
    E. Excellent

13. What were the one or two main strengths of this training?

14. What were one or two main areas this training could be improved?

15. Is there anything you would like to add that was not covered in the questions above?

16. What course did you teach for the B-GLOBAL QEP?

17. What college/school are you in?

    A. College of Agriculture and Human Sciences
    B. College of Arts and Sciences
    C. School of Architecture
    D. College of Business
    E. College of Education
    F. College of Engineering
    G. College of Juvenile Justice and Psychology
    H. College of Nursing
    I. Other _____

18. What academic program are you in?

19. How long have you been teaching at PVAMU?
    A. Less than 3 years
    B. 3 – 5 years
    C. 6 – 10 years
    D. 11 – 15 years
    E. More than 15 years

20. What is your academic title?
    A. Adjunct faculty (part-time)
    B. Non-Tenure Track faculty (full-time)
    C. Assistant Professor
    D. Associate Professor
    E. Professor

B.4. Assessment of Staff Participation in the B-GLOBAL QEP

Proposed Staff Focus Group Questions

> **Introduction**: My/our name is _____ and I/we will be hosting this focus group. I/we work with _____ and _____ to help ensure PVAMU's Quality Enhancement Plan (QEP), known as B-GLOBAL (Broadening Global Learning Opportunities – Building Academic Leaders), is continually assessed and improved upon. The purpose of this session is to learn as much as we can about your experience with your programming and activities connected to the B-GLOBAL QEP. We hope you will feel free to offer your opinions and impressions. There are no right or wrong answers and your opinions will not make anyone feel bad or affect us in any way. We are not looking for consensus or total disagreement, just an honest account of your experience. Your names will be kept confidential and your opinions will inform our efforts to improve upon the QEP. Some basic rules before we begin: please do not interrupt each other and please speak one at a time.

11. Please tell us your name and your background.

12. How did you come to be involved in the B-GLOBAL QEP?

13. How would you describe your overall experience in organizing activities for the B-GLOBAL QEP?

14. How did your B-GLOBAL QEP activity or efforts emphasize self-awareness?

15. How did your B-GLOBAL QEP activity or efforts emphasize global awareness?

16. How did your B-GLOBAL QEP activity or efforts emphasize cultural knowledge?

17. How did your B-GLOBAL QEP activity or efforts emphasize social responsibility?

18. Based on your experience in organizing activities connected to the B-GLOBAL QEP, what specific changes would you make moving forward?

19. Based on your experience in organizing activities connected to the B-GLOBAL QEP, what specific resources should the University concentrate on providing to the staff?

20. Is there anything we should have discussed but didn't?

Proposed Staff Online Survey Questions

> **Instructions**: Thank you for taking the time to answer a few questions about your experience with PVAMU's Quality Enhancement Plan (QEP), called B-GLOBAL (Broadening Global Learning Opportunities – Building Academic Leaders). Your answers will greatly assist us as we continuously seek to improve the quality of the B-GLOBAL experience for faculty, staff and students. Our target audience involves anyone who planned, participated or engaged in a program or activity that was connected to the B-GLOBAL QEP. This is why we chose you! If you have other thoughts, comments, ideas or criticisms that are not covered in the questionnaire, please share those with us as well. And, don't worry, all data and responses are just for use by the QEP assessment team and your identity is kept private. This survey should take only about 15 minutes. So, get started and take your chance to win a gift card to the bookstore once you submit your responses and your email is entered for the drawing upon the survey's conclusion.

1. Please list the major activities you engaged in that were connected to the B-GLOBAL QEP.

2. Please <u>rank</u> the relative strength of your program's activities in addressing the following B-GLOBAL objectives, with 1 being the weakest and 4 being the strongest.
   ____ Self-awareness

   ____ Global Awareness

   ____ Cultural Knowledge

   ____ Social Responsibility

3. Please <u>rate</u> how well your program's B-GLOBAL activities addressed the <u>self-awareness</u> objective.
   F. Very Poor
   G. Poor
   H. Neutral
   I. Good
   J. Excellent

4. Please <u>rate</u> how well your program's B-GLOBAL activities addressed the <u>global awareness</u> objective:
   - F. Very Poor
   - G. Poor
   - H. Neutral
   - I. Good
   - J. Excellent

5. Please <u>rate</u> how well your program's B-GLOBAL activities addressed <u>the cultural knowledge</u> objective.
   - F. Very Poor
   - G. Poor
   - H. Neutral
   - I. Good
   - J. Excellent

6. Please <u>rate</u> how well your program's B-GLOBAL activities addressed the <u>social responsibility</u> objective.
   - F. Very Poor
   - G. Poor
   - H. Neutral
   - I. Good
   - J. Excellent

7. Considering your program's B-GLOBAL activities, please <u>rank</u> the *relative* strength of student learning in the following B-GLOBAL objectives, with 1 being the weakest and 4 being the strongest.

   _____ Self-awareness

   _____ Global Awareness

   _____ Cultural Knowledge

   _____ Social Responsibility

8. Considering your program's B-GLOBAL activities, please <u>rate</u> how well students mastered the <u>self-awareness</u> objective.
   - A. Very Poor
   - B. Poor
   - C. Neutral
   - D. Good
   - E. Excellent

9. Considering your program's B-GLOBAL activities, please <u>rank</u> how well students mastered the <u>global awareness</u> objective:
    F. Very Poor
    G. Poor
    H. Neutral
    I. Good
    J. Excellent

10. Considering your program's B-GLOBAL activities, please <u>rate</u> how well students mastered the <u>cultural knowledge</u> objective.
    F. Very Poor
    G. Poor
    H. Neutral
    I. Good
    J. Excellent

11. Considering your program's B-GLOBAL activities, please <u>rate</u> how well students mastered the <u>social responsibility</u> objective.
    F. Very Poor
    G. Poor
    H. Neutral
    I. Good
    J. Excellent

12. Did you receive any training in preparing your program or activity for the B-GLOBAL QEP?
    D. Yes
    E. No
    F. Don't recall/prefer not to answer

13. Please rate the quality of the training you received for the B-GLOBAL QEP?
    F. Very Poor
    G. Poor
    H. Acceptable
    I. Good
    J. Excellent

14. What were the one or two main strengths of this training?

15. What were one or two main areas this training could be improved?

16. Is there anything you would like to add that was not covered in the questions above?

17. What administrative unit are you in?

      a. Academic Affairs
      b. Student Affairs
      c. Business Affairs
      d. Other (ask Nathan residence life?)

18. What office or program are you in?

19. How long have you been working at PVAMU?
      F. Less than 3 years
      G. 3 – 5 years
      H. 6 – 10 years
      I. 11 – 15 years
      J. More than 15 years

20. What is your position title?

Appendix C: Learning Community Application and Materials

C.1. Letter of Introduction

Prairie View A&M University is continually seeking ways to raise the already impressive academic profile of its graduates. The brand new program, Broadening Global Learning Opportunities, Building Academic Leaders (B-GLOBAL) aims to have a set of select freshmen being referred to as B-GLOBALers pursue not only their degrees in the majors they have chosen but, pursue for the first two years of college, a program designed to set them on the path to becoming global citizens. Those that finish the program will receive a Global Leadership Certificate which will communicate to prospective employers as well as graduate and professional schools that you possess a world view that sets you apart from the ordinary college graduate.

How much do you know about the history and culture of the population with which you identify primarily? To what extent have you been persuaded to hold certain beliefs about the place and the people of the Middle East, South African, East India, China, Russia, Mexico? B-GLOBAL starts with introspection. Examining our views and values and then adjusting and clarifying them based on our research and experiences is at the heart of self-knowledge.

Self-knowledge is a great foundation that shapes the lens for growth in global awareness and cultural knowledge. Examining the history and culture of other people and places from South Africa, Australia, and China to the Middle East, East Africa, and the Caribbean or elsewhere will not require all students to travel to those places though there will be some opportunities for some to do so. Through taking courses redesigned to incorporate the global perspective; using technology including social media; reading, discussing that reading with peers; writing about what is read; creating games; visiting consulates; studying languages; participating in festivals, contests, research poster sessions, community service, and other activities, you can vastly increase your knowledge of the places and peoples of the world. Imagine how much greater competence and confidence you will have as you rise to a level in your profession that places you in a position to demonstrate your social responsibility. As a leader and/or team member with nurses, engineers, social workers, teachers, agricultural scientists, architects, scientists, business executives, and others you are quite capable of contributing to proposals for addressing the elimination of social injustice, food insecurity, poverty, health disparities, educational inequities, devastating social and political conflicts, under appreciation of the arts, economic uncertainties, et cetera.

B-GLOBAL will admit only a limited number of students. You must be a freshman who has not completed more than 24 semester credit hours of regular coursework. The coursework may include credits earned while enrolled in a community college, four-year college, dual credit program, or by Advanced Placement Testing. Students accepted into B-GLOBAL will reside in the University College joining other B-GLOBALers in a living- learning community.

C.2. Application for Admission to the B-GLOBAL Living and Learning Community at Prairie View A&M University

INSTRUCTIONS: Based on your academic interests, previous life experiences, and goals, please respond candidly to the questions below. Where you are asked to write, do take the time to think, write clearly and edit your work before you submit this application. Your responses on this application will not be the sole determinant of your gaining acceptance to the B-GLOBAL program. Other factors such as your responses during a telephone interview or email interview may also be considered.

Please submit the completed application to bglobal@pvamu.edu. If you have questions or concerns, contact Dr. Nathan K. Mitchell at 936-261-3209 or via email at nkmitchell@pvamu.edu. For housing related questions, please contact the University College Leasing Office at 936-261-5990 or email UniversityCollegePV@americancampus.com. The application must be received by June 1, 2021 for priority consideration.

Self-Report of Commitment to B-GLOBAL

NAME: _____   Intended Major: _____

High School GPA: _____   Personal Email: _____

Do you have a passport?   ☐ Yes ☐ No

Have you traveled to another country?   ☐ Yes ☐ No

Do you speak more than one language?   ☐ Yes ☐ No

Please rate how often you have engaged in the following activities in the past year.

- Reading books with international themes
  ☐ Never   ☐ 1-2 times   ☐ 3-4 times   ☐ 5 or more times.
- Viewing foreign movies or TV shows
  ☐ Never   ☐ 1-2 times   ☐ 3-4 times   ☐ 5 or more times.
- Eating food from a country or region other than the United States or your country of origin.
  ☐ Never   ☐ 1-2 times   ☐ 3-4 times   ☐ 5 or more times.
- Engaging with someone from another country on social media.
  ☐ Never   ☐ 1-2 times   ☐ 3-4 times   ☐ 5 or more times.
- Discussion the politics and policies of another country with another person.
  ☐ Never   ☐ 1-2 times   ☐ 3-4 times   ☐ 5 or more times.

How many college credits do you expect to have transferred into Prairie View A&M University?

☐ 0-12   ☐ 13-24   ☐ Over 24 credits

1.a. As a B-GLOBALer, you will be expected to participate fully in community activities and maintain a high level of commitment to certain community values. For the following items, please rate your level of commitment.
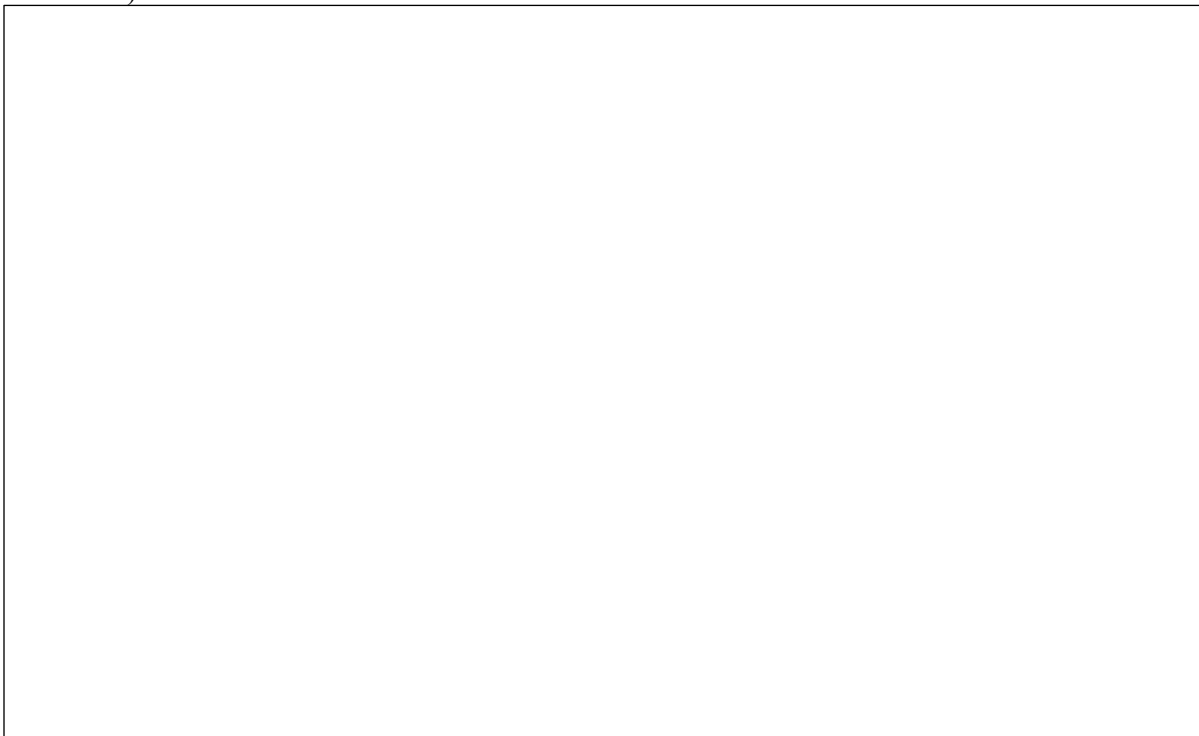
- Reading assigned books in their entirety:
  ☐ Very High   ☐High   ☐Moderate   ☐Low
- Voluntarily seeking to expand your knowledge of the history and culture of African Americans and persons of African descent:
  ☐ Very High   ☐High   ☐Moderate   ☐Low
- Attending globally focused activities such as international and multi-cultural festivals, passport fairs, lectures, exhibits, visits to consulates, and other events:
  ☐ Very High   ☐High   ☐Moderate   ☐Low
- Participating in a positive, engaging manner with a cohort of 30-40 other students, who will be led and mentored by a team of faculty and staff who will advise and mentor "B-GLOBALers" in becoming successful global citizens.
  ☐ Very High   ☐High   ☐Moderate   ☐Low
- Contributing to helping my community become a better place for all peoples, regardless of their race, ethnicity, socio-economic status, or social identity.
  ☐ Very High   ☐High   ☐Moderate   ☐Low

2. Briefly name and share a brief statement of why a book you have read or listened to in its entirety was one you enjoyed and/or benefitted from (Limit to 100 words).

3. Briefly share a memorable experience you have had that allowed you to learn more than you had known about the history and the current status of African Americans or persons of African descent. (Limit to 100 words).

4. Briefly, share one or two experiences you have had (e.g. travel outside your country of origin; visiting a foreign consulate outside your country of origin; visiting a foreign consulate while within your country of origin; learning a language, music, dance, drama of a place and people in a country outside your country of origin, et cetera) that stimulated your interest in places beyond your country of origin. (Limit 100 words)

5. Briefly, share your desires to travel abroad. Where would you most like to go and on what aspect of the life and culture would you be inclined to focus (e.g. social justice, climate change, the economy, natural resources, health care provisions, politics, child welfare, fashion, educational opportunity for all citizens, sports, entertainment, military policies, and structure, etc. (Limit 100 words)

6. Briefly describe the things you like about being a part of a group and working together with the members; also describe the things you do not like about being a part of a group and being assigned to work with the members (Limit 50 words for each part.)

Declaration of interest in being admitted to B-GLOBAL

My level of desire to be accepted into the B-GLOBAL program for Fall, 2021 is as follows:

☐ Definitely Interested ☐ Undecided ☐ Not Interested

Name: _____   **Date:_____**

NOTE: If accepted into the program, you will be expected to live on campus during your first year.

C.3. Residential College Curriculum

Academic Exploration Students take advantage of academic partners and living-learning environments to engage their academic success.	**Learning Outcomes** *Identify areas for academic growth *Express strategies for academic growth **Goals** *Share academic involvement and additional academic support received outside of the classroom
Cultural Leadership Students critically examining who they are in the world in order to make a difference in any space.	**Learning Outcomes** *Express their social identities *Show confidence in how to approach conflict related to identity *Express the value of involvement outside of the classroom **Goals** *Share their involvements outside of the classroom *Express an understanding of inclusion/ personal privileges
Holistic Sustainability Students' obligation to themselves for making good decisions regarding mental and physical health, self-love, spirituality, and the use or misuse of substances.	**Learning Outcomes** *Define healthy lifestyles relative to the use recreational or other drugs, and alcohol *Identify resources regarding care for the whole person through personal wellness **Goals** *Use of resources regarding personal wellness
Future Forecasting Students' ability to gain control of their personal and professional goals by utilizing their knowledge and experiences to make decisions in college and beyond.	**Learning Outcomes** *Define short-term and long-term goals related to their academic and professional careers, and financial planning *Identify resources that support their future goals **Goals** *Use of career services, financial aid, and other support resources
Social Maturity Students' awareness of shared and unique experiences and how to navigate relationships with others across campus and in the local, and global communities.	**Learning Outcomes** *Compare the relationship between one's actions and their values and beliefs *Identify the importance of building and managing a variety of healthy relationships *Express how US or world events impact the campus/local community and self **Goals** *Identify positive/appropriate relationships

C.4. Form to Approve B-GLOBAL Events

Name of the Event: _____   Proposed Date: _____

Target Audience: _____

The goal of the B-GLOBAL program is to develop global competence in first-time undergraduate students. Upon completion of the B-GLOBAL program it is expected that students will be able to do the following:

- Identify their own cultural rules and biases and begin to question those rules or biases based on a growing global understanding. (**Self-Awareness**)
- Describe important issues that impact local and international communities and begin to connect local actions to global contexts. (**Global Awareness**)
- Demonstrate a comparative understanding of another culture's history, values, politics, communication styles, economy or beliefs and practices. (**Cultural Knowledge**)
- Take informed and responsible action to address ethical, social and environmental challenges in global systems by using interdisciplinary perspectives, knowledge, and skills. (**Social Responsibility**)

To be listed on the official B-GLOBAL calendar of events, your program must contribute to the achievement of one of the above goals.   Briefly describe the goals of your program and how they align to at least one of the outcomes listed above.

How will you evaluate the success of your program?

Sample Multicultural and International Program Events

Co-curricular Activities & Events	Time Period	Description	Learning Outcomes
B-Global Kickoff	Aug-2021	The kickoff should serve as a selection of activities to further establish community amongst participants once they have moved into their housing units. It's recommended to partner with Panthercamp and New Student Orientation to provide a more customized experience for this group. - Good opportunity to introduce 15 Global Challenges from The Millennium Project if not beforehand. http://www.millennium-project.org/projects/challenges/	• Cultural Knowledge / Global Awareness • Social Responsibility
Current Events & World News	Daily	Our program should provide a world news subscription for students to stay on top of current events around the world. This can also be used as an opportunity to disseminate worldly "facts of the day" to further educate students.	• Cultural Knowledge / Global Awareness
Foreign Language Meetups	Weekly	This will serve as an opportunity for students to meet on a weekly basis and practice their foreign language (Spanish, Arabic & Mandarin, etc.) speaking skills.	• Cultural Knowledge / Global Awareness
Cooking Demonstrations	Monthly	Cooking demonstrations can be conducted in the Recreational or May Hall Kitchen areas and provide students an opportunity to learn about and taste different cuisines from around the world.	• Cultural Knowledge / Global Awareness
International Book Club Meetings (1 book per semester)	Monthly	In conjunction with the English department and/or Library, facilitate open discussions on chosen internationally themed books.	• Social Responsibility • Cultural Knowledge / Global Awareness • Self-Awareness
Global Ed Talks	Monthly	Keynote speakers presenting their expertise on the aforementioned 15 global challenges set by the Millennium Project. http://www.millennium-project.org/projects/challenges/	• Social Responsibility • Cultural Knowledge • Global Awareness • Self-Awareness
Fall & Spring Study Abroad Fair	Sept. Jan.	Our study abroad fair connect students with program providers offering future transfer credit opportunities for students to study abroad around the world in their respective education areas.	• Cultural Knowledge • Global Awareness
Study Abroad Symposium	Sept.	The study abroad symposium organized by the International Programs office provides faculty-leaders the opportunity to promote upcoming PVAMU courses they will be teaching that will provide participating students with an international experience related to their curriculum.	• Cultural Knowledge • Global Awareness
Dance Class	Sept.	3rd Saturday is National Dance Day. Highlighting popular and traditional dances such as Salsa & Merengue for examples.	• Cultural Knowledge • Global Awareness

National Student Exchange Information Session	Sept.	Office of Multicultural Affairs will provide an informative day through a table display on support services and other resources available for students by this support service office.	• Global Awareness • Self-Awareness
Hispanic Heritage Month Kick Off	Sept.	"El Grito" Mexico Independence Day Experience a celebration of Mexico and Central America's Independence Day, filled with traditions and traditional dances.	• Cultural Knowledge • Global Knowledge
Field Trips (At least 1 per semester)	Oct. Feb.	Off-campus cultural experiences near and far. Examples include Shen Yun in Houston, visits to the Asia Society Texas Center, Houston's Holocaust Museum and the National Museum of African American History in D.C.	• Social Responsibility • Cultural Knowledge • Global Awareness • Self-Awareness
Heritage & Ancestry Testing	Oct.	This event will provide information about PVAMU's Ancestry testing capabilities for students to find more about their background while educating them more about that region of the world.	• Self-Awareness • Cultural Knowledge • Global Awareness
Out Loud Day	Oct.	An event to celebrate LGBTQIA Pride Month	• Self-Awareness • Cultural Knowledge
Discovering the Meaning of "el Dia De Los Muertos"	Oct.	Day of the Dead is an exciting holiday celebrated in central and southern Mexico during November 1 & 2. Even though this coincides with the Catholic holiday called All Soul's & All Saint's Day, the indigenous people have combined this with their own ancient beliefs of honoring their deceased loved ones.	• Cultural Knowledge • Global Awareness
Diwali	Oct. / Nov.	Diwali is one of the biggest festivals of Hindus, celebrated with great enthusiasm and happiness in India. The festival is celebrated for five continuous days, the third day is celebrated as the main Diwali festival or festival of lights	• Cultural Knowledge • Global Awareness
International Education Week (IEW)	Nov.	IEW is a nationally recognized week to celebrate the benefits of international education and exchange worldwide. The week consists of opportunities for students to engage and learn about other cultures and backgrounds, information sessions on global fellowship opportunities including the Gilman Scholarship, Pickering, Rangel, Boren and Critical Language Scholarship (CLS) programs. The week is concluded with the celebration of PVAMU's International Festival.	• Social Responsibility • Cultural Knowledge • Global Awareness • Self-Awareness
World Trivia (Jeopardy Style) -	Nov. March	An engaging and educational competition to test the world knowledge of B-Global participants with rewarding prizes. (luggage, study abroad scholarship, flight voucher, etc.)	• Cultural Knowledge • Global Awareness
Chinese New Year	Jan.	Chinese New Year's Day is the first day of the Chinese lunar calendar. But the date is different	• Cultural Knowledge • Global Awareness

		each year on the Gregorian (internationally-used) calendar, between January 21th and February 20th.	
Holi: A Festival of Colors	March	Holi is the Indian festival of Colors, and it celebrates the arrival of spring. There will be music, food, and Holi colors. It is recommended that everyone wear white. Sponsored by the Office of Multicultural Affairs.	• Cultural Knowledge • Global Awareness
Global Hackathon	April	The Global Hackathon will be an opportunity for students to showcase to the PVAMU community the solutions they have developed for one of the 15 global challenges presented at the B-Global Kickoff.	• Social Responsibility • Cultural Knowledge • Global Awareness
Summer Abroad Experience	Summer	3-12 weeks abroad studying or interning within their respective fields and completing pre-approved coursework to be applied to their degree plans. In addition to the student fee funded Panthers Abroad Scholarship, students will be eligible to utilize Title IV financial aid by enrolling in at least 6+ credit hours.	• Social Responsibility • Cultural Knowledge • Global Awareness • Self-Awareness

Appendix D: Implementation Timeline (2021-2026)

Planning Year Spring/Summer 2021 (Repeat Spring of (Repeat 2022, 2023, 2024, 2025)

Steps	Activity	Targeted Subjects	Assessments	Location or Responsible Party	Type of Assessment	Date
1	Finalize application processes through Housing and Residence Life and American Campus Communities and post on website.	High School Seniors and Fall 2021 admitted students.	NA	Office of International Programs Website	NA	February 1
2	Develop marketing materials and send to Enrollment Management for distribution to admitted students.	High School Seniors and Fall 2021 admitted students.	NA	Office of Enrollment Management	NA	February 15-April 1
3	Complete marketing video with PVAMU -TV	Communications Studies Students	NA	Department of Languages and Communications	NA	March 1
4	Send targeted invitations to partner high schools, United Nations Clubs, and Houston Area United Nations Association	High School Seniors and Fall 2021 admitted students.	NA	Office of Enrollment Management	NA	March 1-April 1
5	Conduct social media campaign with Global Panthers student organization, faculty, staff, alumni and student leaders.	High School Seniors and Fall 2021 admitted students.	NA	Office of International Programs	NA	March 1-April 1
6	Plan Global Infusion Institute, Identify Fellows, and secure consultants or speakers	Faculty and Staff	NA	Center for Teaching Excellence	NA	March 1-April 1
7	Start reviewing applications with committee	Admitted students	Post-Event Analysis with Stakeholders	B-GLOBAL Executive Team	Formative	April 1 – June 1
8	Notify admitted B-GLOBALers of admission.	Faculty and Staff	NA	B-GLOBAL Executive Team	NA	June 15

Summer 2021 (Repeat 2022, 2023, 2024, 2025, 2026)

Steps	Activity	Targeted Subjects	Assessments	Location or Responsible Party	Type of Assessment	Date
1	Global Infusion Summit	Faculty and Staff	Post-Event Analysis	B-GLOBAL Executive Team	Formative	June 1 – August 15
2	Collect Assignments, modules, or artifacts from Faculty and Staff Fellows	Faculty and Staff	NA	B-GLOBAL Executive Team	NA	May 30
3	Coordinate with Academic Engagement and Student Success to make sure enough courses are available for first year students.	Admitted B-GLOBALers and Professional Advisors	NA	B-GLOBAL Executive Team	NA	May 30
4	Plan Learning Community Retreat, including speakers and ancillaries.	Hall Directors, Learning Community Coordinators and Community Assistants	NA	B-GLOBAL Executive Team	NA	June 1-June 15
5	Plan Induction Ceremony for B-GLOBALers.	Admitted B-GLOBALers	NA	B-GLOBAL Executive Team and Housing and Residence Life	NA	June 1-June 15
6	Develop tentative calendar of events for Fall 2021. Send a call for events proposal to the University community	Admitted B-GLOBALers	Post-Event Analysis	Steering Committee, Multicultural Affairs, and International Programs	Formative	June 15-June 30
7	Complete B-GLOBAL Community Shell in E-Courses and upload tentative calendar of events.	Admitted B-GLOBALers	NA	Center for Instructional Innovation and Technology Services	NA	June 15-30

Summer 2021 (Continued; Repeat 2022, 2023, 2024, 2025)

Steps	Activity	Targeted Subjects	Assessments	Location or Responsible Party	Type of Assessment	Date
8	Check on Housing for B-GLOBALers to ensure deposits and payments are paid.	Admitted B-GLOBALers	Post-Event Analysis	Housing and Residence Life	Formative	June 30
9	Place B-GLOBALers into Cohort Groups	Admitted B-GLOBALers	NA	B-GLOBAL Executive Team	NA	July 8
10	Coordinate with Housing and Residence Life on Hiring LCCs and Community Assistants for the Global Learning Community	Learning Community Coordinators, Community Assistants, and Housing Staff	NA	Housing and Residence Life	NA	July 15
11	Send update newsletter to Global Fellows, Steering Committee, and University Community	B-GLOBAL Stakeholders	NA	B-Global Executive Team	NA	July 15
12	Order Global Perspectives Inventory for year one.	B-GLOBALers	NA	B-GLOBAL Executive Team and Support from Institutional Research	NA	July 15

Fall 2021-Spring 2022 Cohort (Repeat 2022, 2023, 2024, 2025)

Steps	Activity	Targeted Subjects	Assessments	Location or Responsible Party	Type of Assessment	Date
1	Finalize Learning Community Retreat and Induction Ceremony	Housing and Residence Life and Global Fellows	NA	Housing and Residence Life	NA	August 1
2	Create folders of information for B-GLOBALers including calendar of events, important contacts, and community guidelines	B-GLOBALers	NA	B-GLOBAL Executive Team	NA	August 15
3	Learning Community Planning Retreat/Meeting	Housing Director, Learning Community Coordinators, and Community Assistants	Post-Event Analysis	Housing and Residence Life	Formative	August 16
4	Implement Global Perspectives Inventory for all first-year students.	All first-year students	Global Perspectives Inventory for all first-year students.	Institutional Research, Effectiveness, and Accreditation, B-GLOBAL Executive Team	Formative	August 16-August 30.
5	Induction Ceremony and Welcome	B-GLOBALers, Global Fellows, and Residence Life Staff	Post-Event Analysis	B-GLOBAL Executive Team	Formative	August 16
6	Classes start	B-GLOBALers, Global Fellows, and Residence Life Staff	NA	NA	NA	August 17

Fall 2021-Spring 2022 Cohort (Continued; Repeat 2022, 2023, 2024, 2025, 2026)

Steps	Activity	Targeted Subjects	Assessments	Location or Responsible Party	Type of Assessment	Date
7	Monthly co-curricular events including: Global Ed Talks, and Country Tours Workshops on e-portfolio	B-GLOBALers	PVPawLink Post-Event Survey	International Programs, Multicultural Programs, and Student Engagement	Formative	August 17-December 1
8	Study Abroad Fair	University Community	Post-Event Analysis	International Programs	Formative	September
9	Global Fellows Professional Development Brownbag	Global Fellows	Post-Event Analysis	B-GLOBAL Executive Team	Formative	September 20, October 20, November 20
10	B-GLOBAL small group meetings	B-GLOBALers, Fellows, and Steering Committee	Post-Event Analysis	B-GLOBAL Executive Team	Formative	September 30 and October 30
11	Steering committee meeting	All Stakeholders	NA	B-GLOBAL Executive Team	NA	October 1 and December 1
12	World Food Day of Service	B-GLOBALers	PVPawLink Post-Event Survey	College of Agriculture and Hilltop Reserve	Formative	October 16
12	Scholar's Voices Seminar	University Community	PVPawLink Post-Event Survey	African American Studies Initiative	Formative	November
14	International Education Week events	University Community	PVPawLink Post-Event Survey	International Programs	Formative	November
15	ENGL 1302 and globally focused courses final assignments due	B-GLOBALers	Rubric Evaluated Artifacts	B-GLOBAL Executive Team	Summative	December 1

Fall 2021-Spring 2022 Cohort (Continued, Repeat 2022, 2023, 2024, 2025)

Steps	Activity	Targeted Subjects	Assessments	Location or Responsible Party	Type of Assessment	Date
16	Monthly co-curricular events including: Global Ed Talks, Country Tours, Library workshop on genealogy. Workshop on e-portfolio	B-GLOBALers	PVPawLink Post-Event Survey	International Programs, Multicultural Programs, and Student Engagement	Formative	January 15-May 1
17	University Career Fair	University Community	PVPawLink Post-Event Survey	Career Services	Formative	January
18	Study Abroad Fair	University Community	Post-Event Analysis	International Programs	Formative	January
19	Global Fellows Professional Development Brownbag	Global Fellows	Post-Event Analysis	B-GLOBAL Executive Team	Formative	January 20, March 20, April 20
20	B-GLOBAL small group meetings; review e-portfolio; discuss capstone opportunities	B-GLOBALers, Fellows, and Steering Committee	Post-Event Analysis	B-GLOBAL Executive Team	Formative	February 28 and April 30
21	Steering Committee Meeting	All Stakeholders	NA	B-GLOBAL Executive Team	NA	February 1 and April 1
22	International media series	B-GLOBALers	PVPawLink Post-Event Survey	B-GLOBAL Executive Team And Communications	NA	March 1-10
22	B-GLOBAL Day of Service	B-GLOBALers	Community Service Hours + Social Media Analysis	Volunteer Services	Summative	April 8
24	Global Hackathon Contest	B-GLOBALers And Residential College Participants	Post-Event Analysis Juried Evaluation of Projects	B-GLOBAL Executive Team and Steering Committee	Summative	April 15 during Research Week.
25	Globally focused courses final assignments due	B-GLOBALers	Rubric Evaluated Artifacts	B-GLOBAL Executive Team	Summative	May 1

Fall 2021-Spring 2022 Cohort (Continued, Repeat 2022, 2023, 2024, 2025)

Steps	Activity	Targeted Subjects	Assessments	Location or Responsible Party	Type of Assessment	Date
26	Gather surveys from faculty and staff participants and conduct focus groups	Global Fellows and Staff Participants	Surveys and Focus Groups	B-GLOBAL Executive Team	Summative	May 20
27	Evaluate e-portfolios (to date)	B-GLOBALers	Rubric Evaluated Artifacts	Steering Committee	Summative	May 20
28	Complete assessment reports	B-GLOBALers	All Data Gathered So Far	B-GLOBAL Executive Team	Summative	May 25
29	Final steering committee meeting	All Stakeholders	Post-Event Analysis	B-GLOBAL Executive Team	Summative	June 1

Fall 2021-Spring 2022 Cohort Year 2 (Repeat 2023, 2024, 2025)

Steps	Activity	Targeted Subjects	Assessments	Location or Responsible Party	Type of Assessment	Date
1	Plan for second year welcome event focusing on power, politics, privilege, and service.	Second Year B-GLOBALers	NA	B-GLOBAL Executive Committee and Office of Student Experience	NA	June 1-15
2	Summer check-in meeting	Second Year B-GLOBALers, Steering Committee Meeting, and Academic Advisors	NA	B-GLOBAL Executive Committee	NA	June 15
3	Second year welcome event; Discuss e-portfolio	Second Year B-GLOBALers	Post-Event Analysis	B-GLOBAL Executive Committee and Office of Student Experience	Formative	August 30
4	Student global opportunities workshop	Second Year B-GLOBALers	PVPawLink Post-Event Survey	Office of Student Engagement and International Programs	Formative	September 15
5	Workshop on capstone experience	Second Year B-GLOBALers	PVPawLink Post-Event Survey	Career Services, and Center for Teaching Excellence.	Formative	Sept. 30

Fall 2021-Spring 2022 Cohort Year 2 (Continued, Repeat 2023, 2024, 2025, 2026)

Steps	Activity	Targeted Subjects	Assessments	Location or Responsible Party	Type of Assessment	Date
6	B-GLOBAL small group meetings; review e-portfolio; discuss capstone opportunities	B-GLOBALers, Fellows, and Steering Committee	Post-Event Analysis	B-GLOBAL Executive Team	Formative	October 15, November 15, February 15, and March 15
7	Monthly leadership and professional development workshops focused on socially responsible leadership	Second Year B-GLOBALers	PVPawLink Post-Event Survey	B-GLOBAL Executive Team, Career Services, and Office of Student Engagement	Formative	September 1- May 1
8	Guest Speaker, activist, community leader, or alumni speaker to present on leadership	Second Year B-GLOBALers	Reflection Paper, Rubric Evaluated Artifact	B-GLOBAL Executive Team and African American Studies Initiative	Formative	March 1
9	Global Hackathon or Research Week Presentations	Second Year B-GLOBALers	PVPawLink Post-Event Survey, Rubric Evaluated Artifacts	B-GLOBAL Executive Team	Summative	April 15
10	Administer Global Perspectives Inventory to those who complete the B-GLOBAL program	Second Year B-GLOBALers	Global Perspectives Inventory Administration	Institutional Research, Effectiveness, and Accreditation, B-GLOBAL Executive Team	Summative	April - May
11	Final review of e-portfolios	Second Year B-GLOBALers	Rubric Evaluated Artifacts	Steering Committee	Summative	May 1-14
12	Program graduation	Second Year B-GLOBALers	NA	All Stakeholders	NA	May 15