



THE UNIVERSITY *of* NORTH CAROLINA
GREENSBORO

The University of North Carolina at Greensboro's Quality Enhancement Plan

Global Learning for Global Engagement



Submitted to the
Southern Association of Colleges and Schools
Commission on Colleges

On-Site Committee Visit: March 19-21, 2014

Linda P. Brady, Chancellor



THE UNIVERSITY of NORTH CAROLINA
GREENSBORO

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Commission on Colleges
1866 Southern Lane
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January 15, 2014

Dear Dr. Johnson and Members of the On-Site Committee:

I am pleased to submit UNCG's Quality Enhancement Plan (QEP) as part of our fulfillment of the University's reaffirmation process. We look forward to the on-site visit in March and the good counsel we will receive on our plan.

Global Engagement commits the University to delivering the necessary knowledge, skills, and attitudes our students need to engage effectively in the world community in the 21st century. With two decades of commitment to internationalization and many achievements over that period, *Global Engagement* marks a qualitative elevation of UNCG's longstanding commitment to global learning, moving it toward its goal of being a public institution that provides comprehensive internationalization for all of its students.

Developed over nearly two years through a campus-wide inclusive process, and building on the University's 2009 Strategic Plan commitment to enhance internationalization and community engagement, our QEP envisions a multifaceted and interconnected set of global learning initiatives spread over the breadth of a student's academic career. As detailed in the Plan, these initiatives will reach into our academic programs, on-going student affairs activities, and existing international activities to infuse them with the necessary student learning outcomes to insure achievement of our goals.

The Office of the Chancellor and senior leadership endorse this Plan and will provide the necessary allocation of resources to make the QEP a reality. Effective assessment measures have been put in place to measure the student learning gained through the Plan. We all look forward to discussing our plans with the visiting external reviewers and then to implementing this exciting opportunity for our campus that will mean so much to the future of UNCG.

Sincerely,

Linda P. Brady
Chancellor

cc: UNCG SACSCOC Leadership Team; QEP Steering Committee; QEP Design Team; Vice Provosts; Deans Council; Executive Council

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Abbreviations Guide

AAC&U	Association of American Colleges and Universities	IGS	International and Global Studies
ACE	American Council on Education	INTB	International Business
CbURA	Community-based Undergraduate Research Assistantships	IPC	International Programs Center
CPS	Conflict and Peace Studies	ISA	International Student Association
DMIS	Developmental Model of Intercultural Sensitivity	ISEP	International Student Exchange Program
ENV	Environmental Studies	ISL	Integrated Studies Lab
ERM	Education Research Methodology	ITF	Internationalization Task Force
FLC	Faculty and Staff Learning Community	LIHC	Lloyd International Honors College
FFL	Foundations for Learning	LC	Learning Community (nonresidential)
FTLC	Faculty Teaching and Learning Commons	LLC	Living and Learning Communities (residential)
FY	First Year	OAA	Office of Assessment and Accreditation
FY LC	First-Year Learning Communities	OLC	Office of Learning Communities
FYSR	First-Year Summer Read	OLSL	Office of Leadership and Service Learning
GEC	General Education Core	OMA	Office of Multicultural Affairs
GE-URE	Globally Engaged-Undergraduate Research Experience	OUR	Office of Undergraduate Research
GL/GN	General Education Global marker: Global (GL) and Global Non-western (GN)	QEP	Quality Enhancement Plan
GLC	Global Learning Competency	SACSCOC	Southern Association of Colleges and Schools Commission on Colleges
GLO	Global Learning Opportunity	SICs	Student International Competencies
GLP	Global Leadership Program	SLOs	Student Learning Outcomes
HDFS	Human Development and Family Studies	SWP	Student Work Product
HHS	School of Health and Human Sciences	UGS	Undergraduate Studies
HIP	High Impact Practice	UNC	University of North Carolina
IC	Intercultural	UNCEP	University of North Carolina Exchange Program
ICC	Intercultural Competency	UNCG	University of North Carolina at Greensboro
IDC	Intercultural Development Continuum	UR	Undergraduate Research
ICEE	Institute for Community and Economic Engagement	URSCO	Undergraduate Research, Scholarship and Creativity Office, formerly OUR
IDI	Intercultural Development Inventory	USE	Undergraduate Student Excellence
		VALUE	Valid Assessment of Learning in Undergraduate Education

Executive Summary

Building on the University of North Carolina at Greensboro's current mission, vision and strategic plan and its strong tradition of internationalization and community engagement through targeted enhanced curricular and co-curricular activity integrated throughout the undergraduate life cycle/experience, the Global Engagement QEP aims to provide students a learning environment that delivers ***the necessary knowledge, skills, and attitudes to engage effectively in the world community.***

Students in every field should develop the traits of global engagement and translate them into meaningful elements of their learning. Global engagement can and should underpin all of our high impact practices including but not limited to Living Learning Communities, community engagement, study abroad in all forms and other curricular and co-curricular activities designed to develop, educate and prepare the whole person for the 21st century.

Although the primary goal is to improve programmatic delivery of the necessary components in order to enhance global learning, this process will also allow us to build capacity to increase numbers of students who actively participate in global experiences.

Ultimately through the five-year process we will see global engagement woven throughout the institutional offerings, not as an add-on but as integral to our graduates' real world professional and civic preparation.

Strategies:

Enhance *first year experiences* by

- Integrating a globally focused common read into various first year curricular and student affairs experiences that culminates in a student-focused conference on the selected global issue for the year
- Promoting/Introducing (systematically) critical UNCG global opportunities into first year experiences, as appropriate
- Incorporating an intercultural/global leadership unit into various first year experiences

Enhance *university-wide global learning opportunities (GLOs)* by

- Creating Global Engaged Undergraduate Research Experiences (GE-UREs)
- Strengthening the curricular elements of study abroad exchange programs
- Increasing the number of students, particularly from underrepresented disciplines, in UNCG's Global Leadership Program

- Refocusing the Leadership Challenge Program run by the Office of Leadership and Service Learning by incorporating intercultural competency and community service

Enhance *curriculum in particular majors* by

- Incorporating high impact global experiences
- Integrating global learning into various upper level departmental courses

Critical to the success of these strategies is *faculty development*. Faculty initiatives include:

- Annual QEP Summer Institute
- Faculty Teaching and Learning Commons (FTLC) supportive activities
- Intercultural (Assessment) training
- Request for curricular enhancement funding

1.0. The Foundations of Internationalization and Global Engagement at UNCG

The goal of comprehensive internationalization is not new to the University of North Carolina at Greensboro (UNCG) as an institution or many of its units on the campus. For over twenty years the International Programs Center (IPC, created in 1992) has spearheaded international initiatives here at UNCG thus creating a current thriving climate for such activities.

1.1. The International Programs Center (IPC).¹ The International Programs Center is led by an Associate Provost who reports to the Provost and sits on the Deans Council. Owing to its expertise in student exchange, IPC houses the University of North Carolina Exchange Program (UNCEP), the system-wide exchange office that manages multilateral exchanges on behalf of the 16 campus UNC university system.

UNCG has a robust student exchange program with 100+ bilateral partners in over 40 countries on six continents, exchanging over 400 students (in and out) per year for semester and year-long exchanges. (As a member of the International Student Exchange Program [ISEP] and UNCEP these offerings are doubled). Our outgoing student population is in direct proportion to our student demographics, well above the national norm. The low rate of drop out in these exchanges reflects the high quality advising and student support for the departing students. In addition, for those who cannot study for a semester or year IPC facilitates study abroad opportunities for 150-250 students on 15-20 short-term faculty-led programs in approximately 15 countries. Many of these short-term programs have service-learning designations and several are designed specifically for graduate students.

The IPC manages several endowments to promote international activities. These endowments primarily support university-wide initiatives and activities meant to internationalize UNCG (many of which originate in and are executed by IPC). Among these are faculty internationalization efforts (including, for example, internationalizing the curriculum, research and exchange); international travel awards for faculty, staff and students; student events; and hosting international visitors. In addition there are several small endowments scattered around campus that are leveraged with the IPC funds for further support.

1.2. Internationalization Allies. The International Programs Center, although a focal point for internationalization, does not work alone. The IPC works with *all* units on campus, and several natural alliances across campus are a strong indication that international activity is on the rise. During the first decade of the 21st century the university initiated several additional structural changes to enhance internationalization. The university's honors program, founded in 1947,

¹ For detailed information about Center activities and data from the years 2006-2011 see [http://www.uncg.edu/ipg/IPC overview 2011.pdf](http://www.uncg.edu/ipg/IPC%20overview%202011.pdf)

became Lloyd International Honors College in 2006, thanks to a generous Capital Campaign gift from Ms. Rebecca Lloyd. Ms. Lloyd wished to enlarge the opportunities for international study, abroad and on campus, for the university's high-ability students. The College requires its International Honors program students – the program admits approximately 210 students every fall - to study abroad, preferably for a semester or more, and to study a foreign language through the intermediate level. New international curricular programs were also introduced, the most comprehensive being the program in International and Global Studies, which offers a major and minor with several concentrations. Other natural allies are described below.

1.3. Curriculum and Co-curriculum. UNCG has several curricular and co-curricular aspects that support internationalization.

1.3.1. Languages. At UNCG as of 2011 all modern languages are housed in the recently formed Language, Literatures and Cultures department. Having modern languages housed in one department is a positive step as it will allow the University to add languages more readily than in the past. We can explore offering the languages in a broader variety of platforms and venues than was possible with the older structure. Languages currently offered: Chinese, French, German, Italian, Japanese, Russian, Spanish, and on occasion, Portuguese. Majors can be earned in French, German, Russian Studies² and Spanish. <http://www.uncg.edu/llc/>. The language requirement varies by discipline. In the College of Arts and Sciences most majors have to meet a four-semester language requirement. In many of the professional schools, a language requirement does not exist. The Bryan School of Business and Economics established a three-semester foreign language requirement for its undergraduates (ca. 10 years ago). One way to meet that three-semester foreign language requirement involved students studying abroad for a semester in a country whose native language was not English and while there taking a language course while studying business courses in English.

1.3.2. Majors with international Foci. At UNCG relatively few programs have undergraduate majors with a primary global or international focus. Among these are International Business (INTB), Environmental Studies (ENV), and International and Global Studies (IGS). IGS offers three “Generalist” concentrations: International and Global Affairs and Development, International and Global Arts and Belief Systems, and International and Global Human Rights. In addition, students may choose from among five Regional Studies concentrations: Asia, Europe, Latin America and the Caribbean, Russia, and Africa. (All of these except African studies can lead to an IGS major). Among the Regional options, Asian Studies, now the Program's second most popular concentration, was significantly enhanced by support from a Title VI(A)/UISFL (Undergraduate International Studies and Foreign Languages) grant, completed in June 2011. Asian Studies also benefits from our partnership with Beijing Normal University, which provides a visiting scholar to

² Russian Studies is a concentration in IGS but the language instruction is housed in the LLC department.

teach Chinese courses (<http://www.uncg.edu/igs/>). Peace and Conflict Studies (PCS) is a Master's level program that incorporates international components into its degree and recently it has been approved as an undergraduate major.

1.3.3. Study Abroad Integration Project. UNCG and IPC have adopted a model of integrating study abroad into the academic curriculum, pioneered by the University of Minnesota and implemented at universities nationwide, which aims to match students' academic goals and required coursework to coursework available abroad. Faculty are currently working together to learn from one another in order to merge departmental academic requirements with reasonable and relevant international programs.

1.3.4. Learning and Living and Learning Communities (LCs and LLCs). UNCG has both Learning Communities (non-residential) and several long-standing Living and Learning Communities (Ashby Residential College and Strong Residential College to name two prominent ones) which offer students experiential atmospheres for exploring scholarship and encouraging civic engagement. Global engagement can certainly play a role in determining content areas of new LCs and LLCs and perhaps in providing housing for visiting scholars and faculty. One example, "The UNCG Global Village" designed to improve language skills and explore the culture of languages with which students are less familiar is now in its second year. <http://learningcommunities.uncg.edu/>

1.3.5. Division of Student Affairs. The Office of Multicultural Affairs (OMA) provides cross-cultural programming and services to all students. For example, OMA hosts art exhibits with various international and cultural themes throughout the year. OMA also coordinates a Human Rights Week that addresses many issues around the globe. Past discussions have included sterilization of Puerto Rican women, stories of undocumented immigrant youth, and performances depicting the struggles of Hurricane Katrina survivors, including the immigrant communities. <http://maf.dept.uncg.edu/>

The Office of Leadership and Service Learning (OLSL) has several programs that reach out to the Greensboro immigrant and refugee populations. Students volunteer at various community agencies and offices, including a strong focus on health-related concerns. Students conduct community-based research, under the direction of a faculty member, in the refugee and immigrant communities. The OLSL offers a very popular Leadership Challenge Program at the bronze, silver and gold medallion levels. In addition, the OLSL also certifies classes that carry academic service learning markers.³ Service-learning reflects UNCG's institutional values of collaboration, responsibility, and sustainability, and it is a proven, high-impact practice that leads

³ UNCG defines "Academic Service-Learning" as a teaching method that links community action and academic study. Students, faculty and community partners collaborate to enable students to address community needs, initiate social change, build effective relationships, enhance academic skills and develop civic literacy. Service-learning also encourages critical consideration of the ethical dimensions of community engagement.

to better grades, deeper learning, an increased sense of personal efficacy and awareness of personal values, and a broader awareness of the world and engagement in the classroom.

<http://olsl.uncg.edu/>

1.3.6. Global Leadership Program (GLP) is a collaborative, co-curricular program (established in 2007) open to both undergraduates and graduates who would like a framework for taking advantage of their time at UNCG to develop their 21st Century skill sets. The Program involves participation in GLP Colloquia; attendance and networking at designated GLP lectures; and engagement in a range of international experiential opportunities at UNCG and abroad. For more information see: <http://www.uncg.edu/ipg/glp>

1.4. Filling Gaps. Through its internationalization efforts the foundation for vibrant global engagement has already been laid at UNCG. Compared to most public and private universities of our size in the United States, we were progressive in putting in place the prerequisites for advanced international education. The QEP allows us to build on the existence of international courses in the general education program, to more effectively use and expand existing programs that hold the potential to enhance global engagement by our students, and to harness existing institutions, such as departments and academic units, in the worthy goal of elevating internationalization in qualitative ways. Most importantly this foundation allows us to seek a level of global learning that results in our students' achieving the necessary knowledge, skills, and attitudes to engage effectively in the world community. The QEP will also allow us to address areas where we see the need for improvement. It seeks, for example, to fill some of the gaps that exist in our students' global engagement preparation.

1.4.1. Global Markers. Two Global Markers were incorporated into our general education curriculum over 12 years ago in the hope of increasing international awareness among our graduates; i.e, Global (GL) and Global Non-Western (GN). Students must take a minimum of four global marked courses to graduate. At least one of these has to be non-western in content. Study Abroad was encouraged as a method to meet one of these global requirements. In the most recent revision of the global marker system, the student learning outcomes (SLOs) were redefined. The UNCG General Education Council approved these revised outcomes for the Global Perspectives (GL) and Global Perspectives Non-Western (GN) markers for undergraduate courses in May 2012. Specific student learning outcomes (SLOs) include: 1) find, interpret, and evaluate information on diverse cultures; 2) describe interconnections among regions of the world (must include substantial focus on at least one culture, nation, or sub-nationality beyond Great Britain and North America); and 3) use diverse cultural frames of reference and alternative perspectives to analyze issues. How to meet global marker requirements:

<http://www.uncg.edu/reg/Catalog/0910/UnivReq/GECRequirements.html>

Global marker list: <http://www.uncg.edu/reg/Catalog/0910/UnivReq/MarkerCourses.html>

During 2012-2013, the assessment of the General Education Program was conducted with selected faculty teaching General Education courses. The assessment process consists of course faculty assessment, peer faculty validation, and data summary/presentation. A total of 143 randomly-sampled sections plus one volunteer section were sampled for this assessment, with 38 departments from six academic units and five special programs represented. Seventeen (17) courses carrying GL and thirty-four (34) courses carrying GN markers were selected for the sample.

Figure 1. Summary of fall 2012 General Education Program assessment results from course faculty-course sections with GL or GN markers

SLOs	Courses Sampled within Category/Marker	Participating Sections	Final Class Enrollments of Participating sections	# of Students Assessed	% of Students Assessed	Highly Proficient	Proficient	Not Proficient
GL slo-1	17	13	609	296	49%	42%	43%	15%
GL slo-2	17	13	609	388	64%	29%	54%	17%
GL slo-3	17	13	609	396	65%	27%	53%	20%
GN slo-1	34	32	895	675	75%	34%	35%	30%
GN slo-2	34	32	895	662	74%	37%	46%	16%
GN slo-3	34	32	895	611	68%	34%	52%	14%

As indicated in Figure 1 students in courses bearing the GL marker demonstrated the highest proficiency with SLO 1, and the lowest proficiency with SLO 3. Students in courses bearing the GN marker, on the other hand, demonstrated the lowest proficiency in SLO 1.

Of the 143 sampled sections, 25 were foreign language sections. Because student work products generally required demonstrated competency in the language, the Language, Literature and Cultures Department performed its own peer review. Figure 2 indicates students in courses bearing GL markers demonstrated higher levels of proficiency, the percentage of students in courses bearing GN markers demonstrating high proficiency was relatively low.

Therefore, even with our current Global Marker system students need further curricular and co-curricular elements in order to become globally prepared. Our QEP will, therefore, build upon global learning promoted in our current general education curriculum. (See Section 3.0 for the Global Learning Competencies.)

Figure 2. Summary of fall 2012 General Education GL or GN assessment

SLOs	Courses Sampled within Category/Marker	Sections Represented by SWPs	SWPs	Total Ratings	Highly Proficient	Proficient	Not Proficient
GL slo-1	40	21	114	157	46%	32%	10%
GL slo-2	40	21	114	157	42%	32%	11%
GL slo-3	40	21	114	157	47%	20%	10%
GN slo-1	36	11	57	102	19%	22%	29%
GN slo-2	36	11	57	102	15%	22%	29%
GN slo-3	36	11	57	102	14%	16%	23%

1.4.2. BCSSE, NSSE, Sophomore and Graduating Senior Survey Results on Global Engagement

UNCG actively participates in various national surveys in order to gauge progress and opportunities for development with respect to our strategic plan and the relative success of peer institutions. Importantly, these surveys contain valuable data that support our Global Engagement QEP and suggest future directions with respect to global engagement.

- The Beginning College Survey of Student Engagement (BCSSE) is administered to incoming college students about their experiences in high school, expectations for college and demographic data. Data on incoming UNCG students from the 2010 BCSSE, the last year UNCG participated in the survey, are included here.
- The National Survey of Student Engagement (NSSE) asks college students about the extent to which they participate in various learning activities. These activities have been linked to success in college in prior studies. Data from the last two times UNCG participated in the survey, 2005 and 2011, are included in this analysis.
- The Sophomore Survey is administered to all second-semester sophomores who have earned between 45 and 60 credits towards a degree with at least 30 of those hours completed at UNCG. This survey is administered on all 16 University of North Carolina campuses every two years. Data from 2010 and 2013 are included in this analysis.⁴

⁴ Note that (a) the schedule for the survey has shifted from even-numbered years in 2010 to odd-numbered years in 2013, (b) the survey was revised by a GA Survey Work Group and the questions asked have changed significantly

- The Graduating Senior Survey is administered every two years on all 16 campuses in The University of North Carolina System. Data from May graduates from the Spring of 2010 and 2013 are included here.⁵

With respect to the UNCG Global Engagement QEP, the results from the four major surveys can be broken down into five major categories: Interactions with Diverse Peers, Study Abroad, Foreign Language Study, Service Learning and Research with Faculty. Results for three of these respective categories follow in the sections below.

1.4.2.1. Interactions with Diverse Peers

- The BCSSE indicates that while 58% of students had serious conversations with students of a different race or ethnicity than their own in high school, 75% expected that they would have those types of interactions with their peers in college. Paired results from the 2011 NSSE indicate that 61% of respondents have these types of interactions with diverse peers. While this is on par with their high school experience, it suggests that more could be done to promote these interactions to expected levels (see Appendix A).
- At the same time, when compared to national data from both the 2005 and 2011 NSSE, UNCG students consistently report more experiences with serious conversations with diverse peers, with the differences being significant for all groups except freshmen in 2005 (see Appendix B). This suggests that while UNCG is not meeting students' expectations with respect to conversations with diverse peers, we are faring better than schools across the nation on average.
- UNCG seniors in 2005 and 2011 tend to feel that UNCG encourages contact among students from different economic, social, and racial or ethnic backgrounds relative to UNC system seniors (see Appendix B).
- All UNCG students surveyed 2005 and 2011, except for 2005 freshmen, feel that their experience at UNCG contributed to their knowledge, skills, and personal development in

from those in 2010 and before, therefore certain questions were not asked in 2013, and (c) the 2013 UNC System data is unavailable from General Administration as of December 6, 2013.

⁵ Note that (a) the bottom three-fourths of the questions in the table were UNCG-specific questions which were last asked in 2010, therefore there is no comparable data for the UNC System nor UNCG surveys after 2010, (b) the schedule for the survey has shifted from even-numbered years in 2010 to odd-numbered years in 2013, (c) the survey was revised by a GA Survey Work Group and therefore certain questions that were asked in 2010 were not asked in 2013, and (d) the 2013 UNC System data is not available from GA as of December 6, 2013.

Understanding people of other racial and ethnic backgrounds relative to UNC system students (see Appendix B).

- In 2010, 84.5 per cent of seniors report participating in interactions with students from other cultures and/or ethnic groups (see Appendix D).
- Graduating seniors across the UNC system report that their college educations contributed *somewhat* to *very much* to their knowledge, skills, and personal development with respect to both their ability to work with people from diverse backgrounds (3.6 UNCG, 3.5 UNC system out of 4 in 2010; 3.6 UNCG out of 4 in 2013) and appreciating racial equity (3.5 UNCG, 3.4 UNC system out of 4; 3.5 UNCG out of 4 in 2013; see Appendix D).
- Sophomore students across the UNC system are moderately satisfied with campus opportunities to interact with or learn from people from a range of racial/ethnic or cultural backgrounds (3.6 UNCG, 3.7 UNC system out of 5 in 2010; 3.7 UNCG out of 5 in 2013; see Appendix C).
- There are trends suggesting that UNCG students experience more conversations with peers with very different religious beliefs, political opinions, or personal values from their own, although these results are only significant for freshmen in 2011 (see Appendix B).
- In 2010, there were trends suggesting that UNCG sophomores participate in fewer multicultural/diversity events than sophomore UNC system wide (1.2 UNCG versus 1.5 UNC System out of 5). This number increased to 2.0 for UNCG sophomores in 2013 (UNC system data unavailable).
- Overall these results suggest that (a) UNCG students tend to experience more serious interaction with students of diverse backgrounds than their peers nationally, and (b) UNCG contributes to their opportunities to interact with diverse peers and develop skills for navigating those interactions.

1.4.2.2. Study Abroad

- UNCG students seem to plan to participate in study abroad at lower rates than their peers nationally, with the differences being significant for all groups except for 2011 seniors (see Appendix B).
- In 2010, 10.8 percent of UNCG seniors report participating in study abroad (see Appendix D).

- These results suggest that UNCG students participate in study abroad at lower rates than their peers nationally. However, these data are somewhat limited in that they are only available for particular years (2005 and 2011 for the NSSE and 2010 for the UNCG Senior survey) and a small number of questions.

1.4.2.3. Foreign Language Study

- UNCG students consistently plan to engage in foreign language coursework at greater rates than their peers nationally (see Appendix B).
- UNC system sophomore students rate the academic assistance or tutoring services they have received on campus for help with foreign language between *neither satisfied nor dissatisfied* and *satisfied* (3.5 out of 5 for both UNCG and UNC system, see Appendix C).
- These results suggest a greater demand for foreign language opportunities among UNCG students compared to their peers nationally.

Given the data, it is clear that UNCG students will benefit from intentionally seeking ways to increase awareness of opportunities for global engagement and infusing co-curricular and curricular means of increasing knowledge, skills and attitudes related to engaging appropriately in the world community. Using the data from these sources throughout the QEP process will help us measure how we are progressing.

2.0. Process used to select and develop the Quality Enhancement Plan Topic

The University of North Carolina at Greensboro followed a very inclusive and broad based institutional process to select and develop our Quality Enhancement Plan (QEP) topic of *Global Engagement*.

2.1. Selecting the Topic

Focused planning for a campus wide information campaign, broad based dialogue and selection of a focal QEP topic was operationalized in fall 2011 with the appointment of two co-directors of the QEP process—one a member of the administration and the other a faculty member. After broad consultations the Provost appointed a QEP Steering Committee with broad representation in spring 2012. The QEP Steering Committee is primarily composed of full-time tenured faculty from the College of Arts and Sciences and each of the University’s five Professional Schools as well as student and administrative staff representatives (see Appendix E for a list of the QEP Steering Committee members.)

To inform the campus about the QEP and ensure that the effort to identify and select a focal topic was broad based and inclusive, the Steering Committee launched a wide ranging effort to

educate and engage faculty, professional staff, students, administrators, alumni and the Parents and Families Association about the requirements and opportunities of the QEP. Informational meetings, presentations and topic ideational workshops were conducted with students in the residence halls, the faculties of many individual academic departments and with staff in numerous Student Affairs Offices. Also, university-wide open forums were held, campus wide email updates and blasts were conducted and information was regularly announced in the *Campus Weekly* publication that goes out via email to all campus faculty and staff. Information, announcements, updates and useful links were also posted on a regular basis to an expanding QEP web site that was launched at the beginning of fall 2012. Throughout the information phase, the centrality of student learning outcomes, fit to UNCG's mission and strategic goals and the role of institutional assessment were stressed and reiterated.

The QEP Steering Committee encouraged UNCG's faculty, students and staff from across the campus (as individuals and/or teams) to develop and propose general topic areas for the QEP along with suggested student learning outcomes, potential learning strategies, assessment plans and associated resource needs. Twenty-five topic proposals were submitted and posted to the QEP@UNCG web site where all members of the campus community and our alumni could review them and post comments (see Appendix F for a list of proposed topics).

The QEP Steering Committee used the UNCG Mission and Vision statements, the 2009-2014 UNCG Strategic Plan and information from the *Handbook for Institutions Seeking Reaffirmation* as well as the indicators presented on the *Quality Enhancement Plan Guidelines: Indicators of an Acceptable Quality Enhancement Plan* document provided by SACSCOC to evaluate the topic proposals and endorsed five semifinalists. From 2/25/13 to 3/1/13 an all campus referendum was held to decide which of the remaining semifinalists would be the focal topic for UNCG's first QEP. The following day the Chancellor announced that *Global Engagement* had garnered the most votes and would be the focal topic of our QEP. (The timeline for the process is in Appendix G and a complete list of meetings, dates and constituents consulted can be found in Appendix H. More detailed information about the QEP selection process is available at the following website: <http://uncgqep.uncg.edu/about/documents.php>.

2.2. The Topic—Background to the Submission of the Global Engagement QEP Proposal

To fully appreciate the significance and relevance of Global Engagement to our institutional mission and strategic planning, it is important to note that prior to the launch of the campus wide dialogue and QEP Topic Selection process described above, comprehensive internationalization was a growing focus of the institution's Mission. As part of the implementation of the University's 2009-2014 Strategic Plan, an Internationalization Strategic Plan Implementation Committee was created in academic year 2009-2010. The Implementation Committee's final report called for an institution-wide "commitment to internationalizing the perspectives, actions, and attitudes of all

its members in their daily lives whether they are acting in our domestic context or more broadly around the globe.”

The call for a University-wide Internationalization Review and the other recommendations of the Strategic Plan Implementation Committee were addressed in part by means of UNCG’s subsequent participation in 2010 in the 8th American Council on Education (ACE) Internationalization Laboratory with the dual purpose of assisting the University to inventory its internationalization efforts and to develop international learning outcomes for its undergraduates with appropriate assessment mechanisms. The UNCG Internationalization Taskforce (ITF) developed a set of proposed Student International Competencies (SICs).⁶ The final list of selected competencies was endorsed both by the full Taskforce and by the ACE external committee that reviewed the final ITF report and visited the campus for in-depth interviews with the Chancellor, Provost, and other key stakeholders who would have responsibility for implementing the Taskforce’s recommendations.

The co-chairs of both the Strategic Plan Internationalization Implementation Committee and the ACE Internationalization Taskforce developed and submitted the Global Engagement proposal during the QEP Topic Selection process. That proposal confined itself to the five Student International Competencies so fulsomely developed over the previous two years in the comprehensive review. These five Student International Competencies and the concept of “global engagement” as a support to the larger notion of comprehensive internationalization are the primary focus of the Global Engagement QEP proposal that was selected in the all campus referendum.

⁶ The Taskforce recommended that by the time of graduation, a UNCG student have 1) a knowledge of the timely global issues and their historical roots that affect local, national, regional, and global communities; 2) a knowledge of basic human rights in the global context and the impact of the world’s diversity on them; 3) an understanding that one’s own culture exists among many diverse cultures and is therefore open to seeking and experiencing new ways of thinking and engaging diverse cultural situations; 4) the ability to use diverse cultural frames of reference and alternative perspectives to think critically and solve problems; and 5) the ability to perform in a culturally appropriate manner in international, cross-cultural, and/or multicultural contexts.

The three pertinent documents for the ACE Internationalization Laboratory can be found at the following websites:
ITF report at: <http://www.uncg.edu/ipg/ACEInternationalizationTaskForce.pdf>
Peer review report: <http://www.uncg.edu/ipg/ACEInternationalizationPeerReviewReport.pdf>
Implementation report: <http://www.uncg.edu/ipg/ACE%20implementation%20report%20FINAL.pdf>

2.2.1. Definitions and Concepts that have guided UNCG's QEP Development

The concept of *Globalization* provides the contemporary context for the QEP.

Definition: “[Globalization]... is the process that is increasing the flow of people, culture, ideas, values, knowledge, technology, and economy across borders, resulting in a more interconnected and interdependent world. Globalization affects each country in different ways and can have positive and/or negative consequences, according to a nation’s specific history, traditions, culture, priorities, and resources” (Knight, 2008, x).

Our QEP is a natural step in our university-wide commitment to *Comprehensive Internationalization*.

Definition: “Comprehensive internationalization is a commitment, confirmed through action, to infuse international and comparative perspectives throughout the teaching, research, and service missions of higher education. It shapes institutional ethos and values and touches the entire higher education enterprise. It is essential that it be embraced by institutional leadership, governance, faculty, students, and all academic service and support units. It is an institutional imperative, not just a desirable possibility. Comprehensive internationalization not only impacts all of campus life but the institution’s external frames of reference, partnerships, and relations. The global reconfiguration of economies, systems of trade, research, and communication, and the impact of global forces on local life, dramatically expand the need for comprehensive internationalization and the motivations and purposes driving it (Hudzik, 2011, p. 10).

***Global Learning* is an integral component of our QEP.**

Definition: “[Global learning is] the knowledge, skills, and attitudes that students acquire through a variety of experiences that enable them to understand world cultures and events; analyze global systems; appreciate cultural differences; and apply this knowledge and appreciation to their lives as citizens and workers” (Olson, Green, and Hill, 2006, v).

Global learning is a critical analysis of and an engagement with complex, interdependent global systems and legacies (natural, physical, social, cultural, economic, and political) and their implications for people's lives and the earth's sustainability. Through global learning, students should 1) become informed, open-minded, and responsible people who are attentive to diversity across the spectrum of differences, 2) seek to understand how their actions affect both local and global communities, and 3) address the world's most pressing and enduring issues collaboratively and equitably (AAC&U value rubric: Global learning).

<http://www.aacu.org/value/rubrics/globallearning.cfm>

Global engagement derives from Global learning.

We define global engagement at UNCG as a level of global learning that results in our students' learning/acquiring the necessary knowledge, skills, and attitudes to engage effectively in the world community. Students in every field should develop the traits of global engagement and translate them into meaningful elements of their learning. Global engagement can and should underpin all of our high impact practices including but not limited to Living Learning Communities, community engagement, study abroad in all forms and other curricular and co-curricular activities designed to develop, educate and prepare the whole person for the 21st century.

We emphasize global learning competencies and global opportunities in our QEP.

Four Global Learning Competencies were selected:

Knowledge of contemporary issues within a global framework (Knowledge)

Knowledge of the diverse ethical and value dimensions of issues within a global framework (Knowledge)

Openness to seeking and experiencing new ways of thinking and engaging diverse cultural situations (Attitudes)

Ability to engage in a culturally appropriate manner in international, cross-cultural, and/or multicultural contexts. (Skills)

These competencies can be achieved through various global opportunities, which are defined as curricular and co-curricular opportunities/events/assignments that enhance a student's knowledge, skills, and attitudes necessary to engage effectively in the world community. These can be undertaken in both local and international settings.

Intercultural Knowledge and Competence

Intercultural Knowledge and Competence is "a set of cognitive, affective, and behavioral skills and characteristics that support effective and appropriate interaction in a variety of cultural contexts." (Bennett, 2008). Transformative training: Designing programs for culture learning. In *Contemporary leadership and intercultural competence: Understanding and utilizing cultural diversity to build successful organizations*, ed. M. A. Moodian, 95-110. Thousand Oaks, CA: Sage, cited in AAC&U value rubric: Intercultural Knowledge and Competence)

<http://www.aacu.org/value/rubrics/InterculturalKnowledge.cfm>

2.2.2. Introduction to the Term *Global Engagement*

The proposal to pursue Global Engagement as UNCG's Quality Enhancement Plan is premised on the belief that our students live and work in an emergent global social, political, economic and

cultural order. The reality produced by a host of environmental, historical, social, economic, political and cultural developments in recent times is one of profound and intensifying interconnection and interdependence among the diverse peoples and regions of the world. While they may not always be aware of it, our students are continuously connected to the world community in numerous and multifaceted ways, and therefore, their effectiveness as professionals and ethical contributors to both global and local communities is dependent on their attainment of particular sets of knowledge, skills, and attitudes associated with the capacity for effective “global engagement”. Effective global engagement is achieved by enhancing our student’s awareness and knowledge of the expanding and deepening interdependence in which they are living, so that they are able to draw in creative ways on both generalized knowledge and the specialized knowledge of their majors to understand conditions and issues in an enlarged and appropriately global frame.

Effective engagement also entails knowledge that the ethical valence of global interdependence is often assessed differently according to different and sometimes divergent moral frameworks. The capacity for global engagement also draws from intercultural knowledge which includes knowledge that one has a particular culturally bounded perspective that shapes one’s perceptions, values, beliefs, actions and even the questions one asks, joined to the reciprocal recognition that the same is true for others. Global engagement also includes openness to understanding and respecting those different and culturally bounded perspectives. Effective engagement also includes skills related to interacting in international, cross-cultural, and/or multicultural contexts in appropriate ways. Understood in this way, “Global Engagement” as a goal of student learning can reach across the many academic, pre-professional, leadership, artistic, social and natural science, and humanities domains that exist at our comprehensive university. As working professionals and engaged citizens who have the necessary knowledge, skills, and attitudes, our students will enhance their political and economic agency both within and beyond borders; they will more successfully navigate their global surroundings and engage the big global questions to find sustainable solutions to our local and global problems.

Given the critical need for North Carolinians to have the appropriate 21st century skills to navigate in a global setting as stated in the document defining UNC System’s 2008 strategic plan, the UNC Tomorrow Commission Report,⁷ and given UNCG’s commitment in its Strategic Plan’s Vision and Mission Statement to be a “global university integrating intercultural and international experiences and perspectives into learning, discovery, and service,” the pursuit of student global engagement through the QEP seems a perfectly positioned way to further benefit the students

⁷ All materials related to the UNC Tomorrow Commission Report can be found at the following website: <http://www.northcarolina.edu/nctomorrow/index.htm> The executive summary is at: <http://www.northcarolina.edu/nctomorrow/execsummary.pdf>

we serve and accomplish a central goal of the university. One does not have to look far to find evidence that we must do more in preparing students for the global environment in which they live. In addition to the UNC Tomorrow Commission Report, a survey of employers conducted by Peter D. Hart Research Associates, Inc. for the American Association of Colleges and Universities (AAC&U) in 2006 and again in 2013 found that employers believe that colleges and universities should be doing more to prepare today's four-year college graduates to succeed in the global workforce. Fully 63% of business executives interviewed in 2006 agreed that too many recent college graduates do not have the requisite skills to be successful in today's global economy. Indeed, nearly nine in ten (87%) of employers agree that America's colleges and universities need to raise the quality of student achievement to ensure the United States remains competitive in the global economy.⁸

2.2.3. A QEP Design Team is assembled

After selecting the focal topic of *Global Engagement*, the next task was to develop and clarify more specifically what UNCG means operationally by “global engagement” and to design a specific implementation plan for achieving enhanced global engagement through the QEP. Noting that the Global Engagement QEP proposal was developed on the basis of the very comprehensive and inclusive ACE Internationalization Laboratory and subsequent Internationalization Task Force discussed above, members of the QEP Design Team were selected to include faculty who had participated in the ACE Laboratory and/or served on the Internationalization Task Force. Additional members representing the Academic Units were also appointed as well as student representatives, selected members of the QEP Steering Committee with particular areas of relevant expertise and staff from the Career Services Office and Office of Multicultural Affairs in Student Affairs (see Appendix E for the Design Team members).

⁸ In 2006, Peter D. Hart Research Associates, Inc., interviewed 305 employers whose companies have at least 25 employees and report that 25% or more of their new hires hold at least a bachelor's degree from a four-year college. Respondents were executives at their companies, including owners, CEOs, presidents, C-suite level executives, and vice presidents. Hart Research also interviewed 510 recent graduates of a four-year college. All respondents graduated from college between 1997 and 2001. They also conducted three focus groups among business executives--one each in Milwaukee, Wisconsin; Fairfax, Virginia; and Atlanta, Georgia. Participants included managers, vice presidents, CFOs, CIOs, and CEOs of private companies that employ a large percentage of college graduates. Requisite skills surveyed were: Integrative learning, Knowledge of human cultures and the physical and natural world, Intellectual and practical skills (including Teamwork skills and the ability to collaborate with others in diverse group Settings), and Personal and Social Responsibility.

<https://www.aacu.org/leap/documents/Re8097abcombined.pdf>

https://www.aacu.org/leap/documents/2009_EmployerSurvey.pdf

2.2.4. The QEP Global Engagement Institute

The QEP Design Team hosted a Global Engagement Institute on June 3 and 4, 2013, in which 40 faculty, 10 staff, and representatives of the Alumni Association and the UNCG Board of Trustees participated. The purpose of the institute was to further engage campus stakeholders (and especially faculty) in sustained consideration of specific and measurable student learning outcomes for global engagement that could be developed from the Student International Competencies that were identified through the work of the ACE Internationalization Task Force and put forward in the Global Engagement QEP proposal. The Institute examined possible implementation strategies and possible learning assessments appropriate to global engagement. Through the Institute, the Design Team benefited from considerable campus-wide feedback on global engagement from the perspective of the disciplines, disseminated information about an array of activities related to global engagement and internationalization currently in operation at UNCG, gained a better understanding of faculty concerns and more clearly identified faculty and staff needs for continued professional development related to global engagement.

3.0. Defining specific and measurable Student Learning Outcomes for the QEP

Guided by feedback from the Global Engagement Institute and by the importance of having strong student learning outcomes for the QEP that are specific and measurable, the full Design Team adopted a revision of the five SICs into four “overarching student global learning competencies.” The four overarching QEP student Global Learning Competencies (GLCs) for Global Engagement and their associated QEP student learning outcomes (QEP SLOs) are described below:

GLC 1. Knowledge of contemporary issues within a global framework (Knowledge)

UNCG graduates ought to know the timely issues of the day at all levels of human activity (global, regional, national, and local) and be able to address them intellectually and practically as issues that are part of an interconnected and interdependent world. “Knowing” contemporary issues in this sense requires understanding the history that underpins those issues (or events), and ultimately the relevance of them in the students’ lives as members of multiple communities. Their understanding of these issues must also take into account multiple lenses, including political, economic, social, artistic, cultural, environmental, scientific, and technological perspectives.

QEP SLO 1: Students will explain environmental, historical, social, economic, political and /or cultural factors relevant to understanding a contemporary issue(s) within a global framework.

GLC 2. Knowledge of the diverse ethical and value dimensions of issues within a global framework (Knowledge)

This competency emphasizes a knowledge not only of basic human rights—particularly as those rights have been expressed by the global community in documents such as the Universal Declaration of Human Rights—but also of the impact of the world’s diverse cultures upon them. Beyond understanding the canon of human rights, this competency speaks to the students’ appreciation of ethical perspectives on critical global issues that are different from their own and that must be understood if common ground is to be found to solve problems in contemporary society. It also requires the student to grapple internally with the tension of competing ethical and value principles that must be balanced in personal decision-making.

QEP SLO 2: Students will compare and contrast at least two different ethical perspectives on a salient and contemporary issue in a global context.

GLC 3. Openness to seeking and experiencing new ways of thinking and engaging diverse cultural situations (Attitudes)

The development of an attitude of openness in these two ways implies that a UNCG graduate will be resistant to cultural stereotyping and aware that one’s view of the world is not necessarily universally shared. It also implies awareness and appreciation that others who operate from a different cultural perspective derive their perspective from the same life orienting sense of meaning, value and purpose that one derives from one’s own cultural perspective. To be successful in the global community the graduate must be flexible, empathetic, and tolerant toward ambiguity arising from unfamiliarity with other cultures.

QEP SLO 3: Students will demonstrate a willingness to engage in diverse cultural situations.

GLC 4. Ability to engage in a culturally appropriate manner in international, cross-cultural, and/or multicultural contexts. (Skills)

In order to solve problems in a global environment, students must be able to use diverse cultural frames of reference. This skill arises in part from an attitude that is open to alternative cultures and does not automatically privilege one’s own culture over others. Thus, GLC 4 is closely associated with GLC 3, and speaks to an approach to the world that engages not only the intellect but also one’s full being. GLC 4 also reflects national expectations found in the literature on internationalization that suggests students are best prepared for success in 21st century professional and civic

life when they have had sufficient experience working with diverse populations. This competency is an enduring priority of the intercultural sensitivity promoted at UNCG through a variety of academic programs and co-curricular agencies. It is the firm intention that these skills, whether the product of experiences gained through study abroad or through everyday interactions in and outside the classroom and in the highly diverse communities in and around UNCG's campus, will equip our students to interact with peoples of other cultures in an appropriate and, whenever possible, positive manner.

QEP SLO 4: Students will demonstrate the ability to communicate in a culturally informed manner in international, intercultural and/or multicultural contexts.

4.0. Literature Review and Best Practices

The natural connections between liberal education and global learning underpin our selection of the QEP topic and its development. Our implementation strategies are based on best practices related to experiential learning and high impact practices delivered throughout the undergraduate experience.

4.1. Global Learning and Social Responsibility

Today's globalized environment requires that liberal education impart "the knowledge, attitudes, and skills that specifically equip students to function in the global context" (Green 2003, p. 13).

The National Leadership Council for Liberal Education & America's Promise (LEAP), a national advocacy, campus action, and research initiative of the American Association of Colleges & Universities (AAC&U), specifies in its report *College Learning for the New Global Century* that liberal education must embrace Personal and Social Responsibility. This Personal and Social Responsibility includes civic knowledge and engagement (local and global), intercultural knowledge and competence, ethical reasoning and action, foundations and skills for lifelong learning. In sum:

"To succeed in a chaotic environment, graduates will need to be intellectually resilient, cross-culturally and scientifically literate, technologically adept, ethically anchored, and fully prepared for a future of continuous and cross-disciplinary learning. Learning about cultures and social structures dramatically different from one's own is no longer a matter just for specialists. Intercultural learning is already one of the new basics in a contemporary liberal education, because it is essential for work, civil society, and social life" (Association of American Colleges & Universities, 2007, p. 15).

When referring to student learning that is global, international, or intercultural, the term global student learning is used as shorthand (Green, 2012, p. 2). Kevin Hovland (2006) in the AAC&U publication *Shared Futures: Global Learning and Liberal Education* maintains that “Global” serves to remind students and our curricular designers that the United States is part of the globe, that global learning can and must occur in all geographic locations, and “Global” implies an ethical call to action (p. 9). Hovland (2006) further argues that “a twenty-first-century liberal education must provide students with the knowledge and commitment to be socially responsible citizens in a diverse democracy and increasingly interconnected world” and adds that institutions “committed to liberal education have important responsibilities to their communities, their nation, and the larger world” (p.16). The Shared Futures initiative maintains that a liberal education should help students in the following ways:

- gain a deep, comparative knowledge of the world’s peoples and problems;
- analyze global issues and events through inquiry and inform themselves about the historical, geographical, cultural, political, economic, scientific, and religious contexts within which these issues must be understood;
- recognize that citizenship in a nation is only one factor in understanding the world;
- recognize similarities and differences in and among cultures and the multiple perspectives, values, and identities they engender;
- sustain difficult conversations in the face of highly emotional and perhaps uncongenial differences;
- understand—and perhaps redefine—democratic principles and practices within a global context;
- gain opportunities to engage in practical work with fundamental issues that affect communities not yet well served by their societies;
- translate global learning into ethical and reflective practice, mindful of the consequences of their actions in a locally diverse and globally heterogeneous community;
- recognize the impact of global issues on their own lives, and believe that their own actions, both individually and collaboratively, can, in turn, influence the world (Hovland 2006, pp. 16-17).

It is with these learning goals in mind that UNCG’s QEP was conceived and developed. In designing the QEP we reviewed several QEP proposals that proved informative for our work. Among those were the QEP proposals of Duke (Enhancing Students' Capacity for World

Citizenship), Kennesaw State University (Global Learning for Engaged Citizenship) and Florida International University (Global Learning for Global Citizenship), all three of which were based on the assumptions that global learning is both measurable and leads to engaged citizenship in a global environment.

As noted above one critical component of global learning is intercultural competency, and it warrants particular emphasis in our plan.

4.2. Intercultural Competency

According to Yershova, DeJaeghere, and Mestenhauser (2000), the knowledge base of intercultural competence includes four aspects: cultural–general knowledge (an understanding of why and how cultures differ), cultural self-awareness (an understanding of an individual’s own cultural programming that defines his or her self-conception, colors perceptions of the world, and determines values, assumptions, and beliefs), culture-specific knowledge (an in-depth understanding of one or more cultures with which one is mostly dealing), and knowledge of another language. Yershova et al. deem culture-general knowledge to be the cornerstone of intercultural competence.

Ultimately, interculturally competent individuals must engage in effective and appropriate behavior to be successful in interactions with those different from themselves.

Milton Bennett’s Developmental Model of Intercultural Sensitivity (DMIS) uses constructivist concepts to describe the process of intercultural learning. The DMIS assumes, along with cognitive complexity theory, that expertise in certain kinds of communication is a function of differentiating and integrating constructs in more complex ways. The DMIS further assumes that our experience of reality itself is a function of how we organize our perception—that things become more real as we perceive them in more sensitive (i.e., more highly discriminated or complex) ways. The model defines a sequence whereby “cultural difference” becomes more real, which generates more complex intercultural experience, which in turn can be enacted as more interculturally competent behavior (Bennett, 2012). The DMIS suggests six distinct kinds of experience spread across a continuum that is divided in ethnocentric and ethnorelative stages, the former indicating that one’s own culture is “central to reality”. Although there are other developmental models, both the DMIS and Hammer’s revised Intercultural Development Continuum (IDC) serve us well as starting points for our students to understand how they approach working with others different from themselves. These intercultural models lie at the heart of several of the enhancements offered through the Global Engagement QEP.

The Intercultural Development Inventory (IDI) adapted from the DMIS, is a statistically reliable, cross-culturally valid measure of intercultural competence. The IDI can be used for a wide variety of purposes, including:

- Individual assessment in coaching, counseling situations
- Group analysis in teambuilding efforts
- Organizational-wide needs assessment for training design
- Program evaluation to assess the effectiveness of various interventions
- Research

The IDI, a 50-item, theory-based instrument can be taken either in paper and pencil form or online. The instrument is easy to complete and it can generate an in-depth graphic profile of an individual's or groups' predominant level of intercultural competence along with a detailed textual interpretation of that level of intercultural development and associated transitional issues.

In order to use the IDI effectively and appropriately, IDI administrators need to attend an intensive, IDI Qualifying Seminar (IDI QS) conducted over three days and consent to a licensing agreement. Currently, there are over 1400 Qualified IDI v3 Administrators who are actively using the IDI with thousands of profit, nonprofit, educational and government organizations.

<http://www.idiinventory.com/>

The IDI has been used in various QEPs over the last several years at a variety of institutions as an assessment and teaching tool and has been successfully integrated into several high profile study abroad programs to assess the success of interventions designed to enhance intercultural competence (see Paige & Vande Berg, 2012). The IDI is currently used on this campus in several contexts primarily as a teaching tool but also for program assessment. As we look to develop interventions that lead to deeper intercultural competence and global engagement, we plan to use the IDI as appropriate.

4.3. QEP Strategies (based on experiential and high impact practices)

Experiential learning has been a cornerstone of the US liberal arts tradition, and Kolb's "Experiential Learning Theory" provides a practical four-stage learning cycle for students. According to Kolb, "knowledge is created through the transformation of experience" (1984, p. 41). He views learning as a cycle which starts from "concrete experience" to "reflective observation" to "abstract conceptualization" to "active experimentation" and back to concrete experience. In his four-stage learning cycle, concrete experiences provide the basis for observations and reflections. In the stage of critical reflection, learners ask questions about the experience in terms of previous experiences, while in the stage of abstract conceptualization, learners seek answers for their questions, making generalizations, drawing conclusions, and forming hypotheses about the experience. In the last stage of active experimentation, learners engage in action, testing the hypotheses and trying them out. Reflection is critical to making meaning of our experiences and is employed as a pedagogical tool throughout our QEP.

Many of the strategies to be implemented as part of the QEP (common intellectual experience, learning communities, undergraduate research, global learning, service learning, and capstone experiences) are high-impact practices as defined by AAC&U (2007). These strategies are centered on AAC&U's high impact practices which employ this experiential principle and for that reason fit well into our philosophy of enhancement. According to George Kuh, these practices require students to “devote considerable time and effort to purposeful tasks” (p. 14), interact extensively with peers and faculty, work in diverse groups, receive frequent feedback, and apply knowledge to different situations (2008).

Naturally, one way of learning to understand and adapt to other cultures is to study abroad, which can benefit undergraduate students across a number of dimensions, when such experiences are constructed in such a way as to promote cultural learning and when students are adequately prepared for such learning.⁹ IDI-based research is showing specifically that interventions based on IDI assessments of students' intercultural competence (i.e., IDI Guided Development) result in significantly greater capability to shift cultural perspective and adapt behavior to cultural difference. This research has identified the following programmatic components as making the greatest difference in intercultural learning: cultural mentoring, learning about patterns of cultural differences, reflection on intercultural experiences, active involvement in the cultural setting, pre-departure and reentry preparation and onsite intercultural interventions (Hammer, 2012, p. 133).

In order to reach a broad spectrum of students, however, global learning opportunities must occur not just through study abroad, but also through “Internationalization at Home” activities, both curricular and co-curricular (Deardorff, 2005, p. 28). Capitalizing on our institution's commitment to both community engagement and internationalization, some of our QEP strategies cluster around global (engagement) opportunities available locally.¹⁰ These opportunities include a range of curricular and co-curricular experiences which have a central focus and educational objective that facilitate student achievement of one or more of UNCG's global learning competencies. UNCG recognizes that valuable global learning opportunities can take place in local and national venues as well as international settings.

To provide a cohesive global learning experience across the curriculum, Hovland recommended

⁹ Based on Allport's contact theory, however, not all types of contact or activities can naturally produce positive results. According to Allport (1954), casual or superficial contact does not dispel prejudice; only deep contact and collaborative activities under the conditions of equal status, purposeful pursuits, and institutional supports can reduce intergroup prejudice and lead to change in attitudes.

¹⁰ In line with UNCG's mission, we do not separate or draw distinctions between “international” and “intercultural” learning. Both are highly related and interdependent aspects of global learning that are best advanced as integrated educational endeavors and outcomes of global education.

an intentional approach, specifically calling for "a close alignment between professed goals and actions taken to achieve those goals" (2006, p. 4). Global learning goals should drive the way faculty design curriculum, teach courses, and assess learning, as well as the ways institutions integrate curriculum and co-curriculum, develop administrative operations, allocate resources, and reward performance.

Through UNCG's QEP Global Engagement Institute we derived the aim of providing global learning opportunities across the undergraduate life-cycle, both co-curricular and curricular. We believe that enhancing courses to address the global learning SLOs at all levels of the undergraduate experience will provide a cohesive global learning experience for our undergraduates. UNCG faculty and Student Affairs professionals will work together to integrate co-curricular global learning activities into the curriculum in order to reinforce and enrich classroom learning.

Like other institutions, the critical issues for advancing global learning at UNCG cluster around our institution's ability to increase faculty and staff capacity for providing global opportunities, expand opportunities for global learning, track progress, and increase participation and achievement in global learning. The QEP gives us the framework to do just that.

4.4. Theoretical Underpinning of Global Citizenship

Citizenship in the liberal tradition has been associated with sovereignty and borders (Locke, 1690). In democratic theory the citizen shares equal power in public choices with other citizens within a defined sovereign state or sub-region of a nation-state. That tradition arose from the Lockean emphasis on representation rather than the Rousseauian idea of participation (Rousseau, 1762). Today's discursive and constructivist theories of global life emphasize Rousseau's participatory characteristics. The porosity of borders, modern global communications and technology, the rise of global advocacy networks, and the ability of the individual to engage simultaneously at the local, national, regional, and global levels have all contributed to the emergence of a conception of a global citizen (Held, 1997; Linklater, 2007; Hutchings & Dannreuther, 1999; Pubantz & Moore, 2012; Benhabib, 2001) that privileges Kantian public opinion over formal representation.

One of the defining characteristics of the new era is the empowerment of the individual within international civil society. Yet, relatively few American undergraduates appreciate that they actually can engage that world and can be transformative agents in it. The international community, no longer uniformly filtered through the nation-state, provides an arena for personal, social and political action. This circumstance requires an understanding of and a commitment to global citizenship. UNCG's QEP seeks to give our students the knowledge, skills, and attitudes necessary to become global citizens. Their lives in the twenty-first century are

defined increasingly in transnational terms. Our graduates, individually and in association with others, have the power, and growing authority, to play key roles in the process of will- and policy-formation at the global level (Habermas, 1996).

The QEP proposal is probably best represented by the discursive communication theories often associated with Jürgen Habermas' ideas (Habermas, 1984; 1990; 1996). Truth, priorities, and what is important at any given time flow from the broad and continuing conversations among people coming from dissimilar, "constructed," cultures. The process of discussion itself is democratic and constitutive, and can help the world agree, maybe incrementally, to shared norms. It is conducted both in words and in actions, in institutions, daily life, the streets, and in all the settings that make up what Habermas calls the public sphere. Much of it is exercised through non-governmental organizations [NGOs] – international and local (Matthews, 1997; Pubantz, 2005).

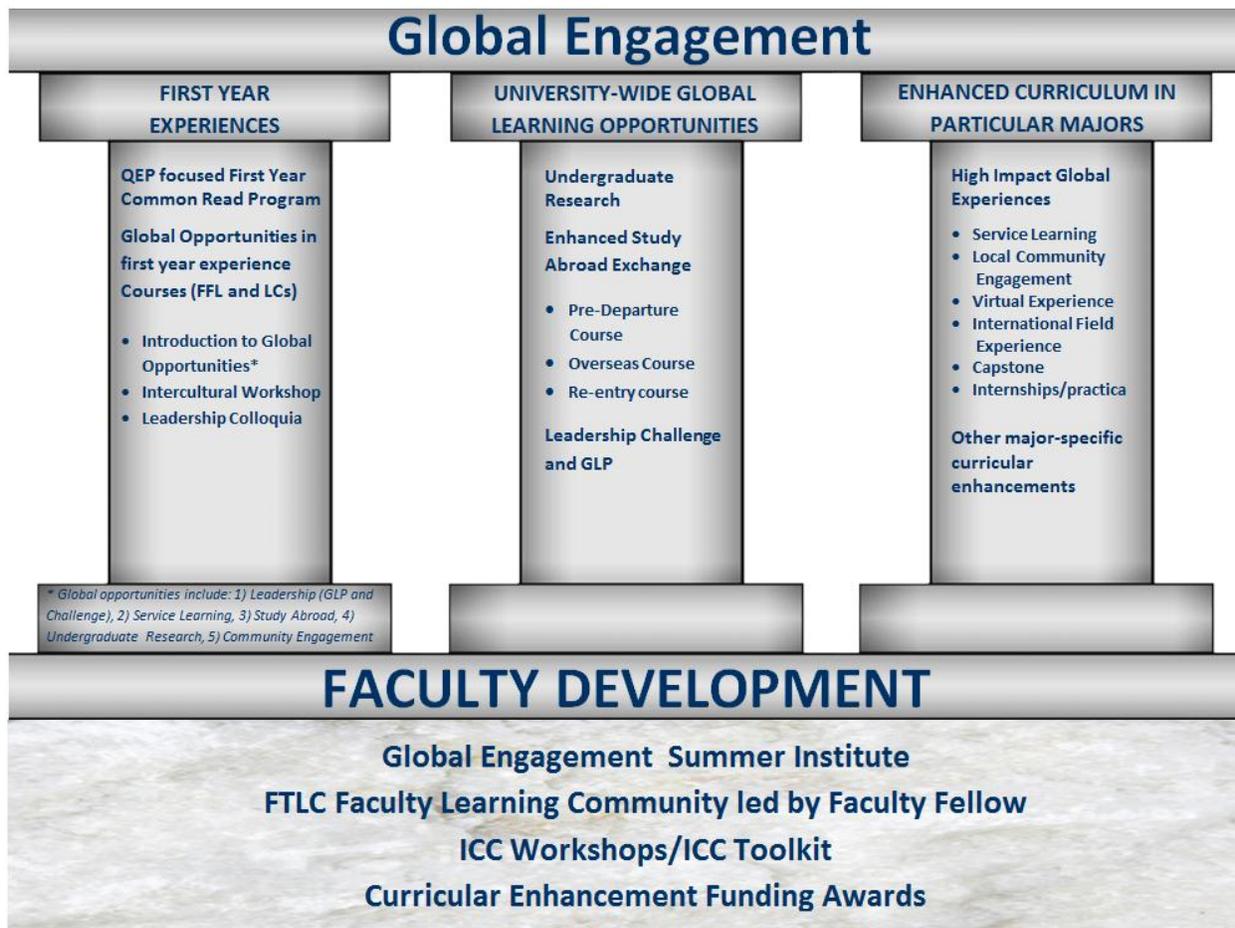
This theory arises from the originating and seminal work of Immanuel Kant. Often scholars point to Kant's *Perpetual Peace* (1795/1957) as the wellspring (Habermas, 1990). Habermas draws from Kant's procedural rationality his concept of the public sphere within which the quality of participation determines the level of democratic life (Calhoun, 1992). The public sphere is "all those conditions of communication under which there can come into being a discursive formation of opinion and will on the part of the public" (p. 446). The public sphere delimits the scope of construction for our understanding of basic political terms – nationalism, ethnicity, peace, and democracy too. It is through the process of discursive life in the public sphere that the global citizen finds power and meaning. The global citizen who has the necessary knowledge, skills, and attitudes then possesses political agency in many jurisdictions, and, therefore, both within and beyond borders. This cosmopolitan ideal, while certainly not fully formed, is plausible because of the many arenas of international civil society that invite the exercise of democratic choice. Empowerment and international discursive consensus—or at least John Rawls's "overlapping consensus"—at global, national, and local levels could be real possibilities in the 21st century.

5.0. Actions for Implementation (Strategies)

UNCG's Global Engagement QEP is designed to enhance global learning through its high impact practices in three pillars of the undergraduate experience: first year experiences, mid-career experiential opportunities and major-specific curricular modifications. These pillars of the undergraduate experience are built on a foundation of faculty development initiatives that will enhance UNCG's capacity to prepare graduates to be engaged citizens in a global environment (these strategies are laid out below and shown in Figure 3). Our hypothesis is that the more global learning opportunities the students participate in, the more likely they will attain the traits

needed for active engagement in a global context. Our assessment laid out in section 9.0 of the proposal will be structured to test the validity of this hypothesis.

Figure 3. Three Pillar Structure of the QEP Activities



5.1. Enhanced First Year Experiences

In order to engage as many students as possible and to jumpstart their interest in global engagement, we are directing a number of introductory strategies intentionally at first year students.

5.1.1. First Year Common Read Program

UNCG will use an existing annual program required of all entering first-year students (FYSR) to introduce the Common Read Program and for the next five years will select a book appropriate for the QEP (see Appendix I for a description of the program.) The Common Read will allow first-year students to grapple with critical global issues, beginning with their orientation programming in summer, continuing through small curricular and co-curricular discussion classes in the fall

semester, and culminating in a day-and-a-half-long interactive conference on the topic of the Common Read, with students, faculty, staff, and outside experts participating.

In particular, the text selected will address Global Learning Competencies 1 (knowledge of current international issues) and 2 (knowledge of ethical/value dimensions). By emphasizing globally relevant themes and global interdependence in the Common Read and making knowledge of contemporary issues within a global framework and knowledge of the diverse ethical dimensions of global issues part of the intentional purpose of the program, we will enhance first year students' capacity for effective global engagement.

To ensure that a significant proportion of the entering first-year class engage in meaningful and sustained ways with the globally themed Common Read, a number of on-going semester-long curricular and co-curricular programs will use the volume throughout the fall for in-depth discussion of the issues and ethical quandaries raised by the text. Specifically the following programs found in Figure 4 below will participate in the Common Read Program in the fall. Also listed is the number of students participating in each program and the activities each will pursue. Appendix I provides a brief description of each of these programs.

Annual Global Engagement Student Conference

Beginning in January, 2015, an organizing committee will sponsor a one-and-one-half day intensive student-driven interdisciplinary investigation of the global issues presented by the Common Read. Serving on the committee will be significant student representation. Students will be invited from the diverse programs that have used the Common Read in their syllabi and programming and from the 330 students in the spring Freshman Seminars, most of whom would have participated in the orientation activities surrounding the Common Read, to participate in collaborative group work at the conference.

The goal is to have 150 students from the total of 2170 first-year students who have been involved with the global issue(s) presented in the Common Read in their various fall and spring programs to come together to work with each other, campus faculty, and outside experts to determine how the students might now engage at the international and local levels to address the challenges presented by these issues. Because of possible excess demand to be part of the conference, students will be asked to complete application materials that demonstrate their interest and commitment to full participation.

Students will work in teams made up of peers from across the fall courses and co-curricular programs that have used the Common Read in their activities, meaning they will be working with students who have approached the subject matter in different ways than they have considered it in their particular fall learning activities. Outside speakers and experts, including appropriate campus faculty, will participate. UNCG faculty will be drawn from the College of

Arts and Sciences and the five professional schools. Student affairs staff conversant with the topic of the conference will also be asked to assist with the conference’s facilitation.

Figure 4. Common Read Participation

Course or Co-curricular Program	First-year students participating	Activities
Foundations for Learning Transition Course -	300	Student assignments and class discussions, including reflection assignments, and group presentation projects to address the specific and measurable student learning outcomes related to students’ achievement of the QEP GLCs 1 and 2.
Lloyd International Honors College First-year Colloquium (nine sections)	210	Several class sessions of Colloquium used to discuss the common reading selection. Faculty panel discussion about the common read, which all first-year students are required to attend. UNCG Honors faculty facilitate small (8-10 students) discussions with Honors Colloquium students during class time. Paper required on the book itself and then invited students submit their papers to the annual February Honors Symposium. GLCs 1 and 2.
Learning Community Integrated Studies Lab (ISL) (20 sections) First-year Learning Communities	500	Integrated assignments that address the global issues and class discussions, including reflection assignments, and group presentation projects to address the specific and measurable student learning outcomes related to students’ achievement of the QEP GLCs 1 and 2.
Freshman Seminars (FMS) – 15 sections. additional sections in the spring will serve 330 students	330 – spring: 330	Several class sessions will be used to discuss the common read and it will serve as the basis for an early writing assignment. Faculty will link themes and ideas from the common read to the unique content, assignments and readings in the seminars; infusing their seminars with an international perspective and aligning the QEP GLC 1 and 2 with the GEC SLOs the seminars deliver. Special funds dedicate to support outside class activity in the FMS program may be pooled to support a speaker or special FMS symposium focused on the common read. Papers and projects developed in the Fall FMS seminars may be vetted for inclusion in the

		February Honors Symposium. Spring FMS sections will reiterate and extend themes explored in the Fall seminars.
Multicultural Affairs Global Contemporary Issues Forum (3 forums annually)	100	Global Contemporary Issues Forum – Discussion of current affairs pertaining to multiculturalism with an intentional focus on global issues. The program will connect domestic diversity issues and communities to global issues and phenomena, most particularly in a given year to the issues of the Common Read.
MRC Global Book Talks (Five book talks annually)	100	MRC Global Book Talks – Opportunity for the campus community to connect issues of domestic diversity to issues happening around the world. Selection of publications which have specific global content structuring discussions around questions of global engagement. Invitations to authors from local universities in addition to those from UNCG in order to enhance the range of topics available for discussion.
Housing & Residence Life Social Justice & Diversity Initiatives and Residence Hall programming	300	Residence Life Social Justice & Diversity Committee will coordinate and sponsor a key initiative/program(s) in support of the QEP FY Common Read. In addition, Residence Hall staff will be asked to design in-hall programs based on the QEP FYCR program.
Total Semester student Involvement – recognizing that some students will overlap from curricular to student affairs activities.	1840 (fall) / 330 (spring) Total: 2170 out of 2500 total first- year	

Of particular interest to the organizing committee will be to bring to the conference major non-state actors (representatives of advocacy groups, international organizations, international and local nongovernmental organizations (NGOs), and social movements, and engaged individuals) who are working to address the issues the students have been studying over the previous six months. The private individual has never been more influential on the global stage than in the present era. Empowered individuals as global citizens, acting through advocacy networks, NGOs, and existing international and local structures, are today in a position to advance salient issues, possible solutions, and constructed values of a vibrant

democratic process into the public sphere, where global solutions to world challenges, such as those of the environment, development, and human rights are regularly addressed.

At the conference students will have the opportunity to present their work from the fall through panel discussions, poster sessions, and informal discussion groups structured around the themes developed in their course and co-curricular activities. They will also be able to network with UNCG faculty who are globally engaged, usually through research, international service-learning classes, local community engagement, and other activities, on the issues under discussion.

The substantive goal of the conference each year will be for the students to produce by the end of the meeting a working plan for ways to move forward as individuals and groups to address the critical international issue(s) they have been studying and discussing since the previous summer. The unspoken purpose, therefore, of each conference will be to begin the development of the skills and openness needed to be successful global citizens –important goals for the university as it seeks to launch its first-year students on the path to effective global engagement.

The Common Read program will address QEP SLOs 1 and 2.

5.1.2. Promotion of Global Opportunities and Global Learning Units in First Year Experiences

Beyond the university-wide Common Read, our QEP will take advantage of discrete first-year programs that are uniquely placed to promote the global student learning outcomes.

5.1.2.1. Foundations for Learning (FFL 100) Course

Foundations for Learning 100: Exploring Self World and Future is a course intended for any freshman student (0-29 hours) enrolled at UNCG. The course is designed to foster students' academic and personal success, holistic development, and seamless transitions to college level work and life. Students in the course are introduced to the resources, skills, and competencies essential to their academic and collegiate success at the University as they examine their role as engaged global learners. As part of their FFL experience, students integrate concepts, information, and insights gained in the classroom with learning experiences that occur out of the classroom, and engage with the surrounding Greensboro community through scholarship and learning.

The Foundation for Learning 100 course provides an excellent setting in which to introduce the Developmental Model of Intercultural Sensitivity (DMIS). Given the highly diverse nature of the UNCG student body, and therefore an expected broad mixture of students in the FFL course, the class seems a highly appropriate place to address Global Learning Competency 3: openness. To

intentionally address this competency we will revise the FFL 100 course in the following ways. We will:

- Administer the Intercultural Development Inventory (IDI) in all sections of the FFL course.
- Provide trained and certified IDI facilitators to debrief IDI results with the FFL 100 students.
- Embed information about student Leadership opportunities including the Global Leadership Program (GLP) and Leadership Challenge as course modules.
- Embed one to two Global Leadership Program colloquia (described later in this proposal) in the course requirements.
- Embed information about the benefits of Study Abroad and other global opportunities and provide information about how to navigate the Study Abroad process.

Figure 5. FFL participation in first year enhancements beyond the common read

First Year Course	Number of first-year students participating	Sections and Communities	Activities
Foundations for Learning Transition Course (FFL 100)	275-300	All Sections	The Global Engagement Opportunities Video
	275-300	All Sections	IDI with the Intercultural Colloquium
	275-300	All Sections	Leadership Colloquium
Total Semester student Involvement	275-300		

Activities in the FFL 100 course will address QEP SLO 3.

5.1.2.2. First Year Learning Communities

The Office of Learning Communities at UNCG offers students three unique learning opportunities through Learning Communities, Living-Learning Communities, and Residential Colleges.¹¹ Given

¹¹ While learning communities in the form of three residential colleges existed and were demonstrably successful prior to the beginning of UNCG’s Strategic Plan 2009-2014, they served only about 12% of first time students. UNCG’s Strategic Plan 2009-2014 Strategic Goal 3 calls for a “...transformational undergraduate and graduate education in which students participate in high-impact experiences that develop integrative thinking and prepare collaborative, adaptable graduates with a broad spectrum of transferable skills for life, civic participation, and work in a global society”.

the significant and ongoing expansion of integrated course based learning communities as a signature UNCG program for first year students, and given the national and campus research that supports the effectiveness of learning communities as a “high impact practice” (HIP) we will use the learning communities as an additional First Year strategy to promote students’ enhanced capacity for effective global engagement.

At present, most of UNCG’s first year learning communities (FY LCs) focus on introducing students to a discipline in which they have expressed interest as a potential major. During the fall semester, the FY LCs concurrently enroll students in at least one (and preferably 2 or more) academic, general education and/or major required courses as well as a required 3 hour 1 credit Integrated Studies Lab course (ISL 101). Faculty who teach in the learning communities collaborate to identify common assignments and projects that require students to demonstrate among other things that they are able to

- Connect course content to local, national, and/or global issues beyond campus
- Apply examples, facts, or theories gained in the partnering courses to real-world problems or challenges (active citizenship, social responsibility)
- Demonstrate a foundational understanding of disciplinary and professional ethics through the review of real-world problems or challenges (ethics)

From this foundation, UNCG will enhance a selected sample of FY LCs, focusing on integrating assignments and projects in the ISL 101 lab course that intentionally address either the global topic/issue selected as the focal topic/theme for the First Year Common Read Program, including knowledge of the interrelatedness of global and local aspects of the topic/issue, or that highlight a similar global topic/issue related to the discipline(s) that form the organizing focus of the learning community. The FY LCs participating in the QEP will also require students to complete assignments that demonstrate knowledge of diverse ethical perspectives related to the global topic/issue selected as the focal topic/theme for the First Year Common Read Program, or related to a similar global topic/issue pertaining to the discipline(s) that form the organizing focus of the learning community. These enhancements intentionally address overarching QEP Global Learning Competency 1 and its associated student learning outcome (Knowledge of contemporary issues within a global framework) and Global Learning Competency 2 (Knowledge of the diverse ethical and value dimensions of issues within a global framework).

One of the most significant and institutionally transformative initiatives implemented under this Strategic Plan Goal has been the creation of first-year learning communities for all first-time UNCG undergraduate students to encourage integration of learning across courses. UNCG’s current Strategic Plan urges dramatically increasing participation to “all first-time UNCG undergraduate students”. With a view to preparing students with “...a broad spectrum of transferable skills for life, civic participation, and work in a global society”, the Strategic Plan specifies integrated learning across linked courses as the overarching educational purpose of UNCG’s expanded learning communities program.

To address QEP Global Learning Competency 3 and its associated student learning outcome (Openness to seeking and experiencing new ways of thinking and engaging diverse cultural situations), additional enhancements will be made to the selected sample of FY LCs chosen to participate in the QEP. These enhancements include the following:

- Embed the Developmental Model of Intercultural Sensitivity (DMIS) and Intercultural Development Inventory (IDI) in a selected portion of learning community ISL courses or other LC courses as appropriate to collect baseline data.
- Provide trained and certified IDI facilitators to debrief IDI results with students in the LCs that are selected to participate in the QEP. This involves engaging students in discussions about their current levels of cultural self-awareness as revealed through the IDI, the implications of students' current manner of dealing with difference as revealed through the IDI, and discussions of the potential value of developing greater openness.
- Embed information about the Global Leadership Program (GLP) and opportunities to begin the first stages of the program in selected LC courses in the first semester at UNCG (e.g., completion of the three required GLP colloquia).
- Embed information about the benefits of Study Abroad in LC courses and/or activities and provide information about how to navigate the Study Abroad process.

By means of these enhancements, three important goals are accomplished for the QEP.

First, by administering the nationally recognized and validated Intercultural Development Inventory (IDI) to first year students in UNCG's FY LCs each year (beginning in fall 2013 prior to the implementation of the QEP), and by continuing to administer the instrument during the implementation of the QEP, important baseline data will be collected regarding the level of UNCG students' intercultural development when they first begin their college careers.

Second, by training more UNCG faculty and staff to be certified debriefers our institutional capacity to use and support the IDI is increased. Also, by debriefing IDI results with students in the FY LCs, we increase the number of first year students who are formally and intentionally introduced to the concept of cultural self-awareness and provided with beginning level opportunities to reflect and develop their intercultural competence. In particular, students in the selected FY LCs will become more aware of their implicit ways of dealing with difference and explore the potential importance and value of developing greater openness to seeking and experiencing new ways of thinking and engaging diverse cultural situations (QEP Global Learning Competency 3).

Third, by intentionally embedding elements of the QEP’s experiential mid academic career opportunity strategies in the first year of our students’ UNCG career (most notably administration and processing of the IDI and the three colloquia required by the Global Leadership Program as well as providing information about the benefits and logistics of Study Abroad), participation in these strategies that reach beyond the first year and that link to the upper division and the major are rendered more accessible. As a result, more students are likely to complete the programs. Further details on the QEP strategies that address student learning beyond the first year are provided further below.

Figure 6. Learning Community Participation in first year enhancements beyond the common read

First Year Program	Number of first-year students participating	Sections and Communities	Activities
Learning Communities	700-900	All communities	The Global Engagement Opportunities Video (Will be an outside of class assignment and will require a pre and post-test.)
	250	10 communities (year one with potential to add over the course of the QEP)	IDI with the Intercultural Colloquium
	250	10 communities (year one with potential to add over the course of the QEP)	Leadership Colloquium
Total Semester student Involvement recognizing that some students may not do all activities	700-900		

The First-year Learning Communities will address QEP SLOs 1, 2, and 3.

5.2. Enhanced University-wide Global Learning Opportunities

The knowledge, skills, and attitudes students need in order to engage with the world community cannot be learned in the first year of college, nor can the progress made during the first year be retained without a succession of courses, activities, and high impact practices extending over the remainder of the students' academic careers. Global Engagement as understood in this QEP is achieved through multiple challenges over several years. The initial foundations of Global Knowledge and openness must now be honed in the intermediate years through high impact practices and experiential learning of different types. It is here that the necessary skills are developed. UNCG's QEP proposes to focus on three areas of mid academic career learning: globally engaged undergraduate research, enhanced study abroad, global and community leadership development related to diverse populations.

5.2.1. Globally Engaged - Undergraduate Research Experiences (GE-UREs)

The Undergraduate Research, Scholarship and Creativity Office (URSCO)¹² is dedicated to promoting and supporting student success through faculty-mentored undergraduate research, creative expressions and other scholarly experiences for the UNCG community. These experiences manifest in many ways, including extra- or co-curricular projects involving one or more students mentored by a UNCG faculty member, presentation of research outcomes both on-campus and at research conferences, and travel for research purposes. Research and scholarship mean asking an original question and then using the tools of an academic discipline or interdisciplinary domain to answer that question. At UNCG, we seek to highlight the diversity of scholarship to students in order to help cultivate inquiry outside the classroom.

The collective experiences described as Undergraduate Research (UR) are among the AAC&U's Five High Impact Practices. National assessment of UR indicates the following benefits: 1) higher rate of persistence, 2) higher rate of graduate school enrollment, 3) improvement in research skills, 4) increased interaction with faculty and peers, 5) gains in problem solving and critical thinking and 6) greater satisfaction with the educational experience. Other benefits include the development of written and oral communication skills, and enhanced retention of content knowledge. 94% of all students supported by the URSCO between AY 2006-07 and 2011-12 have graduated from UNCG. Students supported by an URE have an average four-year graduation rate of 56.3% and a six-year rate of 85.2%, as compared with the university average of about 32% and 55%, respectively.

¹² The URSCO is currently the Office of Undergraduate Research (OUR). A request for a name change is likely to have been approved by the time this document is under consideration.

The office sponsors a wide variety of programmatic activities including 1) developmental workshops for both faculty and students, 2) a variety of internal funding opportunities supporting faculty-student collaborations around scholarly engagement, 3) support for student dissemination of scholarly inquiry, 4) an annual campus-wide celebration of student research and creative scholarship during the *Carolyn and Norwood Thomas Undergraduate Research Expo*, and 5) a variety of assessment protocols; among others.

Current Support for UREs

The URSCO currently offers support for Undergraduate Research Experiences (UREs) through two programs: the Undergraduate Research and Creative Activity (URCA) award and the Community-Based Undergraduate Research Assistantships (CbURA). Both are designed to provide a stipend for students working with faculty mentors to answer research questions. The CbURAs are designed to encourage interactions of faculty and students with members of the community to answer questions of local significance. CbURAs serve as an excellent mechanism for the university to show commitment to the community. Both award programs help to foster intellectual inquiry and prepare students for meaningful lives as engaged citizens. Neither program, however, historically has had a global focus as a primary consideration for funding.

Globally Engaged-UREs

The QEP will establish funding for globally engaged research to be administered through the Undergraduate Research, Scholarship and Creativity Office. Given its superb track record of support and expansion of undergraduate research at UNCG, the Office is uniquely positioned to encourage student research related to the SLOs of global engagement, and then to highlight that work widely on and off campus.

Allocation of additional resources to support 8-10 GE-UREs per year will enhance the existing programs by providing another area of student support and field of funded possibilities. It will encourage greater disciplinary and interdisciplinary research diversity. Nationally, students engaged in UREs are most likely seeking a degree in the STEM disciplines. Currently the picture is similar at UNCG. Since many projects in the humanities and arts can be centered on international and/or cross-cultural issues, prioritization of funds to support globally engaged GE-UREs should help to bring greater balance to the disciplinary diversity of projects supported by the URSCO. Additionally, projects addressing local issues (no matter the location) surrounding diverse populations would be considered appropriate for support through a GE-URE. Students will have the opportunity to participate in community-based research programs, study abroad, and leadership/career development programs in order to promote development of communication skills and global citizenship.

All individuals and projects supported by the Undergraduate Research, Scholarship and Creativity Office are required to present their results during the annual Carolyn and Norwood Thomas Undergraduate Research Expo. The presentation of scholarly inquiry allows for interaction with UNCG faculty and students, as well as members of the community, and will encourage discussions of contemporary issues, cultural and ethical diversity, and will cultivate enhanced understanding and acceptance of diversity.

Depending on the focus of individual student research projects, their work will address QEP SLO 1 and/or 2. Students may be involved in projects that require interactions, locally or internationally, that speak to QEP SLOs 3 and 4.

5.2.2. Strengthening Curricular Elements of International Student Exchange

UNCG sends approximately 450 students annually on three primary modes of study abroad: semester and year-long exchanges, shorter faculty-led programs, and summer programs offered by our partners. Much of our time and energy surrounds UNCG's exchange opportunities because exchange is demonstrably the most cost-effective and potentially transformative model. Currently, approximately 240 students per year participate in these exchanges. We engage in what the International Programs Center (IPC) calls "full-cycle advising" working with students before, during and after their exchanges to make sure they get the fullest advantage from their exchange experiences. However, while the International Programs Center currently offers fairly intense mandatory pre-departure orientation and advising programming; it does not have resources to provide, among other things, deeper intercultural units during students' preparation for study abroad that would more intentionally and fully address the QEP Global Learning Competencies. Nor does UNCG's current program for study abroad exchanges provide sufficient opportunities to engage students in guided and directed learning of the knowledge, attitudes and skills of global engagement while they are abroad and when they return. Focused and sustained assessment of the learning that takes place through study abroad and the systematic use of such assessment results in a process of continuous program improvement are also underutilized in the current program. Therefore, through this QEP we will implement the following enhancements to UNCG's exchange program.¹³

- a. **Pre-departure Orientation and Intercultural Training Course:** As part of the QEP, IPC will implement a one-hour (1SCH) pre-departure course that incorporates all of the mandatory orientation / advising that is currently required and additional intercultural

¹³The following enhancements involve three one-hour courses. To offer these courses without students incurring extra costs require students officially to sign up for the courses during their exchange. Currently students register for 12 hours of ISE 999; therefore, the additional three one-hour courses will not increase tuition. Students will be given an incomplete for the reentry course until they complete the reentry requirements which-- as mentioned above-- would be possible to complete within six weeks of return to campus.

training specifically designed to address QEP SLO 3. Included in this course would be pre-testing using the IDI (unless students have completed it another venue for the QEP and individual coaching for increasing intercultural competency. (GLC 3)

- b. **Overseas On-line Course:** While abroad students will take an additional one-hour (1SCH) on-line course with specific reflection and other assignments to be submitted electronically in the form of a journal that will later be evaluated with a rubric designed to tease out the level of learning related to QEP SLOs 3 and 4. (GLC 3 and 4)
- c. **Re-entry Course:** Upon return students will be expected to take a one-hour (1SCH) reentry course which will incorporate a post-test and discussions of the journals. Journals would be reviewed using a rubric. This course can and should be completed within the first 6 weeks of returning to campus. In addition to the post-test, students will be expected to participate in reentry workshops designed to help students process their experience and prepare them to articulate what learning actually occurred as a result of their exchange abroad. (SLOs 3 and 4 associated with GLC 3 and 4)

NB: Successful Completion of these course requirements and the required assignments will be counted toward students' progress in the Global Leadership Program described below.

SLOs 3 and 4 will be the focus the exchange enhancements. The courses will be pass/fail elective courses to be designed in the upcoming year. Students will be expected to complete tasks designed to prepare them for their study abroad experience. The first course will be a completion of all tasks necessary to study abroad including completion of an intercultural workshop in which the IDI is administered; the second course will be a series of 8 reflection essays of 200 words to be submitted electronically (one approximately every two weeks), and the third will consist of the steps necessary to complete transfer of credit for courses; participate in reentry workshops; completion of the post IDI and an analysis of the essays written in the second course using an adapted version of the AAC&U Global Learning and Intercultural Competence VALUE rubrics.

5.2.3. Leadership Programs

UNCG currently has two leadership program models. The Global Leadership Program is the newer model; the Leadership Challenge is the longer-standing leadership program.

5.2.3.1. Global Leadership Program

UNCG's Global Leadership Program (GLP) engages students in global experiences outside the classroom while affording a variety of core workshops (aka colloquia) to promote intercultural sensitivity, global responsibility and leadership skills. The GLP acknowledges its graduates as students prepared to pursue leadership positions in the global community. The program is open

to all domestic and international students at UNCG; it welcomes students from all disciplines, whether in the liberal arts or the professional schools. The core concepts of intercultural understanding, experiential learning and skills development promoted by the program will distinguish participants as individuals prepared to assume roles as engaged global citizens. The program incorporates the Intercultural Development Inventory (IDI) as a core requirement and requires students to prepare and present an *ePortfolio* demonstrating their accomplishments. Graduates of the program earn recognition through a line on their transcript acknowledging their successful participation. This is a program with extraordinary potential for the expansion of global learning and global engagement on the UNCG campus.

To date few students have actually completed the GLP program. In an effort to make it more appealing, the GLP Steering Committee will make the following enhancements:

- Since many departments are interested in the GLP as a means to promote global learning, the GLP Steering Committee will accommodate departmental requests regarding the *ePortfolio*. The Leadership Challenge will dovetail its portfolio with the GLP *ePortfolio*.¹⁴
- Students will be expected to complete the three core colloquia during their first year in the program. Students will then be encouraged to tie the concepts of the colloquia to their experiential points and relevant reflections.
- The Leadership in a Global Context core colloquium (conducted through the OLSL) will count both for the GLP and the Leadership Challenge workshop.
- The experiential point system requirements will be reviewed and revised in an effort to provide a variety of ways to earn points needed to complete the program; thereby, enhancing the likelihood that students will complete the program.
- The GLP Steering Committee will expand its membership and staffing in order to accommodate new workshops and events and to assess the portfolios.

¹⁴ Similarly, students who complete internships, practicums, student teaching and other forms of experiential learning in the local community that is required by their major program could apply for GLP points and include those experiences in a GLP portfolio, resume and personal statement if they met criteria informed by the QEP Learning Goals. For example, students in certain programs in the Bryan School of Business and Economics, the School of Health and Human Sciences, the School of Nursing, and the School of Education are often required to complete an internship, capstone or practicum of some sort, and many students in these programs struggle to accommodate study abroad in their degree plan. By working with these and other academic units to develop major specific activities and experiences that address the QEP Global Learning Competencies and also accrue GLP points, the GLP could offer global learning opportunities to more students who might find an extended study abroad difficult to achieve, but who nonetheless will benefit from appropriately designed local opportunities to “hone the range of skills they will need to develop as leaders” and to become “engaged world citizens with an appreciation of the importance of intercultural understanding...”.

All of these revisions to the GLP support students' achievement of the QEP Learning Goals at progressively deeper levels, and by expanding the GLP to include certain appropriate local experiences as "global"; the program is made accessible to more students. QEP SLOs 1-4 will be addressed (see Appendix K for the alignment of the GLP SLOs with the QEP SLOs).

5.2.3.2. Leadership Challenge

The Leadership Challenge is an institution-wide commitment to offer all UNCG students leadership education, training, and development through curricular and co-curricular experiences through the Office of Leadership and Service Learning (OLSL). These experiences assist students in the development of leadership skills by offering varied opportunities to practice leadership, prepare students to serve as citizen-leaders in a global community, and engage in the process of leadership through leadership-service-learning. The Leadership Challenge Program consists of 3 levels: Bronze, Silver, and Gold. Upon completion of program requirements participating students receive a leadership certificate and medallion.

In an effort to support QEP initiatives OLSL will implement the following two programmatic enhancements to its current Leadership Challenge Program (for detailed information on the constructs of the current Leadership Challenge Program with its enhancements see Appendix L):

Leadership Framework: The UNCG Leadership Framework will be revised and expanded to include global learning and intercultural competencies; Global Leadership Challenge competency #6 has been changed from Diversity to Intercultural Knowledge. This change ensures that intercultural knowledge will be woven throughout all leadership programs and leadership initiatives working with OLSL.

Community Service: Through active participation in service-oriented leadership, students are exposed to intercultural knowledge through the exposure to complex social issues, working across several human systems, and opportunities to challenge and shift personal perspectives and assumptions to be more inclusive. The enhanced program will seek to involve more students in community service beyond the campus that brings students into working contact with diverse international communities and issues. For example, the TRIAD area around UNCG is a major refugee resettlement area that is home to a wide diversity of peoples fleeing a variety of conditions and dangers around the world that are manifestly linked in multiple ways to global interconnections, interdependence and dynamics. By working in reciprocal ways with these refugee populations and the community organizations and grassroots efforts that seek to aid their success in America, UNCG students will experience rich opportunities to learn in profound and meaningful ways about the interconnectedness and interdependence of the world community. Students are more likely to wrestle in powerfully meaningful ways with the complex ethical dimensions of world issues as they impact the lives of real people with whom the students

work. Furthermore, understanding world conditions and wrestling with the ethical issues they generate while working face to face with diverse populations that are directly involved in those conditions and ethical complexities provides an especially rich context for UNCG students to develop and appreciate attitudes of openness and the capacity to interact in culturally informed and sensitive ways with others who are different.

The development of these cognitive and behavioral characteristics speaks to QEP SLOs 3 and 4.

5.3. Enhanced Curriculum in particular Majors

The QEP at UNCG is designed to have an impact on undergraduate students from the beginning to the end of their careers through three pillars of global engagement. The first two pillars encapsulate the QEP strategies developed for a student's first year experience and the high impact practices that a student experiences throughout his or her career at UNCG (e.g., First year Seminars, Learning Communities, Service Learning, Undergraduate Research and Study Abroad). The third pillar focuses specifically on curriculum in a student's major, that is, curricula controlled at the departmental level and, in some instances, by interdisciplinary programs (e.g., Women's and Gender Studies).

We recognize that not all departments emphasize global engagement in their curricula, or that such engagement may be done in varying degrees in both curricular and co-curricular requirements and opportunities. The strategies outlined below are intended, therefore, to allow departments with more active engagement with the QEP Global Learning Competencies to enhance their current activities and then, over the timeline of the QEP and beyond, to build institutional capacity to foster additional and expanded global engagement opportunities where desired in departments and academic units across UNCG. In this way, by beginning with enhancements to the globally-oriented offerings of those units that currently have them to some degree, and then gradually expanding over the course of the QEP to include participation by more departments and majors in this aspect of the QEP, more UNCG students will find opportunities to build and deepen their capacity for global engagement; and they will find those opportunities on the pathway to their intended degree.

This intentional link to the majors is especially important as it not only offers opportunities for more students to achieve a higher level of competency with respect to global engagement, it also allows students to connect their global engagement learning more specifically to the expectations of their chosen field of study and profession/career path. It also addresses the increased demand that our very diverse students make timely and efficient progress to a degree while achieving higher levels of learning in essential twenty-first century skills.

5.3.1. Departmental Baseline Data

Members of the QEP Design Team in teams of two visited forty-four departments across all academic units of the University over the period from August 19-November 1, 2013. The purpose was to provide an update on the status of the QEP and to solicit information from faculty about where and how the overarching QEP GLCs might align with current and/or future departmental offerings and particularly at the 300+ level, that is, courses designed especially for majors. Design Team representatives asked faculty if and how student learning relative to the QEP GLCs was being assessed.

Thirty-four departments from all six academic units returned information to the QEP Design Team, and it is very clear from this data that UNCG students are already exposed to a rich variety of content that focuses very heavily on learning within a global context. The departments responding reported a total of 141 courses, the learning outcomes of which might align with at least one of the QEP's SLOs, and of these, 90 were at the 300 or 400 level. The foundations that will allow UNCG students to move from global learning to global engagement are solid across the university, and the enhancements discussed below will build on these foundations to ensure that students immersed in advanced study in their particular fields will have the same opportunities for global engagement as they were offered at earlier points in their academic careers.

5.3.2 Enhancements

The QEP Design Team recognizes that the Global Engagement Learning Competencies can and should be embedded across curricula in individual majors. Capstone classes, for example, provide rich opportunities for globally engaged learning. The decision to move in this direction, however, resides with individual faculty members and department curricular committees. The QEP course development and revision grant program (see below, section 5.4.3) is designed to solicit proposals to enhance as wide a variety of classes with QEP SLOs as possible. At the same time and from the information gained throughout the QEP design process and especially in our visits to academic departments, we have identified three types of offerings by the departments that came to the fore as especially good opportunities for further enhancement through the QEP. They are “local engagement” experiences, “virtual engagement” experiences and “international field” experiences. While curricular enhancements should not be limited to courses that offer these experiences, we believe they are a good starting point in the desire to bring globally engaged learning to as many students as possible and across the whole of their academic careers at UNCG.

UNCG also currently supports a robust program of service-learning courses; there are approximately seventy classes serving about 1200 students carry SL markers administered by OLSL. These classes work reciprocally with community partners intentionally to link service in

the community to student's mastery of course objectives and student learning outcomes. Utilizing service-learning to fulfill QEP student learning competencies would align with UNCG's strategic plan, values, and general learning requirements while also deepening students capacity for global engagement.¹⁵ Through course development opportunities the QEP will encourage faculty where appropriate to use service learning principles and pedagogies as they enhance curricula in particular majors to align with QEP SLOs. (See below, Section 5.4.3.)

5.3.2.1. Local engagement experiences involve activities designed to place students in cross-cultural and/or multicultural contexts within the local communities in the Greensboro area. Students in these local engagement activities are required to respond and perform in those diverse contexts in ways that educate them experientially about interacting "appropriately" as that is defined and understood in the expectations and/or professional standards of the major field. Examples include the Doris Henderson Newcomers School which provides a unique experience for many of our students who take advantage of this opportunity to serve recently arrived immigrant and refugee students in grades 3-12 who are beginning to learn English and acclimate to American culture. Students at UNCG may also volunteer to work with school-age children or their adult family members to strengthen their English skills.

Given financial resource constraints and limited access to virtual classrooms, we believe that local engagement experiences will continue to be the primary means for bringing globally engaged learning opportunities to our students. Three specific strategies will be adopted to expand current opportunities and enhance students' global knowledge, attitudes and skills.

First, identification of specific global initiatives and interests among existing community partners locally and overseas will allow us to offer students more targeted global and local opportunities to engage in cross-cultural and multicultural contexts. With the increasing number of immigrants and refugees resettling in the region, more and more local communities have established missions and goals to leverage the existing diversity and enhance cross-cultural understanding. The growing internationalization within our local communities offers

¹⁵ Results of student course surveys provide evidence that service-learning naturally connects to some of the QEP student learning outcomes. Service-learning contributes to student learning around diversity and power differentials (QEP SLO 3). Student course surveys in service-learning courses revealed that 78% of students in the fall of 2012 and 79% of students in the spring of 2013 either agreed or strongly agreed that their participation in a service-learning course exposed them to cultures other than their own. A comparison of results of the UNCG Spring 2011 Civic Engagement Benchmarking and OLSL spring service-learning course survey results demonstrate that students in designated service-learning courses at UNCG ranked significantly higher when asked about their learning and exposure to diverse backgrounds and other cultures. In the spring of 2011, 66% of all UNCG students surveyed agreed or strongly agreed that participating in volunteer or service work had helped them learn about people with different backgrounds or perspectives. In OLSL's survey, 92% of students in service-learning courses agreed or strongly agreed that they were comfortable working with cultures other than their own.

students unique opportunities to explore new ways of thinking and engaging diverse cultural situations locally. IPC and OLSL will expand the existing list of global and local partners and specify those that embrace global initiatives and offer opportunities not only for international field experiences, but also virtual learning or local immersion.

Second, an additional online learning module on intercultural communication would strengthen the existing service learning online modules and can be used by both faculty and students who are interested in intercultural interactions through international field-experiences, virtual learning and local immersion activities. Currently, both OLSL and IPC offer support to enhance students' cultural competence to better prepare them for their study abroad or local immersion experiences. Students can also take the free, cultural competency online course (<http://www.uniteforsight.org/cultural-competency/>) to get an overview of cultural transition. Offering additional intercultural communication modules will deepen students' understandings and provide them with specific communication strategies they can apply in cross-cultural contexts.

Third, offering more support for internships and practicum classes involving local engagement and international field experiences would further enhance the quality of student experiences. Reflection, for example, is a critical component of students' global and local field experiences. Expanding the current reflection leaders support offered by OLSL, peer leaders can be trained specifically to support students' development of intercultural knowledge attitude and skills. Further, with students from various departments and units placed in the same local or international settings for internship and practicum, more intentional collaborations across academic departments will allow both faculty and students to have interdisciplinary understandings of the global issues as well.

5.3.2.2. Virtual engagement experiences involve the use of real-time teleconferencing classroom technology and the internet to provide students with opportunities to interact and collaborate with students, partners and colleagues in other regions of the world around common course content and common assignments.¹⁶ Virtual international classes provide an

¹⁶ Examples at UNCG include the Childhood Development in Cultural Context (HDF 610) course, a graduate level course taught by Dr. Jonathan Tudge of the Department of Human Development and Family Studies (HDFS) and Eeva-Liisa Kronqvist at the University of Oulu, Finland. Since the class has a cultural focus, it attracted several international students in Oulu (from Mexico, China, and Lithuania) as well as Finnish students and at UNCG a variety of students. The students found the interaction with the live feed to be very interesting and they enjoyed getting to know the students in Finland. While they sometimes had cross-cultural issues such as language complications, they all agreed that it is important to have someone else's opinion about the topics they discuss. It is also interesting when the discussions point out cultural differences, which help the students to learn more about problems in their own culture, especially when it comes to childhood development issues. Dr. Susanne Rinner, Associate Professor of German, has also used virtual engagement extensively in her German 310 class, a course designed to prepare students in Greensboro to study abroad in Germany and Austria.

opportunity to address the ethical and moral dimensions of human life in a global community. In spring 2012, Dr. Ali Moore from UNCG's English department conducted a real-time Honors course that met regularly with faculty and students at the American University in Beirut. The topic of the course was "Human Rights." The class allowed students from North Carolina to work closely with Lebanese students on the definition, perception, and challenges of human rights protection in different cultural and national settings.

By increasing the number of such virtual classrooms from one to as many as five over the course of the QEP, and by increasing the number of courses redesigned to incorporate real time virtual interaction among students across continents, QEP Global Learning Competency 4 and its associated SLO will be addressed.

5.3.2.3. *International field experiences* refer to department-sponsored, short-term, faculty-led study abroad programs for students in particular majors. There are a number of international field experiences in place for students at UNCG. For example, in the School of Health and Human Sciences (HHS) an opportunity currently exists for students to increase their knowledge of Latino culture and improve their Spanish Language skills by participating in a 3-week, interdisciplinary program in Costa Rica. Participants from all of the departments in HHS have four hours a day of language instruction, live with a Costa Rican family, travel to selected sites and participate in daily service learning activities. This program could be introduced in year one, through the HHS Pre-Health Learning Community and reinforced through service learning projects in the Greensboro area prior to the 3-week Costa Rican Program.¹⁷

Another example of an existing program is X-Culture. This program was launched in 2010 by Dr. Vas Taras in the Business School. Dr. Taras partnered with a professor in another country who was teaching a similar course. The students from the two countries worked in international virtual teams on a term project, experiencing the challenges and learning best practices of international collaboration firsthand. Students worked on a project together with people from all around the world in global virtual teams and learned the best practices of cross-cultural collaboration through personal experience. Since 2010 the course has expanded to include about 45 universities in 30 countries on 6 continents participating in a given semester. Students in International Business / International Management courses at universities around the world work together in teams of 6-7 for about 8 weeks on a business proposal/plan for a large multinational company. The project constitutes 20-30 percent of the course grade. All students are offered free on-line training on the availability and use of free on-line collaboration tools. Data on team member background, team dynamics and performance are analyzed and used to enhance student learning, and for research purposes. Upon completion of the project, students and instructors receive Achievement Certificates. All necessary materials and infrastructure are provided. Research and scholarly publications are an important part of the project.

¹⁷ Other examples currently exist in the School of Music, Theater and Dance; the School of Nursing and several departments in the College of Arts and Sciences. In fact, UNCG currently offers, on average, 15-20 department or school-sponsored, short-term faculty-led study abroad programs per academic year. And there are more under development, such as a three-week experience in Shanghai being developed for students in the School of Education and the School of Health and Human Sciences. This program will

As with students involved in faculty-mentored scholarly inquiry with a globally engaged component, enhanced courses and curricula in particular majors will have a multitude of different experiences and outcomes, depending on the faculty, department, and/or program. These courses enhanced with Global (Engagement) Learning Competencies and the SLOs that accompany them may focus on contemporary issues within a global framework (GLC 1). Others may directly pursue enhancement of knowledge of diverse ethical and value dimensions of issues within a global framework (GLC 2). Students may be take classes that require interactions, locally or internationally, that promote openness to engaging in diverse cultural situations (GLC 3), or develop the ability to engage in culturally appropriate manner in required situations (GLC 4). Given the diverse nature of our undergraduate curricula, it is impossible to state specific SLOs that will be addressed by all projects, although SLOs related to one or more of the learning competencies are expected.

5.4. Faculty Development

Faculty and staff development, including graduate teaching assistants, is essential to the successful integration of our QEP goals into curricula across UNCG's academic units. To capitalize on faculty interest and time, we have designed a multi-tiered approach to development and enhancement of a faculty member's capacity to include Global Learning Competencies into his or her curriculum. Faculty enhancement is intended to be nimble, allowing as much involvement as an individual's needs, interest, and availability at any given moment demands.

5.4.1. UNCG Global Engagement Summer Institute

As a part of the process of developing our QEP on global engagement, UNCG held a very successful and well attended "Global Engagement Institute" on June 3 and 4, 2013. More than forty faculty members, ten professional staff, one member of the board of trustees, and the President of the Alumni Association Board participated. The Institute contributed significantly to the development of the QEP, and due to the strong positive response UNCG will offer the Global Engagement Summer Institute every summer as a part of the QEP.

Going forward, a major purpose of the institute will be to provide participating faculty, staff and graduate students opportunities to share their expertise and experience related to global engagement with colleagues at UNCG; thereby, drawing on campus talent and expertise to help expand institutional capacity from within. The Institute will also introduce faculty, staff and advanced graduate students to the scholarly literature and emergent trends in global learning, provide useful information about resources and best practices, and give specific one-on-one and

incorporate service learning activities, virtual classroom activities, and a 3-week field experience in Shanghai.

team training to faculty, graduate students and staff who seek opportunities to further develop their skills. As a part of the institute, we will expand the knowledge of faculty and staff trained to debrief the Intercultural Development Inventory (IDI) that we plan to use as a teaching tool as well as an assessment instrument in some of the QEP learning activities. In this way, the annual Institute will serve to expand institutional capacity at UNCG to deliver and use the IDI as a part of the ongoing enhancement of our students' capacity for global engagement. The Institute will also serve as an opportunity for disseminating and reflecting on the results of ongoing learning assessments conducted in connection with the QEP. This will assure that assessment results are reported out and used in an ongoing process of continuous quality enhancement.

While the precise format and specific topics addressed in each Institute will likely vary from year to year in order to accommodate what is most needed at the time, we expect the annual Institutes will be multi-day affairs with several "tracks" organized around different interests and different levels of prior experience and knowledge. For example, some faculty and staff may be new to certain areas of global engagement or they may require a basic orientation to one or more of the activities planned in the QEP while others may be more experienced and seek to meet different needs and interests through the Institute. The Institute will be made up of various combinations of hourly presentation sessions, topical small group discussions, hands-on workshops and opportunities for teams of faculty and staff to develop and work on collaborative projects and innovative curriculum in support of the QEP. We also anticipate there will be an invited keynote speaker/facilitator who will address emergent trends in global learning and guide workshops specific to his/her interests and experience. Also included in the Institute will be a "collaborative project bazaar" where faculty and staff who are envisioning projects or classes that focus on global issues make short presentations about their project, invite others to partner with them and receive feedback, especially concerning multidisciplinary efforts. An important goal of the annual Institute will be to engage with civic, business and not-for-profit organizations in the region (e.g. ,Volvo Truck North America, Honda Air, Avery Dennison) as guests, presenters, and potential partners with UNCG faculty and staff.

Primary responsibility for planning and coordination of the annual Global Engagement Summer Institute will reside in UNCG's Faculty Teaching and Learning Commons (FTLC) which will work in collaboration and consultation with other relevant areas of the University including the Office of the QEP Director, the International Programs Center, the Office of Multicultural Affairs, the Office of Leadership and Service Learning, and the Institute for Community and Economic Engagement among others.

5.4.2. Faculty Teaching and Learning Commons (FTLC) and supporting Activities. Working from the notion that a 21st century University must be a "learning organization" in all that it does, and guided by the concept of a "commons" that is a convening space for the entire University

community (literally and figuratively), UNCG's Faculty Teaching and Learning Commons (FTLC) is a dynamic and evolving community of scholars, staff, students and administrators that brings campus expertise to bear in advancing UNCG's overall educational mission. The primary focus of the FTLC is the support of faculty in their efforts to enhance the University's instructional programs and advance the University's core academic mission. Each year new faculty participate in an orientation provided by the FTLC, and this venue can be used to orient faculty to the QEP and the relevant FTLC resources it provides.

Against this backdrop, the FTLC is the home for several initiatives that are well suited to support the QEP on global engagement. In addition to awarding fellowships to seasoned faculty and staff who serve as fellows in critical areas of university need, the FTLC also sponsors faculty and staff learning communities (FLCs).

5.4.2.1. FTLC Global Engagement Fellow

As a mechanism to enhance the quality of teaching, and thus, the learning of our students, the position of FTLC Global Engagement Fellow has been created and filled by a senior UNCG faculty member for 2013-14. Through the Fellow's role in focusing a learning community around global engagement pedagogies, the FTLC extends its reach through seasoned faculty leaders with a passion for this mission. The FTLC Global Engagement Fellow also serves as a liaison between the QEP Steering Committee, International Programs, and the FTLC, thus enhancing communication and direction.

In 2013-14 the Fellow's activities have served as a foundation for increasing the capacity of our faculty and staff to focus on global engagement using high impact learning strategies. Based on this current strategy in integrating this topic into teaching and learning, we plan to continue with this fellowship. As a part of the QEP, the FTLC will be funded to continue to support a Faculty Fellow for the Global Engagement position. In the spring semester, 2014, the FTLC Fellow for Global Engagement will meet and discuss with campus representatives components of a prototype plan designed to serve as a "jumping off" place for the Global Engagement Summer Institute.

5.4.2.2. FTLC Global Engagement Faculty Learning Community

Following the successful efforts to establish faculty and staff learning communities across a number of pedagogical areas, with funding through the QEP, the FTLC will continue to oversee and promote a UNCG Global Engagement Learning Community by sponsoring guest speakers, recruiting interdisciplinary group members, and creating visibility for the learning community across administrative and academic departments and units on campus. The Faculty Learning Community will also help to disseminate across campus requests for proposals around the topic of Global Engagement.

5.4.2.3. Intercultural Workshops and Intercultural Toolkit

We plan to enhance faculty knowledge of Intercultural Communication Competency (ICC) through an FTLC workshop and by producing an ICC toolkit. The workshop will focus on the concept of intercultural competency and its assessment (e.g., through the IDI), how IDI assessment can be done, how to interpret IDI, implications of IDI (i.e., how the IDI results can be utilized in their instruction), etc. Section 4.2 provides information on the IDI. While the IDI is widely used on campus, other intercultural competency models and assessments will be explored.

The ICC toolkit will be developed based on faculty inputs and insights of FTLC faculty fellow for Global Engagement.

5.4.3. Curricular Enhancement Funding Awards

Faculty will be encouraged to integrate the QEP SLOs when they develop new courses or revise existing courses to enhance students' global engagement competencies. Funding will be designated for faculty to submit course development and revision grant proposals (\$500 for revised course; \$1000 for new course development) to explicitly address the QEP SLOs through course readings, discussions, activities, and assessments. In the proposal, faculty will be asked to specify:

- a. whether this is a revised course or a new course being proposed
- b. the specific QEP SLOs that the course will address (it is expected that each proposed new or revised course will address at least 2 SLOs)
- c. the assessment products that will be collected to measure the achievement of the specified SLOs
- d. the timeline of course revision or course development.

After the completion of the new/revised course delivery, faculty will agree to:

- a. share the assessment products used to measure the achievement of the QEP SLOs
- b. be prepared to share their experiences on course development and delivery with others during the annual QEP Summer Institute.

Service Learning Faculty Development Opportunities

Through this QEP, UNCG will support faculty to develop and offer additional international as well as local service learning courses and community engaged experiences specifically and intentionally designed to expose students to multicultural contexts and to address the QEP

Student Learning Outcomes. With funding, OLSL will offer course development grants (\$500 - \$1000 per course) for faculty and instructors to designate new or transformed service-learning courses that specifically address any of the QEP SLOs. For example, a course aiming to address QEP SLO 2 “compare and contrast at least two different ethical perspectives on a salient and contemporary issue in a global context” would have to link the service experience (e.g., serving in a day shelter for the homeless), the course content (marginalized populations and economic prosperity) with a global issue (displaced populations) and a comparative analysis of the two or more ethical perspectives found in those populations.

OLSL will also offer more support for international service learning (it currently offers one grant per year of up to \$2500 expense coverage to research and offer an international service-learning course). It will increase the number of grants offered, add a course development grant/incentive to encourage “Globally Enhanced Service-Learning” courses, and it will augment the international service-learning course development application to include a connection to the QEP SLOs.

6.0. Timeline for implementation

The QEP strategies described in the preceding pages taken together outline a multi-year process of student global learning meant to produce UNCG graduates who have the knowledge, skills and attitudes to engage the world community successfully. Built on three pillars that are intertwined in a chronological framework, our QEP is meant to promote global learning from the first moment students step on the campus through the many experiences and opportunities they will have in their majors and their UNCG academic careers until graduation. Figure 7 below is a graphic presentation of the timeline we will employ to provide the QEP strategies over the period of the Quality Enhancement Plan and the academic journey of our students.

Figure 7. Timeline for Implementation

Academic Year	QEP Year	QEP Pillars*	Strategy	Timeframe	Responsible party	Supporting Entities
2013-14	0	FD	QEP Summer Institute	Summer 2013	FTLC	IPC
		FD	Creation of GE Faculty Fellow & GE FLC	Fall 2013	FTLC	IPC
		FD	IDI Facilitator Training	Spring 2014	IPC	FTLC
		I	Design Assessment Prompts and Rubrics (w/ assessment sampling techniques)	Spring 2014	QEP Design Team	ERM; OAA
		I	Select QEP Director	Summer 2014	Provost	
		I	Produce GLO video	Summer 2014	QEP Director	IPC; OLSL; URSCO
		I	Hire IPC Interculturalist	Summer 2014	IPC	
		I	Hire OLSL workshop facilitator	Summer 2014	OLSL	
		I	Incorporate Pillar 1 Strategies into appropriate classes and venues	Summer 2014	UGS	FMS; LIHC; FFL; OLC
2014-15	1	A	First Assessment Touchpoint	Fall 2014	QEP director	ERM; OAA
		1	FY Common Read	Annually	Student Affairs	FYSR Committee
		1	FY Common Read Programming	Annually	Student Affairs	OMA; Career; OLSL; HRL; LIHC
		1	FFL 100	Annually	UGS	FFL; IPC; OMA; OLSL
		1	LCs	Annually	UGS	OLC; IPC; OMA; OLSL
		1	LIHC Colloquia	Annually	LIHC	IPC; OMA; OLSL
		1	FMS	Annually	CAS (FMS)	
		1	Intro to GLOs (video)	Annually (fall)	Student Affairs	OLSL; IPC; URSCO
			FFL 100		UGS	FFL; IPC
			LCs		UGS	OLC; IPC
			LIHC Colloquia		LIHC	LIHC; IPC
		1	Colloquium 1	Annually (fall)	IPC	GLP
			FFL 100		UGS	OLC; IPC
			LCs		UGS	OLC; IPC
			LIHC Colloquia		LIHC	IPC

2014-15	1	1	Colloquium 2	Annually (fall)	OLSL	
			FFL 100		UGS	FFL
			LCs		UGS	OLC
		2	GE-URE	Annually	UGS	URSCO; departments
		FD	ICC activities	Throughout year	FTLC	IPC
		FD	Service learning course development	Annually	Student Affairs	OLSL; IPC
		FD	Global Engagement Summer Institute	Annually (starting Summer 2015)	UGS	FTLC; IPC; OMA; OLSL; ICEE
		I	Develop Funding Curricular Enhancements Process	Throughout year	QEP Director	QEP Implementation Advisory Committee
		I	Develop IPC courses	Throughout year	IPC	Study Abroad Committee
		I	Make changes to Leadership Programs	Throughout year	IPC; OLSL	GLP Steering Committee
2015-16	2	2	Exchange Enhancement	Each semester	IPC	Study Abroad and Exchange
		2	Leadership Programs			
		2	GLP	Throughout year	IPC	OLSL; IGS; departments
		2	OLSL Leadership Challenge	Throughout year	Student Affairs IPC/GLP Study	OLSL
		FD	Intercultural workshops and ICC Toolkit	Throughout year	FTLC	IPC; OMA; OLSL; ICEE
		3	Encourage development of curricular enhancements	Throughout year	QEP Director	IPC; OLSL; ICEE
2016-17	3	A	Second Assessment Touchpoint	Fall 2016	QEP Director	ERM; OAA
		FD	IDI Facilitator Training	Spring 2017	IPC	FTLC
		I	Hire Study Abroad Advisor (if increased participation warrants)	Fall 2016	IPC	
2017-18	4		NO NEW INITIATIVES			
2018-19	5	A	Third Assessment Touchpoint	Fall 2016	QEP Director	ERM; OAA

*A=Assessment

FD=Faculty Development

I= Implementation Step

7.0. Organizational Structure (Administrative Implementation of the QEP, 2014-2019)

UNCG's multifaceted QEP will require careful direction during the five-year implementation period. It will also require the continued leadership and enthusiastic support of the faculty, academic departments, academic deans' offices, and the critical divisions of Student Affairs. The director of the QEP will also have to command the confidence of the university's senior leadership and be able to ensure the timely completion and assessment of the strategies outlined in this report.

To these ends a two-person office will be established and appointed by the University's provost. The provost, after consultation with the various constituencies on campus, will appoint a tenured faculty member with strong campus credentials in internationalization and global learning as the director of the QEP. The director will receive significant release time from his or her academic teaching and departmental responsibilities to serve as the visible leader the QEP initiative. The director will be responsible for making sure all the strategies are being pursued, the assessments undertaken, revisions are made in the plan as events require, volunteers are found for QEP activities, yearly reports (internal and external) are drafted and published, liaison with stakeholders is effectively maintained, all timelines and SACSCOC requirements are met, and such other duties as may arise are carried out. The director will serve as the public face and voice of the QEP, maintaining communication with the faculty, administration, students, board of trustees and the broader public. To these ends the director will publish informational materials about the QEP's progress.

An assistant director with strong administrative experience and skills will also be appointed on a full-time or part-time basis. The assistant director will need data analysis expertise, assessment knowledge and experience, facility for organizing meetings, working closely with offices on campus, and drafting reports. The assistant director will be responsible for all organizational and logistical tasks assigned to the office.

The QEP office will be administratively housed in the Office of the Provost, and the QEP Director will be a direct report to the Provost. The Assistant Director will report to the QEP Director. In order to guarantee ongoing faculty responsibility for the Quality Enhancement Plan, oversight of the QEP office will be maintained by the appointment of a broadly representative QEP Implementation Advisory Committee. The International Programs Center and Undergraduate Studies/FTLC should be prominently represented on the Implementation Advisory Committee. For the purposes of institutional memory and expertise in the area of global engagement, several members of the committee should be drawn from the current QEP Design Team and QEP Steering Committee. Other members of the committee should be drawn from the College of Arts and Sciences and the professional schools, and from Student Affairs. A majority of the membership will be full-time UNCG faculty. The provost will appoint the Chair and committee

membership for specific terms. The QEP director will report to the Implementation Advisory Committee at least on a quarterly basis to apprise the membership of progress on the QEP and to seek advice on critical pending issues.

8.0. Resources and Budgets

We have developed our QEP budget to provide realistic resources for the “initiation, implementation, and completion of the QEP” (CS 3.3.2). The overview includes what is commonly called “new money” expenditures to be made beyond the funding currently allocated to global learning *and* expenditures that may be reallocations of existing funds for global learning. We generally have not listed the value of the work of current employees whose efforts will be directed toward the QEP instead of some other work. The “assigned time” of the Associate Provost for International Programs, the Dean of the Lloyd International Honors College, and Student Affairs and Undergraduate Studies staff, for example, has not been calculated or included in the budget, even though they will be spending considerable time in working with the QEP Director to guide and support the QEP. Obviously also, there will be staff time (in Institutional Research, Assessment & Planning, for example, or the Office of the Registrar) devoted to producing data and evaluating many aspects of the QEP, but these costs are not calculated in the budget. In sum, we designed our budget to be an efficient, accurate, planning document, not a comprehensive audit of every conceivable expense that could be associated with the QEP. See Figure 8 below for details.

Figure 8. QEP Budget

Action/Expense/Activity	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5	Total
	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	
QEP Pillar 1: Enhance first year experiences							
Common Read Program							
<i>UNCG Bookstore – 2,500 books</i>		18,000	18,000	18,000	18,000	18,000	\$90,000
<i>Speaker fee and local costs for Orientation</i>		10,000	10,000	10,000	10,000	10,000	\$50,000
<i>Fall semester support for courses and co-curricular discussions</i>		8,000	8,000	8,000	8,000	8,000	\$40,000
<i>Miscellaneous event expenses (tech, room rentals, supplies)</i>		1,300	1,300	1,300	1,300	1,300	\$6,500
<i>FYSR committee support/supplies</i>		300	300	300	300	300	\$1,500
<i>USPS/Book mailings to August SOAR</i>		600	600	600	600	600	\$3,000
<i>Spartan Printing (event flyers and other)</i>		550	550	550	550	550	\$2,750
<i>Speaker fees and local costs for Annual Conference</i>		10,000	10,000	10,000	10,000	10,000	\$50,000
<i>January Conference food and hospitality for 150</i>		2,000	2,000	2,000	2,000	2,000	\$10,000
FFL 100 Course & Assessments – Civic Engagement Module							
<i>Additional peer educators¹⁸</i>		1,300	1,300	1,300	1,300	1,300	\$6,500
<i>Additional facilitator training sessions</i>		1,000	1,000	1,000	1,000	1,000	\$5,000
First Year Learning Communities & Enhancements (see also below in personnel)							
<i>Introduction to Global Opportunities Video production</i>	2,000						\$2,000
<i>Pillar 1 Subtotals</i>	2,000	53,050	53,050	53,050	53,050	53,050	\$267,250
QEP Pillar 2: Enhance experiential mid academic career opportunities							
URSCO efforts to increase UREs							

¹⁸ 2 educators per workshop at \$25 each with approximately 26 workshops per year

<i>Books, software, consumables & other supplies (\$500/award??)</i>		7,500	5,000	5,000	5,000	5,000	\$27,500
<i>Travel – research scholarship related</i>		10,000	6,700	6,700	6,700	6,700	\$36,800
<i>Travel – dissemination/presentation of research findings</i>		5,000	3,400	3,400	3,400	3,400	\$18,600
<i>Global Engagement Research Assistantships</i>		24,000	24,000	24,000	24,000	24,000	\$120,000
Student exchange enhancement (see also below in personnel)							
<i>Pre-departure orientation and intercultural training course costs</i>							
<i>Overseas on-line course costs</i>							
<i>Re-entry course costs</i>		2,750	2,750	2,750	2,750	2,750	\$13,750
Leadership programs (see also below in personnel)							
<i>Honoraria for special lectures/events (IGS/GLP)</i>		1,000	1,000	1,000	1,000	1,000	\$5,000
<i>Costs for eportfolio support based on increased participation (cost for 10hr/wk Graduate Assistant)</i>		4,000	4,000	4,000	4,000	4,000	\$20,000
<i>Pillar 2 Subtotals</i>		<i>54,250</i>	<i>46,850</i>	<i>46,850</i>	<i>46,850</i>	<i>46,850</i>	<i>\$241,650</i>
QEP Pillar 3: Enhance curriculum in particular majors							
Service learning international course development faculty grants (3 @ \$2,500 each)		7,500	7,500	7,500	7,500	7,500	\$37,500
Service learning global course development faculty grants (5 @ \$1000 each)		5,000	5,000	5,000	5,000	5,000	\$25,000
<i>Pillar 3 Subtotals</i>		<i>12,500</i>	<i>12,500</i>	<i>12,500</i>	<i>12,500</i>	<i>12,500</i>	<i>\$62,500</i>
QEP Base: Faculty development							
Faculty Teaching and Learning Commons							
<i>Global Engagement Faculty Fellow (stipend/course buy-out)</i>		5,000	5,000	5,000	5,000	5,000	\$25,000
<i>Global Engagement Faculty Learning Community</i>		10,000	10,000	10,000	10,000	10,000	\$50,000

<i>(supplies, speakers, travel)</i>							
Annual QEP Summer Institute (includes speakers, travel, stipends)		21,000	21,000	21,000	21,000	21,000	\$105,000
Travel, stipend, and event costs for IDI Institute training¹⁹	16,000			16,000			\$32,000
RFP Funding (for curricular enhancements)		25,000	50,000	50,000	50,000	25,000	\$200,000
<i>Faculty Development Subtotals</i>	<i>16,000</i>	<i>61,000</i>	<i>86,000</i>	<i>102,000</i>	<i>86,000</i>	<i>61,000</i>	<i>\$412,000</i>
QEP Administration Costs							
Communications Campaign/Marketing Materials		30,000	10,000	5,000	3,000	3,000	\$51,000
QEP Report							
<i>Publications</i>		11,000				2,000	\$13,000
<i>Shipping and Printing</i>		4,000				1,000	\$5,000
Office Operations							
<i>Phones</i>		2,000	2,000	2,000	2,000	2,000	\$10,000
<i>Computers</i>		3,500					\$3,500
<i>Office Supplies</i>		2,000	2,000	2,000	2,000	2,000	\$10,000
<i>Administration Subtotals</i>		<i>52,500</i>	<i>14,000</i>	<i>9,000</i>	<i>7,000</i>	<i>10,000</i>	<i>\$92,500</i>
QEP Assessment Costs							
Purchase instruments to assess global competency and intercultural communications skills (# of assessments x \$11 each)		11,000		5,500		11,000	\$27,500
Stipends for faculty to assess student artifacts at the three touch points (sample of 500 students)		10,000		10,000		10,000	\$30,000
Other costs associated with assessment (e.g., food)		2,000		2,000		2,000	\$6,000
<i>Assessment Subtotals</i>		<i>23,000</i>		<i>17,500</i>		<i>23,000</i>	<i>\$63,500</i>

¹⁹ It costs \$12,000 to send 5 faculty for training; by hosting specialist on campus, \$16,000 will train 10 faculty.

QEP Personnel²⁰							
<i>QEP Faculty Director – ½ time release and benefits</i>		42,000	42,630	43,270	43,919	44,578	\$216,397
<i>QEP Faculty Director—full-time summer stipend</i>		20,000	20,300	20,605	20,914	21,228	\$103,047
<i>Coordinator of Learning Enhancements, Fellowships & Scholarships aka assistant director (base salary \$62K plus benefits) aka QEP Assistant Director</i>		80,400	81,606	82,830	84,073	85,334	\$414,243
<i>ERM support for statistics – graduate student (zero year cost includes \$13,000 for 13-14 .50 GA + Faculty time)</i>	13,000	30,000	30,450	30,907	31,371	31,842	\$167,570
<i>IPC Intercultural Specialist (base salary \$65K plus benefits)²¹</i>		84,000	85,260	86,539	87,837	89,155	\$432,791
<i>IPC Additional SAE Advisor (base salary \$38K plus benefits)²²</i>				51,300	52,070	52,851	\$156,221
<i>OLSL Program Assistant – ½ time, temporary @ \$10.61/hr²³</i>		10,260	10,415	10,575	10,735	10,900	\$52,885
<i>IGS Assistant Director Stipend²⁴</i>		13,500	13,702	13,908	14,117	14,329	\$69,556
<i>IGS Program Assistant (increase from ½ time to ¾ time)²⁵</i>		11,500	11,675	11,850	12,030	12,215	\$59,270
<i>Personnel Subtotals</i>	<i>13,000</i>	<i>291,660</i>	<i>296,038</i>	<i>351,784</i>	<i>357,066</i>	<i>362,432</i>	<i>\$1,671,980</i>
TOTAL FUNDING REQUIRED FOR QEP	\$31,000	\$547,960	\$508,438	\$592,684	\$562,466	\$568,832	\$2,811,380

²⁰ All salaries include a 1.5% cost of living increase.

²¹ Intercultural specialist will support all ICC activities including first year experiences, Exchange enhancement and faculty development.

²² This position will be needed if new study abroad programs result in increasing the number of students abroad.

²³ This position will support first year leadership activities.

²⁴ Support for GLP: includes research travel budget, 1 course release/semester, and \$3500 in TSR to cover department's lost productivity for additional course instruction.

²⁵ Support for GLP: includes administrative assistance to address increased activity.

9.0. Assessment

The assessment plan for our QEP is premised on our hypothesis that the more strategies described in this report in which UNCG students participate the greater the likelihood that they will attain the knowledge, skills, and attitudes necessary to become globally engaged with the world community. Given this assertion, our assessment strategy will be to measure growth in terms of the student learning outcomes over time, beginning with entrance to the university and culminating with graduation.

The enhancement plan will begin in 2014 and continue for 5 years. We are proposing to gather data at 3 time points to examine the outcomes related to the learning competencies: (a) baseline data collected at first semester of Freshman year, (b) midcareer data collected prior to students entering their major, and (c) senior year data collected in the semester prior to graduation.

We plan to capture baseline data during the first semester of the Freshman year for years 1-3. There will be multiple opportunities to capture these data including in the First Year Summer Read Program (FYSR), programs targeting the Common Read, Living and Learning Communities, Foundation for Learning, and other venues such as the Lloyd International Honors College Colloquia. To provide consistent approaches to data collection, we will ask all faculty teaching the Foundation for Learning courses to consider not only providing verbal support and prompts for completion of this short tool, but also to consider providing incentives for students to complete the baseline data.

The second time point for data collection is during the sophomore year and ideally, prior to entering the major. We will have this tool completed in their global learning courses which are required as part of our general education curriculum. Again, we will ask faculty to prompt the students to complete this tool and to consider offering incentives for completion.

The final point of collection is the semester prior to their anticipated graduation during their senior year. To facilitate completion, we will offer seniors who complete the short tool within the designated period an opportunity to register for their final semester early. We anticipate that this will be a sufficient incentive for seniors.

The tool was designed to capture indirect and direct measures of the knowledge, skills, and attitudes of students to global engagement. We anticipate (or hypothesize) that the scores will be higher at baseline, drop mid-career, and increase at graduation. Because this is a standardized instrument that will include the student's identification number, we will be able to determine from their transcripts participation in global engagement. We will dummy code each of these experiences as a yes (1) or no (0). Thus, we will be able to examine the influence each endeavor to the outcome of global engagement. The indirect measures include items that ask

the student to rate their knowledge, skills and attitudes on a scale 1-4 or weak to very strong. We will also ask the students to write a 3 to 5 sentence response to 4 prompts that directly reflect the Learning Competencies. These qualitative responses will be scored using a rubric modified from the AAC&U. Training for scoring of the rubric will be conducted and will continue until interrater reliability is acceptable. The final score on this tool will yield an indirect score (summation of items from the student's perspective) with a higher score indicated higher knowledge, skills, and attitudes, and a direct score reflecting the scoring of the qualitative questions using a standardized rubric.

Analysis

We will use the indirect and direct scores of the tool as the dependent variables and the following items as independent variables: First Year Summer Read, Living Learning Communities, Foundation for Learning, Lloyd International Honors College, undergraduate research, study abroad, service learning, international field experiences, local engagement, virtual immersion, and major. Each major will be provided a "score" based on the curricular enhancements provided through high impact experiences. This 'scoring' will be developed in Year 2 of the QEP.

Indirect Measures

Each of the major time points (baseline first semester, mid-career, senior) will have multiple strategies/opportunities for enhancing the student's knowledge, skills and attitudes of global engagement. Each of these enhancements will be evaluated using a pre and post-test, or qualitative measure to determine effectiveness. Based on the outcomes of this evaluation, the strategy will either be enhanced or remain the same. A summary of the evaluations will be filed with the Office of the QEP Director, and the year and course will be noted and compared with the independent variable in the predictive model (macro analyses). For example, if a course added a high impact strategy in the senior year, the faculty would gather pre and post-test data regarding the learning competency for that specific strategy. This may be an instructor generated tool or a standardized tool. If it was determined that this course is successfully enhancing knowledge, skills, and/or attitudes at an acceptable level, the strategy will be maintained. The year of the strategy, course number, section, and notation of assessment and changes will also be recorded. This will enable us to 'track' strategies to the outcome of enhanced global engagement.

Timeline for administration based on years of QEP

Time points	Year 1	Year 2	Year 3	Year 4	Year 5
Baseline	x	x	x		
Mid-Career		x	x	x	
Senior			x	x	x

Proposed Tool

1. My knowledge of global issues that affect me is:

Weak (1) Average (2) Strong (3) Very Strong (4)

2. My awareness of human ethical issues that are important is:

Weak (1) Average (2) Strong (3) Very Strong (4)

3. My understanding of other cultures and global issues that affect the world is:

Weak (1) Average (2) Strong (3) Very Strong (4)

4. My skills to effectively engage with others from different cultures are:

Weak (1) Average (2) Strong (3) Very Strong (4)

5. On a scale from 1 (lowest) to 10 (highest), rate your opportunities at UNCG to engage with other students and faculty to learn about global issues.

1 2 3 4 5 6 7 8 9 10

In 3 to 5 sentences, please address the following:

1. Describe your knowledge of contemporary issues with a global framework. (GLC 1)
2. Discuss your knowledge of the diverse ethical and value dimensions of issues within a global framework. (GLC 2)
3. Detail your openness to seeking and experiencing new ways of thinking and engaging in diverse cultural situations. (GLC 3)
4. Describe your ability to engage in a culturally appropriate manner in international, intercultural and/or multicultural contexts. (GLC 4)

10.0. Conclusion

The University of North Carolina at Greensboro has a long and successful record of internationalization, both in its educational programs and its institutional structures. The University's commitment to global learning is captured in its current strategic plan and the approved internationalization report crafted under the auspices of the American Council on Education. These earlier efforts have put the University in the enviable position of using its Quality Enhancement Plan to prepare students for global engagement in the 21st century.

Giving students the necessary knowledge, skills, and attitudes to engage effectively in the world community cannot be achieved in a single academic year or through an isolated program. It is the goal of our robust QEP to deliver these aspects of global learning over the full sweep of a student's university career. It will achieve this by investing in discreet initiatives at each stage of student learning, beginning with a student's first year at UNCG and continuing through his or her academic major and other global opportunities prior to graduation. In these difficult budgetary times we can achieve these ends by repurposing resources and programs already underway at the university and by adding new funding to those areas where we have found existing deficiencies.

As the report describes, over the nearly two-year development of the QEP, the process has engaged the breadth of stakeholders on campus: faculty, students, administration, and both academic and student affairs. The commitment of these groups and units to increasing our students' capacity for global engagement is not only encouraging but also highly promising in terms of the implementation of the QEP over the next five years. Under the manageable leadership structure and assessment methods outlined in this report, and with the support of all areas of campus life, we are fully confident we can achieve the student learning contemplated in the QEP. In so doing, the Quality Enhancement Plan will mark a qualitative elevation of UNCG's longstanding commitment to global learning, moving it toward its goal of being a public institution that provides international experiences for all of its students.

11.0. Works Cited and Additional Resources on Global Engagement

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Appendices

Appendix A. BCSSE Data

<i>How often did you do or expect to do each of the following?</i>		BCSSE 2010				NSSE 2011	
		High School		Expected FY		First Year	
		Count	%	Count	%	Count	%
Have serious conversations with students of a different race or ethnicity than your own.	Never/Sometimes	1006	42%	599	25%	171	39%
	Often/Very Often	1363	58%	1765	75%	252	61%
	Total	2369	100%	2364	100%	423	100%

Appendix B. NSSE DATA

<i>NSSE Questions regarding International Education</i>	UNCG Freshmen 2005	Nat'l Freshmen 2005	UNCG Seniors 2005	Nat'l Seniors 2005	UNCG Freshmen 2011	Nat'l Freshmen 2011	UNCG Seniors 2011	Nat'l Seniors 2011
Academic and Intellectual Experiences – In your experience at your institution during the current school year, about how often have you done each of the following? 1=never, 2=sometimes, 3=often, 4=very often								
Included diverse perspectives (different races, religions, genders, political beliefs) in class discussions or writing assignment	2.87	2.77	2.99	2.83	2.92	2.78 ***	2.93	2.83 *
Had serious conversations with students of a different race or ethnicity than your own	2.66	2.60	2.87	2.65 ***	2.81	2.61 ***	2.90	2.69 ***
Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values	2.73	2.77	2.85	2.76	2.76	2.66 *	2.77	2.71
Which of the following have you done or do you plan to do before you graduate from your institution? Which of the following have you done or do you plan to do before you graduate from your institution? (Recoded: 0=have not decided, do not plan to do, plan to do; 1=done. Thus, the mean is the proportion responding “done” among all valid respondents.)								
Community service or volunteer work	.29	.42 ***	.64	.64	.32	.39 **	.56	.60*
Participate in a learning community or some other formal program where groups of students take two or more classes together	.14	.15	.31	.27	.23	.18 *	.26	.27
Work on a research project with a faculty member outside of course or program requirements	.02	.05 *	.22	.21	.05	.05	.19	.20
Foreign language coursework	.33	.25 *	.57	.46 ***	.28	.20 ***	.54	.40 ***
Study abroad	.00	.02 ***	.10	.18 ***	.02	.03 *	.12	.15
To what extent does your institution emphasize each of the following? 1=very little, 2=some, 3=quite a bit, 4=very much								
Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	2.71	2.60	2.58	2.42 **	2.82	2.74	2.68	2.56 **
To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas? 1=very little, 2=some, 3=quite a bit, 4=very much								
Understanding people of other racial and ethnic backgrounds	2.67	2.59	2.76	2.60 **	2.84	2.69 **	2.81	2.67 ***

Appendix C. UNCG Sophomore Survey Data

<i>Sophomore Survey Questions regarding International Education</i>	UNCG 2010	UNC total 2010	UNCG 2013*
<i>Please rate your satisfaction with each of the following (1=very dissatisfied, 2= dissatisfied, 3=neither satisfied nor dissatisfied, 4= satisfied,5=very satisfied):</i>			
Academic assistance or tutoring services you have received on campus for help with: Foreign language	3.5	3.5	3.8
Opportunities to be actively involved with faculty on their research	3.5	3.5	NA**
<i>About how often during the typical year do you attend or participate in each of the following campus activities? (0=never, 1=1-2 times a year, 2=2-3 times a semester, 3=once a month, 4=2-3 times a month, 5=1 or more times weekly):</i>			
Multicultural/diversity events/programs	1.2	1.5	2.1
Community service/volunteer work	1.4	2.0	2.3
<i>Please rate your overall satisfaction with (1=very dissatisfied, 2= dissatisfied, 3=neither satisfied nor dissatisfied, 4= satisfied,5=very satisfied):</i>			
Opportunities on campus to interact with or learn from people from a range of racial/ethnic or cultural backgrounds	3.6	3.7	3.7
Opportunities on campus to develop leadership skills	3.5	3.7	3.7

* UNC System data for 2013 not available as of December 6, 2013

** Question not asked due to survey revision in 2013

Appendix D. Graduating Senior Data

Graduating Senior Survey Questions regarding International Education	UNCG 2010	UNC Total 2010	UNCG 2013**
Please evaluate how well faculty members in your major department do each of the following (mean; 1=poor, 2=fair, 3=good, 4=excellent):			
Respect the diverse talents and ways of learning of you and your classmates	3.4	3.3	NA***
Knowledge, Skills and Personal Growth - To what extent do you think your college education contributed to your knowledge, skills, and personal development in each of the following areas (mean; 1=not at all, 2=very little, 3=somewhat, 4=very much)?			
Ability to work with people from diverse backgrounds	3.6	3.5	3.6
Appreciating racial equity	3.5	3.4	3.5
In thinking over your experiences at UNCG, to what extent do you feel that you have gained or made progress in each of the following respects (mean; 1=very little, 2=some, 3=quite a bit, 4=very much)?:			
Understanding of the philosophical, ethical, and religious traditions that have shaped society	2.21	NA*	NA***
An understanding of history and the forces that have shaped it	2.22	NA*	NA***
Understanding of human behavior (individuals, social groups, organizations, or nations) within the broader social context	1.82	NA*	NA***
Understanding of global differences, international cultures, or foreign traditions	2.02	NA*	NA***
In thinking over your undergraduate program as a whole, in which of the following have you participated (percentage; participated/ did not participate)?		NA*	NA***
Undergraduate research opportunities in major department (e.g., working with a faculty member on a research project)	30.4/69.6	NA*	NA***
Study Abroad program	10.8/89.2	NA*	NA***
Volunteer community service through UNCG class or student organizations	52.1/47.9	NA*	NA***
Interaction with students from other cultures and/or ethnic groups	84.5/15.5	NA*	NA***

*Campus specific questions; not asked of entire UNC System.

** UNC System data for 2013 not available as of December 6, 2013.

*** Question not asked due to survey revision in 2013.

Appendix E. UNCG QEP Leadership Teams

SACSCOC Leadership Team

<p>Dr. Linda Brady, Chancellor Dr. David Perrin, Provost Mr. Reade Taylor, Vice Chancellor for Business Affairs</p>	<p>Dr. Jodi Pettazzoni, Director of Academic Assessment and Accreditation Dr. Vidya Gargeya, Faculty QEP Do-Director Dr. Bonita Brown, Chief of Staff</p>
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QEP Steering Committee

<p>Members Dr. Vidyaranya Gargeya (<i>Co-Chair</i>), <i>Bryan School of Business and Economics</i> Mr. John Sopper (<i>Co-Chair</i>), <i>Undergraduate Studies</i> Dr. Bonnie Canziani, <i>Bryan School of Business and Economics</i> Dr. Mark Fine, <i>School of Health and Human Sciences</i> Mr. John Foreman, <i>Student Success Center</i> Mr. Steve Haines, <i>School of Music, Theatre and Dance</i></p>	<p>Ms. Amy Harris Houk, <i>University Libraries</i> Dr. Spoma Jovanovic, <i>College of Arts and Sciences</i> Mr. Tommy Lambeth, <i>College of Arts and Sciences</i> Dr. Vicki McNeil, <i>Student Affairs</i> Dr. Jan Rychtar, <i>College of Arts and Sciences</i> Dr. Dale Schunk, <i>School of Education</i> Dr. Ali Schultheis-Moore, <i>College of Arts and Sciences</i> Dr. Anita Tesh, <i>School of Nursing</i> Mr. Wilson Brooks, <i>Student Representative</i></p>
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<p>Liaisons Dr. Jodi Pettazzoni, <i>Office of Academic Assessment and Accreditation</i> Mr. Steve Rhew, <i>Business Affairs</i> Ms. Nora Reynolds, <i>Division of Continual Learning</i> Ms. Michelle Soler, <i>Faculty Teaching and Learning Commons</i></p>	<p>Dr. Jonathan Zarecki, <i>General Education Council</i> Dr. Laura Chesak, <i>Graduate School</i> Dr. Emily Janke, <i>Office of Research and Economic Development</i> Ms. Lee Odom, <i>Staff Senate</i> Ms. Lynn Wyrick, <i>Program Associate</i></p>
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QEP Design Team

<p>Dr. Vidyaranya Gargeya, <i>Bryan School of Business and Economics</i> Mr. John Sopper, <i>Undergraduate Studies</i> Dr. Patricia Crane, <i>School of Nursing</i> Mr. Steve Haines, <i>School of Music, Theatre and Dance</i> Dr. Ye (Jane) He, <i>School of Education</i> Ms. Amy Harris Houk, <i>University Libraries</i> Dr. Lawrence Jenkins, <i>College of Arts and Sciences</i> Dr. ByoungHo Jin, <i>Bryan School of Business and Economics</i></p>	<p>Dr. Kristine Lundgren, <i>School of Health and Human Sciences</i> Dr. Patrick Madsen, <i>Career Services</i> Dr. Jerry Pubantz, <i>Lloyd International Honors College</i> Dr. Penelope Pynes, <i>International Programs</i> Dr. Mark Villacorta, <i>Office of Multicultural Affairs</i> Ms. Samantha Shires, <i>Alumni Association</i> Ms. Melissa Elmes, <i>Graduate Student</i> Mr. Simone Cappati, <i>International Student</i></p>
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Appendix F. The Twenty-five QEP Submissions

Submission A: U-N-Me Legacy Program

Submission B: New Major--Game Design and 3D Virtual Space

Submission C: Community Engagement/Engaged Learning

Submission D: Communication Enriched Curriculum Program

Submission E: Global Engagement

Submission F: Consumer Sciences/Practices

Submission G: Mastery Learning

Submission H: Find Your Why / Creating Meaningful Educational Experiences

Submission I: Action Education

Submission J: Multicultural Understanding

Submission K: Attendance for Success

Submission L: You Don't Know What You Don't Know -Discover a new or improved view of the world, yourself and others.

Submission M: Empirical Learning

Submission N: Internationalization through Intensive Immersion

Submission P: Second language Acquisition / Physical Maps in Classrooms

Submission R: Phenomenological Inquiry

Submission S: Nurturing Intrinsic Motivation

Submission T: Authenticity in Learning and Assessment

Submission U: Rethinking Grades

Submission V: Critical Reasoning through Writing

Submission W: Informed and Engaged Citizenship

Submission X: Information Literacy for Lifelong Learning

Submission Y: WUAG 103.1 FM

Submission Z: Interdisciplinary Problem Solving for the 21st Century Global Learner

Appendix H. Sho(r)t Clock of QEP Planning Activities

A Process of Continuous Improvement for Learning at UNCG

Presented by Vidyaranya Gargeya and John Sopper
Co-Directors of the UNCG Quality Enhancement Plan

2012-13 Sho(r)t Clock of QEP Planning Activities (January 6th, 2014)

- | | |
|--|---|
| A. Dialogue Phase—soliciting ideas and topics from across campus | (Fall 2012) |
| A1. Presentation at the Staff Senate (50 attendees) | August 9 th , 2012 |
| A2. Presentation to the School of Nursing (Executive Team)
(10 attendees) | August 21 st , 2012 |
| A3. Presentation to the Library (30 attendees) | August 23 rd , 2012 |
| A4. Presentation to the School of Music, Theater, and Dance
(Executive Team) (8 attendees) | August 24 th , 2012 |
| A5. Meetings with the Members of the Steering Committee
(2 co-directors, 15 members, and 9 liaisons) | August 27 th and 30 th ,
and September 10 th and
24 th , 2013 |
| A6. Presentation to the School of Education (70 attendees) | August 28 th , 2012 |
| A6. Presentation to the School of Health and Human Sciences
(15 attendees) | September 4 th , 2012 |
| A7. Presentation to the Faculty Senate (30 attendees) | September 5 th , 2012 |
| A8. Presentation to the Student Government Association
(25 attendees) | September 11 th , 2012 |
| A9. Presentation to the College of Arts and Sciences
(Executive Team) (25 attendees) | September 12 th , 2012 |
| A10. Presentation to the Bryan School of Business and
Economics (Executive Team) (12 attendees) | September 17 th , 2012 |
| A11. Presentation to the Campus Greek Associations
(25 attendees) | September 17 th , 2012 |
| A12. Conducted All-University Forums
(5, 10, 6, 12, 5, and 7 attendees respectively) | September 24 th , 25 th ,
and October 2 nd , 12 th ,
17 th , and 23 rd , 2012 |
| A14. Presentation to Student Affairs Staff (200 attendees) | October 11 th , 2012 |
| A15. Presented update to Deans Council (12 attendees) | October 17 th , 2012 |
| A16. Presented to Graduate Students Association (35 attendees) | October 18 th , 2012 |
| A17. Presented to Office of Research and Economic
Development/Research Advisory Council (15 attendees) | October 18 th , 2012 |
| A18. Presented to International Programs (12 attendees) | October 18 th , 2012 |
| A19. Presented to Strong, Grogan and Ashby Residential
Colleges (21, 17, and 12 attendees respectively) | October 22 nd , 23 rd ,
and 30 th , 2013 |
| A20. Presented to Residence Hall Association (22 attendees) | October 29 th , 2012 |
| A21. Presented to Office of Leadership and Service Learning | October 30 th , 2012 |

	(11 attendees)	
	A22. Presented to the Office of Multicultural Affairs (7 attendees)	November 6 th , 2012
B.	Topic Selection Phase (spring 2013)	
	B1. Proposal (brief) form posted on UNCG web page	October 2 nd , 2012
	B2. First formal proposal received	October 2 nd , 2012
	B3. Posting of Proposals for Comments by the University	October 3 rd , 2012 to January 31 st , 2013
	B4. Meetings with the Members of the Steering Committee	October 8 th and 22 nd , November 5 th , 12 th , 19 th , and 26 th , December 3 rd , 2012, January 14 th and 24 th , and February 21 st , 2013
	B5. Final Receipt of Proposals (25 proposals posted)	November 1 st , 2012
	B6. Presented at the Faculty Senate Forum (30 attendees)	November 14 th , 2012
	B7. Presented to Alumni (25 attendees)	November 15 th , 2012
	B8. Shortlist of 5 proposals	December 2012
	B9. Endorsement of the shortlist of 5 proposals by Staff Senate	December 5 th , 2012
	B10. Endorsement of the shortlist of 5 proposals by Faculty Senate	December 5 th , 2012
	B11. Meetings with the Proposing Teams	December 17 th , 2012 and January 7 th , 2013
	B12. Development and submission of detailed proposals (the number has been reduced to 5 proposals)	December 10 th , 2012 to February 15 th , 2013
	B13. QEP Presentation to Residence Hall Advisors (50 attendees)	January 8 th , 2013
	B14. QEP Student Ambassador Training	January 16 th , 2013
	B15. QEP Info Tables in the EUC and Dining Hall Atrium	January 25 th , 28 th , 29 th , and 31 st , and February 8 th , 2013
	B16. All University Forums (on the 3 Proposals)	February 4 th , 7 th , and 12 th , 2013
	B17. QEP Presentation to Student History Club (10 attendees)	February 13 th , 2013
	B18. Student Information Session on the "QEP Vote"	February 19 th , 2013
	B19. All University vote on detailed proposals	February 25 th through March 1 st , 2013
	B20. Selection of Topic for Quality Enhancement Plan	March 4 th , 2013
	B21. Reception in honor of the proposers of the 25 topics	April 5 th , 2013
	B22. QEP presentation to Parent and Family Association (25 attendees)	April 13 th , 2013

B23. QEP learning strategies brainstorming QUAD Residence Halls (15 attendees)	April 17 th , 2013
C. Design Phase—research and develop strategies, resources and assessments (spring, summer, and fall 2013)	
C1. Formation of QEP Design Team (15 members)	March 31 st , 2013
C2. Detailed design of the QEP	April through October, 2013
C3. All University Forums on QEP Design (25 and 20 attendees)	April 11 th and 17 th , 2013
C4. Meetings of the Design Team	April 12 th and 23 rd , May 8 th and 28 th , June 10 th , and July 9 th , August 5 th , 15 th , 22 nd , and 29 th , September 5 th , 19 th , and 26 th , and October 3 rd , 10 th , 24 th , and October 31 st , November 7 th , and 14 th , and December 19 th , 2013
C5. Joint Meeting of the QEP Design Team and QEP Steering Committee	April 18 th , 2013
C6. Meeting with Dr. Michael Johnson (Senior Vice President, SACSCOC)	April 30 th , 2013
C7. Presentation to the Academic/Student Affairs Committee of the UNCG Board of Trustees	May 1 st , 2013
C8. Meetings of the QEP Steering Committee	March 7 th , and 21 st , and May 2 nd , 2013, September 23 rd , October 21 st , November 11 th , and December 9 th , 2013
C9. UNCG Global Engagement QEP Institute (more than 40 faculty members and 10 staff members participated)	June 3 rd and 4 th , 2013
C10. Meeting of the Subcommittee on Strategies of the Design Team	July 15 th , 2013
C11. Meeting of the Subcommittee on Assessment of the Design Team	July 18 th , 2013
C12. 5 members of Design Team attended SACS Summer Institute	July 21 st -24 th , 2013
C13. Presentation at the New Faculty Orientation scheduled	August 12 th , 2013
C14. Presentation to Deans' Council	August 21 st , 2013
C16. Meetings with about 40 departments	August-October, 2013.

- | | |
|--|---|
| C17. All University Forums held | August 22 nd , September 23 rd , and November 18 th , 2013 |
| C18. Presentation at the FTLC “Takeover” event | September 5 th , 2013 |
| C19. Presentation at the Faculty Learning Community | October 16 th , 2013 |
| C 20. Presentation to Deans’ Council | October 30 th and December 4 th , 2013 |
| | |
| D. Writing of the QEP and Baseline Data Phase (Summer and Fall 2013) | |
| D1. Initial Draft of the QEP | May through August, 2013 |
| D2. Design and Execution of a Baseline Exercise | June through December, 2013 |
| D3. Completion of QEP Document | January 2 nd , 2014 |
| | |
| E. Present the QEP Document to SACS and Communication Across UNCG Campus | (January 2014-March 2014) |
| E1. Scheduled Presentation to Resident Advisors (more than 125 Attendees) | January 7 th , 2014 |
| E2. All University Forum scheduled for presenting the final QEP document | January 21 st , 2014 |
| E3. QEP Document to be sent to SACSCOC | January, 2014 |
| E4. All University Forum scheduled as part of campus-wide communication | February 18 th , 2014 |
| E5. Campus-wide Communication Activities with students and alumni about the QEP document | January-March, 2014 |
| E6. On-site visit of SACSCOC team to review the QEP | March 19 th , 20 th , and 21 st , 2014 |
| | |
| F. Implementation—Continuous Learning & Feedback—Redesign (2014...2020...2025...) And On-going Improvement | |

Appendix I. Common Read and Participating Programs and Units

First-Year Summer Read. UNCG currently requires all first-year students to participate in the First Year Summer Read Program (FYSR) coordinated through the Office of New Student and Spartan Family Programs. Approximately 2,500 students are required to read a common text and participate in orientation activities associated with the text. To implement the program, the FYSR Book Selection Team and the Programming Team (composed of faculty as well as students and professional staff from a variety of University Offices and Programs) meet to consider and select a common text for the following academic year using criteria aimed at identifying a text that is timely, likely to engage first-year students, and capable of generating critical reflection and serious discussion. The FYSR selections and decisions receive final approval from the Vice-Chancellor for Student Affairs and the Provost.

Various programs and offices with representatives on the FYSR Programming Committee as well as other offices and programs at UNCG that wish to participate in a given year work to develop, sponsor and promote a series of curricular and co-curricular learning activities that take place throughout the academic year and that are intended to engage students in reflection and discussion of topics, themes and questions generated by the FYSR text. Programming associated with the FYSR has typically included faculty-led book discussions during “Welcome Weekend”, speaker series, author visits, service projects, art exhibits, course embedded writing and /or group presentation projects on themes related to the FYSR text as well as other approaches. Participating programs and offices typically include Housing and Residence Life, the Foundations for Learning First Year Transition courses, the Office of Learning Communities, the Weatherspoon Art Gallery, Lloyd International Honors College, the Office of Leadership and Service Learning, and the Office of Multicultural Affairs among others.

The **Freshman Seminar program** was created by the College of Arts and Sciences in 1989-90 to introduce students to University study in a seminar format, allowing them to gain familiarity with important areas of knowledge while developing and practicing fundamental intellectual skills of reading, writing and critical thinking. Freshmen Seminars are designed to address the broad learning goals of the General Education Core (GEC). All seminars fulfill GEC and marker requirements. Although the seminars are introductory and intended for freshmen with no prior experience in the discipline, they are not intended to be foundational. Unlike the traditional introductory course, Freshmen Seminars accomplish their objectives by focusing on a single topic, rather than attempting to survey the whole field of knowledge. The College typically offers 20-25 seminars each semester. Enrollments in the seminars are open to all first year students with a strict enrollment limit of 22.

Lloyd International Honors College began as an Honors Program began in 1947, when UNCG was still the Woman's College of the University of North Carolina. It initially had six students. By 1972 the Program had grown to 200 Honors students, who completed Honors courses and wrote a senior thesis. In 2006, it became Lloyd International Honors College (LIHC), with approximately 900 students doing International Honors, Disciplinary Honors, or both. The College requires study abroad and foreign language training for its international honors program students.

The **Foundations for Learning 100** (FFL 100) course is designed specifically for first year students. Students in FFL learn about the variety of campus and academic resources that are here to support them in their transition to UNCG. Course topics include academic skill development and academic exploration. The course is designed for any freshman student (0-29 hours) enrolled at UNCG who is not participating in a Learning Community. It guides students in an examination of their role as engaged global learners in their personal educational experience. Students are also introduced to the resources, skills, and competencies essential to their academic and collegiate success at the University.

The **Office of Housing and Residence Life** provides safe, inclusive, and secure residential communities where a diverse, innovative and responsive team of professionals encourages students to pursue academic excellence, personal growth, civic leadership and responsibility.

The diverse residence hall environments promote learning and personal growth through programs that enable students to acknowledge and appreciate diversity through open dialogue, establish a personal sense of interdependence, and prepare them for responsible service as members of the global community.

The **Office of Learning Communities** at UNCG offers students three unique learning opportunities through Learning Communities, Living-Learning Communities, and Residential Colleges. These communities provide students with a strong foundation in integrated and active learning, enriching their UNCG experience. Learning Communities are open to students commuting to campus or living anywhere on campus who want to enroll in courses with their learning community peers. UNCG Learning Communities bring together faculty, students and staff in a focused academic community organized around academic course work related to a topic of interest. Students are enrolled in a minimum of two integrated courses, where faculty and staff create a seamless learning environment focused on applied active and collaborative learning. These communities focus on creating lifelong learning skills and fostering a desire for critical inquiry centered on real world problems and challenges.

The **Office of Multicultural Affairs** has as its mission to help prepare students to work in a 21st century global society. Students gain cultural competency skills that address critical

needs/challenges of working and living in a society, such as social and cross-cultural skills, self-direction and social responsibility, understanding diverse cultures, and an ability to value diversity. The Office of Multicultural Affairs organizes a Cultural Programming Council to promote, foster and encourage respect and meaningful inter-cultural and cross-cultural understanding and appreciation of similarities and differences. The Office of Multicultural Affairs serves a critical role in providing learning opportunities for students that provoke thought and expand cross-cultural and inter-cultural knowledge of how nations, individuals, groups, economies are interconnected and how they relate to each other.

The **Office of New Student & Spartan Family Programs** provides comprehensive and meaningful programs, services, and resources to facilitate a successful transition to UNCG and support students through their first year. It promotes and encourages opportunities for students to connect with the University community and engage fully in its rich learning environment and diverse culture, while instilling the unique traditions and creating affinity for UNCG. The Office intentionally partners with other units on campus to enhance students' development throughout their time at UNCG. It plays the lead role in selecting the Freshman Common Read each year.

Appendix J. Student Affairs Co-curricular Global Engagement Services

Global Awareness: Comprehensive internationalization that results in our students' learning the necessary knowledge, skills, and attitudes to engage effectively in the world community.

The Division of Student Affairs, in support of the University's mission, empowers students to be engaged citizens through fostering their development of lifelong skills by creating and supporting a rich learning environment in a community of care and mutual respect.

Campus Activities & Programs

- Cultural-based Student Organizations: Campus Activities & Programs oversees culturally and internationally based organizations that provide for global engagement awareness and celebration.
- Guest Speakers: Campus Activities & Programs invites guest speakers to present on multinational topics throughout the year.

Campus Recreation

- TeamQuest Program: Campus Recreation programs are based on experiential models of education. This means learners are actively involved in the experience, utilize decision making and problem solving skills while participating in the experience and finally will have the opportunity to reflect on that experience. Programs are designed specifically for each group, but in general, program goals include team-building, enhance a sense of trust and support among members, improve communication within the group and increase problem-solving skills.
- Student Employee Training: Campus Recreation provides training sessions to engage staff on conversations about diversity.

Career Services Center

- Resources: The Career Services Center houses resources to assist students in understanding and targeting opportunities internationally and with multinational organizations.
- Targeted Employer Development: The Career Services Center intentionally seeks out new connections with a multinational presence for students.
- Programming: The Career Services Center presents on international careers annually and participants in the International Student Week.

Housing & Residence Life

- Living-Learning Communities: Housing & Residence Life lead residence halls with global engagement themes each year.
- International House: Housing & Residence Life partners with International Programs to provide housing for domestic and international students with programming to enrich the cultural experience of all students.
- Social Justice & Diversity Committee: dedicated funding and staff to provide educational opportunities to residential students including programs such as “Breaking Barriers Series”, Human Rights Network Film Series collaboration, etc.
- Residential Colleges/ Honors College - dedicated funding and staff to form collaborative partnership with Grogan College, Strong College, Ashby College, and Lloyd International Honors College. Specifically, collaboration for the Spring Unconference - Students share their thoughts and personal experiences regarding issues of culture, politics, race, religion, education and global affairs through dance, song, painting, photography, sculpture, and scholarly presentations and forums. The result is a highly eclectic and creative display of students’ skills, talents and achievements across a variety of majors.

Leadership & Service Learning

- Service Trips: Leadership & Service Learning conducts short term, faculty led international service trips.
- Programming: Leadership & Service Learning partners on the Global Leadership Program, and has developed a Leadership Challenge that exposes students to skill sets around global engagement and cultural diversity.
- Programming: Leadership & Service Learning provides annual programming around refugee awareness, homelessness, and hunger that contains global aspects.

Multicultural Affairs

- Kaleidoscope Peer Education Program: Multicultural Affairs conducts an education program that gives members of the UNCG community opportunities to engage in open dialogue that promotes intergroup exchange and understanding.
- Contemporary Issues Forums: Multicultural Affairs conducts forums designed as an opportunity for students, faculty, and staff to discuss current hot topics in the public sphere that involve multiculturalism and diversity. The goal is to provide opportunities for participation in cross-cultural dialogue related to social issues affecting our local, national and international communities.
- Global Book Talks: The MRC Book Talk series offers UNCG faculty an opportunity to facilitate discussions on their publications that focus on culturally relevant topics.

- **Global Art Exhibits & Receptions:** The MRC Art Exhibits and Receptions allow local artist an opportunity to exhibit their work in the Multicultural Resource Center for one month. These art exhibits are chosen based on their ability to provoke thought and discussion inspired by a cultural theme.
- **Welcome Receptions:** Students will participate in receptions during welcome week to connect with faculty, staff, and students from their respective cultural communities and begin building a network of support, guidance, and mentoring.
- **Heritage Month Programming:** Multicultural Affairs provides programming annually to celebrate and offer opportunities to share knowledge and customs from across cultures.

Student Health Services

- **Staff:** Counseling staff has a specific staff member to focus on international student concerns and topics.
- **Presentation:** Counseling staff present on culture topics and skills annually.

Appendix K. Global Leadership Program

UNCG’s Global Leadership Program (GLP) engages students in global experiences outside the classroom while affording a variety of core workshops (aka colloquia) to promote intercultural sensitivity, global responsibility and leadership skills. The program is open to all domestic and international students at UNCG; it welcomes students from all disciplines, whether in the liberal arts or the professional schools. The core concepts of intercultural understanding, experiential learning and skills development promoted by the program will distinguish participants as individuals prepared to assume roles as effective global citizens. The program incorporates the Intercultural Development Inventory (IDI) as a core requirement and requires students to prepare and present an *ePortfolio* demonstrating their accomplishments. Graduates of the program earn recognition through a line on their transcript acknowledging their participation.

Global Leadership Program SLOs

Upon completion of the Global Leadership Program, participants will be able to:

Goal	GLP SLO	DESCRIPTION	MEASURES	QEP SLOs*
Global Experience	1	Seek out and explain the ways in which study abroad and other experiences completed as part of the Program relate to and shape personal, academic, and professional growth (<i>also a “leadership” skill</i>)	Experiential credits (at least 200 points); event participation; e-Port	3
Global citizenship	2	Identify the qualities of socially responsible citizenship; apply qualities through personal, academic, professional engagement (<i>also a “leadership” skill</i>)	Completion of Global Citizenship Colloquium; complete “experiential” requirement (at least 80 points); e-Port	1,2,3,4
Global Leadership	3	Responsibly connect/be involved with the “global” community on and off campus	Completion of Global Leadership Colloquium; experiential credits (at least 80 points); event participation; e-Port	3,4

Cross-Cultural Understanding	4	Explain the stages of intercultural competence** development (Bennett or Hammer); apply strategies for maximizing intercultural competence across “global” experiences	Completion of Cross-Cultural Understanding Colloquium (including initial IDI); follow-up IDI with Personal Report & Development Action Plan (optional); experiential requirement (at least 80 points); event participation; e-Port	4
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***QEP SLOs:**

QEP SLO 1: Students will explain environmental, historical, social, economic, political and /or cultural factors relevant to understanding a contemporary issue(s) within a global framework (Knowledge)

QEP SLO 2: Students will compare and contrast at least two different ethical perspectives on a salient and contemporary issue in a global context (Knowledge)

QEP SLO 3: Students will demonstrate a willingness to engage in diverse cultural situations (Attitudes)

QEP SLO 4: Students will demonstrate the ability to communicate in a culturally informed manner in international, intercultural and/or multicultural contexts (Skills)

** The capability to understand accurately and adapt behavior appropriately to cultural difference and commonality (adapted from M. Hammer)

Appendix L. Leadership Challenge Program Description

The Leadership Challenge is an institution-wide commitment to offer all UNCG students leadership education, training, and development through curricular and co-curricular experiences. These experiences assist students in the development of leadership skills by offering varied opportunities to practice leadership, prepare students to serve as citizen-leaders in a global community, and engage in the process of leadership through leadership-service-learning. The Leadership Challenge Program consists of 3 levels: Bronze, Silver, and Gold. Upon completion of program requirements participating students receive a leadership certificate and medallion through the office of Leadership and Service-Learning.

To fulfill program requirements students enrolled in the Leadership Challenge program attend multiple workshops, receive a leadership development coach, engage in reflective practice through written and verbal reflections, complete community service, and engage in Project Management. Below is a list of the student learning outcomes measured through the program:

- Develop a personal leadership philosophy in order to envision a future leader-self.
- Define paradigm of growth using UNCG's Leadership Framework and assess personal capacity across 8 leadership competencies.
- Analyze core values, origins of assumptions, and past experience to explore complex issues and solve problems in creative ways.
- Evaluate and apply diverse perspectives.
- Demonstrate ability and commitment to work actively within community contexts and structures to achieve a personal vision rooted in a civic aim.
- Recognize that assumptions and automatic thinking limit leadership effectiveness.
- Build respect and trust among group members.
- Develop deeper person-to-person relationships.
- Identify new options and creative solutions that work for multiple members/groups.
- Make smarter and more inclusive decisions.
- Gain commitment and effective action across various structures, organizations, and groups.
- Through reflective practice review prior learning to reveal changed perspectives and challenge assumptions, which provide a foundation for expanded knowledge and personal growth.

The curriculum for the Leadership Challenge Program was developed out of the UNCG Leadership Framework; the framework was developed in the early 2000s in response to the recognized need for intentional leadership development both on campus and in preparation for future leadership roles within their community and professions. The framework consists of the following 8 competencies:

1. Self-Awareness/Self-Management

Self-Awareness entails the ability to become aware of one's strengths, limitations, passions and values. It is also becoming aware of how one responds to different situations and how others respond to you.

2. Relationship/Group Development

Relationship Development is the ability to understand roles of self and others in a relationship. The relationship may be task-oriented or process-oriented. At a group level, there are ways individuals collaborate which enhance their own qualities and the qualities of others while impacting change. The competency of relationship/group development focuses on collaboration, division of labor among group members, conflict with civility, group facilitation, and negotiation.

3. Task Management

The ability to understand a task and be able to describe and enact the process and produce steps needed to carry it to completion. This competency focuses on the use of available resources, planning/coordinating, problem solving, organizational skills, multi-tasking, and decision making.

4. Creative Visioning and Problem Solving

Creative visioning entails one's ability to conceptualize and provide a vision for others. This competency emphasizes innovation, synthesis and evaluation of information, risk taking, problem solving, artistic expression, abstract thinking.

5. Effective Communication

This competency entails one's ability to demonstrate effective communication skills through a variety of verbal and non-verbal mediums including: the ability to write and speak clearly, coherently and effectively as well as to adapt modes of communication to one's audience; demonstrate effective writing of formal reports and business correspondence as well as informal notes; practice effective written communication skills.

6. Diversity

Understand the value of and work more productively because of a diverse group to include: different personality types, diversity of thought, culture, economic, gender, race, religion, physical or mental challenges, sexual orientation, and generational. This competency emphasizes empathy, sensitivity, understanding, appreciation, collaboration, and acceptance.

7. Community Engagement

Community Engagement speaks to one's responsibility to connect/be involved with the greater community (Campus, Greensboro, World) by understanding community structures, demonstrating support for effective democracy, evaluating interactions between individual and society, as well as the understanding of institutions and social structures. At the community/society level, leadership activities can be directed to address social concerns. These activities can nurture individual qualities and group interactions.

8. Ethical Decisions

Ethical Decisions emphasize one's ability and willingness to think critically, analyze, and convey the ethical component of a problem or dilemma. This competency emphasizes congruence with personal values, moral character development, and personal innovation.

Intercultural Knowledge

This competency refers to one's ability (skills) to develop an understanding for and interact with a variety of diverse human systems; those systems developed by humans such as culture, gender, economic, race, religion, physical, diversity of thought and mental models, sexual orientation, and generational. Intercultural knowledge emphasizes the need to cross boundaries that divide individuals based membership in a given human system. This competency focuses on the interrelationships among self, others, local, and global communities through the following cognitive and behavioral characteristics:

- Demonstrates empathy, tact and sensitivity toward others, including those with different communication styles
- Exhibits openness to a variety of perspectives
- Seeks to cross boundaries applying a thorough understanding of similarities and differences that exist between groups
- Appreciates differences of thought and differences of being
- Seeks to develop skills to enhance diversity on the campus
- Shows empathy, acceptance and concern for others
- Engages in cultural self-awareness by exploring human systems to which one belongs
- Articulates insights into own personal rules and biases while exploring interconnections across other human systems
- Demonstrates sensitivity to social and cultural differences

Appendix M. QEP Global Competencies and SLOs

GLOBAL ENGAGEMENT QUALITY ENHANCEMENT PLAN (QEP) Global Learning Competencies, Student Learning Outcomes and Proposed QEP Activities		
QEP GLOBAL LEARNING COMPETENCIES (GLC)	QEP STUDENT LEARNING OUTCOMES (QEP SLOs)	QEP STRATEGIES (examples)
GLC 1: Knowledge of contemporary issues within a global framework (Knowledge)	QEP SLO 1: Students will explain environmental, historical, social, economic, political and /or cultural factors relevant to understanding a contemporary issue(s) within a global framework (Knowledge)	Foundations for Learning 100 First Year LCs Common Read Program GE-URE Global Leadership Program Virtual Immersion Experiences
GLC 2: Knowledge of the diverse ethical and value dimensions of issues within a global framework (Knowledge)	QEP SLO 2: Students will compare and contrast at least two different ethical perspectives on a salient and contemporary issue in a global context (Knowledge)	Foundations for Learning 100 First Year LCs Common Read Program GE-URE Global Leadership Program Virtual Immersion Experiences
GLC 3: Openness to engaging in diverse cultural situations (Attitudes)	QEP SLO 3: Students will demonstrate a willingness to engage in diverse cultural situations (Attitudes)	Service Learning GE-URE Enhanced Exchange Leadership Challenge Global Leadership Program Online learning modules Virtual Immersion Experiences
GLC 4: Ability to engage in a culturally appropriate manner in international, intercultural and/or multicultural contexts (Skills)	QEP SLO 4: Students will demonstrate the ability to communicate in a culturally informed manner in international, intercultural and/or multicultural contexts (Skills)	Service Learning GE-URE Enhanced Exchange Major specific curricular enhancements Experiential learning in the major Experiential learning as a junior/senior Leadership Challenge Global Leadership Program

Appendix O. AAC&U Global Learning VALUE Rubric

GLOBAL LEARNING VALUE RUBRIC *for more information, please contact value@aacu.org*



Definition

Global learning is a critical analysis of and an engagement with complex, interdependent global systems and legacies (such as natural, physical, social, cultural, economic, and political) and their implications for people's lives and the earth's sustainability. Through global learning, students should 1) become informed, open-minded, and responsible people who are attentive to diversity across the spectrum of differences, 2) seek to understand how their actions affect both local and global communities, and 3) address the world's most pressing and enduring issues collaboratively and equitably.

Framing Language

Effective and transformative global learning offers students meaningful opportunities to analyze and explore complex global challenges, collaborate respectfully with diverse others, apply learning to take responsible action in contemporary global contexts, and evaluate the goals, methods, and consequences of that action. Global learning should enhance students' sense of identity, community, ethics, and perspective-taking. Global learning is based on the principle that the world is a collection of interdependent yet inequitable systems and that higher education has a vital role in expanding knowledge of human and natural systems, privilege and stratification, and sustainability and development to foster individuals' ability to advance equity and justice at home and abroad. Global learning cannot be achieved in a single course or a single experience but is acquired cumulatively across students' entire college career through an institution's curricular and co-curricular programming. As this rubric is designed to assess global learning on a programmatic level across time, the benchmarks (levels 1-4) may not be directly applicable to a singular experience, course, or assignment. Depending on the context, there may be development within one level rather than growth from level to level.

We encourage users of the Global Learning Rubric to also consult three other closely related VALUE Rubrics: Civic Engagement, Intercultural Knowledge and Competence, and Ethical Reasoning.

Glossary

The definitions that follow were developed to clarify terms and concepts used in this rubric only.

Global Self-Awareness: in the context of global learning, the continuum through which students develop a mature, integrated identity with a systemic understanding of the interrelationships among the self, local and global communities, and the natural and physical world.

Perspective Taking: the ability to engage and learn from perspectives and experiences different from one's own and to understand how one's place in the world both informs and limits one's knowledge. The goal is to develop the capacity to understand the interrelationships between multiple perspectives, such as personal, social, cultural, disciplinary, environmental, local, and global.

Cultural Diversity: the ability to recognize the origins and influences of one's own cultural heritage along with its limitations in providing all that one needs to know in the world. This includes the curiosity to learn respectfully about the cultural diversity of other people and on an individual level to traverse cultural boundaries to bridge differences and collaboratively reach common goals. On a systems level, the important skill of comparatively analyzing how cultures can be marked and assigned a place within power structures that determine hierarchies, inequalities, and opportunities and which can vary over time and place. This can include, but is not limited to, understanding race, ethnicity, gender, nationhood, religion, and class.

Personal and Social Responsibility: the ability to recognize one's responsibilities to society—locally, nationally, and globally—and to develop a perspective on ethical and power relations both across the globe and within individual societies. This requires developing competence in ethical and moral reasoning and action.

Global Systems: the complex and overlapping worldwide systems, including natural systems (those systems associated with the natural world including biological, chemical, and physical sciences) and human systems (those systems developed by humans such as cultural, economic, political, and built), which operate in observable patterns and often are affected by or are the result of human design or disruption. These systems influence how life is lived and what options are open to whom. Students need to understand how these systems 1) are influenced and/or constructed, 2) operate with differential consequences, 3) affect the human and natural world, and 4) can be altered.

Knowledge Application: in the context of global learning, the application of an integrated and systemic understanding of the interrelationships between contemporary and past challenges facing cultures, societies, and the natural world (i.e., contexts) on the local and global levels. An ability to apply knowledge and skills gained through higher learning to real-life problem-solving both alone and with others.

GLOBAL LEARNING VALUE RUBRIC

for more information, please contact value@aaau.org



Definition

Global learning is a critical analysis of and an engagement with complex, interdependent global systems and legacies (such as natural, physical, social, cultural, economic, and political) and their implications for people's lives and the earth's sustainability. Through global learning, students should 1) become informed, open-minded, and responsible people who are attentive to diversity across the spectrum of differences, 2) seek to understand how their actions affect both local and global communities, and 3) address the world's most pressing and enduring issues collaboratively and equitably.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone 4	3	Milestones 2	Benchmark 1
Global Self-Awareness	Effectively addresses significant issues in the natural and human world based on articulating one's identity in a global context.	Evaluates the global impact of one's own and others' specific local actions on the natural and human world.	Analyzes ways that human actions influence the natural and human world.	Identifies some connections between an individual's personal decision-making and certain local and global issues.
Perspective Taking	Evaluates and applies diverse perspectives to complex subjects within natural and human systems in the face of multiple and even conflicting positions (i.e. cultural, disciplinary, and ethical).	Synthesizes other perspectives (such as cultural, disciplinary, and ethical) when investigating subjects within natural and human systems.	Identifies and explains multiple perspectives (such as cultural, disciplinary, and ethical) when exploring subjects within natural and human systems.	Identifies multiple perspectives while maintaining a value preference for own positioning (such as cultural, disciplinary, and ethical).
Cultural Diversity	Adapts and applies a deep understanding of multiple worldviews, experiences, and power structures while initiating meaningful interaction with other cultures to address significant global problems.	Analyzes substantial connections between the worldviews, power structures, and experiences of multiple cultures historically or in contemporary contexts, incorporating respectful interactions with other cultures.	Explains and connects two or more cultures historically or in contemporary contexts with some acknowledgement of power structures, demonstrating respectful interaction with varied cultures and worldviews.	Describes the experiences of others historically or in contemporary contexts primarily through one cultural perspective, demonstrating some openness to varied cultures and worldviews.
Personal and Social Responsibility	Takes informed and responsible action to address ethical, social, and environmental challenges in global systems and evaluates the local and broader consequences of individual and collective interventions.	Analyzes the ethical, social, and environmental consequences of global systems and identifies a range of actions informed by one's sense of personal and civic responsibility.	Explains the ethical, social, and environmental consequences of local and national decisions on global systems.	Identifies basic ethical dimensions of some local or national decisions that have global impact.
Understanding Global Systems	Uses deep knowledge of the historic and contemporary role and differential effects of human organizations and actions on global systems to develop and advocate for informed, appropriate action to solve complex problems in the human and natural worlds.	Analyzes major elements of global systems, including their historic and contemporary interconnections and the differential effects of human organizations and actions, to pose elementary solutions to complex problems in the human and natural worlds.	Examines the historical and contemporary roles, interconnections, and differential effects of human organizations and actions on global systems within the human and the natural worlds.	Identifies the basic role of some global and local institutions, ideas, and processes in the human and natural worlds.
Applying Knowledge to Contemporary Global Contexts	Applies knowledge and skills to implement sophisticated, appropriate, and workable solutions to address complex global problems using interdisciplinary perspectives independently or with others.	Plans and evaluates more complex solutions to global challenges that are appropriate to their contexts using multiple disciplinary perspectives (such as cultural, historical, and scientific).	Formulates practical yet elementary solutions to global challenges that use at least two disciplinary perspectives (such as cultural, historical, and scientific).	Defines global challenges in basic ways, including a limited number of perspectives and solutions.

INTERCULTURAL KNOWLEDGE AND COMPETENCE VALUE RUBRIC



for more information, please contact valuel@aacu.org

The VALUE rubrics were developed by teams of faculty experts representing colleges and universities across the United States through a process that examined many existing campus rubrics and related documents for each learning outcome and incorporated additional feedback from faculty. The rubrics articulate fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment. The rubrics are intended for institutional-level use in evaluating and discussing student learning, not for grading. The core expectations articulated in all 15 of the VALUE rubrics can and should be translated into the language of individual campuses, disciplines, and even courses. The utility of the VALUE rubrics is to position learning at all undergraduate levels within a basic framework of expectations such that evidence of learning can be shared nationally through a common dialog and understanding of student success.

Definition

Intercultural Knowledge and Competence is "a set of cognitive, affective, and behavioral skills and characteristics that support effective and appropriate interaction in a variety of cultural contexts" (Bennett, J. M. 2008. Transformative training: Designing programs for culture learning. In *Contemporary leadership and intercultural competence: Understanding and utilizing cultural diversity to build successful organizations*, ed. M. A. Moodian, 95-110. Thousand Oaks, CA: Sage.)

Framing Language

The call to integrate intercultural knowledge and competence into the heart of education is an imperative born of seeing ourselves as members of a world community, knowing that we share the future with others. Beyond mere exposure to culturally different others, the campus community requires the capacity to: meaningfully engage those others, place social justice in historical and political context, and put culture at the core of transformative learning. The intercultural knowledge and competence rubric suggests a systematic way to measure our capacity to identify our own cultural patterns, compare and contrast them with others, and adapt empathically and flexibly to unfamiliar ways of being.

The levels of this rubric are informed in part by M. Bennett's Developmental Model of Intercultural Sensitivity (Bennett, M.J. 1993. Towards ethnocentrism: A developmental model of intercultural sensitivity. In *Education for the international experience*, ed. R. M. Paige, 22-71. Yarmouth, ME: Intercultural Press). In addition, the criteria in this rubric are informed in part by D.K. Deardorff's intercultural framework which is the first research-based consensus model of intercultural competence (Deardorff, D.K. 2006. The identification and assessment of intercultural competence as a student outcome of internationalization. *Journal of Studies in International Education* 10(3): 241-266). It is also important to understand that intercultural knowledge and competence is more complex than what is reflected in this rubric. This rubric identifies six of the key components of intercultural knowledge and competence, but there are other components as identified in the Deardorff model and in other research.

Glossary

The definitions that follow were developed to clarify terms and concepts used in this rubric only.

- Culture: All knowledge and values shared by a group.
- Cultural rules and biases: Boundaries within which an individual operates in order to feel a sense of belonging to a society or group, based on the values shared by that society or group.
- Empathy: "Empathy is the imaginary participation in another person's experience, including emotional and intellectual dimensions, by imagining his or her perspective (not by assuming the person's position)". Bennett, J. 1998. Transition shock: Putting culture shock in perspective. In *Basic concepts of intercultural communication*, ed. M. Bennett, 215-224. Yarmouth, ME: Intercultural Press.
- Intercultural experience: The experience of an interaction with an individual or groups of people whose culture is different from your own.
- Intercultural/cultural differences: The differences in rules, behaviors, communication and biases, based on cultural values that are different from one's own culture.
- Suspends judgment in valuing their interactions with culturally different others: Postpones assessment or evaluation (positive or negative) of interactions with people culturally different from one self. Disconnecting from the process of automatic judgment and taking time to reflect on possibly multiple meanings.
- Worldview: Worldview is the cognitive and affective lens through which people construe their experiences and make sense of the world around them.

INTERCULTURAL KNOWLEDGE AND COMPETENCE VALUE RUBRIC



for more information, please contact valued@aacu.org

Definition

Intercultural Knowledge and Competence is "a set of cognitive, affective, and behavioral skills and characteristics that support effective and appropriate interaction in a variety of cultural contexts" (Bennett, J. M. 2008. Transformative training: Designing programs for culture learning. In *Contemporary leadership and intercultural competence: Understanding and valuing cultural diversity to build successful organizations*, ed. M. A. Woodlan, 95-110. Thousand Oaks, CA: Sage.)

Evaluators are encouraged to assign a score to any work sample or collection of work that does not meet benchmarks (all one) level performance.

	Capstone 4	3	Milestones 2	Benchmark 1
Knowledge <i>Cultural self-awareness</i>	Articulates insights into own cultural rules and biases (e.g. seeking complexity; aware of how her/his experiences have shaped these rules, and how to recognize and respond to cultural biases, resulting in a shift in self-description).	Recognizes new perspectives about own cultural rules and biases (e.g. not looking for sameness; comfortable with the complexities that new perspectives offer)	Identifies own cultural rules and biases (e.g. with a strong preference for those rules shared with own cultural group and seeks the same in others.)	Shows minimal awareness of own cultural rules and biases (even those shared with own cultural group(s)) (e.g. uncomfortable with identifying possible cultural differences with others.)
Knowledge <i>Knowledge of cultural worldview frameworks</i>	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.	Demonstrates adequate 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 partial 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 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.
Skills <i>Empathy</i>	Interprets intercultural experience from the perspectives of own and more than one worldview and demonstrates ability to act in a supportive manner that recognizes the feelings of another cultural group.	Recognizes intellectual and emotional dimensions of more than one worldview in interactions.	Identifies components of other cultural perspectives but responds in all situations with own worldview	Views the experience of others but does so through own cultural worldview
Skills <i>Verbal and nonverbal communication</i>	Articulates a complex understanding of cultural differences in verbal and nonverbal communication (e.g., demonstrates understanding of the degree to which people use physical contact while communicating in different cultures or use direct/indirect and explicit/implicit meanings) and is able to skillfully negotiate a shared understanding based on those differences.	Recognizes and participates in cultural differences in verbal and nonverbal communication and begins to negotiate a shared understanding based on those differences.	Identifies some cultural differences in verbal and nonverbal communication and is aware that misunderstandings can occur based on those differences but is still unable to negotiate a shared understanding	Has a minimal level of understanding of cultural differences in verbal and nonverbal communication; is unable to negotiate a shared understanding
Attitudes <i>Civility</i>	Asks complex questions about other cultures, seeks out and articulates answers to these questions that reflect multiple cultural perspectives.	Asks deeper questions about other cultures and seeks out answers to these questions.	Asks simple or surface questions about other cultures.	States minimal interest in learning more about other cultures.
Attitudes <i>Openness</i>	Initiates and develops interactions with culturally different others. Suspends judgment in valuing her/his interactions with culturally different others.	Begins to initiate and develop interactions with culturally different others. Begins to suspend judgment in valuing her/his interactions with culturally different others.	Expresses openness to most, if not all, interactions with culturally different others. Has difficulty suspending any judgment in her/his interactions with culturally different others, and is aware of own judgment and expresses a willingness to change.	Receptive to interacting with culturally different others. Has difficulty suspending any judgment in her/his interactions with culturally different others, but is unaware of own judgment.