
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

The Global Engagement Pillars



UNCG'S GLOBAL ENGAGEMENT QUALITY ENHANCEMENT PLAN IMPACT REPORT

I. Initial Goals and Intended Outcomes of the Global Learning for Global Engagement QEP (GE QEP)

UNCG's inaugural Global Engagement QEP (accepted by the SACSCOC Board of Trustees with no monitoring report December 2014) was a natural extension of and informed by the campus participation in the American Council on Education's 8th Internationalization Laboratory (2010-12), a university-wide process that examined UNCG's readiness and capacity to enhance Global Learning for our students. The decision to address Global Engagement (GE) through our QEP was deemed paramount to students' success in the 21st Century interdependent world our graduates live and work in. Given UNCG's strong tradition of internationalization and community engagement, the QEP aimed to provide undergraduate students a learning environment that delivered the necessary knowledge, skills, and attitudes required to engage effectively in the world community.

Drawing on the strengths of a range of (sometimes fledgling) programs offered by various units, we enhanced existing and proposed programs/activities by aligning these Global Learning Opportunities (GLOs) with the designated GE Student Learning Outcomes (SLOs). Based on best practices, we hypothesized that if we aligned the programs with the learning outcomes, raised their profiles by coordinating and promoting them across the campus under the highly visible GE QEP, and expanded our capacity to offer these opportunities more broadly, we would increase participation and witness improvement in the GE SLOs. We also anticipated an indirect effect on the overall campus learning environment that embraced the need for students to think global/act local. Additionally, we incentivized incorporating the GE Student Learning Outcomes (SLOs) in upper division courses in disciplines.

UNCG established four robust QEP Program Goals (PGs).

PG 1: UNCG students will gain the necessary knowledge, skills, and attitudes over the course of their undergraduate education to engage effectively in the world community. This goal was measured by assessing achievement across four Student Learning Outcomes (SLOs).

- **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*)
- **SLO 2:** Students will compare and contrast at least two different ethical perspectives on a salient and contemporary issue in a global context. (*Knowledge*)
- **SLO 3:** Students will demonstrate a willingness to engage in diverse cultural situations. (*Attitudes*)
- **SLO 4:** Students will demonstrate the ability to communicate in a culturally informed manner in international, intercultural, and/or multicultural contexts. (*Skills*)

PG 2: UNCG will improve programmatic delivery of necessary components in order to enhance global learning.

PG 3: UNCG will provide faculty and staff development to enhance global learning for global engagement.

PG 4: UNCG will increase the numbers of students who actively participate in global experiences.

To accomplish the four QEP Program Goals several strategies (ST) were implemented.

ST 1: Enhance *first-year experiences* by

- **ST 1.1:** 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 (KFYCR)
- **ST 1.2:** Promoting/Introducing (systematically) critical UNCG global learning opportunities (GLOs) into first year experiences, as appropriate
- **ST 1.3:** Incorporating an intercultural/global leadership unit into various first year experiences

ST 2: Enhance *university-wide global learning opportunities* (GLOs) by

- **ST 2.1:** Creating Global Engaged Undergraduate Research Awards (GE URCA's)

- **ST 2.2:** Strengthening the curricular elements of study abroad exchange programs with enhanced study abroad courses (IGS 295, 296, and 297)
- **ST 2.3: Revised strategy:** Streamlining UNCG's Global Leadership Program in order to increase participants, particularly from underrepresented disciplines
- **ST 2.4:** Refocusing the Leadership Challenge Program run by the Office of Leadership and Service Learning (now Office of Leadership and Civic Engagement [OLCE]) by incorporating intercultural competency and community service

ST 3: Enhance *curriculum in particular majors* by

- **ST 3.1:** Incorporating high impact global experiences
- **ST 3.2:** Integrating global learning into various upper level departmental courses

ST 4: Critical to the success of these strategies is *faculty development*. Faculty/staff initiatives include:

- **ST 4.1:** Annual Global Engagement Summer Institute (GESI)
- **ST 4.2:** Global Engagement Faculty Fellow (GEFF)
- **ST 4.3:** Intercultural (Assessment) training – Workshop on Intercultural Skills Enhancement (WISE) Conference held annually in Winston-Salem, Intercultural Development Inventory Qualified Administrators (IDI QA) Trainings, Intercultural Competency (ICC) Workshops, Rubric
- **ST 4.4:** Request for curricular enhancement funding

As presented in the executive summary, the GLOs were laid out in three pillars related to first-year experiences, mid-career (co)curricular experiences, and upper-division curricular components and will be detailed in this report.

II. SIGNIFICANT CHANGES MADE TO THE QEP AND RATIONALE

The Plan's many moving parts necessitated coordinated efforts to keep abreast of personnel and other changes as they occurred across campus in order to successfully implement all the targeted initiatives. Among the most significant changes to the Plan were the following.

- The faculty director who was tapped for the project was replaced (at his request) at the end of the first year.
- Two personnel roles proposed in the Plan were revamped. Instead of establishing a new interculturalist position, as originally envisioned, the assistant director took on the duties assigned to this role (organizing and leading the development of our many intercultural workshops). In addition, the study abroad advisor was added a year later than anticipated. Directly related to these changes, the enhanced study abroad courses were implemented later than originally proposed, allowing time to strengthen faculty buy-in and to find a permanent academic home for the courses.
- In fall 2014--outside the scope of the QEP--the University shifted focus of its student success initiatives from the development of student learning communities (LLCs) to other intervention strategies; therefore, participation numbers for some of the (co)curricular activities tied to these LLCs were naturally lower than projected (see Leadership Challenge Bronze Level numbers on page 10).
- The assessment tools, rubric, and method of assessment administration were revised/tweaked several times along the way as we learned what did and did not work well and garnered the most intensive attention. The Global Engagement Implementation Advisory Committee (GEIAC) and faculty across campus played a critical role in the revising process (as laid out below).

More specifically, before the launch of the QEP, an assessment development team was formed consisting of faculty and on-campus administrative experts in assessment and global learning. This team developed the UNCG Global Engagement Writing Prompt and the UNCG Global Engagement Rubric to assess the four GE QEP SLOs. The rubric was adapted from three relevant AAC&U VALUE rubrics: Ethical Reasoning, Intercultural Knowledge, and Competence and Global Learning.

As a follow-up to Year 1 student outcomes and Writing Prompt scorer feedback, a faculty assessment group was convened to revise the Prompt wording and administration process along with the rubric wording and structure. The Prompt delivery changed from a paper administration to an online administration using Qualtrics and a 15-minute time limit was removed. Additionally, the guiding language, “Most responses are between 300 – 500 words,” was added to Prompt instructions, and intended responses were restructured from five questions that required five distinct answers to three questions which could be answered in one essay response and scored holistically. Furthermore, the language of “competing perspectives” was changed to “different ethical perspectives”.

The rubric descriptors for SLO 3 and SLO 4 were rewritten for clarity and a N/A column was added to the right side so that the rubric could be used with a variety of assignments. In an effort to make the rubric more approachable to a variety of audiences, clarifying information was added in supplemental pages. In addition to a glossary of key terms that accompanied the rubric, the following questions were answered: What is Global Engagement? What is the Global Engagement Rubric? What does it measure? What is the rubric for and why should I use it?

III. DESCRIPTION OF THE QEP’S DIRECT IMPACT ON STUDENT LEARNING AND GOAL ACHIEVEMENT

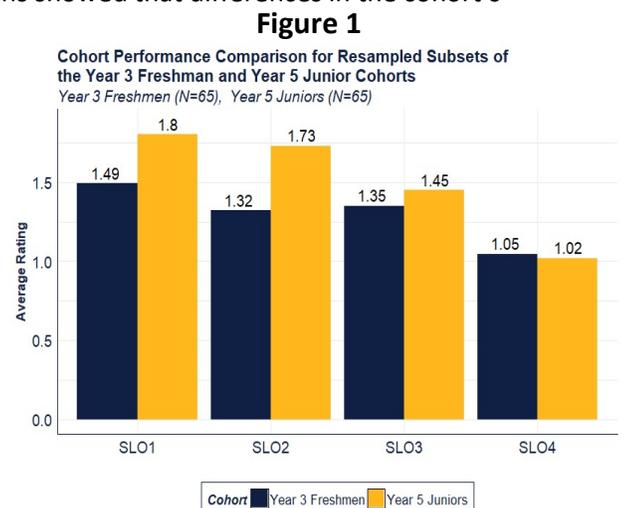
PG 1: *UNCG students will gain the necessary knowledge, skills, and attitudes over the course of their undergraduate education to engage effectively in the world community. This goal was measured by assessing achievement across four Student Learning Outcomes (SLOs).*

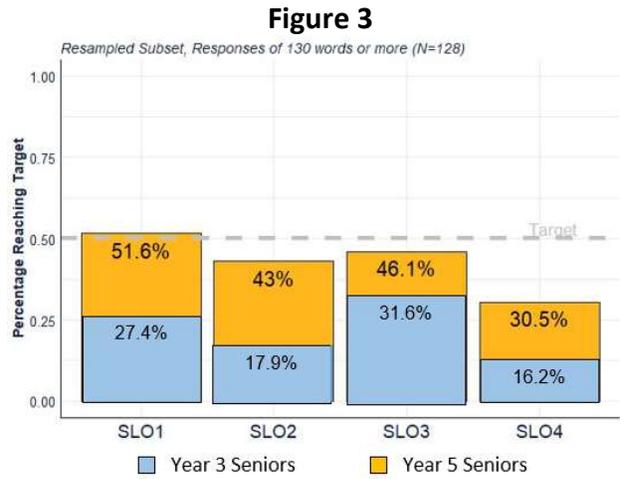
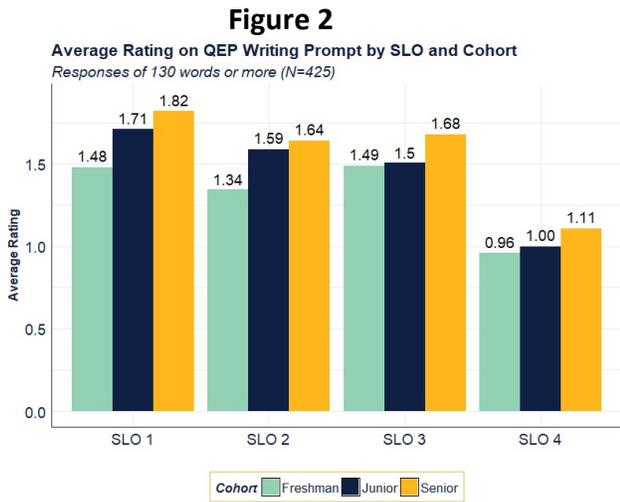
To determine if there were learning gains in the QEP’s four SLOs, UNCG gathered representative writing samples for three specific student cohorts (freshmen, juniors, and seniors) at three points in time: Year 1, Year 3, and Year 5. As stated in the section above, the Writing Prompt and rubric were modified from Year 1 to Year 2, so the data obtained in Year 1 was not comparable to data of either Year 3 or Year 5. The QEP staff worked with the School of Education’s Office of Assessment, Evaluation, and Research Services (OAERS) to analyze the data. It was hypothesized that there would be significant differences in the ratings between the three groups for all four of the SLOs as the QEP progressed.

Figure 1 compares the performance of the same cohort of students between Year 3, when they were freshmen, and Year 5, when they were juniors. T-Test comparisons showed that differences in the cohort’s performance were found to be statistically significant for SLO 1 and SLO2 but not for SLO 3 and SLO 4.

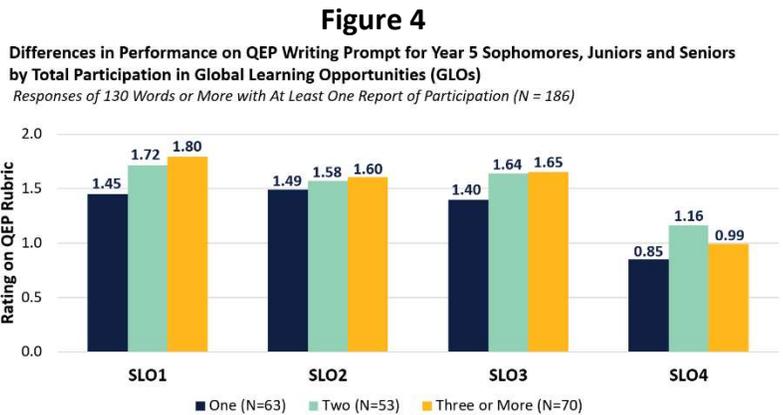
Figure 2 compares the performance of the three cohorts in Year 5. For SLO 1, seniors scored significantly higher than freshmen. For SLO 2, juniors and seniors scored significantly higher than freshmen. No statistically significant differences were found between the cohorts regarding SLO 3 or SLO 4.

Figure 3 investigates the attainment of target performance. It was predicted that more than 50% of Year 5 seniors would be performing at a level 2 or above. While Figure 3 shows that the target was only met for SLO 1 for Year 5 seniors, when compared to the Year 3 senior data, there have been large gains in performance across the two time points.



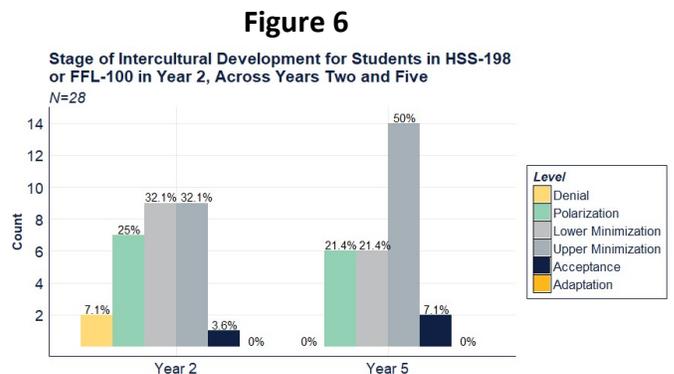
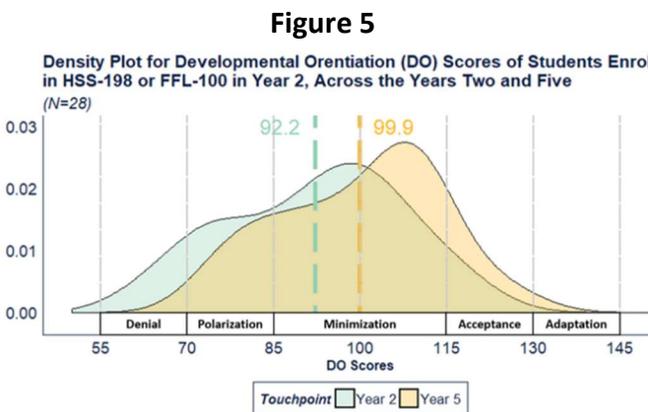


Additionally, the QEP hypothesized that participation in more globally engaged (co)curricular strategies/ activities would lead to a greater likelihood that students would attain the knowledge, skills, and attitudes necessary to become globally engaged with the world community. These results are shown in **Figure 4**. Once again it is clear that the Writing Prompt results did not demonstrate growth in SLO 4.



Because intercultural competence is difficult to measure, a secondary assessment instrument, the Intercultural Development Inventory (IDI), was built into the QEP assessment plan from the outset. The IDI is a statistically reliable, cross-culturally valid measure of intercultural competence. Given that our measurement strategy did not show gains in SLO 3 and SLO 4 using the QEP Writing Prompt responses, the collected IDI data presented another way to look at growth. Specifically, we looked at the same students who were freshmen in Year 2 and seniors in Year 5. Comparing the Year 2 and Year 5 IDI scores, we saw a significant difference (7.69 points) in the Developmental Orientation (DO) scores and a positive shift in the developmental stage of intercultural competence. These data are illustrated in **Figures 5 and 6**.

Similar IDI results for other cross-sectional groups also more clearly showed intercultural growth than demonstrated in the Writing Prompt results (see below in following section PG 2).



Bottom line: despite our efforts to revise the Writing Prompt and method of delivery, our assessment protocol did not successfully capture the intercultural learning expected in SLO 3 and 4 as demonstrated by gains in the IDI, our secondary measurement. In addition, since we viewed our rubrics as life-long learning goals, our expectation from the outset was for students to achieve level 2 rather than level 4. As a result, the scale was not differentiated enough to measure smaller increments of learning.

PG 2: *UNCG will improve programmatic delivery of necessary components in order to enhance global learning.*

Pillar 1. First year Experiences

Keker First Year Common Read. The existing Keker First Year Common Read (KFYCR) program was modified to support a book with a theme appropriate for the GE QEP. The book was introduced to all first-year students during summer orientation programming and continued through the fall in small curricular and co-curricular discussion classes. The global focus gave UNCG the opportunity to align many of its overall campus activities to support the themes in the readings. Incorporation of the QEP into the KFYCR luncheon and First Year Experience (FYE) Instructor Institute allowed FYE instructors the opportunity to network with faculty and staff across campus who had an interest in Global Engagement and successfully brought together departments/units that would not have had a reason to interact. These experiences improved FYE instructors' ability to plan holistic and impactful lessons. QEP reporting mandates pushed the KFYCR leadership to increase assessment efforts eventually leading to a university approach that yielded more consistent and reliable results.

The culminating experience of the KFYCR was a student conference focused on themes from the KFYCR with participation from students, faculty, staff, and outside experts. The unspoken purpose of each conference was to begin the development of the skills of openness needed to be successful global citizens. The Common Read addressed SLOs 1 and 2 while the conference addressed SLO 3. We targeted 150 students for the conference although actual responses ranged from **24-70**. Nonetheless, in Year 5, all students reported being satisfied or very satisfied with the conference. Self-reports indicated significant pre-post differences in students' perception of their knowledge related to issues of immigration, access to education, and personal identity. In relation to participants' likelihood to take local action, a greater proportion of students reported being more likely to make a local impact in the community within the next month after the conference, suggesting that the information and materials shared at the conference successfully empowered participants to become more active in addressing global issues in the local community.

Intercultural Competence Workshops. Intercultural Competence Workshops were introduced into select first year experience courses, the Global Leadership Program (GLP), the Enhanced Study Abroad Courses, and in other contexts upon request. This workshop was facilitated by individuals trained as Qualified Administrators of the Intercultural Development Inventory (IDI QAs) and organized around the themes of culture and personal identity. It also introduced students to the Intercultural Development Continuum, a set of orientations used to interpret cultural difference and commonality arranged along a continuum. Given the highly diverse nature of the UNCG student body, the workshop was an appropriate place to address SLOs 3 and 4. Additionally, all sections of the Honors Colloquium HSS 198 took the IDI, and some students chose to have individual debriefs to fulfill a class requirement. This personalized discussion at the start of their undergraduate career allowed students to 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. We were able to reach about **980** students annually in the FYE courses.

Pillar 2. Mid-Career Global Learning Opportunities (GLOs)

Globally Engaged Undergraduate Research & Creativity Awards (GE URCA's). GE URCA's to support **8-10** projects annually were established with QEP funding and administered through the Undergraduate Research, Scholarship and Creativity Office (URSCO). In total **70** students on **47** research projects were supported from 2015-2019. 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 URCA's brought a greater balance to the disciplinary diversity of projects supported by the URSCO. Additionally, projects addressing local issues (no

matter the location) surrounding diverse populations were considered appropriate for support through a GE URCA. All individuals and projects supported by URSCO were required to present their results during the annual Carolyn and Norwood Thomas Undergraduate Research Expo. Depending on the focus of individual student research projects, the work addressed QEP SLO 1 and/or 2. Some students were involved in projects requiring local or international interactions, which spoke to QEP SLOs 3 and 4.

Faculty focus group discussions and online surveys from faculty led to several key findings about the GE URCA program. The faculty appreciated that the QEP initiative leveraged existing systems which capitalized on faculty partnerships which in turn encouraged participation. Furthermore, the application process was viewed as accessible and flexible enough so that it was not a hinderance to those interested in participating. The faculty recognized that the initiative has successfully increased students' access to research experiences by alleviating financial burdens that might make research that requires international travel inaccessible to many UNCG students and by indirectly supporting globally engaged research that involves student collaborators. Beyond access, one of the most widely discussed outcomes of the GE URCA was that it provided student participants with various opportunities to engage with perspectives that were different from their own but within a context of shared interest and aspirations. Likewise, faculty mentioned instances where students' research required them to grapple with questions of ethics and politics and consider their impact on the research process and products. They also highlighted the value of the connections their students established during their research experience and the skills they developed related to communicating in culturally sensitive ways, particularly for those who aspired to work in globally engaged or international contexts. Finally, the ability of the GE URCA to provide students with the opportunity to develop professionally was highlighted by all faculty participants. Several reported witnessing increases in students' sense of self-efficacy and confidence in their ability to conduct research. Finally, faculty mentioned instances when the experience encouraged their student(s) to start to conceptualize particular theories and practices within their discipline in new ways through a multicultural lens.

Enhanced Study Abroad Courses. 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. While historically the International Programs Center (IPC) has offered fairly intense mandatory pre-departure orientation and advising programming, prior to the QEP it did not have resources to provide deeper intercultural units during students' preparation for study abroad that would more intentionally and fully address the QEP Global Learning Competencies, nor did it have any accompanying courses while students were abroad to help process their experiences. Through the GE QEP a series of three one-hour courses were created to provide opportunities to engage students in guided and directed learning of the knowledge, attitudes, and skills of global engagement while they are abroad and upon their return. IGS 295, a pre-departure course focused on SLO 3 and administered prior to departure, includes completion of an intercultural workshop in which an IDI is administered. IGS 296, offered in an online format for students studying abroad, focuses primarily on SLOs 3 and 4. It consists of a series of seven reflection essays submitted electronically every two weeks. IGS 297 is a course offered to students upon their return and while it prepares students to articulate learning for their career it also focuses on SLOs 3 and 4. It consists of a post IDI and analysis of the essays written in IGS 296 using the Global Engagement rubric. **Figure 7** shows the participation numbers.

Data from 57 students who completed the IDI before and after participating in a study abroad experience through IPC for at least one semester between Spring 2018 and Spring 2019 were analyzed to determine the impact of the experience on students' intercultural development. Results showed that, on average, students scored 7.58 points

Figure 7. Participation Numbers to date

	IGS 295	IGS 296	IGS 297
Spring 2019	107	107	38
Fall 2018	71	68	68
Spring 2018	80	92	58
Fall 2017	80	80	not offered

higher on the Developmental Orientation (DO) of the IDI. Additionally, after studying abroad, fewer students were at the denial, polarization, and lower minimization stages according to their DO scores on the IDI, with the percentage of students in these stages decreasing from 4.2% to 2.1%, 37.5% to 22.9%, and 43.8% to 39.6%, respectively. Furthermore, there was a notable increase in the percentage of students in the upper minimization and acceptance stages, with the percentage of students in these stages increasing from 14.6% to 22.9% and 0% to 12.5%, respectively. On an individual level, the DO scores of 35 of the 48 students, or about 72.92%, increased across the two timepoints, with 24 or 50% progressing to a higher stage of intercultural development before and after their study abroad experience. These data are shown in **Figures 8 and 9**.

We will continue to offer these courses and analyze the reflections the students complete in order to determine how we can enhance the reentry aspect of study abroad. We have also begun to implement this curriculum in selected faculty-led programs.

Figure 8

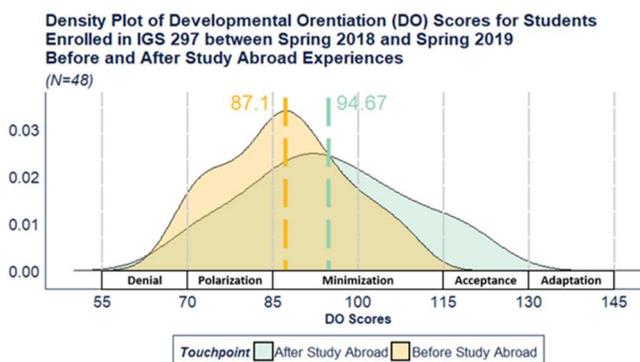
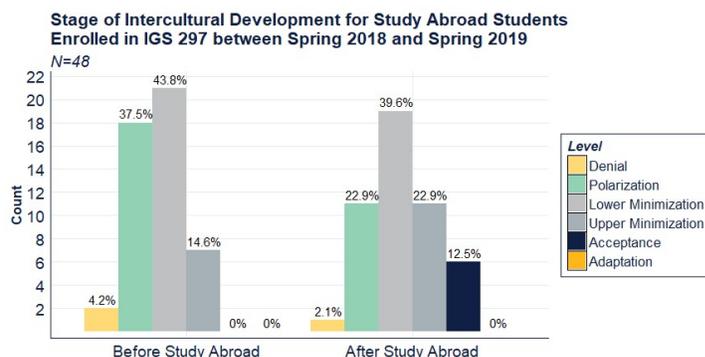


Figure 9



UNCG’s Global Leadership Program (GLP). The 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. The core concepts of intercultural understanding, experiential learning, and skills development promoted by the program 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.

In an effort to make the GLP more appealing, the GLP Steering Committee made the proposed enhancements during the first year of the QEP. 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. The GLP addresses GE SLOs 1-4 to some degree throughout the program. The only data analyzed for the purposes of the QEP were the results of the IDI.

IDI data from 25 students who graduated from the Global Leadership Program (GLP) were analyzed to determine the impact of this program experience on students’ intercultural development. Specifically, the Developmental Orientation (DO) of these students on the IDI in their first semester of the program and the last semester of the program were compared. The results (illustrated in **Figures 10 and 11**) indicated that there was a significant difference in the DO scores with students scoring, on average, 17.19 points higher on the IDI. Despite relatively small participant numbers--of all strategies--this program appears to have yielded the most significant progress toward students’ individual intercultural competence.

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 Civic Engagement (OLCE).

Figure 10

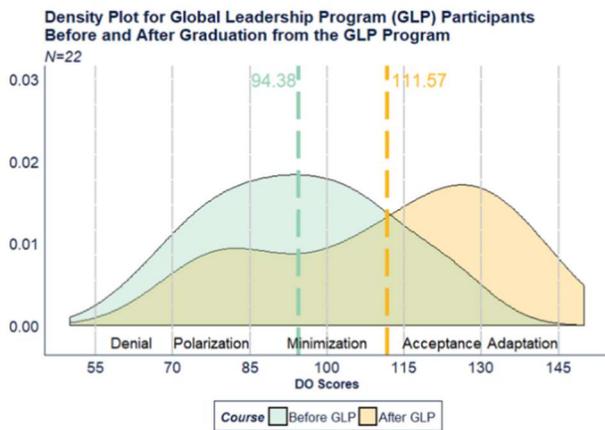
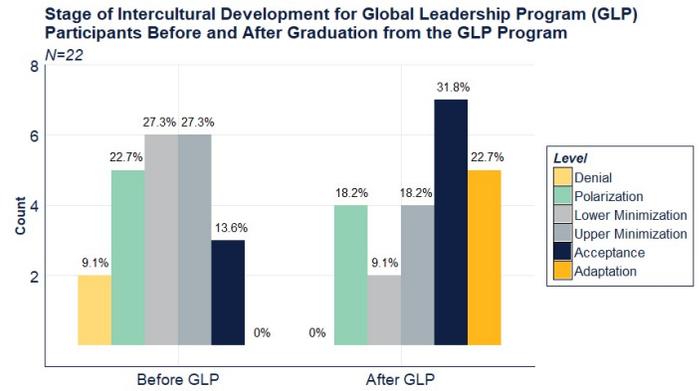


Figure 11



These experiences assist students in the development of their leadership skills and prepare students to serve as change-makers in their communities. 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, OLCE implemented two programmatic enhancements to its Leadership Challenge Program. The UNCG Leadership Framework was revised and expanded to include global learning and intercultural competencies; one competency has been changed from Diversity to Intercultural Knowledge. This change ensured that intercultural knowledge would be woven throughout all leadership programs and leadership initiatives working with OLCE. Additionally, the enhanced program involved more students in community service beyond the campus that brought students into working contact with diverse international communities and issues. The 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. Students were more likely to wrestle in powerfully meaningful ways with the complex ethical dimensions of world issues as they impacted the lives of real people with whom the students work. Through active participation in service-oriented leadership, students are exposed to intercultural knowledge through 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 development of these cognitive and behavioral characteristics speaks to QEP SLOs 3 and 4.

The average self-reported changes across specific items (between the time this group of students started the Gold Leadership Program in fall of 2018 and completion in Spring of 2019) were used to better understand the strengths and potential opportunities for improvement in the program.

Pillar 3. Enhanced Curriculum in Particular Majors

Faculty were encouraged and incentivized by Global Engagement Course Development Awards (ranging from \$500 for a revised course to \$1000 for new course development or modification of a series of existing courses) to integrate one or more of the GE QEP SLOs as they developed new courses or revised existing courses to enhance students’ global engagement competencies and to explicitly address the QEP SLOs through course readings, discussions, activities, and assessments. Additional funding through the QEP supported 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. Three \$2500 awards provided funding to cover the cost of developing and offering an international service-learning course.

Over the five years of the GE QEP **47** new courses and **34** redesigned courses were proposed and funded. Additionally, **2** service-learning courses with global components in local contexts and **13** service-learning courses with global components in international contexts were proposed and funded.

PG 3: UNCG will provide faculty and staff development to enhance global learning for global engagement.

Faculty and staff development were essential to the successful integration of the GE QEP SLOs into curricula across UNCG's academic units. To capitalize on faculty interest and time, a multi-tiered approach to development opportunities was implemented.

The Global Engagement Summer Institute (GESI). A major purpose of the GESI was to provide approximately 25 participating faculty, staff, and graduate students opportunities to share their expertise and experience related to global engagement with colleagues at UNCG. This drew on campus talent and expertise to help expand institutional capacity from within while at the same time bringing in outside experts on each year's topic. As a part of the institute, faculty and staff were given information about the Intercultural Development Inventory (IDI) that was used as a teaching tool as well as an assessment instrument in some of the GE QEP learning activities. In this way, the annual Institute served 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 also served as an opportunity for disseminating and reflecting on the results of ongoing learning assessments conducted in connection with the QEP.

The topics for the five GESIs were: **2015** *An intercultural development model, cultural values, and rubrics* (introduced faculty to the IDI and its theoretical underpinnings); **2016** *Having difficult dialogs in the classroom* (explored deliberative dialog and other methods for conducting meaningful conversations); **2017** *Intercultural training 2.0.*; **2018** *Culturally responsive classroom experience*; **2019** *Sustaining Global Engagement Practices after the QEP*. A total of **130** faculty/staff attended over the five years (does not include speakers/panelists, graduate students or GE QEP staff). Each year a Global Engagement Faculty Fellow (GEFF) was selected to convene faculty and lead conversations throughout the year over brown bag lunches primarily around the topic of that summer's GESI.

Workshop on Intercultural Skills Enhancement (WISE) Conference. Each year QEP funds made it possible for UNCG faculty and staff to attend the WISE conference in Winston-Salem, the premier, regional conference focused on the development of intercultural awareness and learning skills. Over the five years of the QEP **57** people had the opportunity to attend WISE, with some also attending pre-workshops.

IDI QA Training. Over the five years of the QEP, UNCG hosted three IDI Qualifying Seminars to train individuals to be certified IDI Qualified Administrators (IDI QAs). In total **11** UNCG faculty members and **37** staff members had the opportunity to become certified IDI QAs.

Intercultural Competency (ICC) Toolkit. The ICC Toolkit and other Global Engagement resources were developed based on faculty inputs and insights of various Global Engagement Faculty Fellows (GEFFs). Modules for the intercultural workshops were shared with QAs and interested faculty through a Google site.

PG 4: UNCG will increase the numbers of students who actively participate in global experiences.

UNCG was pleased to exceed most of its targets for participation, although growth was experienced variably in each of the five years. The Global Engagement (GE) Conference targets remained elusive, while the disappearance of the ISL courses tied to the Living Learning Communities (LLCs) had a negative impact on the Leadership Challenge Bronze level. Participation numbers are seen in **Figure 12**.

There were several unexpected positive outcomes of the QEP.

- One success was the creation of our "Spartans in Dialogue Program," which emerged from discussions at the second faculty/staff Global Engagement Summer Institute, "How to have difficult Dialogs in the Classroom." This co-curricular program using sustained dialog techniques allows students to interact with faculty and staff over a five-week period engaging in discussions of race.
- Beyond the targeted GE QEP activities, as units heard about the intercultural workshops for students, they too requested them. As a result, all staff in the Recreation Center, Health Center, and Residence Life participated in intercultural workshops, and even select departmental faculty participated in the workshops.

- A project undertaken by the Communications Department to provide intercultural training for graduate teaching assistants led to a replicable training program that is now incorporated into the department’s methodology class.
- Creating and promoting undergraduate international research through GE Undergraduate Research & Creativity Awards (URCAs) necessitated the standardization of the travel protocols to match other UNCG education abroad standards.

Figure 12. Student Participation in Global Experiences

Activity	Program Goals	Target	Year 1 2014/15	Year 5 2018/19	Totals over 5 years	Average/ year	Target achieved
Distribution of KFYCR Books	2, 4	2500	2500	3006	13,916	2783	Exceeded
KFYCR Course Integration	1, 2	+ 5% /yr	833 BL	1212	4600	920	Exceeded
KFYCR Co-curricular Events	2, 4	500	1461	1964	8036	1607	Exceeded
GE Student Conference	1, 4	150	24	49	280	56	Not met
Intercultural Workshops	1, 2, 4	275-300	550	844	4903	981	Exceeded
OLCE Mental Model/	1, 2, 4	350	365	400	1967	393	Exceeded
OLCE Leadership Challenge Bronze	1, 2, 4	+2%/yr	365/799	235/481	1803/3607	361/721	Not met
OLCE Leadership Challenge Silver	1, 2, 4	+2%/yr	67/106	92/129	458/662	92/132	Exceeded
OLCE Leadership Challenge Gold	1, 2, 4	+2%/yr	11/14	30/36	136/173	27/35	Exceeded
Global Leadership Program	1, 2, 4	+5%/yr	9/42	19/105	46/378	9/76	Exceeded
GE URCA	1, 2, 4	8-10	8	28	70	14	Exceeded

IV. KEY LEARNINGS RESULTING FROM THE QEP EXPERIENCE

The prominence of Global Engagement at UNCG is evidenced by the fact that instead of being one of five strategic priorities as in the University’s previous strategic plan, Global Connections is now one of three areas of concentration in the current plan. Through our QEP process UNCG experienced first-hand the value of having sustained campus discussions surrounding the development of university-wide learning goals on a broader scale, but the scope of our GE QEP also highlights the necessity for consistent messaging at all levels. Messaging not only informs constituents but helps maintain interest and thereby ensures all parties continue to participate throughout the duration of the QEP. Many come and go in the five- to ten-year span of the planning and implementation period, so keeping adequate and qualified staff is critical for success. A more narrowly focused QEP with fewer moving parts would allow a campus to be nimble in making changes along the way and allow it to more ably measure the results of those changes.

As an institution we have acquired assessment knowledge/skills that can be further refined for use in our general education curriculum and beyond. We believe—despite our experiment in assessing GE outside the classroom context—that higher stake environments such as the classroom and embedded course requirements are more effective for capturing student learning. Nonetheless, the successes we shared as a campus, during such a wide-reaching QEP, have encouraged the campus to envision Global Engagement and Diversity and Inclusion as competencies that have been approved in a revised general education curriculum. Having GE be an integral part of our core curriculum will allow us to continue to deepen our commitment to GE beyond the QEP.

By investing in faculty/staff development in areas such as intercultural competence and diversity and inclusion, many in the community now share a common language, and therefore we are better able to maintain programs of quality for our very diverse student population. Placing staff who have high levels of student contact (e.g., in Student Affairs) with faculty at all levels in common training/development environments has led to creative and effective programs such as our Spartans in Dialog (mentioned above). Faculty seemed pleased to discover in such contexts that there is a lot of experience/expertise across campus and that colleagues are so willing to share.