QEP Topic
Mini-White Paper

Individual or Group Proposing Topic

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In collaboration with the First Year Initiative, PACE Center, the ACE center, Dept. of Leadership Initiatives, Office of Equity and Inclusion, Office of International Studies, First-year Experience Office, Project ELITE, and other potentially interested partners across campus. This initiative would be designed to represent a campus-wide, synergistic effort.

Overview of Topic

Proposed QEP Project Title: Learning and Engaging for Global Leadership (L&E for Global Leadership)

This proposed topic for a Quality Enhancement Program (QEP) addresses a few need areas identified in the SHSU 2016 NSSE Executive Summary, as well as high impact practices (HIPs) identified by Kuh (2008) to include: considerable time and effort, facilitated learning outside of the classroom, meaningful interactions with faculty and students, collaboration with diverse others, and frequent and substantive feedback to participating students.

The proposed QEP topic of “Learning and Engaging for Global Leadership” would involve a comprehensive program targeting primarily students who are Juniors, but those who are considered First-year students as well. Juniors would be targeted because they typically have learned to navigate the college experience, chosen a major, and are developing skills that will be applicable as graduating Seniors prepared to enter the workforce. In the capacity of Global Leaders and Mentors, Juniors in the program would interact with and participate in coaching and mentoring First-year students in their development of global awareness. Juniors could also be asked to commit to a 2-year participation in the program through their Senior year.

As currently and broadly envisioned, the L&E for Global Leadership is proposed to include various components and strategies.

1) Participation: A group of 25-30 undergraduates who are Juniors would be selected to participate in the program according to interest and a predetermined criteria. Incentives for participation might involve a stipend or a certificate in Global Leadership. An interdisciplinary and cross-campus selection committee would determine student participation. Selected Global Leaders then would work with all First-year students through classroom presentations and mentoring activities around global awareness issues.
2) **Program Components:** Global Leaders would be part of a learning community lead by various faculty and staff who are committed and qualified to serve as program mentors. As part of the learning community, Global Leaders would meet regularly (weekly or bi-weekly) to participate in:

- **Leadership training** in conjunction with the Office of Leadership Initiatives, the Office of Diversity and Inclusion, Office of International Studies, and representatives from the Department of Educational Leadership (other relevant expert organizations also would be invited to participate).

- **Critical Dialogues of Difference** by engaging in structured, topic-related conversations with international students, community members, and experts on a variety of current global topics and trends.

- **Research mentoring for Capstone Research projects on global issues/problems with faculty members** who are engaged in international education and global leadership initiatives and research projects. The PACE center would be asked to assist in providing faculty training for effective mentoring and coaching.

- **Mentoring and presentations by Global Leaders on global issues** to students enrolled in the First-year experience program. Topics and structure would be coordinated with the First-year Experience Office.

**Recent Research and/or Best Practices**

The need to develop college students’ global leadership competencies is widely recognized in U.S. higher education (Caligiuri, & Tarique, 2012; Oddou & Mendenhall, 2013; Owen, 2012). Soria and Troisi (2014) in a study of on-campus global activities at nine public U.S. universities found that intentionally designed curricular and co-curricular global/international experiences can expose students to others from diverse backgrounds or cultures, present opportunities to gain knowledge about international cultures, and situate students within a globally framed context in ways that develop students global, international, and intercultural competencies (p. 265). CAS Student Leadership Program standards (2009) offer recommendations that emphasize both the importance of student leadership development and the value of assisting students in developing global perspectives and engaging them in dialogues about differences. In attempting to meet both institutional interests and student learning needs, a focus on preparing students to be informed and effective global leaders who can influence positive change seems timely.

**Institutional Data**

Namely, this QEP topic addresses the need to engage First-year students and Juniors (as future Seniors) in learning communities, faculty guided research, field experiences in the form of study abroad or internships, a capstone project, and knowledge of global trends and topics, and engagement with those that are different from oneself (dialogues about differences). These need areas as noted in the NSSE report include more high impact practices as follows:

“**Senior students, in particular, reported lower rates of participation in learning communities, research with a faculty member, internships/field experience, and culminating senior experiences (e.g., capstone course, senior project or thesis, comprehensive exam, portfolio). Student participation in capstone experiences was particularly low in comparison to other institutions.**”
Additionally, the proposed topic will address additional areas of improvement as stated in the report:

“First-year students also reported that they informed themselves “about state, national, or global issues” at a lower rate.”

This need area was further indicated in both First-year and Senior students’ responses indicating a lower knowledge of global trends and issues and global experiences and interactions than other institutions.

**Resources Needed for Implementation**

- Semester or yearly stipend or buy-out incentives for participating/designated and qualified faculty and staff trainers and mentors.
- Allotted or reserved space for Global Leadership Learning Community meetings and workshops.
- Designated website and social media spaces with online technology support.
- Basic workshop materials (flipcharts, markers, index cards, printing, paper, writing materials).
- Incentives for allotted time and expertise for faculty and staff to develop training and coaching materials.
- Space for scheduled showcase of Junior or Senior capstone research projects.
- Awards and honorary recognition for Global Leadership excellence.
- Possible stipends for internships with global organizations or international entities.
- Funds for assessments and analysis of instrument data for before and after assessments of student participants. Instruments could include: the Global Competencies Inventory (GCI) or relevant sections of the Multi-Institutional Study of Leadership (MSL), in addition to the Global Learning section of the NSSE.

**Institutional Participants**

First Year Initiative, PACE Center, the ACE center, Dept. of Leadership Initiatives, Office of Equity and Inclusion, Office of International Studies, First-year Experience Office, Project ELITE, and other potentially interested partners across campus.

**Possible Outcomes and Challenges**

Intended **Learning Outcomes** might include:

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<tr>
<th>Learning Outcomes</th>
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<th>Potential Implementation Challenges</th>
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<td>Student participants will:</td>
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| Develop an increased awareness of global topics and issues. | Before/After performance on the Global Competencies Inventory (GCI). Performance on MSL section on sociocultural | -Timing of administration of assessments  
-Costs of assessments and analysis |
| **Effectively facilitate global awareness workshops for First-year experience students.** | Faculty mentor observations recorded on a pre-established rubric. | -Coordination of with First-Year Experience schedule  
-Student schedule conflicts |
|---|---|---|
| **Demonstrate an ability to critically engage in dialogues on difficult global issues.** | Mentor analyses of recorded sessions over time.  
Peer evaluations using a rubric. | -Time to develop rubrics  
-Mentor observation time  
-Peer student bias  
-What happens if improvements are not observed? How to handle. |
| **Collect and analyze information/data on a select global issue. (capstone research project w/faculty mentor)** | Assessment of capstone research project using rubric. | -Mentor/coaching time  
-Students’ limited research skills |
| **Develop a global leadership action plan and for campus and community implementation. (capstone research project w/faculty mentor)** | Assessment of capstone research project using rubric. | -Mentor/coaching time  
-Students’ limited strategic planning skills |
| **Present capstone Global Leadership research project at showcase. (capstone research project)** | Assessment of capstone research project presentation using rubric. | -Timing and space for showcase  
-Need for multiple assessors |
| **Positively impact globally consciousness in local/campus community.** | Academic Community Engagement (ACE) assessment rubrics | -Eliciting community input on Global Leader involvement |

**Select References**


Global Competencies Inventory (GCI). Available from the Intercultural Communication Institute at: [www.intercultural.org](http://www.intercultural.org)
