

Global Pathways to Student Success (GPS²)

A Model to Promote Global Learning for All



A Quality Enhancement Plan Proposal

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Topic & Rationale

The future is global. Georgia State is proud of its pioneering role at the frontier of predictive analytics and graduating students on time. Today's graduates must live and work in a globalized world; they need preparation for careers in multicultural environments that demand knowledge of complex, interdependent global systems (whether natural, economic, political or cultural). As international educators, we believe that a global education and progress toward graduation are not mutually exclusive. Rather, at GSU we have the ingredients in place to embed global learning opportunities in the students' curricular and co-curricular paths, and thus prepare them for the demands of a global workforce – no matter their major, socio-economic status, or demographic. As [recent research](#) indicates, employers want to hire university graduates with the requisite knowledge, skills, and attitudes to be successful in an increasingly globalized world.

Global Pathways to Student Success (GPS²): A Model to Promote Global Learning for All is a QEP that seeks to create a University characterized by globally-engaged students. Consistent with our strong commitment to students' success both here at GSU and in their careers after graduation, we are exceptionally well positioned to conceptualize, implement, and execute this globally-focused QEP. This QEP primarily builds on initiatives already underway at GSU. Through additional coordination and strategic enhancements, the QEP will increase our ability to globalize the curriculum, to generate meaningful student experiences, and to heighten the level of global engagement of our students. We are committed to building a culture of excellence that provides *transformational learning experiences* for our students that increase their ability to research, understand, and address pressing global issues and challenges, and to be prepared for careers of the future. This QEP will significantly enhance Georgia State University's ability to realize its mission to strengthen the workforce of the future.

Recognizing that a one-size-fits-all model of global education cannot work with our diverse population, ***GPS²*** is a multi-pronged QEP that unites a global curriculum and signature experiences, with an explicit focus on student learning and success across all components. To support these efforts, ***GPS²*** will further integrate a carefully selected range of co-curricular activities that augment and enrich the curriculum using a holistic and coordinated approach.

Under ***GPS²***, all students will have the opportunity to graduate with globally meaningful and significant experiences selected from a range of options that can stand individually (and have measurable, demonstrable outcomes at each level) but can also be scaffolded to build increasing levels of engagement and competency in global issues or contexts. For example, students can select from one or more of the following options:

- Global course content (there are a significant number of courses that fit this broad category)
- Virtual exchange or Collaborative Online International Learning (COIL) courses (involving groups of GSU students working with students from around the world).
- World language and culture (increased levels of study and proficiency)
- Global or “glocal” experience, such as internship or co-op
- International (or internationally-themed) research experience
- International (or internationally-themed) service learning
- Academic study abroad, including intensive Spring Break or Maymester programs
- Freshman Learning Community focused on global or international studies
- Core events and programming, including the Emerging Global Issues Forum, Global Presentation Series, and colloquia on global topics

Unlike the previous QEP, each academic unit will be able to “opt in” to **GPS²** by identifying available opportunities for their students and by selecting enhancements (large or small) that will allow students to maintain progress toward graduation. Perimeter College students would have the same opportunities within the associates-level curriculum, including its existing International Certificate, with the possibility of additional global learning opportunities for those continuing to the bachelor’s level.

This QEP is directly in line with multiple pillars of the GSU strategic plan. Specifically, **GPS²** will push us toward the goal of expanding opportunities and perspectives that are central to creating high levels of academic success (Goal 1) and of achieving distinction in globalizing the University (Goal 5). Georgia State University is especially well positioned to provide additional focus on the challenges of global cities (Goal 4). Given the shared focus on global cities between the Urban Studies Institute and the Global Studies Institute (among others) this represents a substantial opportunity to develop a level of convergence cutting across the entire strategic plan, and to reduce the silos between these areas. For our students, a tangible outcome will be preparation for careers in an increasingly globalized world.

Goals & Student Learning Outcomes

The goal of the **Global Pathways to Student Success (GPS²)** QEP is to create opportunities for all students to analyze “complex, interdependent global systems” and engage with “their implications for people’s lives and the earth’s sustainability”¹ so that they are prepared for a global, professional world. **GPS²** conceives of “global” broadly, encompassing cultural differences and transnational issues locally in the city of Atlanta, state of Georgia, the United States, and in international contexts.

GPS² Student Learning Outcomes (SLOs)

Georgia State University students will:

1. Demonstrate the “capability to shift cultural perspective and appropriately adapt behavior to cultural difference and commonalities.”² (Intercultural & Multicultural Competence)
2. Develop substantive knowledge of global systems “(such as natural, physical, cultural, economic, and political) and their implications for people’s lives and the earth’s sustainability.”³ (Global Knowledge)
3. Demonstrate the ability to conduct a multi-perspective analysis of local, global, international, and intercultural problems and explain how one’s own perspectives and experiences influence understanding of other cultures. (Global Perspective)
4. Develop informed and appropriate action to address the world’s most pressing and enduring issues collaboratively and equitably.⁴ (Global Problem Solving)

The **GPS²** SLOs have been intentionally adapted from the AAC&U Global Learning Values Rubric, a nationally recognized and normed gold standard in higher education for assessing global learning.

Intercultural and multicultural competence includes using appropriate verbal and nonverbal communication skills in English as well as other languages. Global knowledge includes knowledge of the natural or physical systems studied by STEM fields.

Assessment Plan

GPS² will involve measurement and assessment across multiple levels. To establish the full complement of metrics, we plan to engage students, faculty, staff, and stakeholders to further ascertain key outcomes. Without creating extra administrative or assessment burden, curricular, co-curricular, and

¹ AAC&U Global Learning Values Rubric, p. 1

² Hammer 2013, p. 26. “adapt behavior” includes appropriate verbal and nonverbal communication skills, potentially multiple languages

³ AAC&U Global Learning Values Rubric, p. 1

⁴ AAC&U Global Learning Values Rubric, p. 2

career readiness aspects of the QEP will be designed to have its own relevant metrics for measuring each focus area in the SLOs (intercultural and multicultural competence, global knowledge, global perspective, and global problem solving) and assess students' career readiness and ability to work in diverse groups. These skills and abilities are applicable to all majors (and, by extension, to all career fields).

Georgia State is already engaged in achieving these SLOs in various ways across virtually all degree programs and countless non-curricular activities. What Georgia State currently lacks is a coordinated architecture to define, measure, and coach students' global competency vis-à-vis global learning opportunities. In this QEP, we propose a set of process metrics (e.g., counting and measuring student enrollments in identified global learning or foreign language courses, participation in global signature experiences, participation in non-curricular activities that engage the global learning SLOs, etc.) and quantitative and qualitative assessment metrics (detailed below) to capture this global learning underway. In addition, we propose a set of activities that will enhance and expand, with modest resources, opportunities for global learning throughout the university. Finally, assessment will directly measure the global knowledge, skills, abilities, and attitudes that employers seek in today's workforce.

The *GPS*² QEP is intended to provide global learning for all by adopting a wide range of approaches where students from all majors and backgrounds can still master the SLOs. The model requires an assessment plan that considers the university community (and student body) as a whole; individual student growth within targeted majors, minors, certificates, and programs (such as study abroad, COIL, or locally global internships, field schools, or other modes of experiential learning); and capturing of performance indicators in curricular and co-curricular activities.

A nationally-normed standardized assessment instrument will be used to assess progress across several SLOs in the GSU community as a whole and in individual student growth in targeted programs. Global assessments of the GSU community will be done annually, beginning in Y1, and continuing through the final year of the QEP capturing 6 time points spanning several cohorts of students. Depending on feasibility and the costs of the instrument selected, this global assessment may either include all enrolled undergraduate students or would be better suited to a representative sample. During the Report Preparation Phase (Year A), and in the Piloting Phase (Year B), a core objective for additional focused research and analysis is to guide the final selection of the assessment tools, as well as measurement and sampling strategies that will be used throughout the entire 5-year implementation of this QEP. The same standardized assessment instrument will also be used to assess individual student growth in targeted programs through pre- and post-measurement.

To date, we have identified three standardized assessment instruments that could be used. In the first year of QEP preparation, a committee will evaluate these instruments (and possibly additional ones) to determine the best match for the *GPS*² student learning outcomes, the GSU student population, and budgetary requirements. For the purposes of this QEP proposal, we have budgeted for use of the GPI, which is the least expensive option with the highest use among higher education institutions in the USA.

The Global Perspective Inventory (GPI) from Iowa State University: The GPI is a web-based assessment of individual experiences and the development of a global perspective that consists of 35 questions. The GPI emphasizes [cognitive, intrapersonal, and interpersonal dimensions](#), which provide a holistic approach to assessing learning and development. The GPI is beneficial for those involved with program assessment and institutional improvement initiatives. The GPI allows for assessment of incoming students, graduating students, pre/post study abroad, and pre/post learning experience. Over 200 universities have used it and National norms are available.

Intercultural Effectiveness Scale (IES) from Kozai Group: Piloted in RCB-CIBER Global Competency Certificate in Spring 2017. The IES is a 54-question instrument designed to evaluate the skills critical to interacting effectively with people who are from” different cultures.⁵ The IES focuses on three dimensions: continuous learning, interpersonal engagement, and hardiness. It is available in online and paper formats with pre-test and post-test capabilities.

Global Competence Aptitude Assessment for Students (GCAA-Student) from Global Leadership Excellence, LLC: The GCAA-Student measures student readiness for the global workforce, benchmarks student growth and achievement, assesses learning outcomes in a pre-test and post-test format, and validates globalized curricula.⁶ The GCAA is administered online, provides individual reports and aggregates data across all study participants.⁷

Table 1. Outcome & Assessment Details.

Student Learning Outcomes	Assessment Methods	Implementation & Data Collection	Performance Criteria & Participation Goals
<p><i>Intercultural & Multicultural Competence</i></p> <ul style="list-style-type: none"> • Demonstrate the “capability to shift cultural perspective and appropriately adapt behavior to cultural difference and commonalities”⁸ in preparation for a global, professional world. 	<ul style="list-style-type: none"> • Annual university-wide assessment via standardized instrument with national norms. • Targeted pre/post assessment of students via standardized instrument with national norms in relevant programs (study abroad, COIL, experiential learning, etc.) • Pre/post assessment of student work collected via Portfolio from Global Scholars Distinction identified courses and other courses indexed as “global” using standardized rubric for intercultural/multicultural competence. • Global annual assessment of random sample of student work collected via Portfolio. 	<ul style="list-style-type: none"> • Office of Institutional Effectiveness & outside vendor. • QEP Project manager coordinates targeted assessments in collaboration with departments, OII study abroad, Office of Civic Engagement, etc. • Instructors for designated courses recruited to give assignments via Portfolio and evaluate them with the standardized rubric. Office Institutional Effectiveness collects and analyzes university wide data from Portfolio on an annual basis. • Office Institutional Effectiveness coordinates collection of student work samples via Portfolio. QEP Evaluation team analyzes trends over time in key words and themes demonstrating mastery of SLO 	<ul style="list-style-type: none"> • Baseline established in Y1, (<i>annual measurement to chart change and improvement over time would be ideal; however exact measurement timing and sampling strategy will be determined during the in-depth period of further research and report preparation in Years A & B of implementation</i>). • Pre/post improvement matching or exceeding national norms. • Annual increase in number of course sections giving pre/post student assignments via Portfolio and using standardized rubric to evaluate student work. • Pre/post improvements in skill level demonstrated in student work • Annual increase in number of key words and themes demonstrating mastery of SLO
<p><i>Global Knowledge</i></p> <ul style="list-style-type: none"> • Develop substantive knowledge of global systems “(such as natural, physical, cultural, economic, and political) and their implications for people’s lives and the earth’s sustainability.”⁹ 			
<p><i>Global Perspective</i></p> <ul style="list-style-type: none"> • Demonstrate the ability to conduct a multi-perspective analysis of local, global, international, and intercultural problems and explain how one’s own perspectives and experiences influence understanding of other cultures. 			
<p><i>Global Problem Solving</i></p> <ul style="list-style-type: none"> • Develop informed and appropriate action to address the world’s most pressing and enduring issues collaboratively and equitably. 			

⁵ Kozai Group website, <http://www.kozai-group.com/intercultural-effectiveness-scale-ies/#>

⁶ Global Competence Aptitude Assessment website, <http://www.globallycompetent.com/sectors/GCAAeducation.html>

⁷ Global Competence Aptitude Assessment website, <http://www.globallycompetent.com/aboutGCAA/design-reporting.html>

⁸ Hammer 2013, p. 26.

⁹ AAC&U Global Learning Values Rubric, p. 1

Portfolium

Portfolium has been incorporated into this QEP as a platform for implementation of the overarching goal to prepare students for a global, professional world and for the assessment of several of the SLOs. Portfolium is an e-portfolio and learning assessment platform that has been adopted by the University System of Georgia and Georgia State University. Both USG and GSU have already contracted with Portfolium for the maximum period allowed under state law so it has no direct cost implications for this QEP. The platform allows students to build a digital portfolio over the course of their careers at GSU that they can use to help launch their careers. Portfolium can be integrated with coursework so that instructors can assign and evaluate coursework with rubrics that can be individualized or standardized across departments or the entire university. Portfolium allows for the assessment of SLOs with data and metrics.

To assess SLOs for targeted student populations, student work collected via Portfolium will be indexed for each of the SLOs via “tags” and instructors will evaluate the assignments with the standardized rubric created by the QEP implementation committee (Y2). On an annual basis, a global assessment of a random sample of student work will be conducted by OIE. The Office Institutional Effectiveness will coordinate collection of student work samples via Portfolium from Global Scholars Distinction identified courses and other courses indexed as “global” using standardized rubric for intercultural/multicultural competence.

Activities

The *GPS*² steering committee will develop a comprehensive list of activities and timeline in Year A of the QEP, but here we outline some of the core activities already envisioned for inclusion in the QEP.

Enhance global learning in existing courses that engage students in improving their intercultural and multicultural competence, global knowledge, global perspective, or global problem solving. GSU currently offers hundreds of courses across all units that address one or more of the *GPS*² SLOs. In collaboration with CETL, the *GPS*² steering committee will reach out to departments and faculty offering courses that engage with these SLOs to assist them in enhancing the global learning and multicultural aspects of these courses by refining student learning objectives for the courses and harmonizing them with the *GPS*² SLOs, by creating model assignments and university-wide rubrics through Portfolium, by helping instructors be explicit about global learning in their teaching.

Expand reach of global learning to more students and enhance global learning in Area B. Institutional Foundations. In Area B, students select two courses from a menu of five courses. Two of the options PERS 2001 and PERS 2002 already incorporate SLOs encompassed in the *GPS*² QEP. Between 2012 and 2016, 49-51% of enrolled students had taken at least one of these two courses at some time (see table in Appendix F). In 2017, the percent declined to just under 47%, most likely because new course options were added to the menu in Area B. In Year A of the QEP, a subcommittee with broad representation from across the university community will study the feasibility of changing the core curriculum to require either PERS 2001 or PERS 2002 in Area B and any potential impact on time to degree. If it is possible to make this small change to the curriculum, it would ensure that this QEP touches every student at GSU. Whether or not the change in curriculum is made, PERS 2001 and PERS 2002 courses will be an area of focus for enhancing the global learning and multicultural competence by refining student learning objectives for the courses and harmonizing them with the *GPS*² SLOs, by creating model assignments and university-wide rubrics through Portfolium, by helping instructors be explicit about global learning in their teaching.

Capture and inventory the existing global learning going on across the GSU community and in departments that is not yet recognized global learning, **especially in the STEM fields**. Numerous research

labs that are engaged in international collaborations involve undergraduate students through coursework, research practicums, or internships. This is global learning in action that is often overlooked since the focus is on the science and not the international collaboration. In addition, some undergraduate students travel abroad as members of research teams. This type of activity is also currently not captured as “global learning” at GSU. In Year B, the steering committee will develop assessment tools that capture the impact of these curricular activities on SLOs. Also, in Year B, the steering committee will work with GSU faculty who have led STEM related study abroad programs to evaluate the factors for success and explore the possibility of expand them where feasible.

Assess, improve, and expand the existing International Certificate (IC) and Global Scholars Distinction (GSD). The International Certificate at Perimeter College recognizes students who complete lower-division coursework related to global learning. GSD is a university-wide program created in 2012 that recognizes students who complete upper-division coursework in global learning. Efforts to assess and improve the GSD began in Fall 2016 through collaboration between GSI and OII. Activities include increasing the number of courses included in the GSD, integrating GSD into reviews of new course proposals, integrating GSD reporting into program reviews, working with the University Registrar to identify GSD eligible students and give them recognition, and conducting outreach through the UAC and OAA to increase the number of students receiving GSD without slowing down progress towards toward degree. These efforts are underway and will continue in the first two years of the QEP.

Establish a university-wide certificate in global learning that builds on International Certificate (IC) at Perimeter College and the Global Scholars Distinction (GSD) and recognizes students who demonstrate master of the SLOs through curricular and co-curricular activities spanning their career at GSU. In Year A, a QEP subcommittee will study the IC and GSD programs to align them with the new certificate and develop a plan for the certificate program that responds to best practices and adapts models from peer institutions to GSU’s unique student body. In Year B, the QEP subcommittee and QEP team will submit a proposal for the new certificate program for review and approval by all university units and the Faculty Senate.

Coordinate the broad range of existing Global Experiential Learning opportunities that significantly enhance student engagement and success. Recognizing that a significant portion of Georgia State’s student population may not have access to the resources needed to have a study abroad experience, “global experiential learning” can be expanded to include local options that take advantage of Atlanta’s prominence as a truly global city – bringing the world to our students. Additionally, *GPS*² can design a framework around such experiences to help ensure that students prepare for, engage in, and reflect on their global experiences as a way to develop global competence skills.

- a. **Advocate for enhanced Virtual Exchange & Collaborative Online International Learning (COIL) opportunities.** Acknowledging the value of virtual exchange for students who may not have a study abroad experience, vehicles such as the COIL model create meaningful and engaging experiences by bringing Georgia State students into direct contact with their counterparts at universities from around the world. Existing examples at Georgia State include Robinson College of Business’ Global Virtual Teams, College of Education and Human Development’s asynchronous online platform with Hong Kong students, and Perimeter College’s ESL department’s digital literacy and globalized curriculum project with Turkish students. Additionally, opportunities for virtual conferences (see Monash University’s International Conference of Undergraduate Research) open as technology paves the way for a/synchronous digital mobility. Given the high level of enthusiasm for more fully developing our capacity for COIL courses here, and the fact that this particular model of globally-networked learning would provide an empirically validated method of engaging GSU

students with their international counterparts, we view it as a core, and readily implementable, element of this QEP.

- b. Engage international and foreign-born student population. International and foreign-born students can be an invaluable resource for global engagement by bringing a broad range of backgrounds and experiences inside and outside the classroom. For the majority of domestic students who are not able to study or travel abroad, interacting with international students can be an important and effective path towards global engagement. However, the benefits of having a globally diverse student body are rarely realized without active facilitation. We need to create opportunities for interaction between domestic and international students--whether extracurricular or in the classroom. We propose collaborative efforts between academic departments, student affairs, enrollment management, OII, and student organizations to develop intentional interactions between domestic and international students, as well as tools to assess the impact of these interactions on global learning.
- c. Leverage the potential of Virtual & Augmented Reality. In addition to the significant efforts to globalize the university through programming and curriculum, we have identified the growing presence and profile of the Creative Media Industries Institute along with industry partners (such as Foundry 45, an Atlanta-based VR development firm) as another key partnership in generating experiences that will bring the world to GSU students. Appendix B provides a visual and conceptual representation of the possibilities of leveraging this area of strength to provide an immersive, experiential component to courses and co-curricular activities. This is perhaps the most ‘experimental’ and novel aspect of the *GPS*² proposal, and one that would require more development and pilot testing through the early part of the QEP implementation. However, it is also one that takes advantage of the significant investment that has been made by the University in this space. One of the key areas that we are considering is the possibility of incorporating this experiential aspect of the student experience with courses that address particular countries, regions or themes with global significance – in order to draw our students into the culture, tradition, and community in a way that other approaches aren’t able.

Capture, inventory, and assess the range of co-curricular global engagement opportunities

already underway at GSU. A key innovation of this QEP is the inclusion of the broad range of co-curricular activities that enhance student life and take learning out of the classroom. These co-curricular activities contribute toward student mastery of the *GPS*² SLOs and building experiential knowledge for career readiness. For example, the Office of Civic Engagement organizes annual Panther Breakaways, alternative spring break, service trips where students gain exposure to intercultural and multicultural competence and global knowledge, perspective, and problem solving through travel and service to Costa Rica and to underserved communities in the USA. Similarly, Recreational Services organizes “Touch the Earth” trips during long weekends and Spring Break that include international travel. In Year A, we will partner with non-academic units across our campuses, especially the Division of Student Affairs and its departments (the multicultural center, civic engagement, greek life, Panther activities council, recreational services, and others), the Rialto Theater, the World Affairs Council of Atlanta, student organizations, and other stakeholders to identify and inventory existing co-curricular global engagement opportunities. In Year B, we will develop assessment tools to ensure we can assess the impact of these activities on SLOs. Y1-5, we will expand the reach of these programs through co-branding opportunities and promoting them to students and capturing the impact of co-curricular activities on student mastery of the SLOs by implementing the assessment plan developing in Year B.

Across all proposed activities, we will use predictive analytics to match students with experiences that are most likely to enhance global competency without extending time to degree to the maximum extent

possible. Through targeted advising and other interventions students will be encouraged to pursue appropriate global experiences. For example, if a student's academic background predicts that a semester-long exchange program will delay graduation, advising will focus on short-term study abroad experiences or internship opportunities with locally based organizations. Other data may help identify a student's specific interest in a language or region of the world, allowing the presentation of targeted opportunities in the advising process. In addition, we will further shape, conceptualize, and refine the activities during the Report Preparation Phase (Year A), and in the Piloting Phase (Year B). This period of concerted effort will also provide further links between any proposed activities and assessment.

Organizational Structures & Resources

Because the University has already established much of the organizational structure required to implement all aspects of this QEP, we propose the creation of a small office under the auspices of the Office of Institutional Effectiveness, but with close ties to the Office of International Initiatives, the Global Studies Institute, Center for Excellence in Teaching and Learning and other key stakeholders.

The implementation will require two full-time, dedicated positions (QEP Manager / Coordinator; Co-curricular outreach coordinator). In addition, we anticipate need for faculty affiliates to work on assessment (1), curricular outreach (3), a primary faculty affiliate for Collaborative Online International Learning and the internationalization of curriculum, with the possibility of adding additional affiliates as this aspect of the QEP grows over the course of years 1 & 2. In addition to these internal resources, we anticipate the need for external expertise and capacity for training and development, primarily related to COIL and Virtual Reality development as noted in the proposed budget and implementation timeline. The QEP will also require input from existing units and personnel as noted in the budget estimates including CETL, CMII, OIE, OII, GSI, to ensure adequate bandwidth.

Organizational Structure: Appendix C provides a detailed diagram of the organizational structure (along with lines of communication and coordination) that we propose.

Personnel Resources & Staffing:

Project Manager/overall coordinator: A full-time staff position (program coordinator or higher) to serve as the principal coordinator of the QEP project. This position will be responsible for overall project management, scheduling and implementing assessment instruments, training and outreach sessions, and maintaining the QEP website. The position will work with other QEP staff including faculty affiliates, and convene a university-wide steering committee. The position will also take a lead role in creating and maintaining printed and online resources on curricular and co-curricular global engagement opportunities.

Faculty affiliate for assessment: This position will have primary responsibility for managing the assessment instrument selection and implementation process. It will also interface with potential instrument vendors as well as on-university experts on program evaluation, assessment data analysis, and work with the Project Manager on assessment reports. The level of effort for this position is likely to be higher in the early phase of the QEP and level off as assessment instruments are established and implementation is routinized.

Faculty affiliates for curricular outreach (Downtown and PC): An underlying premise of this proposal is that there are numerous global engagement opportunities across the curriculum in virtually all disciplines, even though they are not always recognized as such. The faculty affiliate positions for curricular outreach will be responsible for interfacing with each College or School, and their constituent academic departments to identify and inventory both explicit and implicit global engagement content and

opportunities in existing programs. Where appropriate, they will advise academic departments on aligning existing opportunities with global engagement SLOs, and on accessing curriculum development resources.

In addition, we propose the appointment of **Faculty affiliates on curriculum internationalization and on COIL, and for Global VR/AR**. These appointments should be done in close coordination with CETL and CMII respectively, and would focus on faculty training and curriculum development. We anticipate that one primary coordinating role will be necessary initially, with more as this program develops further to scale.

Jointly funded co-curricular outreach coordinator: This position will work across the University with Student Affairs and units such as the multi-cultural center, the Rialto, student organizations, and other stakeholders to identify, inventory and publicize co-curricular global engagement opportunities. This position will also work with the faculty affiliate for assessment to ensure that appropriate assessment tools are available for co-curricular activities. We have budgeted 50% of this position into the *GPS*² proposal, with the other half covered through OII.

Physical Resources:

Much of the needed physical resources already exist. The QEP team will need office space to for the core leadership and management team, with swing space for faculty affiliates to use on an as-needed basis. For some of the proposed programming (i.e., Virtual Reality), there may be a need for some specialized equipment above and beyond what is currently available (or planned). As the Creative Media Industries Institute develops its programs and capacity, we anticipate a synergy between the capacity and facilities, and the opportunity to work in a concerted effort on content development and generation as part of this broader University Initiative. At a minimum, any smart phone is able to be outfitted with ‘cardboard’ to create a VR headset. More advanced technologies (such as the Oculus Rift) would potentially make for a more compelling experience, but as this area of the QEP is further developed in the report preparation phase a more detailed consideration of the most effective and efficient strategies for implementation will be studied in greater depth. At present, we have consulted with a VR firm (Foundry 45) that has provided initial estimates related to application development costs. In Year A, during the development of the full proposal, any additions or modifications would be noted and accounted for.

Existing Strengths & Structures at Georgia State University

*GPS*² is an ideal framework in which to harness Georgia State’s existing strengths and structures, including:

- Multidisciplinary divisions such as the Global Studies Institute, Center for Urban Language Teaching and Research (CULTR), Center for International Business Education and Research (CIBER), International Center for Public Policy (ICePP), and World Affairs Council of Atlanta (to name but a few)
- 1010 study abroad students (AY 2016; a 76% increase from 2010 [n=573] Strategic Plan was launched)
- 3,076 international students and scholars from 146 countries (AY 2016)
- 189 international partnership agreements with 140 institutions in 39 countries
- Twelve world languages taught between downtown and Perimeter campuses
- 150 undergraduate research proposals for annual Undergraduate Research Conference
- Successful virtual exchange courses in Robinson College of Business, College of Education and Human Development, and Perimeter College, and strong University-wide interest in Collaborative

Online International Learning based on initial efforts of GSI and OII to introduce this model in Fall 2016

- Graduation distinctions, such as Global Scholars Distinction and City Scholars Distinction
- Office of Civic Engagement, Alternative Spring Break, Touch the Earth, and Multicultural Center, which offer a range of cross-cultural and/or service-learning opportunities

*GPS*² is central to achieving distinction in globalizing the University – and specifically to enhancing the global competence of our students, to graduating students from all backgrounds on time *while* preparing them for careers in a global workforce, and augmenting our urban research culture by incorporating undergraduate opportunities.

As noted above, most of the core components of this QEP are already in place. The main input needed will be a strategic administrative structure to coordinate the set of components that make up *GPS*², to create outreach materials and information for students, and to support tracking student success, measurement and evaluation, and coordination among key stakeholders. In addition, resources to support the development of virtual exchanges or collaborative online international courses would need to be put in place to support that aspect of the program.

With the Global Studies Institute, the Office of International Initiatives, CIBER, Global initiatives in CEHD, various International Programs, ongoing Perimeter College efforts, along with University entities including the Center for Excellence in Teaching, and Special Programs within the Office of the Vice Provost of Enrollment Management and Student Success, the University has already developed much of the infrastructure that will ensure the long-term success and sustainability of *GPS*².

Implementation Timeline

We anticipate that implementation will occur in phases, beginning with a focus on more fully consolidating and capturing the full range of global activities that are underway at GSU. Throughout this period of initial discovery in the preparation of this proposal, we have learned a tremendous amount about the many and important efforts that are already underway. In addition, we have amassed critical feedback, and recognize the ongoing importance of continuing and amplifying that throughout the period of report writing and more detailed plans for coordination and integration in Year A that is dedicated to report preparation, along with any additional research that is necessary to do more in-depth comparisons to related QEPs from peer institutions¹⁰. In addition, we will have some activities that are currently in development or practice (such as Collaborative Online International Learning), which will benefit from piloting and refinement throughout Years A and B of the process. While most of the activities that we propose to harness in this QEP proposal are underway in some form or another at GSU already, those that are novel (such as the incorporation of Virtual Reality to enhance Global perspectives and add an immersive experiential dimension to existing classes or activities) will require additional development and piloting over this period. Because many of the activities that will be incorporated into *GPS*² are of an ongoing nature, and will follow the existing timelines of the various units across campus (i.e., developing schedules and programming at the Rialto), the timeline here focuses on initiating implementation, along with assessment, evaluation, and reporting on an annual basis. The proposed timeline of implementation is included in Appendix D.

¹⁰ In addition to the details provided here, we also have collected examples of 18 QEP summaries for Universities and Colleges that have focused on Globalization or Internationalization as the organizing theme. While we have done initial reviews in the preparation of this proposal, a more thorough analysis will be part of the report preparation research phase.

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Appendix B. Designing a Global Experience with Virtual & Augmented Reality

1

Why do we need to enhance global learning?

- In an ever-increasingly globalized world, graduates will need the perspectives, skills, and competence that a **globalized curriculum can deliver**.
- **Many employers are seeking** individuals with the backgrounds and skillsets that will allow them to work collaboratively, across international boundaries
- Despite this, for many of our students the opportunity to travel or study abroad **remains elusive**.

2

Where can it take us?

- **Quite literally, anywhere.** By linking the technology with course content, and co-curricular programming we can bring the world to GSU, and GSU to the world
- It can take us right into the middle of the action; to **experience the sights, sounds, and surroundings**
- As a **transformative experience**, this can open doors and create opportunities to engage that simply wouldn't be possible otherwise

Designing a Global Experience with Virtual & Augmented Reality

3

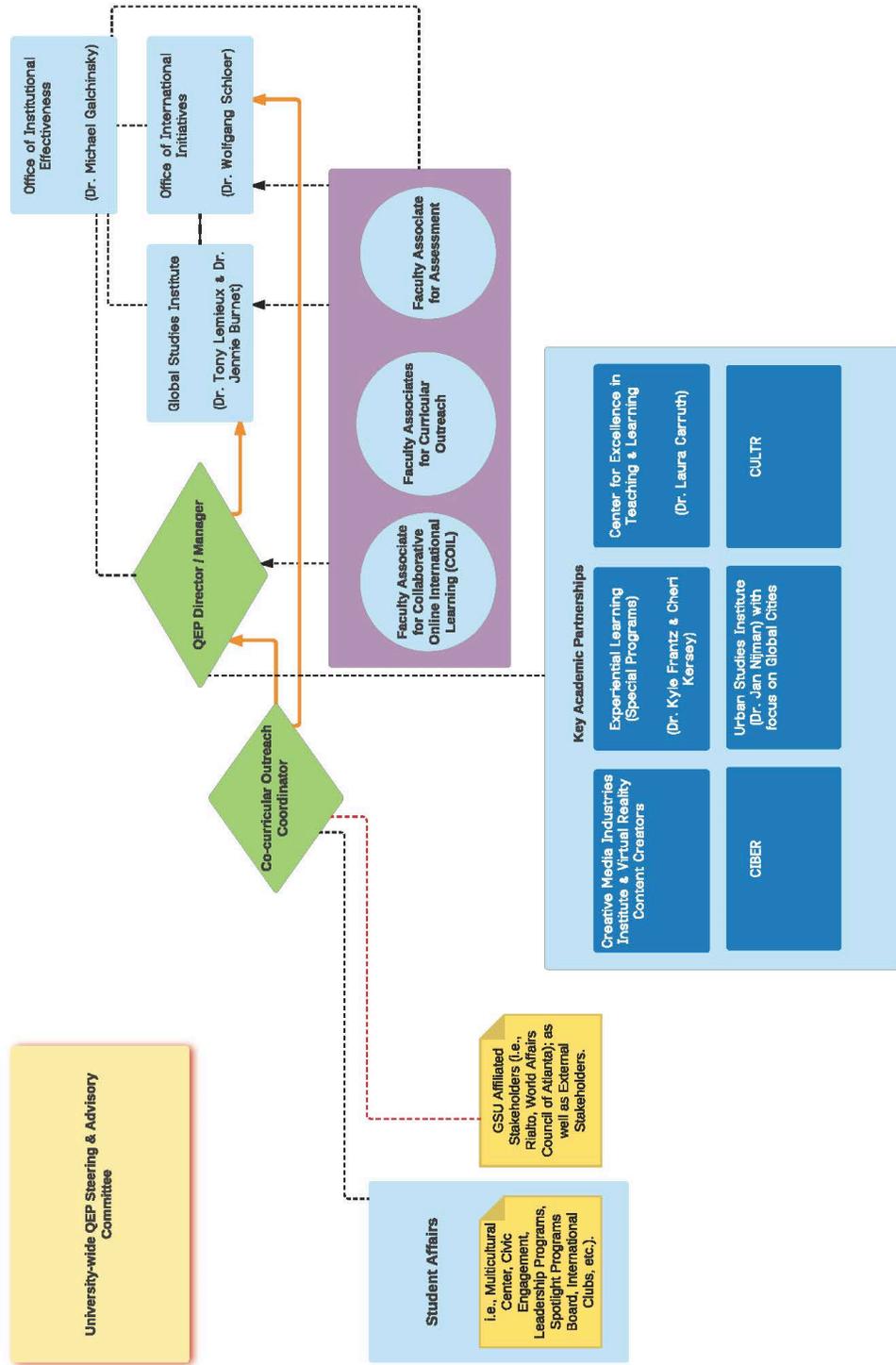
What will it take to make this happen?

- We already have many of the core capabilities, including technical and creative capacity and international partnerships; but it needs someone to lead this effort
- It will take focus to bring the global educators into collaboration with the content creators. With the *Global Studies Institute*, the *Creative Media Industries Institute*, and the *Office of International Initiatives*, along with area VR businesses - **it's all right here!**
- The most important thing that we need to make this happen is the **motivation to give it a chance at all levels!**

Appendix C. Organizational Structure

September 1, 2017

GPS2 ORGANIZATIONAL STRUCTURE



Appendix D. Implementation Timeline

	Year A (1/1/18 - 12/31/18)		Year B (1/1/19 - 12/31/19)		Year 1 (1/1/20 - 12/31/20)		Year 2 (1/1/21 - 12/31/21)		Year 3 (1/1/22 - 12/31/22)		Year 4 (1/1/23 - 12/31/23)		Year 5 (1/1/24 - 12/31/24)									
	Spring 2018	Summer 2018	Fall 2018	Spring 2019	Summer 2019	Fall 2019	Spring 2020	Summer 2020	Fall 2020	Spring 2021	Summer 2021	Fall 2021	Spring 2022	Summer 2022	Fall 2022	Spring 2023	Summer 2023	Fall 2023	Spring 2024	Summer 2024	Fall 2024	
Implementation Timeline																						
Milestones																						
Writing Team & Workplan Established																						
Additional Research & Data Collection																						
Analysis																						
Report Preparation																						
Integrated Comprehensive Report																						
Annual Reporting																						
Activity																						
Event and Programming coordination																						
Co-Curricular programming																						
COIL training																						
COIL development																						
VR development & experience																						
Evaluation																						
Data Assessment Planning & Review																						
Measurement Wave																						
Analysis																						
Reporting & Synthesis																						
Detailed progress review on assessment																						

Appendix F. Enrollment in PERS 2001 and PERS 2002

Table 2. GSU Students Enrolled in Either PERS 2001 or PERS 2002 Last 5 Years

Academic Year	Campus	Undergraduate Headcount	Enrolled in PERS 2001 or PERS 2002 at any time	Percentage
2012-13	Downtown Campus	29,000	14,352	49.49%
2013-14	Downtown Campus	28,954	14,875	51.37%
2014-15	Downtown Campus	29,200	15,098	51.71%
2015-16	Downtown Campus	29,001	14,894	51.36%
2016-17	Downtown Campus	29,673	13,858	46.70%
	Perimeter College	26,111	2,527	9.68%