



GLOBAL WAKE FOREST

FIVE-YEAR QEP IMPACT REPORT

INITIAL GOALS AND OUTCOMES OF THE QEP

Through the *Transcending Boundaries* QEP, we seek to answer a question posed by our former President, Nathan Hatch (2014): “How do we take a diverse set of learners and mold them into a (global campus) community that, for all its disagreements, appreciates those differences, engages each other with respect and civility, and together makes something greater out of the sum of the parts?” The goal of *Transcending Boundaries* is to create a global campus community with shared values and norms characterized by enhanced **global mindsets**. The first five years (QEP Y1-Y5) correspond with academic years 2017-2021.

Guided by theory and research, steering committees of diverse university stakeholders identified five learning outcomes undergirding a global mindset:

Intercultural Inquiry	<ul style="list-style-type: none"> Interpret global events, values, and practices from multiple cultural perspectives
Self-Awareness	<ul style="list-style-type: none"> Able to explain how one’s perspectives and experiences influence their understanding of others
Community Interaction	<ul style="list-style-type: none"> Collaborate respectfully across cultures
Intercultural Communication	<ul style="list-style-type: none"> Negotiate intercultural interactions using appropriate communication
Global Responsibility	<ul style="list-style-type: none"> Formulate solutions to global challenges

We initiated four programs designed to enhance two or more of the above learning outcomes each. Program outcome (e.g., enrollment numbers) and learning outcomes (e.g., intercultural inquiry) performance criteria are provided in the table below.

Program	Description	Program Goals	Learning Outcome Goals	Learning Outcome Progress Measure
Global AWAKEnings	First-year study abroad in Copenhagen	40-70 applicants/yr 18-36 participants/yr High program satisfaction	Intercultural Inquiry Self-Awareness	Within- and between-groups effect size $d > .20$
Global Connections	First-year international student engagement program	15-45 participants/yr High program satisfaction	Self-Awareness Intercultural Communication	Within- and between-groups effect size $d > .20$
Global Village	Globally-focused living and learning community	40-70 applicants/yr 18-36 participants/yr High program satisfaction	Intercultural Inquiry Community Interaction Global Responsibility	Within- and between-groups effect size $d > .20$
Global Laureates Academy	Capstone program for faculty, staff, and students	20-50 students enrolled/yr 10-35 student graduates/yr 10-60 faculty/staff/yr High program satisfaction	Intercultural Inquiry Self-Awareness Community Interaction Intercultural Communication Global Responsibility	Students: within- and between-groups effect size $d > .20$ Faculty/staff: within-groups effect size $d > .20$

Between-groups differences were determined via contrast with a comparison group:

- Global AWAKEnings: First-years who attend study abroad session during orientation
- Global Connections: Other first-year international students
- Global Village and Global Laureates Academy: Globally-minded 2nd-4th year students who previously participated in a global program or study abroad

We anticipated that students who did not participate in QEP programs would also experience global mindset gains via frequency of interaction with program participants. We gathered data from non-program participants from QEP Y2-Y5 to test this hypothesis.

CHANGES TO THE QEP AND QEP ASSESSMENT

We made a range of changes and enhancements to the QEP and QEP Assessment to adapt to opportunities and needs as they arose, especially during the COVID-19 pandemic onset.

Programmatic Changes

During first five years of the QEP, we made four main programmatic changes:

- After convening with a focus group of diverse stakeholders including international students, we renamed the Arrive@Wake program Global Connections to better capture the active and connective nature of the program in QEP Y2
- Global AWAKEnings reduced their enrollment goal to 15-18 rather than grow enrollment to maintain enrollment selectivity in QEP Y3 and beyond
- Global Laureates Academy changed from individual capstone projects to group final projects to maximize faculty, staff, and student collaboration and impact of projects to campus starting in QEP Y3
- Global Village transitioned guest lecture series to academic courses in QEP Y2 to enhance depth of learning and provide faculty additional global opportunities

COVID-related QEP Changes

Due to the COVID-19 pandemic, we made the following changes:

- Global AWAKEnings was curtailed in March AY20 (QEP Y4) and cancelled for AY21
- Global Connections had reduced AY21 participant numbers and paused plans for expansion to students in the Graduate School
- Global Village paused planned increase in student numbers for AY21
- Global Laureates Academy paused participant recruitment in AY21
- QEP Assessment interviews (described below) transitioned from in-person to Zoom for spring AY20 and AY21

QEP Assessment Changes

We made major changes to QEP Assessment beginning in QEP Y2 (AY18) due to issues of reliability with the chosen indirect measure (Global Perspectives Inventory) and issues of student response completion with the direct measure (written response to vignette) in QEP Y1. Because measure reliability and student response completion were so low as to render assessment useless, we do not include assessment from QEP Y1 in this report.

Change to Indirect Measure

- Data from QEP Y1 revealed that multiple subscales of the Global Perspectives Inventory (GPI) had Cronbach's alphas $< .70$, representing poor measure reliability.
- We investigated other available indirect measures and subscales that aligned with the QEP learning outcomes. After identifying nine potential scales that could be adapted to align with our learning outcomes, we conducted factor analyses, examined reliability, and tested for convergent validity in a large-scale study ($n = 496$) of individuals across five continents prior to Y2. Our work resulted in the Wake Forest University (WFU) indirect measure of global competence.
- In QEP Y2, following the advice of the QEP Assessment Committee, we administered both measures, the WFU and the GPI measures to students to assess which would outperform the other with regard to reliability and validity (i.e., predicting global mindset gains on interview; see regression table below).

- The WFU measure outperformed the GPI with respect to both reliability and validity for all five learning outcomes. We only used the WFU measure and the interview from Y3 onward.

Construct	Y2 Reliability	
	GPI α	WFU α
Intercultural Inquiry	.65	.88
Self-Awareness	.64	.83
Community Interaction	.77	.78
Intercultural Communication	.77	.79
Global Responsibility	.72	.86

Construct	Predictor (Measured in Fall)	Y2 Predictive Validity for Spring Interview Score			
		B	SE	t	p
Intercultural Inquiry	Interview Score	.15	.21	.71	.48
	GPI – Knowing	.04	.24	.19	.88
	WFU Measure	.33	.15	2.14	.04*
Self-Awareness	Interview Score	.69	.20	3.40	.00**
	GPI – Intrapersonal Affect	-.46	.19	-1.60	.12
	WFU Measure	.98	.19	5.27	.00***
Community Interaction	Interview Score	.66	.23	2.89	.01**
	GPI – Social Interaction	.05	.13	.38	.71
	WFU Measure	.24	.19	1.27	.21
Intercultural Communication	Interview Score	.30	.27	1.12	.27
	GPI – Social Interaction	-.22	.27	-.83	.41
	WFU Measure	.50	.25	2.054	.04*
Global Responsibility	Interview Score	.38	.17	2.24	.03*
	GPI – Social Responsibility	.03	.18	.18	.86
	WFU Measure	.42	.23	1.84	.08

Note. * $p < .05$, ** $p < .01$, *** $p < .001$.

Change to Direct Measure

- Due to issues of student motivation to complete open-ended written vignette assessment in QEP Y1, we designed an interview process.
- Each QEP program participant and comparison group member would complete a semi-structured interview, with roughly five minutes dedicated to questions for each learning outcome, which was then scored on a 0-4 scale using rubrics selected from the American Association of Colleges and Universities (AAC&U) Value Rubrics.
- Prior to fall and spring assessments, the four interviewers (Director and three graduate assistants) trained to reliability standards ($\alpha > .90$, $r > .70$, and $k-1 > .95$). Reliability checks were performed on 20% of interviews in both fall and spring, with overall reliability medium to strong in the fall ($r = .50$, $k-1 = .95$) and strong in the spring ($r = .67$, $k-1 = .95$).
- Student interview responses in QEP Y2 yielded much richer and voluminous data compared to vignette data in Y1, allowing interviews to score the interviews reliably.

Changes to Recruitment Strategies

- We adopted two successful strategies to increase participation rate:
 - For program participants, we coordinated earlier in the summer with program coordinators to set up blocks of times to complete assessment.

- We structured the comparison group incentive at \$10 for the fall and \$25 for the spring to bolster spring assessment completion.

COVID-related QEP Assessment Changes

Due to the COVID-19 pandemic, we made the following changes:

- We transitioned all interviews online in March 2020 (QEP Y4), using Zoom
- We maintained all interviews online for AY21 (QEP Y5), using Zoom

A Note on QEP Assessment

Through our experience assessing QEP programs, we found the interview process generated rich data, which provided a better method for assessing growth over time in the learning outcomes compared to the survey measure. We believe this to be because global competence/global mindsets are undergirded by students' attitudes, knowledge, and skills (Deardorff, 2006; Fantini, 2000). In interviews, students could demonstrate attitude, knowledge, and skills for objective scoring; whereas on surveys their attitudes (usually positive) appeared to impact their self-reporting of their knowledge and skills. Indeed, we found the survey measure to be more reflective of faculty global competency gains. We encourage future assessors to consider a pre-post retrospective (Little et al., 2019) approach to better capture student changes over time when using indirect measures. Thus, while we report analyses of both interviews and survey measures for students, we consider interviews to represent students' change in the global mindset learning outcome, while we considered surveys to represent change in students' perception of their global mindsets.

To determine whether a program met its Student Learning Outcome Goals, we revised our plan in Y3 to use students' interview scores to determine whether learning outcome goals were met. We continued to collect and analyze survey data.

In this report, we provide aggregated results from each year programs ran in full capacity, omitting Y1 due to lack of quality assessment data (as detailed above):

- Global AWAKEnings: QEP Y2-Y4 (AY18-AY20)
- Global Connections: QEP Y2-Y4 (AY18-AY20)
- Global Laureates Academy: QEP Y2-Y5 (AY18-AY21)
- Global Village: QEP Y2-Y5 (AY18-AY21)

For each program, we provide a table of quantitative results. We provide both Welch's *t*-tests, which are robust to sample size differences, to examine statistical significance within-groups (i.e., did participants experience significance gains from before to after participation in program) and repeated measures ANOVAs to examine statistical significance between groups (i.e., did participants experience significantly greater gains above that of a comparison group of students). We also highlight cells in which effect size (i.e., magnitude of the change over time) met or exceeded the learning outcome performance goal, $d > .20$.

Yearly program results are Supplementary File: "QEP Initiative Assessment Year by Year"

DESCRIPTION OF QEP OUTCOMES BY PROGRAM



Programmatic Goals

- Application numbers exceeded goals, with applications ranging 95-117/yr

- Revised student participant goals were met each year the program ran (QEP Y2-Y4)
- Student satisfaction was high based on interview and survey assessment data

Student Learning Outcome Goals

- In the inaugural year (QEP Y2), **effect sizes for increases in all three student learning outcomes were > 1.3**; any effect size above 1 is considered very large.
- In QEP Y2 and QEPY3, **Global AWAKEnings students experienced significantly higher gains in all three learning outcomes** compared to other WFU first-year students who attended study abroad information sessions in orientation.
- Below are aggregated results from QEP Y2-Y4 (COVID cancelled Y5):

QEP Y2 – Y4	Participant (49)				Comparison Group (39)				Δd	GA v. Comp.
	Pre	Post	ΔM	d	Pre	Post	ΔM	d		
Interview										
Inter. Inquiry	2.32	2.62	.30	.30*	2.13	2.03	-.10	-.14	.44	GA**
Self-Awareness	2.42	3.01	.59	.68***	2.17	2.32	.15	.20	.48	GA***
Inter. Comm.	2.30	2.67	.37	.37*	1.96	2.10	.14	.17	.20	GA***
Survey										
Inter. Inquiry	5.01	5.21	.21	.57***	4.96	4.83	-.13	-.32+	.89	GA
Self-Awareness	4.88	4.98	.10	.19	4.56	4.54	-.02	-.03	.22	GA+
Inter. Comm.	4.82	5.03	.19	.36*	4.62	4.65	.03	.04	.32	GA

Note. ΔM = change in mean pre- to post-program; d = within-groups effect size; Δd = between-group effect size difference; GA v. Comp = represents the group that had larger gains/smaller losses on the measure; Inter. = intercultural; Comm. = communication; + $p < .10$, * $p < .05$, ** $p < .01$, *** $p < .001$. Highlighted d and Δd cells = program goal met.

Additional Outcomes

- **Study Abroad again.** Global AWAKEnings students studied abroad again:
 - Short-term study abroad programs in locations such as Cambodia
 - Semester programs such as Austria, England, Hungary, and Italy
 - Summer opportunities to study in India, China, and France
 - Funded summer opportunity to return and research Danish food culture
- **Campus Engagement.** Global AWAKEnings students are active on campus:
 - Serving in leadership: Black Student Alliance, Student Government, APO Service Fraternity, and the Asian Students Interest Association
 - Creating in the arts, including orchestra, marching band, Lilting Banshee Comedy Troupe, and Anthony Ashton Players.
 - Supporting a range of groups, including Campus Garden, Resident Advisor, LatinX Mentoring Initiative, President’s Aide, Campus Kitchen, Mental Health Ambassador, Global Ambassador, Global Village, Debate Team, Sustainability Intern, Diversity and Inclusion Community.
- **Career Plans.** Global AWAKEnings supported student career exploration:

"Studying in Denmark helped nudge me onto the environmental/sustainability path. Learning Danish also helped ignite my love for languages, which has resulted in me taking Arabic and Spanish. In my career, I hope to combine languages and sustainability to work internationally with renewable energy." – Global AWAKEnings Y2 student

Global AWAKEnings Summary

Global AWAKENings achieved all program goals and met all learning outcome goals (6 of 6 on goals measured by interview), with very high effect size gains in all outcomes in Y2. Global AWAKENings students were highly engaged in further global experiences, including: studying abroad again, pursuing international careers, and joining global campus programs.



Programmatic Goals

- Student participant goals were met, as participation ranged between 20-35/yr
- Student satisfaction was high based on interview and survey assessment data

Student Learning Outcome Goals

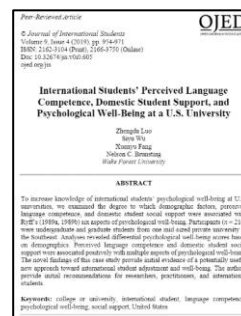
- Across the program years, **Global Connections students experienced significant gains in both learning outcomes** as measured by the interview, while other international students did not demonstrate significant gains.
- **Effect sizes for gains in learning outcomes on the interview were medium** (~.5) demonstrating strong program efficacy for enhancing learning outcomes.
- Below are aggregated results and analysis from QEP Y2-Y4:

QEP Y2 – Y4 Interview	Participant (37)				Comparison Group (27)				Δd	GC v. Comp
	Pre	Post	ΔM	d	Pre	Post	ΔM	d		
Self-Awareness	2.15	2.60	.45	.45**	2.29	2.21	-.08	-.09	.54	GC
Inter. Comm.	1.97	2.41	.44	.52**	2.04	2.13	.09	.10	.42	GC
Survey Measure	Pre	Post	ΔM	d	Pre	Post	ΔM	d	Δd	GC v. Comp
Self-Awareness	4.51	4.44	-.07	-.07	4.37	4.39	.02	.03	-.10	Comp
Inter. Comm.	4.14	4.40	.26	.26	4.06	4.26	.20	.29	-.03	Comp

Note. ΔM = change in mean pre- to post-program; d = within-groups effect size; Δd = between-group effect size difference; GC v. Comp = group with larger gains/smaller losses. *p < .05, **p < .01, ***p < .001. Highlighted d and Δd cells = program goal met.

Additional Outcomes

- **Campus Engagement.** Global Connections students engaged campus in a range of ways, including:
 - One GC student joined student band, wrote for the student newspaper, was a student assistant for our International Student and Scholar Services office, and is now a Wake Forest Fellow
 - Another served as president of student group Friendships Beyond Borders, led a student panel, and authored a research article published in the *Journal of International Students* with two fellow Global Connections students.
- **Faculty and Staff Cross-Cultural Engagement.** 10 WFU faculty and staff joined programming in China and reported gains in focal outcomes.



"Participating in Global Connections in Shanghai completely changed the way I worked with Chinese international students. By meeting them in the context of their own culture, I got to interact with them in a setting in which they are the true experts, and I got to actually engage in cultural humility on a daily basis. It was an invaluable experience that I will always cherish." -Staff, University Counseling Center

Global Connections Summary

Global Connections met all programmatic and met all student learning outcome goals (4 for 4 on goals measured by the interview), with student participants enhancing learning outcomes significantly compared to other international students, as measured by interview assessment. Participant campus engagement was strong, and WFU faculty/staff increased cross-cultural experience, empathy, and connection with international students.



Programmatic Goals

- Global Laureates Academy did not meet initial application or participant goals, though QEP Y2's active participant number (19) was close.
- In Y2, the program integrated faculty, staff, and student cohorts, leading to the creation of strong capstone projects, described further below
- Faculty, staff, and student participant satisfaction was high

Student Learning Outcomes

- Despite low student participant assessment completion rates, the students who completed both pre- and post- assessments had medium to very large gains across all outcomes, as measured by the interview.

QEP Y2 – Y5 Interview	Student Participant (2)				Comparison Group (57)				Δd	GLA v. Comp
	Pre	Post	ΔM	d	Pre	Post	ΔM	d		
Inter. Inquiry	2.50	3.25	.75	.42	2.33	2.12	-.21	-.26 ⁺	.68	GLA
Self-Awareness	2.25	3.50	1.25	.51	2.05	2.41	.36	.38	.13	GLA
Comm. Interaction	1.50	3.50	2.00	1.41	1.95	1.98	.03	.04	1.37	GLA
Inter. Comm.	1.75	3.00	1.25	.51	2.42	2.17	-.25	-.23	.74	GLA
Global Respons.	1.75	3.25	1.50	.71	1.83	2.10	.27	.26 ⁺	.97	GLA
Survey Measure	Pre	Post	ΔM	d	Pre	Post	ΔM	d	Δd	GLA v. Comp
Inter. Inquiry	4.40	4.80	.40	1.41	5.04	5.03	-.01	-.03	1.47	GLA
Self-Awareness	4.75	4.38	-.37	2.12	4.76	4.85	.09	.16	1.96	GLA
Comm. Interaction	4.10	4.90	.80	-2.83	4.90	4.97	.07	.15	-2.98	Comp
Inter. Comm.	4.63	4.50	-.13	-.71	4.74	4.71	-.03	-.04	-.67	Comp
Global Respons.	4.10	4.70	.60	.71	4.48	4.53	.05	.07	.64	GLA

Note. ΔM = change in mean pre- to post-program; d = within-groups effect size; Δd = between-group effect size difference; No significance tests for participants (low n). Highlighted d and Δd cells = performance goal met.

Faculty and Staff Learning Outcomes

- Faculty and staff completed the survey; participants' scores indicated significant increases in self-awareness and community interaction.

QEP Y2 – Y5 Survey Measure	Fac/Staff Participant (9)			
	Pre	Post	ΔM	d
Intercultural Inquiry	4.71	4.98	.27	.37
Self-Awareness	4.06	4.67	.61	.73*
Comm. Interaction	4.71	4.96	.25	.26*
Intercultural Comm.	4.53	4.72	.19	.60
Global Respons.	4.51	4.71	.20	.36

Note. ΔM = change in mean pre- to post-program; * $p < .05$.

Additional Outcomes: Selected Capstone Projects to Engage WFU

- **Global Circles.** A faculty and student team enhanced intercultural and interpersonal bonds in “circles” of faculty, staff, and international and domestic students. Global Circles engaged 13 students and 6 faculty/staff across disciplines and nationalities.
- **Asian Field Day.** Two faculty and three staff members established Asian Field Day for students to learn about Asian cultures during International Education Week in 2018 and 2019. ~140 students participated so far.
- **New Curriculum.** A School of Business faculty member combined knowledge learned in GLA with research to design a new curriculum for an MBA Immersion course to Cuba, extending the impact of GLA to more graduate students.

“The Global Laureates Program was an amazing opportunity to hear the experiences of Wake Forest’s faculty and staff, interact with other students of unique, diverse backgrounds, and directly affect change on campus.” – Global Laureates Academy Y3-Y4 student

Global Laureates Academy Summary

We iteratively adapted Global Laureates Academy based on lessons learned. The program did not meet participant number goals but did meet all learning outcome goals for students (10 for 10 on outcomes measured by the interview) and was 5 for 5 on faculty/staff learning outcome goals as measured by the survey. Capstone projects have exceeded expectations and enhanced WFU constituents’ access to the global campus community.



Programmatic Goals

- Application goals were met most years: applications ranged from 34-57/yr
- Participation goals were met, as participants ranged between 19-29/yr
- Satisfaction was rated high based on interview and survey assessment data

Student Learning Outcome Goals

- While year-over-year results fluctuated, on average Global Villagers documented higher gains on all three student learning outcomes compared to other globally-oriented (e.g., studied abroad, did global programs) 2nd-4th year students
- Effect size differences across the year were typically positive, including: large effect size in QEP Y2 and medium effect size in Y5 for Global Responsibility as well as very large effect size for Community Interaction in Y2.

QEP Y2 – Y5 Interview	Participant (76)				Comparison Group (57)				Δd	GV v. Comp
	Pre	Post	ΔM	d	Pre	Post	ΔM	d		
Intercultural Inquiry	2.28	2.40	.12	.13	2.33	2.12	-.21	-.26+	.39	GV
Comm. Interaction	2.00	2.37	.37	.40**	1.95	1.98	.03	.04	.36	GV+
Global Responsibility	2.14	2.31	.17	.18	1.83	2.10	.27	.26+	-.08	Comp
Survey	Pre	Post	ΔM	d	Pre	Post	ΔM	d	Δd	GV v. Comp
Intercultural Inquiry	5.09	5.16	.07	.06	5.04	5.03	-.01	-.03	.09	GV
Comm. Interaction	5.20	5.18	-.02	-.02	4.90	4.97	.07	.15	-.17	Comp
Global Responsibility	4.68	4.81	.13	.13	4.48	4.53	.05	.07	.06	GV

Note. ΔM = mean change pre- to post-program; d = within-groups effect size; Δd = between-group effect size difference; GV v. Comp = group with larger gains/smaller losses on the measure; + $p < .10$, * $p < .05$, ** $p < .01$, *** $p < .001$

Additional Outcomes

- **Global Exploration and Careers**
 - One GV Y1 alum works in London
 - One GV Y2 alum studied international law at law school
 - One GV Y3 alum decided to study abroad due to Global Village experience
- **Deepening Cross-Cultural Learning Friendships**
 - One GV Y4 alum, a Chinese international student, shared that Global Village helped him develop his first authentic friendships with non-Chinese students.

"Our own cultures and our own perspectives as well as our individual experiences are what form how we relate to each other and interact with each other....The way you think about something is not necessarily the way someone else will interact with that thing." – Global Village Y3 student

Global Village Summary

Global Village met programmatic goals in all but Y5, where COVID-19 may have impacted lower application numbers. Learning outcomes in Y2 were particularly strong, with large and very large effect size gains on Global Responsibility and Community Interaction. Global Village program met 3 of 6 learning outcome goals as measured by interviews. The program provided an opportunity for students in other QEP programs to enhance their global journey, as Global AWAKEnings and Global Connections alumni joined.

Potential Impact on Students who did not Participate in QEP Programs

To examine the potential of QEP programs to enhance global mindsets of WFU students who did not participate in the QEP programs, we designed a study to answer the question: did interaction with QEP participants increase the global mindsets of non-participating students from Y2-Y5 (2017-2021)?

We sent out a short Qualtrics survey with the WFU measure to all incoming undergraduate students in fall 2017. We then followed up with these students, removing those who participated in QEP programs, via a second Qualtrics survey in spring 2021, which included the WFU measure of global mindset as well as questions about whether students had interacted with other students in various QEP programs. For example, if a student selected "yes" to interacting with students from a certain program, that respondent received a follow-up question asking the frequency of interaction (e.g., a few times one semester, weekly most semesters). We then conducted repeated measures ANOVA analyses with frequency of interaction with members of QEP programs as a covariate to examine whether interaction was associated with changes in global mindset.

Results revealed that frequency of interaction with alumni of Global AWAKEnings program was significantly associated with higher intercultural inquiry ($F[1] = 4.58, p = .038$) and self-awareness ($F[1] = 4.13, p = .049$) of non-QEP students across their four years at Wake Forest University. Thus, there is initial support, though limited in scope, that QEP programs may have a positive influence on non-participants' global mindset growth.

Reflection on Learning from QEP

Engaging in our second consecutive Quality Enhancement Plan process provided Global Wake Forest with strong platform to continue to transcend boundaries and create a global campus community. As we reached the mid-point of our current QEP, we reflected on

our work throughout the past five years and identified four themes: global learning, transcending boundaries, navigating ambiguity, and creating a global campus community.

Global Learning

Based on intercultural and global competency (e.g., Deardorff, 2006; Fantini, 2000) frameworks and research, we expected learning outcomes more associated with attitude and knowledge to be more malleable at first, and learning outcomes requiring more practice to develop more slowly or later. This was borne out by our data, where participant gains in learning outcomes of intercultural inquiry, self-awareness, and intercultural communication were higher on average than gains in community interaction and global responsibility. Due to these findings, we feel our decision to initiate or enhance four diverse global programs with different campus populations was affirmed, as participants in each program gained global learning attitudes, knowledge, and skills.

Navigating Ambiguity

We were especially glad to see our students, faculty, and staff continue to grow in global learning competencies through the COVID-19 pandemic. Although we paused much—but not all—of our programming due to the pandemic, we were able to continue operations for Global Village and Global Laureates Academy. This required strong collaboration with campus partners, especially Residence Life and Housing, as we maintained focus on student, faculty, and staff global growth while navigating pandemic-related ambiguity.

Transcending Boundaries

Three examples of how transcending boundaries lead to global development stand out upon reflection. First, Global *AWAKE*nings transcended traditional study abroad models by frontloading a study abroad experience in the first year. Not only did students experience significantly large global learning outcome gains, but our data suggests that students who did not go abroad experienced global learning gains through interaction with them upon their return to campus. Second, we hosted Connect@Wake in Beijing and Shanghai as part of Global Connections, bringing Wake Forest University to China (and incorporating Chinese culture into our program), leading to student global competency gains and faculty and staff cross-cultural learning. Third, the intentional design of faculty, staff, and students collaborating as a cohort in Global Laureates Academy transcended traditional models of professional development where groups are siloed by role.

Creating a Global Campus Community

Early discussions with stakeholders about the importance of creating a global campus community with faculty and staff as well as students were also affirmed. Due to the longevity of many faculty and staff, it is critical to the experience of all campus stakeholders and especially students, that successful community creation and enhancement is undergirded by faculty and staff. Garnering their effort and support required a combination of inclusion and invitation to developing the QEP, consistent recognition of their effort, efficient collaboration, and opportunities and resources, when possible.

To sustain and advance our global campus community, we will continue to provide greater pathways and access to global education and experiences for all students, faculty and staff; enhance global knowledge, skills, and attitudes through academic, cultural, and professional training and development; engage with academic and administrative units across campus in collaboration and support of advancing our global mission; and advance understanding and practice of global learning and development through systematic and collaborative lines of inquiry and assessment.