


## Chapter 6

# Using Globally Infused Experiences to Develop Intercultural Agility in First-Year Students at an HBCU

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### ABSTRACT

*This chapter describes a quality improvement program developed at Prairie View A&M University (PVAMU) designed to enhance first-year students' intercultural agility and leadership development. Between 2021 and 2022, the university instituted an intensive "Global Infusion Summit" designed to help faculty members infuse global competencies and content into first-year general studies courses. After participating in the summit, faculty revised at least one course and developed a signature assignment to assess student mastery of global competencies. This chapter will describe how PVAMU implemented the quality improvement plan and examine assessment data describing students' self-reported attitudes and academic performance in "globally infused" courses. Faculty used a variety of strategies to infuse global content into their courses, and these "best practices" will be highlighted.*

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## **INTRODUCTION**

The COVID-19 pandemic, the war in Ukraine, the rekindling of geopolitical rivalries, increasing inequalities in access to education, and climate change have demonstrated the need for students to develop global competencies to be competitive in college and beyond (deWit & Altbach, 2023). These competencies may include but are not limited to the ability to communicate with diverse groups, understand international issues, consider multiple perspectives, and connect local actions to international concerns (Mansilla & Jackson, 2011; 2013). This chapter describes a quality improvement program developed at Prairie View A&M University (PVAMU) designed to enhance first-year students' intercultural agility and leadership development by internationalizing the general studies curriculum. Between 2021 and 2022, PVAMU instituted an intensive "Global Infusion Summit" designed to help faculty members infuse global competencies and content into first-year general studies courses. All students enrolled in public colleges and universities in Texas must take 36 credits of general studies courses to complete their bachelor's degrees. These courses include composition, natural sciences, mathematics, history, social sciences, humanities, and the creative arts. In the 2021 and 2022 summer sessions, cohorts of 25 to 28 faculty members participated in 6 workshops led by regional and national experts in global learning, high-impact practices, and active-learning pedagogy and revised at least one course to include learning modules, assignments, or readings that teach or reinforce global or cultural concepts. To date, 54 faculty members have received training, and over 104 individual course sections have been revised. These courses and their instructors cut across academic disciplines and all schools and colleges. This chapter will describe how PVAMU implemented the quality improvement plan and examine assessment data describing the self-reported attitudes and academic performance of students enrolled in "globally infused" courses. Faculty used a variety of strategies to infuse global content into their courses, and these "best practices" will be highlighted.

## **CONTEXT**

PVAMU is an 1890 Land Grant Institution and Historically Black College and University (HBCU) outside Houston, Texas. The institution enrolls about 9,000 students and has historic strengths in agriculture, engineering, architecture, education, and nursing but houses 74 academic programs from various disciplines. The university has a mission of serving underserved communities. Around 82% of the students are African American, 28% of the students are first-generation, and 54% are considered "low-income" (Institutional Research, 2023). Between 2016 and 2021, the institution's

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