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# PVGoesGlobal: Reimagining Intercultural Learning & Global Student Mobility at Prairie View A&M University

Stephanie Tilley<sup>1</sup>, Nathan Mitchell<sup>1</sup>, Marcus King<sup>1</sup>, Godlove Fonjweng<sup>1</sup>

## Abstract

Historically Black Colleges and Universities (HBCUs) across the United States met the challenges posed by the COVID-19 pandemic and increased social unrest caused by George Floyd's death head on to provide quality instruction and to support students in and out of the classroom. For many of these institutions, global and intercultural efforts struggled as administrators, faculty, staff, and students pivoted to online instruction. Through storytelling, ethnography and narrative analysis, this essay describes how Prairie View A&M University (PVAMU) navigated the continuing challenges presented by COVID-19 by reimagining what global education and student mobility could be. This case study highlights the impact of intentional collaborations with stakeholders within and outside of the university, the development of a themed living and learning communities focused on glocal learning, and the infusion of global competencies into core curriculum courses through faculty development. Data indicate learning gains and improved satisfaction with programming. By employing a glocal framework, PVAMU has demonstrated how an HBCU can bring the world to their students when confronted with a global shutdown.

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<sup>1</sup> PRAIRIE VIEW A&M UNIVERSITY, PRAIRIE VIEW, TX, UNITED STATES OF AMERICA

**Corresponding author:** Stephanie Tilley, [sdtilley101@gmail.com](mailto:sdtilley101@gmail.com)

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**Introduction**

The year 2020 can be summarized in three words, “I CAN’T BREATHE.” These three traumatizing words shook the world due to the brutality felt by George Floyd, as well as the fatal nature of the COVID-19 pandemic that attacks the respiratory systems of those afflicted. Since the inception of COVID-19, global education has felt the impact of its presence, causing a looming element of uncertainty and precariousness due to the persisting health concerns associated with travel and human interaction. Many institutions, including our own, Prairie View A&M University (PVAMU), felt immense pressure to prove the significance of their work as intercultural curators and remain relevant and visible despite the push for social distancing and the ongoing hesitation of domestic and international travel. Through storytelling, ethnography and narrative analysis, this article will detail how university stakeholders, both practitioners and scholars, at Prairie View A&M University has taken varied and innovative approaches to study abroad and global student mobility while navigating the duality of the ominous and uncertain nature of the current global health crisis and the ongoing racially climatic time. Often in academic writing, scholars are often supposed to be dispassionate observers and comment on the empirical and theoretical concerns generated by their research. In this narrative, we, the authors, take ownership of our story, because we cannot separate ourselves from actions taken by our institution. We were intimately involved with the process to expand opportunities for students, in spite of the challenges posed by COVID-19. Promoting global mobility and intercultural learning during this time is critical for cultivating global citizens and thoughtful leaders. The journey taken by PVAMU, an HBCU, was difficult, but this analysis shows that it is possible. We hope that the lessons highlighted in this case provide hope and ideas for other institutions.

The emergence of COVID-19 disrupted a shared and efficacious momentum for global engagement at our university. In 2019, we implemented a strong and recognized marketing campaign, *#PVGOESGLOBAL*, leading to 125 students studying abroad - our largest number in one year. In addition, at this time our institution increased its number of Benjamin A. Gilman International

scholars to 23, recruited our first Critical Language Scholar, and completed the most significant global partnership in the university history with Equatorial Guinea. We also instituted our inaugural Study Abroad Banquet to honor students who have participated in a global experience, our faculty ambassadors who led study abroad programs, and various campus stakeholders and external partners who were instrumental in our university globalization efforts. As a newly constructed and centralized department, we were proud of our program and impact; faculty, staff, students, senior administrators, and campus partners were all excited about global travel. Our department, The Office of International Programs, had approximately five years of formal development where we were recognized by the university as the catalyst for global engagement; we had designated personnel, and system processes dedicated to global learning and expanding our university's education abroad resources. Prior to our formal development, various academic disciplines independently conducted study abroad programs without a central department for reference or guidance. With the understanding of our historical evolution, we were elated about our accomplishments and our university's direction as a global contributor in a continuously evolving economy.

COVID-19 was disruptive to African American and Latino communities and students at Historically Black Universities and Colleges (HBCUs). African American and Latino populations were the hardest hit economically and socially by the pandemic. According to a national study by Pew Research, 44% of African Americans and 61% of Latinos reported economic and wage losses due to COVID-19 complications (Lopez et al., 2020). In terms of health, African Americans and Latinos were 2.8 times more likely to be hospitalized due to COVID-19 than similarly situated Caucasian Americans (CDC, 2021). National trends were mirrored at our HBCU. In a recent study of 272 PVAMU students, titled *Stories from the Pandemic*, 37% of the students responding to a survey reported knowing someone who died of COVID-19 and that 65% of the students faced significant economic hardships because of the pandemic. In addition, the same researchers found that 40% of respondents changed plans to study abroad, 43% lost an internship, job, or co-op opportunity, and 61% of respondents chose to minimize their experiences with student organizations and activities (Moore et al., 2021). Students chose to socially distance themselves and avoid traditional methods of experiential or global learning because they were worried about potentially placing themselves or their families at risk (Harper, 2020). Family

and kinship ties are incredibly important to HBCU students. Black and Latino students often rely more on familial support than white students (Herndon & Hirt, 2004). Their families provide emotional, financial, and even physical support during tough times and many students lost those connections during the pandemic. By social distancing and limiting co-curricular learning opportunities, these students also lost access to their school “family”. Connections to others through religious institutions, social gatherings, or other social groups are essential for the mental and social health of underrepresented communities and this was lost during the pandemic (Davis et al., 2020).

Since 2014, global education has been in our institutions’ mission statement and also appeared as a theme in our 2016-2021 strategic plan “A Plan for Reinventing Prairie View A&M University” with a major outcome being that the institution would “engage students, faculty, and staff in broadening their respect for and understanding of contributions other peoples and their cultures make to the world community” (Wright, 2016). COVID-19 interrupted the global legacy we were building. Similar to our peers in the field of education abroad, we were initially immobile with shock and confusion as to how to move forward. However, we understood the significance of remaining relevant, visible, and, most importantly, keeping our momentum going. While our peer institutions grappled with the reality of our field, we noticed a wave of unemployment among study abroad offices and global partners. According to a survey by The Forum on Education Abroad (2020), 100% of education abroad offices stated that they were impacted by the pandemic. As a result, 40% of education abroad offices reported staff reductions and 80% of those global engagement offices experienced budget cuts. The reduction of education abroad as a whole was alarming and worrisome. Because of the mission and strategic plan of our institution, PVAMU’s administration retained all international programs staff, encouraged relevant programming, continued developing international and domestic partnerships, and supported internationalization by investing over \$30,000 in faculty development aimed at infusing global content into existing courses. A senior faculty member with an international education background and a staff member from the Office of Academic Affairs were tasked with assisting the Office of International Programs in supporting the global learning needs of students and assisting instructors with developing international curricula. COVID-19 required us to embrace our current circumstances and reimagine global student mobility; as a result, we welcomed virtual learning

and the concept of glocalism and glocalization, frameworks that connect local and global perspectives (Patel & Lynch, 2013).

## Conceptual Framework

As mentioned above, the pandemic caused us to rethink global learning and internationalization. For over a decade, PVAMU followed the American Council of Education's (ACE) comprehensive internationalization model. This model focuses on key areas of administrative change, curricular revisions, co-curricular programming, faculty support, student mobility, and internal and external partnerships (ACE, 2017). We had invested in a comprehensive international programs office, diversified foreign language offerings, and signed cooperative agreements with institutions in various countries. Still, much of our work focused on promoting student mobility through study abroad or study away programs such as the National Student Exchange (NSE). The NSE provides affordable study away opportunities for undergraduate students who attend member institutions throughout the United States, Canada, Guam, Puerto Rico, and the U.S. Virgin Islands. When COVID-19 disrupted this work, we decided to focus on other areas of internationalization such as partnerships, curricular and co-curricular reform, and faculty development. These glocal strategies could address concerns about the social unrest in the United States and improve intercultural learning, global engagement, and community building closer to home.

Glocalism and glocalization are pedagogical frameworks that refer to the interconnectedness of global and local positionalities (Patel & Lynch, 2013). Glocalization advocates for mutual understanding and exchange of learning among diverse communities from a local and global perspective that centers purposeful and meaningful engagement through respect, social responsibility, restorative justice, dialogue, negotiation, and consensus (Patel & Lynch, 2013). As a result, learners can grow their understanding of diverse communities through an appreciation of cultural value and by making connections between local and global concerns (Patel & Lynch, 2013). Therefore, glocalism provides a platform for local and global learners to individually and collectively contribute and share their respective viewpoints (Patel & Lynch, 2013).

## Programming Initiatives and Collaborations

Embedding glocalized learning within our programming allowed us to leverage and maximize our resources while reimagining global student mobility through various collaborations and institutional initiatives. As a result, our university has partnered with the education abroad offices of other HBCUs such as Howard University and Morgan State University, to sponsor virtual, intercultural programming and collaborative learning experiences for our collective communities. In addition to developing partnerships with peer institutions, our university has collaborated with campus partners and student leaders to develop diverse programming like internationally themed housing in the residence halls. Furthermore, our institution has started infusing its core curriculum with glocal and intercultural themes through our B-GLOBAL (Broadening Global Learning Opportunities Building Academic Leaders) program which is directly connected to accreditation requirements. This past summer, our university implemented a “Global Infusion Summit” and a professional learning community for faculty who welcome global perspectives into their courses and curricula. Lastly, faculty, staff, and student leaders collaborated on a new mentoring pilot program to provide additional wrap-around services for students and promote intercultural competence development. In conclusion, the strategies we have implemented during this watershed moment of history are carrying and expanding our global and institutional strategic plan and mission.

Another one of the glocal strategies we employed was to leverage existing partnerships and develop external relationships with campus partners to develop virtual, intercultural programming. There were joint efforts among student leaders, student affairs personnel, and faculty to lead intercultural initiatives within our institutional walls, specifically, our International Education Week/Festival and International Women's Day. Traditionally, these initiatives were held in person with a large university and community attendance; however, due to COVID-19, we had to re-envision these celebratory and momentous events in a virtual capacity.

Our university commemorates International Education Week in congruence with the annual globally recognized celebration in mid-November. International Education Week is a national and worldwide educational celebration that honors intercultural learning and global education and

exchange. Traditionally, our university hosts various events, such as our iconic International Festival, to celebrate this significant week. Our campus community celebrated International Education Week by using the Zoom platform to host various panel discussions that centered on the 15 Global Challenges by The Millennium Project (2017), which include: sustainable development and climate change, clean water, population and resources, democratization, global foresight, and decision making, global convergence of IT, rich-poor gap, health issues, education and learning, peace and conflict, the status of women, transnational organized crime, energy, science and technology, and global ethics (Millennium Project, 2017). The Global Challenges provide a transnational framework that names and assesses concerns that affect humanity locally and nationally. Some examples of our virtual panel discussions included: "Exploring Higher Education in Africa During COVID-19" to address the education and learning challenge; "Power Sharing After Conflict" to address the peace and conflict challenge; "Women's Politicians Worldwide" and "Voices of Empire: 19th Century Global Women Writers" to reflect the status of women challenge. To maximize student attendance, faculty provided extra credit opportunities for students to come, and many of our student leaders served as moderators and panelists.

Our university took a similar approach to honor International Women's Day, a worldwide day in March that celebrates the cultural, social, political, and economic achievements of women. Our university usually pairs the chosen theme to our celebration to commemorate this day. For 2021, the International Women's Day theme was #ChoosetoChallenge. Our university planned this important day by developing a committee of female students, faculty, and staff leaders. This committee hosted a virtual panel discussion convening women, both student leaders, and professionals, of various cultural origins and disciplines to authentically and openly share how they have persisted and overcame challenges in their quest for success. To set the tone for this virtual event, a spoken word artist performed a poem that honored and uplifted women from all backgrounds, and a moderator played a video that portrayed global female leaders. The spoken word and the video illuminated women's power, depth, and sacrality. Although hosted on a virtual platform, the panelists and attendees felt the magnitude of this event and experienced the reverence for female contributions worldwide. One of our female Juvenile Justice doctoral students from Jamaica assisted in the planning process of our International

Women's Day Celebration and International Festival. She remarked that participating in such an event was “Very honorable and service-oriented experiences” and that she “was delighted at how each member of the committee played their collective roles to ensure the success of these initiatives.”

In addition to working with on-campus partners, the Office of International Programs at PVAMU strengthened our external partnerships by collaborating with the Education Abroad offices at Howard University and Morgan State University to provide intercultural programming for our collective collegiate communities. Our collaborative programming efforts were composed of four series: The HBCU Global COVID Connection, The HBCU Black & Abroad Experience, Voices of the Diaspora, and the Ubuntu Series (Montgomery et al., 2020). The HBCU Global COVID Connection was a three-part series that prompted the community through open dialogue, understanding each institution's global footprint, and understanding the experiences of Black professionals in international affairs. The HBCU Black and Abroad Experience was a four-part series that captured the lived experiences and social implications of living abroad as a Black American in various world regions such as Asia, The Middle East, Europe, Oceania, Africa, Latin America, and The Caribbean through open and authentic panel discussions. This series was in response to the death of George Floyd; it was reflective of the various private and public concerns of Black Americans who were questioning their holistic safety and well-being of living in the United States. Therefore, this series aimed to explore the realities of Black Americans living abroad in comparison to the United States and to uncover the social implications, freedoms, and hardships of both. According to one of our students who attended this series, “they were safe spaces, and the collective was so diverse. After hearing all of the perspectives, I feel like I personally know what it's like to be Black on those continents.”

The Voices of the Diaspora was a three-part series that celebrated the Afro Diaspora by exploring the experiences and realities of the international Black community. The Ubuntu Series was hosted during Black History Month in February 2021 to celebrate Global Blackness through the following programs: *Celebrating Black History Month Around the World*; *Put Some Respect On It: Black Names & Legacies*; *Global Activism: Elevating Our Voices Through the Arts*; and *Standing on a Solid Foundation: The Legacy of HBCU Global Leaders*. This series



totaled fourteen programs with more than six hundred participants to fellowship through time-sensitive conversations, commune with like-minded folks, and affirm and validate one another during a time of uncertainty and unrest (Montgomery et al., 2020). These dynamic programs were invaluable for our university as they centered the minority voice and reflected our students interests while advancing the tenets of glocalization through positionality, mutuality of shared experiences, imparting social responsibility and restorative justice, and fostering local and global connections. Most importantly, they aligned with our President's, Dr. Ruth J. Simmons, call to action. In response to the death of George Floyd, our President responded with a proactive agenda that connects activism, scholarship and community organizing to foster a sense of belonging and to amplify equity efforts through the creation of the Ruth J. Simmons Center for Race and Justice (Britto, 2020). The announcement of the center served as a call to action to our campus community to ensure equity and advocacy were embedded and at the forefront of our educational processes. Specifically, from a globalization standpoint, we understood that restorative justice and empowering diversity of thought would be the foundation in how we advanced internationalization efforts. As an HBCU who is shaping global leaders during a time of social unrest and division, our internationalization efforts are even more rooted in social consciousness and encourage our students to seek the full perspectives of local and global issues.

The culmination of our virtual programming served as a catalyst for virtual global engagement; it allowed our students and community to experience the impact of intercultural learning through intentional and meaningful dialogue, celebration, and exchange of information. Although our university did not subscribe to traditional collaborative online international learning (COIL) programming tenets, we did develop intentional partnerships for students across HBCUs and partner organizations on campus. Our virtual programming produced fruitful discussions about local and global communities, cultural appreciation, social responsibility, and the complexities and power dynamics associated with positionality especially as it relates to social identity. The power of virtual programming still lives on today as our existing traditional global engagement efforts are complemented by intercultural virtual programming in collaboration with internal and external partners. PVAMU recognizes and values the accessibility, resourcefulness, and creativity of virtual global engagement; therefore, we maintain many of our virtual practices.

Currently, we continue to host Global Education Talks with guest speakers from around the region and country, virtual informational workshops, and special events. These events were critical for our university's "return to campus" policies, because it provided opportunities for students to "try out" co-curricular opportunities in a safe environment. During the 2021-2022 academic year, around 400 students participated in about 12 events. These virtual and hybrid events provided our students with a holistic exposure to global learning and most importantly, furthered our community's digital literacy skills which is instrumental in our current economy.

## **B-GLOBAL Quality Enhancement Plan**

PVAMU recently completed its reaffirmation of accreditation cycle with the Southern Association of Colleges and Universities Commission on Colleges. A central requirement of this process is developing a quality enhancement plan (QEP) to improve student learning and success. Starting in 2017, a team of 20 faculty, staff, students, and administrators identified a critical need to broaden the undergraduate experience to develop global competencies. As mentioned above, the university made strategic investments in its International Programs Office to hire and retain staff, develop a centralized space for global and intercultural learning, appointing faculty fellows to lead trips leading to an increase in students studying abroad. Still, the participants of this committee wanted to make sure all students had access to global learning opportunities that may include options closer to home. The Broadening Global Learning Opportunities, Building Academic Leaders Program (B-GLOBAL) was developed from the desire to expand the global learning options for all students. B-GLOBAL's proposed budget committed the university to invest over \$1,000,000 for global learning opportunities within a five-year period. Instead of divesting from internationalization, our administration felt that COVID-19's challenges necessitated expanding our programs to better support intercultural development. The program employed several strategies like curricular revision, a leadership certification, a common reading, and a learning community to help students learn more about the world and to be global citizens.

One of the central strategies that B-GLOBAL uses to promote global competence is the infusion of the core curriculum with global content and learning opportunities. Every student in Texas has to complete a 42-hour

general studies curriculum ranging from the sciences to the humanities. Over the summer, 30 faculty members participated in a Global Infusion Summit designed to help participants identify readings, update learning modules, revise assignments, or integrate other global content into their core curriculum courses. PVAMU collaborated with regional and national partners to conduct six workshops. For example, one workshop focused on aligning a course's curriculum with the United Nations Sustainable Development Goals to promote global awareness. Table 1 below highlights the complete list of workshops.

- Using the PVAMU Archives to Teach Self-Awareness and PVAMU History
- Advancing the UN Sustainable Development Goals through International Education
- Using a Common Reading Assignment in First-Year Experience Courses - The Reading the Globe Program
- Resources for Promoting International Education and Student Mobility
- Faculty Panel on Social Responsibility and Global Awareness
- Helping Students Tell Their Story: E-Portfolios, Badges and Marketable Skills
- Assessing Global Competence and Designing Signature Assignments.
- HBCUs as International JEDI (Make-Up Session)

**Table (1):** GLOBAL INFUSION SUMMIT WORKSHOPS

If faculty members completed at least three workshops, submitted a revised syllabus, and an alignment document detailing how they would include global content, they were awarded a stipend and the Registrar would designate their course as "B-GLOBAL." Faculty members took advantage of this opportunity to revise and update their curriculum. Upon completion of the Summit, 54 sections were designated as "B-GLOBAL" in the Fall of 2021 and 89 sections were designated as B-GLOBAL for the Spring of 2022. General studies courses in agriculture, health, nursing, history, government, humanities, foreign languages, and the physical sciences received the designation. Over 1,500 students each semester enrolled in these new B-GLOBAL designated courses. Students who complete at least three B-GLOBAL designated courses and a capstone project will be awarded a Global Awareness and Leadership certificate.

In the Fall of 2021, a survey was conducted of students enrolled in 54 B-GLOBAL sections. 1,515 students were invited to participate in the survey and

237 students completed the survey. Of those who completed the survey, 95% reported being “very satisfied” or “somewhat satisfied” with the courses. Over 90% of respondents stated that they would recommend that others take these types of classes. One student remarked, “[b]efore I took this course, I really didn't know much. But now that I have taken the course and have written papers, I have much more respect for different cultures.” Almost all students reported gains in awareness of global issues and knowledge of other cultures.

## **Themed Housing and Learning Communities**

An additional global strategy was the development of themed housing and residential college communities with an international focus. Residential colleges are a form of living and learning community that involves students and faculty members sharing a space in the residence halls intentionally (Penven et al., 2013). These communities incorporate a shared theme or mission designed to promote student engagement, intellectual development, democratic governance, and lifelong learners (Jessup-Anger, 2012). The smaller community primarily focused on an academic mission to increase interaction, peer mentoring, and connection to the university (Brower & Inkelas, 2010).

The Residential College experience at PVAMU focuses on developing residential communities that support students with shared experiences and the achievement of personal and professional goals. PVAMU has taken advantage of the existing residential housing infrastructure to extend educational programming into various residence halls targeting students of all classifications to enhance international programming efforts. Our largest residential college effort exists in our first-year housing community known as University College. University College holds 1,428 residents across 14 stand-alone residence halls of 102 beds each, where students live two to a room. Our first-year B-GLOBAL program included internationally themed co-curricular programming within the residence halls. During our B-GLOBAL students' first year, they live together and participate in co-curricular activities that help support their self-awareness, global awareness, and cultural understanding. Examples of activities include participation in genealogy workshops to explore their heritage, global education seminars on current international events, and cultural food tastings.

In year two of the program, sophomore B-GLOBAL students graduate to our University Village housing community, where the experience is focused on

social responsibility, and programming is centered around the concepts of power, privilege, politics, and service. In this community, students can live in two or four-bedroom apartments. With this pathway, students can continue living together with their peers and participating in group service-learning and volunteer opportunities that align with the United Nations Sustainable Development Goals. Example activities include a global hackathon competition where groups present a solution to a global challenge, capstone projects that include undergraduate research and study abroad opportunities, and virtual cooking demonstrations with students now having access to their own kitchen space.

Junior and senior level students with an interest in international affairs benefit from living in PVAMU's newest on campus-community, View II. This larger facility of 540 beds has four townhomes that can house up to 60 residents. Currently, two townhomes are designated to have a global focus. These international-themed housing options offer a unique living environment composed of international and domestic students in a 15 bed, three-story townhome. Like our B-GLOBAL students, this thriving community of residents worldwide live and learn together to foster global understanding and form an intercultural friendship. Participants can get to know one another starting at their welcome event the weekend before classes begin and continue fostering those relationships throughout the semester through cultural events they host and plan for the larger community.

In all our residential communities, staff serve as additional support to help integrate our globally themed events and workshops throughout the residential experience. Together, we seek to provide a space for students to partake in global learning and become global citizens that engage, affirm, and advocate for those most impacted by our varying global systems. Through curriculum and programming, students in our on-campus communities engage in critical conversations around issues of global importance like race, ethnicity, legal status, poverty, and global systems of oppression. These conversations focus on formulating pragmatic solutions. At all levels, our students have the opportunity to participate in service-learning activities that connect their local experiences with global concerns including, but not limited to community clean-ups, food drives, and volunteering for National Voter Registration Day where they are trained to be deputy registrars. A core value of our institution is social responsibility because PVAMU students belong to communities that have long been disenfranchised in the voting process in the United States and getting

involved helps them better understand how the election system works and how those on the ballot can have an impact, good or bad, on the social justice issues that deeply affect them. Faculty and staff mentors help participants debrief from these localized experiences and think about how their individual actions can make a difference. PVAMU housing communities also host international nights highlighting food, movies, and music from other cultures. Through these activities, students are led to explore key questions including what global or social issues they are most passionate about and how they can further be incorporated into their careers.

## **Mentoring as Glocal Learning**

To enhance the development of intercultural skills and further student success, we developed a pilot mentoring program with the first-year students enrolled in the B-GLOBAL program. The goal of the program was to provide students with a network of diverse faculty, staff, peer educators, and resources to make the students' time at PVAMU productive, rewarding, and ultimately lead to successful academic and professional careers. PVAMU employs a well-trained, highly diverse, and accomplished faculty and staff to teach and mentor students. Faculty, staff, and students represent over 62 countries and 46 states. The process model of global and intercultural competence developed by Deardorff (2006) and expanded upon by Bennett (2008) suggests that attitudes and mindset matter a great deal in the development of global and intercultural competencies and mentors help model positive mindsets and attitudes. Given the diversity of our staff and student body, a mentoring strategy is an excellent opportunity for our students to have sustained positive interactions with those that are different from them at home while becoming comfortable with campus resources and building a network that can lead to success. Individuals must want to engage with others and then be given an opportunity to reflect on these experiences.

Traditional mentoring programs focus on leadership development or connecting students to campus resources. PVAMU's glocalized mentoring program uses a "wrap-a-round" framework where students engage with a mentoring team composed of a faculty mentor, professional academic advisor, peer mentor, and career/alumni mentors. Through one-on-one and group mentoring experiences, mentors help students develop increasingly stronger skills in intercultural competence, global awareness, and self-sufficiency to ensure their post-graduation success by modeling appropriate cultural

interactions, helping students reflect on their own experiences, and thinking about how to apply what they are learning to their future careers. Mentors are encouraged to attend events, workshops, or speaker presentations with their students and have conversations after. While there are many culturally relevant and important events on campus, we specifically ask members of the mentoring team to take their charges to the student involvement fair, the career fair, and the international fair during International Education Week. These events highlight important anchors for student success and developing intercultural competencies. During the height of COVID-19, these mentoring networks provided important touch points for students. We initially enrolled about 130 students in the program and retained all but two students, who transferred to other institutions.

As a student progresses through the institution, their mentoring team may change to fit his or her individual needs. As students approach graduation, they will need more assistance with career development and establishing a plan. As this program progresses the expectation is that alumni and faculty advisors will help students contextualize their experiences and connect their global learning to what is required in their fields. The Office of Career Services will support these interactions by building connections, providing additional resources to students, and helping to build the skills of faculty and alumni advisors.

## Conclusion

HBCUs have always led in the global space. As early as 1869, Howard University enrolled international students from China, Prussia, the Caribbean, Greece, France, and Canada (Brown-Grier, 2021). Today, HBCUs produce more than 20% of foreign-born PhDs, employ increasing amounts of Caribbean and African professors, and are becoming increasingly diverse and innovative institutions (George Mwangi, 2016). At Prairie View A&M University, our enrolled students represent 46 different states and 28 countries. The challenges posed by COVID-19 and the global movement for racial and social justice spawned by George Floyd's death necessitated approaching campus globalization and international efforts from new perspectives. HBCU students faced increased economic, social, and cultural challenges. Traditional modalities of global learning, education abroad, and student mobility focus on taking students away from their comfort zones, but these new challenges

require institutions like PVAMU to bring the world to our students. During this time, we have discovered the value of glocalized strategies such as virtual learning and ensuring on-campus courses are infused with the appropriate global focus. Our university has also realized the importance of embracing the crucial conversations regarding power and privilege. By exposing our students to on-campus and off campus partners and increasing their exposure to new ideas and peoples, we were able to show students that their world is so much bigger than our campus, that they have allies in many places, and that they are active participants in an ever-changing world. Due to the increasingly global nature of social and scientific challenges, giving our students anything less than a critical cross-cultural education rooted in principles of social justice and equity ideals was just not an option.

As the world continues to open back up, we plan to continue the strategies we started under COVID-19. We plan to continue virtual and hybrid programming to support in-person student learning. Our partnerships with other HBCUs will continue, as we share resources, ideas, and novel approaches to global and glocal learning. These approaches allow for flexibility and garners student attendance, especially when topics reflect their interests and lived experiences. We plan to continue growing our globally focused courses; currently, we have 89 course sections approved for a global designation. Furthermore, our campus community is hopeful about global travel, especially with one of our students successfully studying abroad for the entire Fall 2021 semester in Spain as a Benjamin A. Gilman Scholarship recipient and with another student completing their Spring 2022 semester in Costa Rica. Currently, we have eleven faculty-led experiences in various regions of the world planned for Spring and Summer 2023 representing a diversity of disciplines. Over 100 students have applied to travel abroad in various forms. Although our globally themed living and learning communities are in their infancy, we have 130 students participating in the undergraduate program and 60 students participating in the junior and senior experience. These are promising developments. Students crave connection and authentic educational experiences. After taking one of the globally focused courses in government, a student remarked, “I just believe that it is important to know information about not just where you live, but other countries as well, to be as well-rounded as possible.”



Hopefully, this case study of PVAMU's efforts has demonstrated that promoting global learning is possible, even in the toughest of times. As a HBCU, PVAMU has reimagined effective approaches for cross-cultural student learning during this season of COVID-19 while simultaneously tending to the social needs of our community. The push and pull factors associated with the ambiguity of the current health crisis and the continued broken social dynamics within the United States caused us to pivot creatively and dynamically. Turning uncertainty into promise, we have developed strategies that will continue to expand and strengthen our institutional mission and vision as a global competitor and contributor. Glocal strategies allowed us to bring the world to our students since they could not travel. Even after COVID-19, these strategies will help us to continue developing global citizens by expanding global learning opportunities to even more students. Although the future is uncertain, we are hopeful and deeply committed to progress and adapting to the environmental changes that cause us to evolve our global student mobility and intercultural learning approach.

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## Author Biography

**Stephanie Tilley, MEd**, is a Graduate Research Assistant in the Minority Achievement, Creativity, and High-Ability Center (MACH-III) at Prairie View A & M University (PVAMU). Prior to her role, she served as a Program Coordinator for four years in the Office of International Programs at PVAMU and worked overseas in various education abroad capacities in Greece and South Africa. Stephanie is committed to advancing scholarly research in globalization efforts at HBCUs, international higher education and global Black Studies.

**Nathan K. Mitchell, PhD**, is a Professor of Political Science at Prairie View A&M University and Director of the university's B-GLOBAL Quality Enhancement Plan focusing on the development of global competencies in undergraduate students. He studies state politics, public law, and the scholarship of teaching

and learning. He is an applied researcher focusing on barriers to student success like food insecurity and textbook costs.

**Marcus L. King, MBA**, is a leader in international education holding degrees in Mechanical Engineering and Business Administration from Prairie View A&M University. As an international educator, he has helped coordinate efforts to sponsor 1000+ passports for students to study abroad. He actively coordinates Title III and Study Abroad Capacity Building grants to support HBCU students and he has been a frequent speaker and presenter at international conferences including NAFSA and Diversity Abroad.

**Dr. Godlove Fonjweng, PhD**, is the Executive Director of International Programs and Senior International Officer (SIO) at PVAMU. He earned a B.A. in geochemistry from Swarthmore College and a Ph.D. in geology from the University of Pennsylvania. He joined the faculty at Philadelphia University and later transitioned into academic advising and teaching at the University of Pennsylvania. He has led internationalization efforts at multiple institutions. As SIO, he is currently overseeing the internationalization of PVAMU.