

8. Report of Subcommittee on International Programs Ann Maxwell

Situation: Presentation of subcommittee findings.

Background: Following the November presentation of the report on international programs at UNC, "Global Connections," Chair Souza asked Ann Maxwell (chair), Hari Nath and Rodney Hood to review the report and make recommendations on which report recommendations should be moved forward. Following meetings, the report is reporting its findings to Ed Planning.

Assessment: The report makes four recommendations: 1) a pause in implementing the recommendation of Our Time Our Future that UNC develop systemwide strategies for engagement with China, India, Brazil, Mexico and Africa, limiting that work for now to strategies in China and India; 2) that UNC General Administration convene with UNC campuses a conference focused on assisting campuses in expanding global certificate programs; 3) that UNCGA explore with UNC campuses developing a shared service approach to international student recruitment; and 4) that UNC endorse efforts by the Center for International Understanding to work with a variety of partners to develop a statewide strategic plan for internationalization.

Action: Committee will be asked to vote to accept the subcommittee findings.

**Report to Educational Planning
Subcommittee on International Programs
April 9, 2015**

Members: Ann Maxwell, Chair; Hari Nath, Rodney Hood

UNC General Administration staff support: Leslie Boney, Bonnie Derr

Chairman Souza asked that the subcommittee review proposals for international activity proposed in the January 2013 strategic plan, [Our Time Our Future](#) and the November 2014 report [Global Connections](#). The committee has discussed each of these.

The committee concluded that it is critically important for UNC administrators, staff, faculty and students to pay increased attention to their responsibility of engaging more closely with the world, as part of their efforts to improve their scholarship, enrich their research, help the state be more successful and raise up a generation of students with the skills they need to be successful. Unfortunately, the University faces significant public funding challenges in the near term that prevent it from investing new funding in international programs. UNC campuses and UNC General Administration should continue to look for creative ways to support increased international engagement. In addition, the subcommittee makes these four recommendations:

- 1) [Our Time Our Future](#) recommended a five-year buildout of UNC strategies and funding to support multicampus activity in five important geographies: China, India, Brazil, Mexico and Africa. Since then UNC General Administration and campus groups have developed strategic plans for work in China and India.
Recommendation: The subcommittee recommends that due to lack of funding, we pause our efforts to reach out in Brazil, Mexico and Africa and attempt to move forward in China and India using existing resources.
Funding strategy: No new public funding required.
- 2) [Our Time Our Future](#) noted that “students must be aware of and linked with regions critical to the state’s economic and strategic future.” [Global Connections](#) pointed to global certificate programs as one way campuses are recognizing students who have taken steps to increase their global knowledge.
Recommendation: The subcommittee recommends that UNC General Administration convene a conference in 2015 and offer small incentives to encourage existing global certificate program campuses to increase participation among students and to encourage campuses without a global certificate program to consider starting one.
Funding strategy: Dedication of existing funding from the office of International, Community and Economic Engagement
- 3) [Our Time Our Future](#) recommends “bringing in top international students from (China, India, Brazil, Mexico and Africa) and other countries.” [Global Connections](#) notes a host of benefits that increased numbers of international students bring to campuses and to domestic students, and finds that 10 of our campuses have fewer than 1% international undergraduate students.
Recommendation: The subcommittee recommends that UNC General Administration explore the potential of a shared service approach to international student recruitment with voluntary participation from among the 10 campuses who currently have fewer than 1% international undergraduates.
Funding strategy: UNC General Administration will explore providing startup funding to explore feasibility and startup funds for the project. Original idea for ongoing support would be a shared contribution model from participating campuses.
- 4) [Global Connections](#) notes that no state in the nation has developed a comprehensive internationalization plan. The Center for International Understanding, a program of UNC General Administration, has begun work on bringing together stakeholders from government, the private sector, nonprofits and universities to develop such a plan.
Recommendation: The subcommittee endorses the efforts of the Center in developing such a plan.
Funding strategy: The Center for International Understanding will support development of the plan through reallocation of internal resources and private fundraising efforts.

Background materials on recommendations:

1) Strategic Geographies:

Current situation:

Following adoption of the UNC strategic plan, UNC General Administration worked with faculty and community groups to develop strategic plans for increased system engagement with China and India as a means of ensuring more access to these fast-growing and strategically important parts of the world.

Using operational funds from the Office of International, Community and Economic Engagement, Strategic Initiative support and foundation collars, UNC General Administration assisted campuses in developing joint courses between UNC and China and UNC and India. The system renewed its Memorandum of Understanding with Fudan University in Shanghai for exchange of students, summer school and other projects, and formed a new partnership with the Beijing Municipal Education Commission. In India, UNC General Administration developed a working relationship with the Kerala State Higher Education Commission and has explored a variety of grant opportunities.

Moving forward:

Without additional staff, UNC General Administration has little ability to move forward initiatives in new geographical regions. Until funding is available UNC General Administration should continue to explore opportunities to expand efforts in China and India and postpone expanding systemwide activity in Brazil, Mexico and Africa.

2) Global credentialing:

Current situation:

Increasingly employers value students who have intercultural or international skills, abilities and competencies.

Among other findings:

- 54% of US employers “actively seek” or “actively value” international study experience in hiring. (*QS Global Employer Survey, 2011*)
- 64% of employers in 34 countries say international skills “important for employment” – up from 37% in 2006 (*Erasmus Impact Study, 2014*)
- Employers’ desired type of international experience: 1) major/minor in foreign language; 2) internship in non-English speaking country; 3) study abroad in non-English speaking country (*CIEE: “Employers Attitudes Toward Study Abroad” 2008*)
- Study abroad most enhances: perception of knowledge of history/culture; ability to work effectively outside comfort zone; communicate in intercultural situations; effective doing business outside office (*CIEE*)
- Survey finds study abroad students earn more, find more jobs, get into graduate school at high rates; (*IES Abroad Recent Graduate Survey 2012*) 90% show improvement on “soft skills” pre/post (*Erasmus*)

Campuses across the US and the world are seeking to develop majors, minors, concentrations, certificates or badges to recognize those students who have developed those skills.

A recent survey conducted by UNC Charlotte with NAFA found 54 international or intercultural programs at universities outside of North Carolina for graduate, undergraduate degrees or certificates. Of those, 20 were certificate programs. In the UNC system, there are several different certificate programs (see Appendix I), including already operational efforts at Appalachian State, East Carolina, NCA&T State, NC State, and UNC Wilmington, and efforts in the planning stages at UNC Charlotte and UNC-Chapel Hill. These certificates are over and above a broad array of school- or department-specific efforts to ensure graduates have more global skills and “global” elements imbedded in several campus general education requirements as a complement to broader efforts to improve critical thinking and written communication.

The existing certificate programs vary slightly from campus to campus in name and required courses, but have in common an interest in recognizing students for obtaining global skills that will assist them in work and life following college.

A similar approach has just been adopted by the State Board of Education, which has created a [Global Educator Digital Badge](#) recognizing K-12 teachers who have spent 100 hours in a prescribed set of courses. Both [World View](#) (at UNC-CH) and the [Center for International Understanding](#) (based at UNC General Administration) are working with DPI to assist in providing professional development for K-12 teachers, and schools of education will likely assist on the preparation side as well.

Moving forward:

UNC General Administration should convene a UNC-wide conference to study best practices in global credentialing, with tracks to assist campuses currently offering global certificates to increase participation and for campuses not currently offering global certificates to consider planning them and discussion of how to measure global “competence” among students. A small incentive fund would speed pursuit of ideas developed at the conference.

3). International student recruitment:

Current situation:

Last year 9193 international students attended UNC campuses. These students bring a variety of benefits to UNC and North Carolina. Since the overwhelming majority of UNC system students are not able to study abroad, international students on campus expose native-born students to other perspectives and provide them with early experience working across cultural lines, which they will need following graduation (see notes on “global credentialing” above). UNC’s international students also spend money in the state – an estimated \$173 million last year. They disproportionately major in the STEM disciplines. Following graduation they are more likely than out-of-state students to stay in North Carolina, and more likely than US-born citizens to start companies here. If they return to their native countries, they are likely to help build the “brand” of North Carolina and want to do business here.

But while international student benefits are significant, some campuses have very small international student populations. Three campuses (NC State, UNC-Chapel Hill and UNC Charlotte account for 77% of all international students at UNC.

The greatest opportunity appears to be in recruiting international undergraduate students. Currently nine campuses (Appalachian State, East Carolina, Fayetteville State, NCA&T, UNC Asheville, UNC Pembroke, UNC Wilmington, and Winston-Salem State) have fewer than 1% international undergraduates.

There are multiple considerations to work through if campuses seek to recruit more international students:

- Out of state student caps: the 18% cap for first semester freshmen includes out of state and international students. This cap only applies to a small number of campuses, and does not apply to any non-first semester freshmen.
- Recruitment costs: with limited recruiting budgets many campuses have trouble making international students aware of their campuses. There might be opportunities to share some of these costs among multiple campuses.
- Support services: International students have a variety of needs that domestic students don’t, including help with visas, acculturation support, assistance with transportation or housing or other needs. If these services are not provided, the success rate of international students will be lower. Some campuses are directly addressing this through contingent admission or dedicate international student support staff. NC State offers a [Certificate in U.S. Culture and Higher Education](#) to assist students.

Moving forward:

UNC General Administration should do market research to determine interest in attending campuses currently attracting fewer than 1% international undergraduate students. Assuming there is evidence of demand, UNC GA should work with participating campuses to explore a shared service approach to international student recruitment and develop a budget outlining startup and sustainability costs.

4. Statewide internationalization strategy:

Current situation: Last year, as part of its strategic planning process, the [Center for International Understanding](#), an affiliated organization of UNC General Administration, reviewed state efforts to develop strategies for increasing global success. While there were a few states showing success in particular areas (increasing exports, globalizing K-12 curriculum, etc.), and 23 state legislatures have passed [resolutions](#) encouraging colleges and universities to place a “high priority on international education,” we found no state that had developed a comprehensive strategy to maximize global opportunities.

North Carolina leaders have shown some interest in increasing global success. Business leaders regularly call for increased numbers of international workers to meet critical needs, both in [high-skill](#) and [low-skill](#) jobs. The NC General Assembly now has a committee called the [“Economic Development and Global Engagement Oversight Committee”](#) with 30 members. The Economic Development Board’s [Jobs Plan](#) called for expanded export assistance, boosting foreign direct investment, attracting creative talent and leveraging corporate and education connections to attract jobs. The NC Department of Agriculture has made increasing exports an important priority. The State Board of Education’s Global Education Task Force has adopted a [series of recommendations](#) to ensure more teachers have global knowledge and integrate that knowledge into classroom teaching, and UNC schools of education continue to work on equipping teaching candidates with those skills through their Internationalizing Teacher Education committee.

And there is some evidence those efforts are paying off: exports were up 7% last year to [\\$31 billion](#); roughly 30% of investment in the state comes from foreign sources; nearly 200,000 people here work for foreign-owned companies; agricultural exports in the state support a reported [68,000 North Carolina jobs](#).

These efforts on the part of a variety of state agencies, nonprofits and businesses have potential to be more effective if they are part of a coordinated effort. The Center for International Understanding is leading the Global Competitiveness Coalition, a statewide effort to develop a statewide strategic plan for global success, including ideas and policies to increase the global profile for North Carolina, encourage new global companies to locate and do business here, help develop new markets for North Carolina goods and services and attract new interest in talent moving to North Carolina for school or job opportunities.

Going forward:

The Center for International Understanding should continue its efforts to develop statewide consensus around a shared vision for international engagement and report regularly to the Board on progress. Board of Governors members should assist the Center in moving forward this discussion by suggesting appropriate new members of the Global Competitiveness Coalition or participating themselves.

Appendix I: UNC Global Certificate programs

Campus	Degree	Program name	Year est'd	Program description	Requirements	Notes
ASU	Certificate	Global Connections	2011	Students take a series of courses, study abroad and write a paper to demonstrate global "competence"	International focused courses, credit-bearing study abroad, volunteer outreach work; 4 th semester language proficiency	Part of ASU QEP on Global Learning ; housed in Global Studies program; 11 recipients last year
ECU	Certificate	Certificate in Global Understanding (also available "with distinction"); Anthropology developing supplemental "global competency" certificate	2008	The certificate helps students understand and appreciate the peoples, issues and ideas within the global community. Students can earn a certificate by taking courses with international content, studying a foreign language at the introductory level, and learning about people in other countries through both Internet contact and actual study in an international setting.	Global Understanding course, two semesters of foreign language; study abroad or international internship; co-curricular activities	Managed through interdisciplinary International Studies program in Arts and Sciences
NCATSU	Certificate	Global Studies Certificate Program	2003	"Interdisciplinary program designed to provide students the opportunity to better prepare themselves to live and work in a global society."	Intro and capstone course, electives including intermediate foreign language, study or internship abroad	6-10 a year
NCCU	Concentration	Global Studies "certificate" awarded upon completion of concentration		"The Global Studies concentration at NCCU provides both theoretical and practical opportunities to deepen students' understanding of the world and their broaden outlook on local and national events."	Global studies 1000 and 12-15 hours in one of five focus areas	Using AAC&U rubric; including voluntary extracurricular activities and internships

NCSU	Certificate	Global Perspectives	2009	NCSU's program seeks to recognize students for global study and encourage more.	Requirements include: Study or internship abroad experience, 200 level language; 4 additional international courses, co-curricular activities, voluntary service, final project	Separately, NCSU is participating in ACE "At Home in the World" project; developing pre and post survey for study abroad students; some courses are available online; located in Academic and Student Affairs; 29 recipients 2013-2014; 35 faculty mentors from 20 different departments
UNCC	Certificate		Pending	A curricular and co-curricular program, developed to enhance students global awareness while strengthening intercultural competence. The certificate will be administered by the Office of International Programs with support from various academic programs	TBD: Tentatively, students will identify a variety of opportunities from specific course options, study abroad and/or international internships, and co-curricular engagement activities (i.e., residential theme programs, lecture series, etc.)	Has done comprehensive review of national approaches; planning would come as part of new OIP strategic plan; plans to have notation included on student transcript; likely use of Global Perspective Inventory for learning outcome measurement
UNC-CH	Certificate	Global engagement	Pending	DRAFT "The Certificate in Global Engagement recognizes undergraduate students who have acquired the necessary knowledge, skills, and personal initiative to engage responsibly and effectively in a global environment."	DRAFT -- 4 semesters language, major/minor in global facing discipline; participation in global events; portfolio/paper; several choices of abroad or application on campus	Would be managed in Provost's Office through Center for Global Initiatives; Special focus on students underrepresented in global studies; anticipate 10-30 students per year

UNCG	Noted on transcript	Global leadership program Lloyd International Honors (LIHC)	2009 2006	This co-curricular program is open to both undergraduates and graduates who would like a framework to develop 21 st century global skills Geared toward high-achieving incoming first-year students and current UNCG students who have completed fewer than 30 hours	No “course” work; must attend 5 colloquia, engagement in international experiences; completion of e-portfolio Special LIHC colloquium, must show language proficiency, study abroad	In 2014, UNC launched its “Global engagement” QEP, which expands on 4 course global req’ts part of GenEd
UNCW	Certificate	Honors Global Citizen Recognition/ Study Abroad Ambassador	2009	Honors students eligible for notation of global familiarity/returning study abroad students encourage others to study abroad	Project that shows active engagement with global issues; study abroad; 200 level language completion; honors seminar; other global courses	Considering certificate available to non-honors college students; 2-3 a year
WSSU	None					“Globalization” 1/7 gened themes; will look at certificate in new strategic plan