

# Global Engagement and Competitiveness

Submitted by

NC State Task Force on Global Engagement and Competitiveness

Although NC State is proud of its international reputation and global impact, fully meeting the challenge of globalization will require a structured, campuswide effort to elevate and sustain the university's global vision. As one of North Carolina's most important links to its future prosperity, NC State must be a multifaceted portal to links worldwide. In order to become a place of unparalleled globally engaged scholarship, our students must develop the global competence necessary to be effective citizens in every walk of life. This is what "locally responsive and globally engaged" means.

The recommendations of our task force seek the following key outcomes:

- Students who graduate as lifelong learners, with global competence in their disciplines and across the broader human experience. A global perspective brings with it a parallel appreciation for the American experience.
- Faculty who are infused with global awareness relevant to their learning, discovery, and engagement roles; who will contribute positively to the great challenges of humanity worldwide; and who are confident that NC State values globally engaged scholarship.
- Partnerships with domestic and international organizations that enhance NC State's capacity to pursue learning, discovery, and engagement in the most effective and far-reaching manner. They can be sources of external funding, collaborative associations, employment of graduates, and sources of the finest potential students, faculty, and staff.

NC State must structure its outlook so that every student, staff member, and faculty member recognizes that global engagement must be infused in aspects of the university's mission. Resources must be devoted to this goal. These efforts will spread the NC State brand worldwide and leverage our competitive advantages. Our recommendations create mechanisms for NC State to be successful in this mission. Our recommendations are designed to enhance and synergize the existing global/international activities on campus and among campus constituencies—even those not specifically mentioned in this report. The most ambitious recommendation is a new global experience requirement for undergraduate students. This requirement is fostered by new expectations and facilitated by the Global Engagement Institute and availability of new mini-semesters. The diagram at the end of this report shows the relationships among our recommendations.

## Enhancing the global competence of NC State students

The most important beneficiaries of a globally engaged university are its students. From recruitment to orientation, incoming undergraduates in all programs must learn that the university expects them to be globally engaged as a fundamental part of their education. Embracing this expectation, as a time and financial requirement (as some units already do by allowing for study abroad and summer programs), will aid the transition to a new undergraduate requirement (see next) and immediately broaden NC State's global outlook.

- 1. *Require all undergraduates to have a three-credit global experience*** that fosters global competence, enhances marketability and capacity to work and compete on the world stage, promotes understanding of global issues, and stimulates thinking to resolve them. It is no more reasonable to allow some undergraduates to opt out of being globally competent and competitive than it is reasonable to allow some undergraduates to opt out of knowing basic mathematics. The global experience will be designed by campus units to be an intellectually immersive experience in global issues related to general or disciplinary education. Credit-earning activities that would qualify are courses or activities such as study abroad, international service learning, or local global experiences (i.e., using distance education to connect with students abroad, or participating in globally oriented capstones, research, or projects). These three credits will supplant the current General Education Program (GEP) Global Knowledge requirement as now constructed (<http://www.NCState.edu/uap/academic-standards/gep/courselists/coreq/gkrequirement.html>).

Currently about 17 percent of NC State students study abroad (up from about 9 percent in 2001). Student demand for international service learning and other globally related activities continues to increase. When a global experience is required, the percentage of students who choose to study abroad should increase substantially, especially if the university adopts mini-semesters (see below) and provides additional financial support for global activities (although this support should not be a precondition to this requirement). Having 40 to 50 percent of NC State students participate in some form of study abroad is a very ambitious goal (peer institutions have 15 to 40 percent study abroad participation rates), but this participation will benefit students and reap societal outcomes (Institute for the International Education of Students (IES) Student Survey Results 1950-99).

- 2. *Modify the academic calendar to create two- to three-week mini- semesters, as January or May terms.*** These credit-relevant time periods will facilitate on- and off- campus activities (of all kinds, not just global). They will not interfere with course sequences or faculty time budgets, and can support time-to-degree initiatives with-credit earning opportunities within the context of current curricula. Creating such mini- semesters should not present problems from a technical or business perspective, but faculty compensation models and tuition/fee structures will have to be developed. The availability of such mini- semesters has been anecdotally

reported to be critical to the successful promotion of short-term study abroad programs at other universities. Efforts should be made to implement the mini-semesters as soon as practical.

3. ***Increase the number of international students*** with strategic recruiting in locations and with organizations (high schools, civic/professional organizations abroad) where NC State can offer great value because of its programs and tuition structure, and by recruiting overseas entities to locate satellite operations at NC State (e.g., SKEMA) and infuse a global environment on campus in Raleigh. Currently about 1 percent of undergraduates (314 total) and 30 percent of graduate students (approx. 2,400) at NC State are international. Peer institutions range from 1 to 9 percent international undergraduate enrollment. At NC State, an enrollment of 5 percent international undergraduates, assuming current overall student enrollment and four years of residency, will require about 220 new international students to be enrolled each year. Our task force recommends a target of 5 percent for international undergraduates. This target will require expansion of the newly emerging efforts to recruit abroad, but should be attainable given the approximately 1,000 international undergraduate applications NC State already receives (27 percent accepted, 17 percent enrolled), and the further development of improved support and integration programs, such as the Office of International Affairs' new Intensive English Program (<http://oia.NCState.edu/iep>). The availability of small scholarship offerings, even when they are very small, is reported to be an effective means of enhancing international enrollment rates.

At the graduate level more than 50 percent of all international students at NC State are enrolled in the College of Engineering, and most of the others are enrolled in the College of Agriculture and Life Sciences, the College of Textiles, and the College of Physical and Mathematical Sciences. A more balanced representation in all colleges will contribute positively to the campus. We anticipate that increasing undergraduate international enrollment in all colleges will eventually translate into more international graduate enrollment in those colleges as well.

## **Enhancing organizational structure**

1. ***Create a Global Engagement Institute*** (GEI) that will be the touchstone for collaborative synergy across the campus and is the vital organizational piece now missing from NC State's global commitment. It will be led by the OIA director, with leadership assistance from a person in a new position—a high-profile global scholar in residence, a "rainmaker," who will bring to NC State key contacts and reputation. This position will be filled by a person who can do for NC State's global interests what Governor Hunt and General Shelton have done for other aspects of the university. The OIA director and global scholar in residence will lead a new expertly staffed multifunctional unit, the GEI, with the following operations:
  - A global engagement laboratory to assist faculty and staff with planning and analysis of curricular offerings to meet the new global experience requirement,

and assistance with the partnership and business planning necessary for the development of global centers of engagement (such as College of Design's Prague Institute, or other means to create linkages/locations abroad)

- Global centers of engagement will provide places and mechanisms to make the delivery of global experience requirement courses/activities more efficient, as well as means to foster discovery, engagement, and a host of learning activities abroad
- A global partnership unit to assist faculty and units with the pursuit of large and complex sources of funding, grant writing, and collaboration related to global/international endeavors, and facilitate the development of communities of interest among faculty, staff, students, and external partners
- A global partnership and development board, with members from outside of NC State, to leverage strategic linkages with alumni, corporate interests both locally and globally, NGOs, and other universities to pursue NC State's global agenda, and provide strategic leverage for advancement and endowment activities

These units will reduce planning and management challenges for global activities, and link external partners and on-campus interests. The GEI will be a mechanism to pursue opportunities related to the world's "grand challenges" and to pursue partnerships and substantive external funding (from sponsors such as US Agency for International Development and various foundations). The GEI can also be a member-based consortium for investment in global initiatives. Its units will function seamlessly with other OIA units.

The global partnership unit and development board should be developed as soon as practical, and the global engagement laboratory developed coincident with the global experience requirement for students. Efforts to identify a global scholar in residence (as an employee or friend of the university) should begin immediately.

- 2. *OIA units***, such as Study Abroad, the global training initiative, the Office of International Services, and noncredit language programs, all need additional staff in order to meet the needs of a campus more broadly engaged in global activities. At current levels of international activity, OIA is staffed at approximately one-half the number per capita served compared to peer institutions. In order to meet the demands of the proposed global experience requirement, increasing numbers of international students and scholars, and internationally active faculty in all mission areas, we must increase the size and expertise of our staff.
- 3. *Create a premier on-campus physical location for global engagement.*** As the university's global "front door," this location will provide a "one stop shop" for the units of the Office of International Affairs (OIA), and its expanded role through the Global Engagement Institute. Currently no single, recognizable, or representational location exists for NC State's global interests where we can host visiting

delegations, develop partnerships, or provide a place for students and faculty to interact. A unified location will enable international students and scholars and the broader campus community to find each other and develop value-added relationships and activities. The physical location should have high visibility and accessibility (for example, the ground floor west wing of Hill Library). A donor or corporate partner should be sought for sponsorship of the facility. Discussions with American Council on Education experts on internationalization (<http://www.acenet.edu/Content/NavigationMenu/ProgramsServices/CEL/LeadershipNetwork1.htm>) suggest that a high-profile/visible location for global affairs on campus can have important awareness and synergistic effects for campus constituencies. There are a variety of examples of these at peer institutions. A committee should be formed to investigate this recommendation.

Concurrent with this physical restructuring should be a virtual restructuring that moves NC State's global engagement forefront on the university home page.

- 4. *The role of the vice provost for international affairs*** should be elevated and/or this vice provost should be provided more formal access to a broader range of university leadership venues, which will be in line with the practice of peer institutions. Additionally, each college or unit should have a representative on the International Operations Council (IOC). This representation will have unit-level responsibility for global engagement and a unit-level leadership position.

## **Recognizing and rewarding faculty and staff**

Encouraging and rewarding faculty efforts in global engagement (whether local or abroad) will require the active endorsement and support of university leadership at every level. Current expectations and procedures for hiring and promotions must be adjusted to acknowledge global engagement in all missions. This is necessary to incentivize the recommendations of this task force. The development of mentoring in the realms of global scholarship, and faculty involvement with communities of interest, as described above, will assist with this goal. The Global Engagement Institute will make global activities less time and resource intensive for individual faculty and units, minimizing conflict with other faculty pursuits. The global aspect of scholarly work is not a new realm of work

(<http://www.NCState.edu/policies/employment/epa/REG05.20.27.php>), but rather is an institutional commitment for "global" to be fully considered and embraced in existing missions and faculty responsibilities. Similar recognition must be addressed for relevant staff. Some positions will require new professional development to effectively support global efforts.

**Mechanisms for Advancing NC State's Global Engagement and Competitiveness**  
(Items in *Italics* are New Recommendations)



**The PUSH**

*New Expectations*  
**NEW UNDERGRADUATE REQUIREMENT**  
*Higher Priority of University Leadership*  
*Faculty & Staff Recognition*  
*Advancement & Recruitment*

**Office of International Affairs**

- ✓ Study Abroad Office
- ✓ Global Training Initiative
- ✓ Office of International Services
- ✓ Non-Credit Language Programs
- ✓ Others
- ✓ **GLOBAL ENGAGEMENT INSTITUTE (GEDI)**
  - *Global Engagement Laboratory*
  - *Global Partnership Unit*
  - *Global Partnership & Development Board*

**The PULL**

*Front-Door Location*  
*One-Stop-Shop for Planning*  
*Expanded OIA Staffing*  
**MINI SPRING (M/J) TERMS**  
*Funding Availability*

The three related items in **CAPS** are the "Overarching Big Ideas" of this Task Force

NCSU Global Engagement and Competitiveness Strategic Planning Task Force  
Final report, 2010-11.

**Important supporting initiatives**

**1. *Funding support***

- a) Include global initiatives in the next Capital Campaign, with specific linkage to the Global Engagement Partnership and Development Board (as described above).
- b) Evaluate the potential to fund global activities from sources such as a modest student fee assessment; return of F&A earnings to OIA from international grants and contracts; portions of future campus-initiated tuition increases, distance education and summer session returns, and those from the proposed new J/M terms; premium tuition for some programs; and focused development efforts.

**2. *Enhanced academic program***

- a) Enhance the Global Perspectives Certificate (GPC) at the undergraduate level to reach a larger proportion of students and create an analogous offering at the graduate level.
- b) Strategically build tenure-track faculty with global approaches in all disciplines, and especially in those such as International Studies and Foreign Languages.

- c) Expand the Master of International Studies (MIS) program to reach out more broadly to disciplines across NC State, and can be offered as a co degree to students pursuing other degrees in any college, and for portions of it to be available as a Certificate program in an executive education format.
- d) Create a signature annual international event to raise NC State's profile in this arena, such as the Shelton Leadership Forum and Emerging Issues Forum.

### **3. *Enhanced infrastructure support***

- a) Develop a program through the GEI, as described above, to encourage and assist students and faculty in the formation of communities of interest on topics either area-based (for example, Africa or Latin America) or theme-based (for example, water resources or public policy). Charge an administrative streamlining task force to consider means to enhance the efficiencies of practices associated with the unique issues related to international activities.
- b) Further synergize NC State's university- and unit-level global efforts by reaching out to partners in Cooperative Extension and Industrial Extension, various elements of EEED, ROTC, and Athletics.

Additional background and programmatic ideas for globalization of NC State are described in an available PowerPoint presentation by Vice Provost Bailian Li, as presented at the NC State University Council Retreat, January 11, 2010.