



**Report on the University of North Carolina at Greensboro
Participation in the ACE Internationalization Laboratory
By the American Council on Education Peer Review Visit Team
March 27-29, 2012**

I. Introduction

This report is based on a visit to the University of North Carolina at Greensboro (UNCG) by an American Council on Education (ACE) peer review team on March 27-29, 2012. This report also draws upon the document, *Report and Recommendations on Internationalization at University of North Carolina at Greensboro*, materials provided about the International Programs Center and the Lloyd International Honors College, and information on UNCG's history, current facts, Strategic Plan 2009-2014, and organizational structure, which the university provided to the peer review team.

The visit included meetings with Chancellor Linda P. Brady; Provost and Executive Vice Chancellor David H. Perrin; the Dean's Council (Dr. J. Alan Boyette, Dr. Terri L. Shelton, Dr. Penelope J. Pynes, Dr. McRae C. Banks, Dr. Timothy D. Johnston, Dr. James G. Ryan, Dr. Jerry J. Pubantz, Dr. Karen K. Wixson, Dr. Celia R. Hooper, Dr. John J. Deal, Dr. Steve H. Roberson, and Ms. Rosann V. Bazirjian); the co-chairs of the ACE Internationalization Laboratory Taskforce, Dr. Penelope Pynes (Associate Provost, International Programs) and Dr. Jerry Pubantz (Dean, Lloyd International Honors College); the sub-committee chairs (Dr. Cathryne L. Schmitz, Internationalization Survey, and Dr. Roberto E. Campo, Student International Competencies); additional members of the UNCG Internationalization Taskforce (Dr. Kathleen Macfie, Dr. CP Gause, Dr. Sarah Carrigan—all members of the Internationalization Survey Subcommittee, and Dr. Kevin Lowe, Dr. Vicki McNeil, Dr. David Nelson, and Dr. Anita Tesh—all members of the Student Learning Outcomes Subcommittee); International Programs staff (Denise Bellamy, Michael Elliott, Pamela Harrod, Dr. Brad Teague, Dr. C.K. Kwai, Dr. Catherine Holderness); members of the Study Abroad Committee; and a group of "Faculty Champions of Internationalization," (Dr. Audrey Daniel, Tuisha Fernandes, Dr. Jane (Ye) He, Tom Lambeth, Jerry McGuire, Dr. Sam Miller, Dr. Jonathan Tudge, and Dr. ShaLi Zhang).

The visit is part of the ACE Internationalization Laboratory, a project that builds upon the learning from several earlier ACE multi-campus initiatives, including Promising Practices in International Education and Global Learning for All. In addition to UNCG,

other institutions participating in the 2010-2012 Laboratory are Case Western Reserve University (OH), Richard Stockton College of New Jersey, Shepherd University (WV), Universidad del Turabo (PR), University of Alaska Anchorage, University of the Pacific (CA), and Valparaiso University (IN).

This is a confidential report to the University of North Carolina at Greensboro, designed to assist the institution with its internationalization efforts. We encourage wide internal distribution of the report so that it can assist the university community in these tasks. The contents will not be published or made public unless UNCG chooses to do so or gives ACE permission to do so.

II. Peer Review Team

Dr. Susan Carvalho, Associate Provost for International Programs, University of Kentucky.

Dr. Barbara A. Hill, Senior Associate and Director of the Internationalization Laboratory, Center for Internationalization and Global Engagement, American Council on Education, Washington, DC (team leader).

Dr. Susan Buck Sutton, Presidential Advisor about Global Initiatives, Bryn Mawr College (formerly Associate Vice Chancellor of International Affairs and Chancellor's Professor of Anthropology, Indiana University Purdue University Indianapolis and Associate Vice President of International Affairs, Indiana University).

III. Overall Strengths

UNCG is at a propitious moment in time to broaden and deepen its internationalization efforts. Internationalization has received strong support from the chancellor and provost—a fact widely acknowledged and appreciated on campus. This support is critical to the task of implementing the global vision embedded in the university's clear and detailed strategic plan, which states that UNCG is a “global university integrating intercultural and international experiences and perspectives into learning, discovery, and service” and that it prepares students for “work in a global society.” These goals are based on a clear vision that is embedded in the plan with clear objectives and means to achieve them that fit the ethos of UNCG. The articulation of solid recommendations by the Task Force builds on this vision and, when followed, will have the impact that the institution wants on its programs and students. The Lab process has been extremely helpful to UNCG as it demonstrated the grass roots interest in moving forward with internationalization as an element of UNCG's strategic plan, a position that was reinforced at every one of the meetings during our visit. Joining the ACE Lab showed strong administrative commitment, which was acknowledged and appreciated by those with whom we met.

The leadership of the Task Force and the subcommittees was extremely effective, eliciting wide participation, keeping to a timeline, and encouraging consensus through regular committee meetings and presentations to faculty groups throughout the process. During the peer review visit, our meetings involved a wide spectrum of the campus community, including high-level academic officers and representatives of important constituencies. All showed a strong interest in internationalization and that interest became more focused because of the Lab and the broad conversations it engendered. We had the strong impression that everyone was listened to, and that the culture of UNCG was encouraging the campus to think creatively and flexibly about what UNCG could do. In addition, the Lab process allowed people the opportunity to work outside “silos” for the good of the whole university. Forming a task force composed of representatives from all colleges has strengthened university-wide support for internationalization and created a network of supportive, engaged faculty and administrators. In the best sense, the Lab became a learning community for UNCG.

The campus-wide Internationalization Taskforce has produced an excellent and thorough report, with underlying research that we recommend be shared in publication and presentations. As one Task Force member stated: “This is the best planning experience I’ve had here in 22 years.” The Task Force organized itself into two subcommittees, internationalization review and student international competencies. The resulting subcommittee reports engendered good discussion and analysis among the members of the Internationalization Task Force, which led to the writing of the final Report with its clear identification of recommendations affecting faculty at the unit and program level, students in terms of international competencies, administration in terms of culture, policies, and resourcing, and infrastructure needed to adequately support expanded and new opportunities for students and faculty, ongoing data collection, and a communication strategy so that UNCG’s internationalization is seen as essential to the institution’s distinctiveness.

The Task Force took great pride in and appreciation of many ways in which UNCG faculty are internationally active. UNCG is fortunate to have assembled a strong faculty, who are interested in international research and teaching. Achieving the vision will be possible because the university has the pieces necessary. Internationalization will be a transformative and fundamental change in how the university does its business, and it is starting from a solid foundation.

UNCG has many peaks of academic excellence relating to internationalization. The global and international studies major is strong and venerable. The Lloyd International Honors College has excellent programs for a cadre of exceptional students. The programs in business and economics have strong international dimensions. Additionally, the on-going individual faculty projects that we learned about from the “faculty champions for internationalization” were particularly impressive.

The International Programs Center (IPC) is well organized and has strong leadership. The reporting line to the Provost clearly signals that internationalization is central to UNCG’s academic mission. We were impressed by the large number of student

exchanges, more than we have seen elsewhere. We were equally impressed by the full-cycle advising that students receive, and which is widely appreciated. We were pleased by the increase in the number of international students. Our concern is that the IPC is not sufficiently visible currently. The building in which it is housed has no external signage that indicates that IPC is there. The move to a more centralized building in the near future will give the office more visibility and provide the opportunity for even better service to students and faculty, about which it should not be diffident but should take pride in its effectiveness and impact.

During the peer review visit, the scheduled meetings involved a wide spectrum of the campus community, including high-level academic officers and representatives of important administrative offices. The conversations we had during the visit suggested that internationalization can shape everything the university does, and clearly a committed core of faculty and staff are willing to work to achieve that vision. In general, we observed that many administrators, faculty, and staff of UNCG are expending productive energy on internationalization.

IV. Observations and Recommendations

The Lab clearly demonstrated the solid foundation at UNCG for internationalization as an all-university initiative, not just a feature of individual colleges or faculty members. To achieve this, we recommend that the university focus of internationalization's visibility and synergy among all its units.

General

The Task Force has done its job well, but has not yet envisioned what the next phase of work would be, for this group or its successor. Members of the Task Force seemed to feel that a) since internationalization is part of the central Strategic Plan then there doesn't need to be a separate strategic plan for internationalization, b) turning the report in to the Provost was the end goal, and c) the decision about next steps is out of their hands. One Task Force member said "we need an administrative mandate;" another said "our task was to raise awareness, not to envision implementation." We remind the Task Force that a top-down implementation was seen as a problem in the recent General Education revision, and we encourage an active conversation and strategic plan for guiding the changes that are envisioned. In order for the Task Force work to bear fruit, a standing committee or council of some kind should be established, to ensure that the gains remain faculty-driven and consultative. The issue of how to acknowledge international work in the promotion and tenure guidelines should be explored and a consensus reached. Given that the process for UNCG's next campus-wide strategic plan is just beginning, this would be a propitious time to discuss how a standing body would take charge of the international aspects of that eventual plan.

This standing body should also grapple with the question of UNCG's own distinctive definition of internationalization. Discussion should move from "what can be

gained” to “why it needs to be done,” for the institution, the students, and the broader community. The Chancellor articulated her vision of this but that vision needs to be shared with the faculty, and also receive input from the faculty. The case still needs to be made about how internationalization will make an impact.

Finally, the UNCG Task Force chairs prefer that this standing body report to the Provost. The university might consider two advisory boards, one internal and one involving external constituencies, especially given UNCG’s strong emphasis on community engagement.

International Programs Center

Central to this is the recommendation of the Taskforce to create a Global Center, which would give the International Programs Center and related units visibility, and hopefully a more prominent location. The move should give the IPC greater visibility, as it serves all UNCG students. Currently the Lloyd International Honors College has high profile space and signage, even though it only deals with a select group of students. We worry that the IPC, which has all-university responsibility, may be overshadowed by the current prominence of Lloyd on the physical campus, and this should be rectified in any move. We understand that consideration is being given to repurposing a building more central to campus traffic, and we think that would be helpful in terms of visibility. The amount of space available was not clear, and we encourage the university to think clearly about the intended growth in IPC programs and what space would be necessary to accommodate those new directions. If it is necessary for IPC to share space with another unit, it should not be with student services. IPC is an academic unit, dealing with the core academic mission of UNCG, and it should not be visibly related to the co-curricular aspects of the institution.

Student International Competencies

The articulated student international competencies are clear and strong. What are the next steps that must be taken to make them part of all of UNCG’s programs? What governance bodies need to be involved? Conversation about the implications of the competencies for all schools must be encouraged and appropriate changes made to embed them in all programs. We warn UNCG about the danger of assuming that the competencies can be developed only in the general education curriculum. Instead, we urge that every UNCG graduate should understand his or her chosen profession in a global context, which would necessitate having global perspectives involved in every major and minor. Departments should specify this curricular activity in annual reports, so that the university has a way to capture and disseminate progress for this new direction. We recommend that an implementation plan be developed to guide and coordinate this process.

Even with articulation of student international competencies, there is ample work to continue in internationalizing the curriculum. UNCG may wish to map the curriculum to see where students currently have opportunities to gain these competencies and to

address any gaps discovered. Individual majors may need to be structured so that study abroad is possible. Deans might be asked to report on progress in this area, as part of the existing structure of annual assessment. Other aspects of the curriculum may need attention, and we recommend the resources available on the Inter-associational Network on Campus Internationalization, a network organized and hosted by ACE of 13 national associations working on internationalization, that update resources available bi-monthly, particularly on the curriculum, co-curriculum and faculty development, on the Internet. www.campusinternationalization.org

One technique to boost faculty involvement in international education efforts is to put technology to greater use. At a much lower cost than faculty travel, technology offers faculty and their students the opportunity to engage with colleagues overseas. Co-teaching courses with faculty from abroad using video/Internet technology, for example, can help fill gaps in international expertise and enhance the internationalization of the curriculum. This will require increasing technical capacities in areas of the campus that are convenient for faculty and students. ACE has sponsored two competitions about bringing the world into the classroom this way, and successful campus examples are featured on the ACE website at

http://www.acenet.edu/Content/NavigationMenu/ProgramsServices/cii/current/past/AT_T_Tech_Award.htm and

http://www.acenet.edu/Content/NavigationMenu/ProgramsServices/cii/Technology_Award.htm

Study Abroad

UNCG is clearly a leader in student exchange. As mentioned above the breadth of partners and opportunities that come with working with these partners give a solid base for UNCG's study abroad. It is truly noteworthy that the participation in these programs reflects the diversity of UNCG's student population. Nonetheless, we encourage the university to continue to expand and coordinate additional models for study abroad. The IPC should balance a variety of education abroad opportunities for students, not just year-long and semester-long immersion programs, but also encouraging course-embedded travel. Furthermore, the IPC can develop more international service learning opportunities for students, for which the faculty may need professional development, and can develop international internships with the assistance of departmental and program leadership.

International Student Recruiting

For growth beyond international student exchanges, UNCG must develop an international student enrollment management plan for longer term goals. We think that such a plan must address a number of key issues. We think that international student recruiting and advising is appropriately placed in IPC because of that unit's expertise, but that work needs to be coordinated with the university's overall admissions plan. We noticed that UNCG is appropriately proud of its diverse student body. A recruitment plan that integrates international students will increase this diversity, and that integration will

counter any perception that international students are recruited simply as a source for cash tuition. We think that a robust enrollment management plan should have the following features. First, it needs to focus on both undergraduate and graduate enrollments and to coordinate them. Second, it needs to set intentional numerical goals for both domestic and international students at both levels. Third, it needs to address issues of the quality of entering students, ensuring that there is equal attention to this issue for both domestic and international students. Fourth, it needs to address the diversity of both domestic and international students and to be intentional about ensuring that international diversity represents more than the major exporting countries of China and India. Fifth, and equally important, steps must be taken to ensure that international students choose a wide diversity of majors so that international students are not “ghettoized” in particular programs. Of particular importance for the success of this initiative would be for the executive director to meet with the deans to discuss which academic programs would have the capacity to admit international students. Perhaps the programs could also be targeted in the enrollment plan. Other elements that may need to be considered for an international student enrollment management plan: use of scholarships, the professional and ethical concerns of working with paid agents, requisite staff support, and the appropriate level of TOEFL scores.

A particular advantage to UNCG in international student recruitment is its INTERLINK ESL program. Currently that program has a head count limit, which is a bottleneck instead of an open pipeline. UNCG should consider expanding this program to assist with the recruitment efforts.

We recognize that UNCG may wish to consider employing an outside consultant to assist with the development of an international student enrollment management plan. Finally, we recommend that UNCG emphasize the positive aspects of its reputation in this effort. Tuition is affordable, and the community is safe. It can provide some quality housing. It has a deserved reputation of being student-centered. All these features will be positive tools for international student recruitment.

But recruitment is only part of the picture. For international students to make the greatest contribution to the life of the campus, they need to be retained. This is the responsibility of the whole campus community, not just persons doing international admissions or international student advising. UNCG should assess the on-campus experiences of international students, making whatever adjustments are necessary for their improvement, including adequate personnel in IPC to handle any increases in international student enrollment with the same quality of care that the institution currently offers its domestic students. In addition, as the international student population grows and diversifies, UNCG may want to consider both establishing regular meetings for representatives from key offices who will be regularly interacting with international students, e.g. Housing/Residential Life, Bursar/Student Accounts, Registrar, Dining Services, if it does not already do so, and providing staff training and assistance in inter-cultural competencies.

To ensure that the presence of international students has an impact on student learning, the university should evaluate how current international students are integrated into campus life and programming. How are the international students considered in course pedagogy? Do faculty members need workshops to help make this happen? How are international students involved in campus co-curricular programming? In campus outreach? In informal interactions with domestic students?

Of long-term importance for UNCG will be the tracking of international alumni. These graduates can be invaluable for recruitment of students, seeking out partnerships with institutions abroad, and mentoring those studying or doing internships abroad.

Partnerships

Because of the targeted focus areas of the Task Force work, the topic of partnerships was conspicuously absent. Discussion of how to build strategic and multi-level partnerships, and a framework for evaluating them, will be important during the next phase of growth. The strength of the exchanges programs offers a rich opportunity for nurturing a small group of key partners, that will stabilize and prioritize UNCG's international network, as well as offering a starting point for programs that would benefit from established and branded sites.

Data-gathering and Communications Plan

The Task Force report appropriately recommends that UNCG acquire “a centralized software program integrated with the Annual Report process to collect data on the level of internationalization and international activities of UNCG faculty.” We heartily endorse this recommendation for several reasons. This information can yield stories about faculty and university activity that will be very helpful in generating fund-raising ideas for the upcoming capital campaign, such as funding the new location of IPC, technology classrooms for interactive international teaching and learning, scholarships for study abroad and international students, and faculty and staff development activities, including workshops, research travel, and exchanges. In addition, the senior administration could use this data in devising a communication plan to inform the university community of faculty achievements in international activity. A bi-annual e-bulletin might be helpful, as well as inclusion in any regular convocations or faculty orientations.

V. Conclusion

UNCG is clearly fortunate to have strong support for internationalization from many faculty and administrators. Of course, conversations followed by actions related to internationalization must continue, in order to widen this base of support so that the university can effectively achieve its vision and mission in terms of internationalization.

UNCG is well positioned to continue its work in internationalization because it has all the key ingredients: leadership, energy, and emerging systems for establishing

learning goals and assessing their outcomes. Internationalization is a long-term project that requires commitment from the top administrators who regularly provide reasons why the campus and its programs (like all of higher education) must become more fully internationalized. This requires adequate resources, accountability, and regular evaluation and assessment. By developing and continuing an intentional process, UNCG will make its internationalization goals part of its everyday operations.

Submitted May 21, 2012