



**UNG** | UNIVERSITY of NORTH GEORGIA™

ACE INTERNATIONALIZATION  
LAB FINAL REPORT





## ACE INTERNATIONALIZATION LAB FINAL REPORT

Table of Contents.....	1
Executive Summary.....	2
Introduction.....	6
Working Group Reports.....	8
• Working Group 1: Articulated Institutional Commitment.....	11
• Working Group 2: Education Abroad.....	17
• Working Group 3: International Students.....	23
• Working Group 4: Curricular and Co-curricular Learning Outcomes.....	33
• Working Group 5: Collaboration and Partnerships.....	42
• Working Group 6: Faculty Policies and Procedures.....	49
• Working Group 7: Administrative Leadership, Structure, and Staffing.....	57
Overall Conclusions.....	61
Appendices.....	62
University of North Georgia acronyms.....	64
Reference Tables.....	65

[Return to TOC](#)

In 2019, the University of North Georgia participated in the 17<sup>th</sup> cohort of the American Council on Education (ACE) Internationalization Laboratory. The objective of the laboratory was to study the capacity, capability, and strategy for comprehensive internationalization. This 18-month initiative was supported by the Center for Global Engagement (CGE) and involved over 40 participating faculty and staff whose work was divided among seven focused working groups. Each working group was tasked with collecting data and studying the current state of internationalization within one domain as well as identifying challenges and recommendations to shape future strategic internationalization efforts.

Recommendations from the ACE Internationalization Lab are summarized here, and the full recommendations from each group can be found in Section 3 of this report.

## Working Group 1: **Articulated Institutional Commitment**

- Create faculty professional development opportunities focused on issues of global learning.
- Incorporate stories of foreign-born faculty into media campaigns.
- Leverage the ACE Internationalization Lab final report to create a fundraising plan that builds upon current programs, goals, and successes to attract the interest of potential donors.
- Ensure that UNG internationalization efforts are apparent from the website.
- Connect current international students and foreign-born faculty with incoming international students and scholars.
- Launch internationalization-related campaigns on social media on a regular basis to promote outreach for target audiences.
- Use ACE Internationalization Lab final report as a marketing tool for both internal and external audiences.

## Working Group 2: **Education Abroad**

- Create a communications plan including social media that focuses on financial and academic accessibility of education abroad programs.
- Identify ways to better engage students from Oconee, Cumming, Blue Ridge, and Gainesville in UNG's education abroad opportunities.
- Review and assess the education abroad portfolio in concert with the academic units.
- Create departmental liaisons to help educate faculty and students on education abroad opportunities and processes.
- Increase the financial support for education abroad opportunities.
- Revise the compensation structure for faculty-led programs.
- Find ways to better assess the cultural and global competencies that students attained while abroad.

**Working Group 3: International Students**

- Utilize the Market Expansion Task Force to explore and develop ideas for expanding the international student market in alignment with and toward implementation of The UNG 2020-2025 Strategic Enrollment Plan.
- Capitalize on existing programs (e.g., UNG's intensive English program, The Center for Language Education) to provide examples of best practices for working with international students and for advice and expertise on these topics.
- Increase opportunities for students, faculty, and staff to participate in international experiences that occur on campus and in the surrounding, local communities.
- Encourage international students to assume leadership roles within student organizations.
- Facilitate mentoring/buddy programs that encourage cross-cultural understanding.
- Provide information to academic departments on the benefits of global engagement, procedures for inviting visiting international faculty and scholars, and opportunities to participate in local cultural events.
- Sustain the Global Learning Community, a living/learning community within the residence halls, as an opportunity for domestic-international student interaction.

**Working Group 4: Curricular and Co-curricular Learning Outcomes**

- Develop an institutional definition of global competencies to guide curricular and co-curricular development and revisions.
- Expand opportunities for students to develop global competencies through local and regional experiences with diverse communities.
- Develop an internationalization badge program through UNG Connect to incentivize students' achievement of global competencies through participation in campus and community events.
- Assess departmental efforts toward the development of student global learning competencies.
- Use assessment data to create an institutional professional development program supporting the integration of global competencies into the educational experience of students.

## Working Group 5: **Collaboration and Partnerships**

- Identify and focus on countries where the state of Georgia has strategic interest and relationships.
- Leverage US State Department international delegations that visit Georgia.
- Invest in a data system to provide visibility into partnerships and university relationships for improved internal collaboration and better tracking of activities.
- Increase global learning opportunities for students, faculty, and staff by initiating partnerships with regional and state contacts. These may include Georgia-based non-profits with an international presence.
- Leverage alumni relationships, especially former international students and those working abroad.
- Introduce UNG to Atlanta-based international consulates.
- Provide UNG faculty and staff interested in growing relationships with international entities appropriate training and guidance.

## Working Group 6: **Faculty Policies and Procedures**

- Support departments, colleges, and institutes that wish to affirm the value of global engagement in relation to tenure, promotion, and evaluation by developing recommended language for incorporation into Promotion and Tenure Guidelines and the Faculty Annual Report.
- Place all current policies related to global engagement and internationalization into the existing UNG Policy Database to facilitate access.
- Review and amend the Study Abroad Compensation Policy to ensure parity in workload credit and compensation across departments, colleges, and institutes for development and teaching of study abroad programs.
- Collaborate with the Center for Teaching, Learning, and Leadership to expand faculty development on best practices for incorporating global learning both in and outside the classroom.
- Identify opportunities for the CGE to provide funding to promote international opportunities and global engagement for faculty.
- Establish collaborative model practices and resources for the development of global engagement activities, which capitalize on faculty expertise in curriculum and CGE expertise in recruitment and logistics.

**Working Group 7: Administrative Leadership, Structure, and Staffing**

- CGE and Institute for Leadership and Security Studies (ILSS) staff structure and organization should be reviewed periodically to ensure it adequately meets the needs of students and staff seeking international experiences.
- Create internationalization council(s) that include(s) students, faculty, and staff to identify strengths and areas for improvement.
- Facilitate professional development opportunities for faculty and staff on the broad array of global learning opportunities, including internationalizing the curriculum, cross-cultural competencies, and the mechanics of education abroad.
- Establish a program with the office of grants and contracts to foster the development of new partnerships or potential opportunities to engage internationally.
- Create a central repository of data related to internationalization efforts that is available to internal and external audiences.
- CGE will provide a summary of the progress towards internationalization goals on a yearly basis.

A review team of experienced senior international officers will meet with students, staff, the steering committee, Provost's Council, the Provost, and the President, to provide feedback and guidance on the development of a subsequent strategic internationalization plan and its implementation.

## SECTION TWO: INTRODUCTION

The Center for Global Engagement (CGE) was created in 2008 as a natural expansion of several successful programs related to foreign language instruction for undergraduate and high school students. Its founding established area studies programs and ensured that the UNG Corps of Cadets had in-depth foreign language training both on campus and abroad, as well as opportunities to connect with military academies around the globe.

Leveraging the university's military mission and standing as a senior military college enabled UNG to expand its academic programs, international focus, and funding sources for all students at UNG by building upon the foundations established through military programs. In 2008, the university received the Project Global Officer grant funded by the Defense Language and National Security Education Office (DLNSEO). This grant allowed the institution to increase its critical language offerings and become designated as a Reserve Officer Training Corps (ROTC) Language Hub by the US Army Cadet Command. The Language Hub designation allowed the institution to apply for and receive funding in 2010 to develop and implement U.S. Army Cadet Command's Cultural Understanding and Language Proficiency program and the Cadet English Language Training Teams as a means of developing these skills for military personnel. Continuing the momentum, in 2011 UNG became one of only three ROTC Chinese Language Flagship institutions in the nation funded by DLNSEO. UNG continues as a Chinese Language Flagship institution serving and providing education abroad funding for all students. In 2011 the institution also inaugurated the Federal Service Language Academy (FSLA), a three-week summer academy for high school students interested in learning a language and pursuing a career in federal service. Although this program is not currently active, it proved a successful model in attracting and training young scholars toward eventual increased language proficiency.

These early investments in internationalization provided expanded opportunities for all UNG students. In 2014, UNG established the Nationally Competitive Scholarships Office (NCS) to assist students in pursuing national-level funding for participation in international opportunities and beyond. UNG students have won numerous national scholarships to fund participation in education abroad programming, such as the Gilman, Boren, and Fulbright Scholarships. UNG has been named a top producer for Fulbright scholarships since 2017.

An intentional focus on internationalization is also reflected by the subsequent diversification of UNG's academic offerings. The institution now offers undergraduate and graduate programs in International Affairs and undergraduate programs in Strategic & Security Studies, East Asian Studies, Cybersecurity, and programs in strategic and critical languages (i.e. Arabic, Chinese, Russian, Japanese, and Korean).

Over the years, CGE has developed into a centralized hub for internationalization activities for all students on all five campuses, including:

- o Education abroad opportunities involving research, service learning, work, and study abroad;
- o International student and scholar services that assist all F and J visa holders with compliance, campus integration, and community engagement;
- o Co-curricular programming through partnerships with student clubs and campus units to provide global learning opportunities.



In 2019, UNG was selected to participate in the [American Council on Education's Internationalization Lab](#), an 18-month-long process using ACE's framework for comprehensive internationalization. The ACE Internationalization Lab at UNG is comprised of seven working groups, based on topic and each with a set of questions as a way of gathering data, analyzing the information, and formulating a set of recommendations for the ACE Internationalization Lab Steering Committee, which involves senior administrators and faculty. An ACE Advisor, Dr. Penelope Pynes, initiated this process with a site visit and has provided guidance to the co-chairs of the Steering Committee throughout the entire process.

**UNG has engaged more than 40 faculty and staff (full listing in Appendix) in the following Working Groups:**

- Working Group 1: Articulated Institutional Commitment
- Working Group 2: Education Abroad
- Working Group 3: International Students
- Working Group 4: Curricular and Co-curricular Learning Outcomes
- Working Group 5: Collaboration and Partnerships
- Working Group 6: Faculty Policies and Procedures
- Working Group 7: Administrative Leadership, Structure, and Staffing

**The purpose of the Internationalization Lab is to create a practical roadmap for moving internationalization forward at UNG.** This is not a plan for the sake of planning, but is a necessary step in requesting appropriate resources and executing a plan to assist the entire campus community in becoming a global learning environment. This is the right time to act decisively in cooperation with the institution's other strategic planning processes.

**1. The University of North Georgia Mission Statement** supports the importance of internationalization. It states:

*The University of North Georgia, a regional multi-campus institution and premier senior military college, provides a culture of academic excellence in a student-focused environment that includes quality education, service, research and creativity. **This is accomplished through broad access to comprehensive academic and co-curricular programs that develop students into leaders for a diverse and global society.** The University of North Georgia is a University System of Georgia leadership institution and is The Military College of Georgia.*

**2. The UNG Strategic Plan 2020-2025** provides an excellent framework for the Internationalization Lab's recommendations. Finalizing the new Strategic Plan has been placed on hold during Fall 2020, but the draft language calls out internationalization efforts:

***Advancing Knowledge and Scholarship:***

**Goal 1:** Through its commitment to developing knowledge through robust scholarship, open inquiry, and free expression, UNG will deliver academic programming that incorporates high- impact educational practices, serves a broad diversity of students, and responds to regional, statewide, and national workforce needs.

**Objective 1.1:** Extend and diversify program delivery formats to serve both traditional and nontraditional students beyond the conventional schedule and modalities.

**Objective 1.2:** Expand integration of high-impact educational practices in the academic curriculum.-

**Objective 1.3:** Address workforce needs through the addition of in-demand graduate programs.

**Objective 1.4:** Promote curricular activities that support internationalization and create a global learning environment on our campuses.

**Objective 1.5:** Create and implement an interdisciplinary leadership educational plan that fully integrates curricular and co-curricular strategies to produce world-class leaders.

**Objective 1.6:** Integrate innovative (21<sup>st</sup> century) leadership competencies into the Corp of Cadets experience to develop adaptive leaders.

**3.** The five-year **Strategic Enrollment Management Plan**, adopted in Spring 2020 and beginning implementation in Fall 2020, also provides specific guidance and planning for increasing the number of international students at UNG. This is summarized in the plan's strategic initiatives regarding market expansion:

- Identify opportunities to increase market share for the following student populations: Out-of-State within 400 miles, International, and Adult Learners.
- Assess viability and ROI of various student markets and establish metrics for current and future markets to better define key audiences today and beyond 2025.
- Determine what support UNG currently offers these populations and what support is needed to build greater capacity for future enrollment goals.
- Define value propositions and generate communications and outreach strategies for these key populations.

**4.** The University System of Georgia is implementing new **General Education** requirements that will take effect in Fall 2023. While this process is currently underway, the emerging requirements involve several elements related to global learning, including:

- Approved design principles that require students be prepared to thrive in the world around them, to participate in a complex global economy, and to respect civil discourse and perspectives.
- Identified student learning outcomes, including the development of global competencies, which is meant to be embedded within and span multiple core content elements of the curriculum redesign.
- The University System of Georgia has also signaled the importance of engaging students through high-impact practices, such as diversity and global learning, and to do so equitably and with integration and coherence through thematic journeys.

The recommendations from the ACE Internationalization Lab directly support these strategic efforts and provide specific actions that can assist UNG in meeting these initiatives' goals.

Following are each of the reports written by the seven Working Groups of the ACE Internationalization Lab Steering Committee. They are divided by topic; each group was asked to answer a set of questions based on existing institutional data and then provide recommendations based on their analysis of the relevant data. To facilitate the creative process and not be hampered by a constrictive template, Working Groups were encouraged to set priorities for their work approach and compile their reports as they saw fit, but that all would include the challenges and recommendations for their specific topic.

During this process, the Steering Committee also created a set of surveys to gather data not easily found in other UNG sources. With assistance from Institutional Research, the surveys were sent to a number of targeted audiences that included faculty and students inclusive of all five campuses, as well as returned study abroad students and international students. The survey data are referenced in the reports and are available upon request (i.e., Faculty Survey, General Student Survey, International Student Survey, and Education Abroad Student Survey).

- Working Group 1: Articulated Institutional Commitment
- Working Group 2: Education Abroad
- Working Group 3: International Students
- Working Group 4: Curricular and Co-curricular Learning Outcomes
- Working Group 5: Collaboration and Partnerships
- Working Group 6: Faculty Policies and Procedures
- Working Group 7: Administrative Leadership, Structure, and Staffing

## Working Group 1: Articulated Institutional Commitment Questions

Working Group 1 was presented with the following questions:

1. Does UNG's **strategic plan** include internationalization? If so, what goals and strategies does it set?
2. How does internationalization relate to UNG's **mission, history, and student body**?
3. Does UNG have a **fundraising strategy** for internationalization? How is it aligned with the overall institutional fundraising strategy?
4. To what extent is the institution's international activity visibly present on the **website**? How easy is it for visitors to the website to find information on international activities?
5. To what extent is the institution's international programming a part of its **branding**, both internally and externally?
6. What methods are used to **publicize** what is happening internationally at UNG?

The first goal of this working group was to understand enough of the current UNG's strategical commitment to the internationalization process of the institution to be able to present a set of challenges that UNG is currently facing. The next goal was to provide recommendations to help UNG overcome those challenges at a strategic level.

### UNG's Strategic plan

#### Challenges:

The strategic plan for the University of North Georgia (UNG) is currently under revision and will be publicized in Fall, 2020. The ACE Internationalization Lab Working Groups are working in parallel with the University's Strategic Plan Committee. There are also members in the ACE groups who are playing a pivotal role in the Strategic Plan Committee. The final draft of UNG's new Strategic Plan is forthcoming and there are elements in the plan that are focused on internationalization. Under the "Advancing Knowledge and Scholarship Goal" there are objectives related to both high impact practices and promoting a global learning environment. These and other objectives within the Strategic Plan provide a framework for the implementation of the UNG Internationalization Lab Report.

#### Recommendations:

Once the final ACE Internationalization Lab Report is complete, then challenges and recommendations may be explored. Brand will be crucial here as the messages from each group are articulated and disseminated to the public. In this process, there will be much to ponder in terms of discourse analysis. To whom will the messages be tailored? What are the most effective media and method in which to communicate the Internationalization message? How will various media such as photos, movies, YouTube, and other platforms be utilized? Ease of navigating the UNG website must also be explored to enable all stakeholders to receive a clear message that is consistent across all UNG platforms.

## UNG's mission, history, and study body

### Challenges:

UNG's current mission statement is, The University of North Georgia, a regional multi-campus institution and premier senior military college, provides a culture of academic excellence in a student-focused environment that includes quality education, service, inquiry and creativity. This is accomplished through broad access to comprehensive academic and co-curricular programs that develop students into leaders for a diverse and global society. The University of North Georgia is a University System of Georgia Leadership Institution and is The Military College of Georgia®. The current mission statement incorporates the idea of internationalization, as suggested by the attempt to develop leaders for a diverse and global society.

However, UNG's current vision does not reveal the same level of commitment to the internationalization process as the mission statement does as it focuses on producing leaders at the regional and national levels.

The Corps of Cadets is closely aligned with the history of Internationalization at UNG because of the desire to ensure that Cadets graduate with cross-cultural skills, knowledge of foreign languages, and international experiences. UNG has been successful in receiving federal grants to support these efforts, and this became the foundation for global learning at UNG. Over time, the services and programs that were originally started for Cadets were expanded for all students at UNG. A continued challenge is to provide a broad portfolio of education abroad programs and funding so that all UNG students have equal access to these important opportunities.

Overall, the majority of the student body is ethnically white, but there are efforts underway to increase the population of our ethnically and nationally diverse students through specific recruitment and retention support.

Student Ethnic Breakdown, [Fall 2020 Census Data](#):

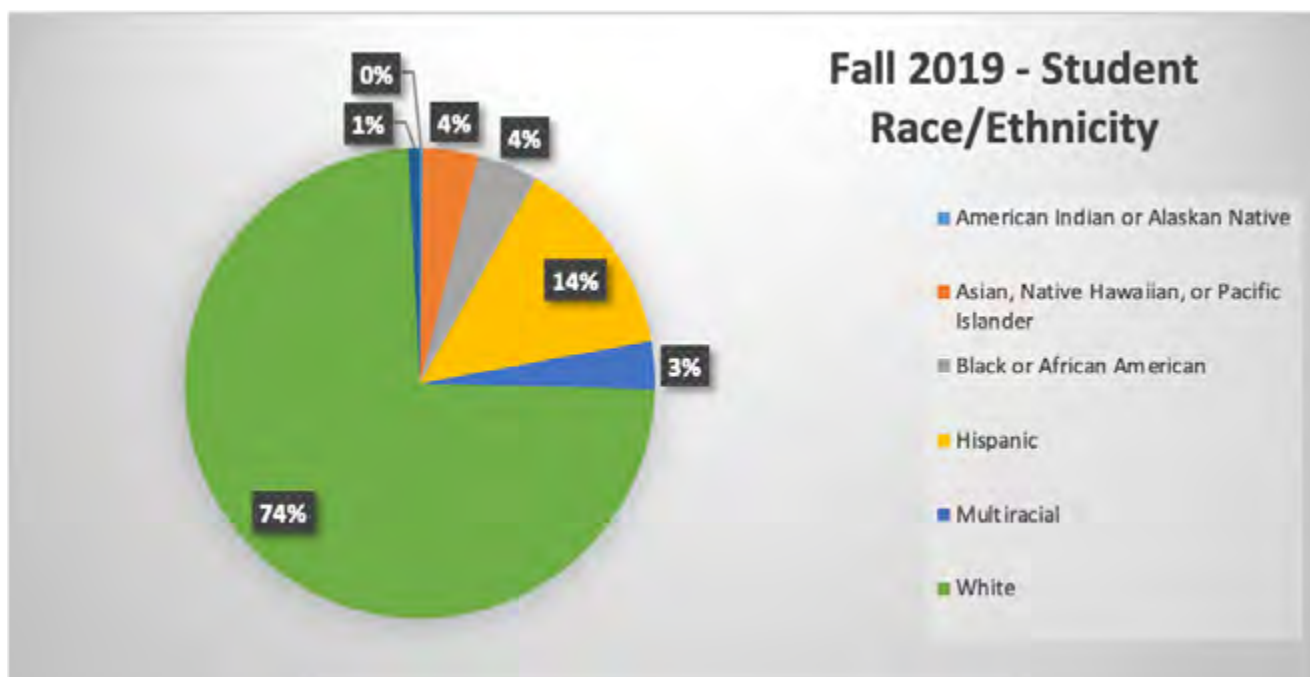


Figure 1: Fall 2019 Student Census: Race/Ethnicity

The faculty body is also quite homogeneous as indicated in the graph below.

Faculty Dashboard, [Fall 2019 Census Data](#):

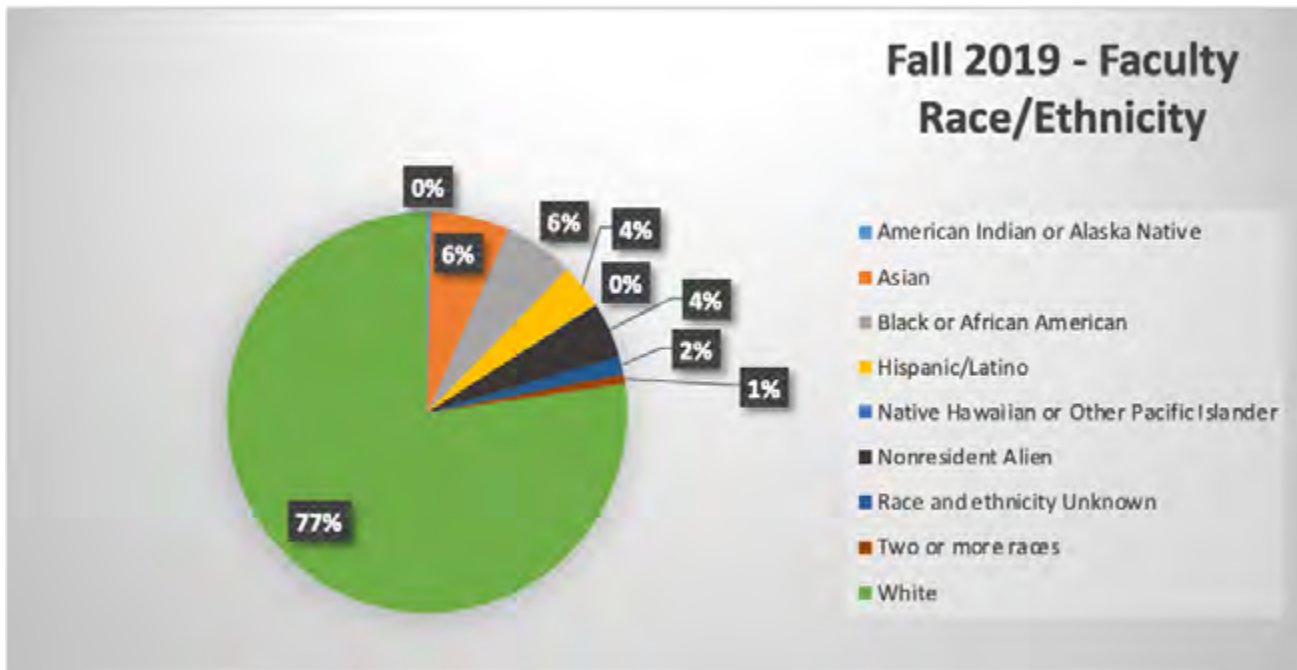


Figure 2: Fall 2019: Faculty Census: Race/Ethnicity

### Recommendations:

Since a statement regarding UNG's internationalization efforts has been included in the mission already, we suggest that the current mission statement stay that way. Additionally, we suggest that UNG find a way to include a similar statement in its vision as well.

There are many good reasons to capitalize on UNG's military history to strengthen its brand. We recommend that increased marketing of internationalization-related military programs be presented moving forward. (Please see more details on this under the UNG's branding recommendations.)

UNG can work to attract more Hispanic or students of other ethnicities that would help to increase the overall diversity among students. The University may want to focus on the diversity in the Post-Professional Doctor of Physical Therapy (PPDPT) Program and other programs which attract international students. A critical mass of international students is essential part of a strong internationalization plan.

We strongly recommend that UNG capitalize on diversity that does exist among its faculty members. Foreign-born faculty are present in many departments and enrich the University. Perhaps stories of how foreign-born faculty found UNG might be enlightening. The development of faculty knowledge and expertise around global learning is crucial to the success of this proposal. To accomplish this, we propose that the University establish a Faculty/Staff/Student development seminar that would create opportunities for development and leadership for internationalized learning, internationalization of the curriculum, and international research opportunities. (Please see more details on this under the UNG's website recommendations.)

## **UNG's fundraising strategy**

### **Challenges:**

Currently, the main reasons for donors to contribute to UNG's internationalization efforts are their personal connections and experiences with UNG. It is essential to keep the donors up to date on UNG's internationalization efforts if UNG wants donors to contribute to fundraising.

Currently, UNG does not have strong internationalization-related brand messages other than those focused on nationally competitive scholarships, foreign language programs, and study abroad programs to present to potential donors. Without a clear and coherent brand message regarding UNG's internationalization efforts, attracting donors and venture capitalists can be very challenging. Many potential donors might not understand the importance of UNG's internationalization efforts and how it matters to UNG's students, communities, the region, and the state. UNG must be able to demonstrate that the internationalization efforts are much more than foreign language and study abroad programs.

### **Recommendation:**

Donors' personal connections and experiences with UNG are considered great assets to the university, and UNG should capitalize on those ties as much as possible. However, that should not be the only sources of funding for UNG's internationalization efforts. UNG should be able to turn to venture capitalists who might be willing to take a leap of faith to help UNG to achieve its internationalization goals. But for that to happen, either through donors who have personal connections/experiences with the university, or the venture capitalist, UNG must have a strong and coherent message that explains why its internationalization efforts matter to students, its community, the region, the state, and the country that is compelling to donors. The ACE Internationalization Lab final plan could be used to create a fundraising plan that builds on the programs, goals and successes to attract the interest of potential donors. UNG must provide some visible evidence to show its commitment to this cause through its strategic plans, mission, website, internationalization programming, etc., to make the message strong and coherent. (Please see more details on this under UNG's website and branding recommendations.)

## **UNG's website**

### **Challenges:**

Currently, UNG's website contains several indicators of its internationalization efforts across the board. However, without actively searching, these indicators can be overlooked easily since most of them are in the form of links and buttons that lead to internationalization-related content across the website. There is a translating button powered by Google Translation on the top of the UNG's homepage. Unfortunately, this is Google's work-in-progress feature that does not guarantee the accuracy of its translation capabilities. UNG's website does provide a disclaimer regarding this issue. Students can find information about international student resources, international student application procedures, study abroad programs, Summer Language Institutes, and the Center for Global Engagement among other things on UNG's website. Despite how informative those resources mentioned earlier are, UNG's website does not look or feel any different from any other universities' websites in terms of making internationalization-related content significantly more pronounced across the website without actively searching for the content. That said, the undergraduate admissions page does include an entire page in Spanish aimed at providing information to Spanish-speaking future students and their families. Other than that, there are not enough indicators, especially the visual ones, on UNG's website to show its attempt to achieve the internationalization goals.



**Recommendations:**

Although the indicators of UNG's commitment to its internationalization efforts can be found in several places on the UNG's website, for most visitors who are not intentionally looking, these indicators are relatively subtle and not clear enough to set UNG's website apart from others in terms of its commitment to this cause. The current site does not do enough to help website visitors form an impression that UNG is on its way to making its internationalization efforts a part of UNG's brand identity.

Studies show that a website has a maximum of approximately seven seconds to either capture the attention of random visitors or help the visitors form an impression about the website as well as the title of that the website. As the saying goes, a picture is worth a thousand words; to maximize the chance of steering the visitors' perception in the desired direction within a very limited amount of time, the visual element of the website is the key. UNG must find a way to showcase its internationalization efforts through pictures on either the homepage or any frequently used pages. UNG could showcase its diverse faculty by incorporating them into mosaic photos of its faculty members and placing it on the homepage where several photos rotate automatically. This photo montage on a website is often called a "slider." The UNG site should reflect the diversity of the staff on our campuses as a way to tell our story. CGE needs to be at the forefront of the site, and internationalization efforts need to be apparent from the site.

We recommend that UNG find a way to put the link to the Center for Global Engagement (CGE), or any "Gateway" page to all international-related content, on the landing page. The idea of showcasing pictures of "diverse faculty" is a good idea. Could we do more? It would be great if people visiting the UNG website could also easily find someone who speaks their language here at UNG. Would there be a way to make a connection through our website or social media, where students from foreign countries and perhaps their parents could find a professor or student on campus who speaks their language? Making a connection to a current student or faculty member who speaks the language of a potential student would probably encourage them to get in contact with us and ask for information.

**UNG's branding****Challenges:**

The current brand message primarily focuses on leadership, high-quality education, and pathways to success that are accessible within the region. In terms of brand positioning, or what sets UNG apart, people perceive UNG to be a multi-campus regional institution that offers an affordable, high-quality education aiming to provide the north Georgia communities with the college-educated workforce. UNG's long history of being one of the six senior military colleges in the country means that leadership and tradition are brand personalities that stand out the most. While these two brand personalities might help in strengthening the uniqueness of the UNG brand among other institutions in Georgia, more could be done to relate these strong brand personalities to the overall internationalization efforts at UNG.

Based on the current mission statement of UNG, the primary focus of the brand message is on leadership. That focus often is expressed through stories about students who are studying abroad and programming by the Center of Global Engagement. The secondary brand message is preparing leaders for the global community. This aspiration is baked into the curriculum through courses aimed at broadening students' world view and ideas, foreign language acquisition, and developing cross-cultural competence. Although UNG might have already done many things to demonstrate its commitment to the internationalization efforts, UNG must do more to convince people to embrace these efforts as a part of UNG's brand identity. UNG must find a way to more clearly articulate the message behind the UNG brand.

## **Recommendations:**

To send brand messages effectively, one of the most important steps is to identify to whom the messages will be delivered. Since most people learn about almost everything that happens online nowadays, changing UNG's brand and changing its website to reflect the brand go hand in hand. We made some recommendations about UNG's website earlier as a formal way to target general population.

As a supplement to UNG's website, we recommend that UNG capitalize on popular social media, especially those visual-oriented social media, such as Instagram, Snapchat, Tik Tok, and YouTube as both formal and informal ways to target current students and future students moving forward. We recommend that UNG find a way to create and launch internationalization-related campaigns on social media on a regular basis. If successful, these social media campaigns will help form desirable impressions of UNG's commitment to internationalization efforts. Over time, these social media campaigns, along with the tweaked website should help people to organically embrace UNG's internationalization efforts as a part of its brand identity.

## **Publicizing UNG's International Programs**

### **Challenges:**

Currently, UNG's website is the main outlet used to publicize most of UNG's international programs and efforts. Many stories featured in the News Room and Social Media Hub become news releases sent to local/regional media. UNG's president often remarks on international programming during her community appearances. Most international programming is mentioned primarily through storytelling, news items, or student/faculty profiles. While all of these resources are good indicators of UNG's internationalization efforts, most of them are not actively featured on the homepage, where the visitors can quickly notice without having to navigate through several layers of menus before seeing one.

### **Recommendations:**

As stated earlier, efforts to facilitate internationalization at UNG are being explored through the ACE Internationalization Lab process. Once the seven working groups present their findings regarding challenges and recommendations, publicizing the results will be crucial. We recommend using the final ACE Internationalization Lab report as a marketing tool for both internal and external audiences. Appropriate messaging will have to be crafted and vetted through various groups and stakeholders. A plan for several ways of disseminating that final message with targeted audiences must be defined.

## Working Group 2: Education Abroad

### Our subcommittee addressed the following questions:

1. What opportunities exist for education abroad (study abroad, internships, field work, research, and service learning; language or other curriculum (content); faculty-led or direct enrollment; colleges and majors represented; destinations; length of time aboard; local language proficiency required?
2. What are the trends for student participation in these programs in the last five years?
3. To what extent are students encouraged to engage in education abroad? Who provides such encouragement? What factors have the greatest effect on student's decision to study abroad?
4. What is the distribution of students who engage in education abroad by gender and race/ethnicity? By major or discipline? In Direct-enrollment vs. faculty-led? First-generation students? Students receiving need-based aid?
5. How are students financing their education abroad? Are accessible, inexpensive offerings available? What financial support does UNG offer? How does UNG facilitate and support applications for outside scholarships? What is the average cost of current Education Abroad programs in Europe, Asia, and South America?
6. How are students prepared for their education abroad experiences? Who conducts pre-departure orientation? What is included in those sessions?
7. What issues, if any, surround the recognition of credit for Education Abroad?
8. What programs or departments have limited or no representation in the Education Abroad opportunities at UNG?
9. How effective was the Education Abroad experience? What did students learn and how have their perspectives shifted? How do these changes affect their educational and career trajectories? What debriefing and re-entry programs currently exist at UNG?
10. How do students with Education Abroad experience affect UNG and the community?

### Goals

UNG has a wide variety of education abroad opportunities across its five campuses. These education abroad opportunities include study abroad, military programs, international internships, field work, research, and service learning. These opportunities are conducted in a variety of methods: faculty-led, exchanges, direct enrollments, and the use of third-party providers, and each Education Abroad program has its own goals and outcomes.

The Working Group closely examined the set of questions above along with related data provided by the Center for Global Engagement and the ACE Internationalization Survey results, and decided to concentrate on the areas where there were clear challenges in order to provide recommendations for improvement.

## Challenges

The Education Abroad Working Group has identified challenges that have thus far limited the effectiveness and growth of Education Abroad at UNG. They are organized into five distinct categories below.

### Recruitment

As far as recruitment, students believe that Education Abroad is financially out of reach for them. Certainly, education abroad can be expensive. During the summer, the average program costs \$7000 - \$9000, depending on the program type, duration, and location. During the regular semester, depending on the program and the location, the cost in Asia, Latin America, the Middle East, and Europe averages \$10,000 to \$19,000.

This perception of cost contributes to another challenge for recruitment, which is available scholarships for students and students' awareness of those scholarship opportunities. In response to the question, "Did you receive financial aid or scholarship for this program," approximately 93 of 482 students responded that financial support - primarily scholarships and student loans - was the deciding factor in their ability to participate in education abroad. Responses like this show that awareness of scholarship opportunities is an important factor in a student's ability to participate in an education abroad program.

### Diversification of Student Participation

The second major challenge facing UNG's education abroad opportunities is the diversification of student participation across campuses and among student groups. Generally, non-Dahlonega campuses are underrepresented in education abroad opportunities. For example, for the 2018-2019 academic year, data show that only 25% of education abroad students came from campuses other than Dahlonega.

Campus	Education Abroad* Participation by campus	Student Population* by Campus
Blue Ridge	0.00%	0.77%
Cumming	0.89%	6.60%
Dahlonega	74.70%	36.61%
Gainesville	20.54%	41.38%
Oconee	1.49%	12.37%
UNG Online	0.30%	2.28%

*Table 1: 2018-2019 Education Abroad Participation by Campus vs Student Population by campus*

\*Education Abroad Participation n=336, UNG Student Population n=19,722

Because the majority of students (60%) participate in faculty-led education abroad opportunities, and the majority of faculty-led programs are geared towards upper-division classes, students enrolled in the AA degree path across UNG campuses have significantly fewer opportunities.

Program Type	Participation
Direct Enrollment	11%
Faculty-Led	60%
Exchange	6%
Provider	7%
Conference	13%
Internship	4%

*Table 2: 2018-2019 Education Abroad Participation by Program Type*

One option available to these students is the University System of Georgia Goes Global programs that offer a range of lower division courses. However, even outside of these faculty-led programs, it remains true that campuses other than Dahlonega have a lower representation in education abroad programs and opportunities.

Moreover, at both ends of the student spectrum, first- and second-year and graduate students, we found lower participation in education abroad programs and opportunities. During the 2018-2019 academic year, only 9.53% of students in an education abroad program was first- or second-year students. Likewise, only 4.76% of students in an education abroad program was in a graduate program. Although the reason for this may be that first-year students are unable to participate in education abroad until the summer between their freshman and sophomore year, when they may have credit hours that list them as sophomores; increasing attention on this group of students may further diversify the population at UNG participating in education abroad early. Likewise, graduate students made up only 4.76% of students participating in education abroad opportunities in 2018-2019 academic year. Increasing the number of UNG's graduate programs that offer education abroad opportunities will be important for attracting students at this other end of the spectrum.

Finally, we noted that education abroad opportunities could be directed at some underrepresented segments of the student population. In the 2018-2019 academic year, about 22.5% of students participating in education abroad programs self-identified as first-generation. Moreover, only 27.03% of participating students identified as non-white. Increasing these students' awareness of the education abroad opportunities is crucial for diversifying the participation in these programs.

### Communication

The third challenge facing UNG's education abroad opportunities is communication. Communication about faculty-led, direct enrollment, and third-party provider programs remains a barrier to effectively promoting programs and meeting students' needs. Students and faculty do not understand the diversity of programs nor how these programs address their academic needs.

## Faculty Engagement and Support

A fourth challenge facing UNG's education abroad opportunities is faculty engagement and support. Our student survey suggested that faculty encouragement is the primary reason that students choose to go abroad. Some faculty members are most knowledgeable about their departmental opportunities and less familiar with other programs. Also, faculty are more likely to know about study abroad if their interests are international, and those whose interests or subjects are not internationally focused tend to know less. This sets up a feedback loop for student advising, wherein students are only encouraged to participate in study abroad when they are exposed to faculty members whose areas of expertise are more international, which can exclude students outside those disciplines.

In our faculty survey, faculty who led study abroad programs felt unsupported by existing CGE procedures, structures, and promotion of faculty-led programs. They felt unclear about the requirements and new protocols and felt that compensation also lagged in terms of the labor and compensation found at other USG institutions. This leads to a challenge in recruiting faculty to develop and lead education abroad programs.

Faculty offering education abroad programs can spend months developing a program and recruiting students and receive no compensation for that work if the program does not reach minimum capacity. There were also limits to faculty knowledge of the process, sources of support, and extent of labor involved in developing a program.

## Partner Programming

The fifth challenge facing UNG's education abroad opportunities is related to the diversity of programs offered. UNG offers direct enrollment, faculty-led, exchange, military programs, and third-party provider programs. This array of options can make finding best fits more difficult. Further many of these programs are not built with UNG major requirements in mind, making it challenging for students to select programs of interest and doing the work prior to departure to ensure their credits will transfer.

## Impact of Education Abroad

There is currently little information to track how students who study abroad perform at UNG after returning and their impact on the university and local community.

## **Recommendations**

These challenges can be addressed through the following items.

### Recruitment, Diversification, and Communication

Recruitment, diversification, and communication should be addressed at the faculty and student level.

## For students:

1. Students of lower socioeconomic groups or non-traditional majors feel left out of the study abroad experience. Creating targeted messaging by year, major, campus, and socioeconomic status will improve their understanding of how study abroad is accessible and help them make concrete progress towards graduation.
2. Identify important student groups or locations on campuses beyond Dahlonega to demonstrate CGE's commitment to supporting students from the different campuses.
3. Continue to streamline the study abroad offerings and critically assess the suitability for direct enrollment partners, third-party providers, and faculty-led programs to help students make informed decisions about their study abroad experiences.
4. The committee proposes communicating the CGE offerings through concerted social media, targeted email campaigns, and workshops.
5. We recommend increased financial support for students in the following forms:
  - a. Expanded fundraising;
  - b. Establishing University-wide and departmental Foundation scholarships;
  - c. Alteration or coordination, where possible, of scholarship and program deadlines.

## For faculty we propose:

1. The creation of Education Abroad Ambassadors, who will be departmental liaisons, well versed in faculty-led and partner programming. These ambassadors will be key elements to improving communication across the university to help educate faculty and students on education abroad opportunities and processes.
2. Holding major-specific, campus-specific, and year-specific webinars or workshops for faculty to help clarify the offerings in education abroad for their students and to help them understand the process of studying abroad for students so that they can be effective recruiters and mentors to students wanting to study abroad.
3. Faculty program directors, department heads, Education Abroad Ambassadors, CGE, and department curriculum committees collaborate to ensure that the offerings in study abroad align with major requirements and department goals for student achievement.
4. As CGE streamlines its offerings, transmitting these changes to faculty through emails or quick reference guides that can be shared with students directly.
5. Improving the workshops for faculty-led programs by including more mentoring by Education Abroad Ambassadors (EAA) and faculty with Education Abroad experience. We also encourage targeted recruitment for these workshops that will focus on non-DAH faculty and underrepresented departments.

## Support for Faculty-Led Programs

We recommend a change to the compensation structure of faculty-led programs. First, we recommend expanding the seed grant funding, and emphasize support for those regions and majors that are currently underserved. We recommend a stipend be awarded to faculty for all approved programs that compensates them for the work of finding local partners, planning curriculum for abroad, recruiting, working on the budget, and marketing their programs. We also recommend that first-year programs be given a lower enrollment threshold to meet. This will allow for sustainable growth of new programs. We also recommend an increase in Education Abroad compensation overall, as UNG lags behind other USG institutions.

## Improving Partner Programming

We recommend that CGE work with academic departments to refine the education abroad program portfolio. CGE will identify programs that could be good fits and collaborate with department heads and EAAs so that faculty via site visits and syllabi review can assess the academic compatibility with UNG degree requirements.

## Assessing the Impact of Education Abroad

We recommend including questions to the return survey that will better assess the cultural and global competencies that students attained while abroad and their perception of how their experiences will influence their class and community engagement. We also encourage UNG to develop a process by which they can continue to gather students' reflections on their time abroad (one and two years removed from their programs) and the way education abroad shapes their approach to their academic and community engagement.



## Working Group 3: International Students

**NOTE:** *International student mobility has been significantly disrupted by the Coronavirus Pandemic. Travel bans and visa immigration restrictions make it difficult for students to return from overseas or obtain new visas and permission to travel. The residual effects of government responses to the pandemic are likely to linger well beyond Fall 2020, and may have permanent impact on international student enrollment behavior.*

### Working Group 3: International Students Questions and Answers

1. *Does the institution have an **international student recruitment plan** for the institution as a whole? Or for any schools or departments? How successful has the plan been?*

UNG has no established, organized plan to recruit international students as a whole. However, it does have a variety of department level initiatives that result in international student enrollment routinely. (See details below.)

- a. Center for Language Education (CLE is hosted within the College of Education): has tried a variety of recruitment methods for the past 8 years including print media, digital media, recruitment fairs (ICEF), using a specific recruitment agency (GoCampus). **NOTE:** *For Fall 2020, CLE has moved to 100% online instruction due to travel bans and visa restrictions.*
- b. Institute for Leadership and Strategic Studies: provides an annual international symposium and invites Cadets from all of the UNG military academy partners to attend. This provides a familiarization with UNG. ILSS has also created a number of exchange programs that bring international students to UNG for a full semester. In Fall 2019, the Corps had its first 4-year degree-seeking international cadet from Taiwan. **NOTE:** *ILSS continues efforts to build partnerships for cadet exchanges. Military-to-military exchanges are likely to see less fallout from the Coronavirus pandemic over the long term.*
- c. Physical Therapy: currently working on a plan to bring students from exchange partner, Youngsan University, for short-term acculturation program. **NOTE:** *Short term international exchanges were disrupted by the Coronavirus pandemic. Long term, it is likely these relationships can be sustained with the right program level attention.*
- d. Japanese Language program: exchange students from partner Nanzan University come for short-term acculturation programs each spring. **NOTE:** *Short term international exchanges were disrupted by the Coronavirus pandemic. Long term, it is likely these relationships can be sustained with the right program level attention.*

- e. Athletics: UNG Athletics uses independent recruiting agents that work specifically with athletes to assist with recruitment. Several of these agents are former international student athletes who have returned to their home country and used their experience to set up a recruitment agency. These agents are paid by the families, not UNG. UNG Athletics actively uses social media marketing to help to explain the value of being a student athlete at UNG. Overall, UNG Athletic international recruiting is very personalized with lots of one-on-one communications with students and parents including holding a “how to get recruited” workshop. A good number of the current international student athletes are transfers from junior or community colleges and most are Tennis and Soccer team members. **NOTE:** *Athletics is working with individual students to assist them in coming to UNG once travel ban restrictions are lifted. Due to the personalized nature of athletic recruitment tailored to team and student outcomes, long-term impact is from the Coronavirus pandemic is likely to be less than in general student recruitment. Additionally, transfers from a community or junior college may not be impacted, provided the student remained in the U.S.*
- f. Undergraduate Admissions: An informal recruitment relationship has developed between UG Admissions, CGE, and Friendship Christian School in Suwanee, GA (Forsyth County). Friendship has a number of F-1 Visa students who live in the Metro Atlanta area who are looking to attend college. The majority of these students attend UNG at the Gainesville campus, with some attending in Dahlonega and a couple in Cumming. **NOTE:** *Since these students are already in the U.S., continued recruitment of this population of international students remains a viable opportunity for UNG. How the university responds to the Coronavirus will have some short-term impact.*

Reflection: UNG’s international recruitment can best be described as “happenstance” as they happen to be natural occurring efforts of CLE, Athletics and academic departments seeing international exchange opportunities for their students. Thus, there exists within CGE, and tangentially across campus, the basic framework for an organized effort to recruit and serve international students. The UNG Strategic Enrollment Plan, 2020-2025 calls for the expansion of international student recruitment as one of the targeted populations for enrollment growth. What resources and strategies will be directed towards that effort will be studied by the Market Expansion Task Force. **NOTE:** *The above reflection remains relevant in spite of the Coronavirus pandemic; however, the lasting impact of the outbreak on international student mobility is yet to be fully known and will likely dampen near term progress.*

2. What is the **Intensive English Program's** role on campus?

- a. Overview: UNG's Intensive English Program (IEP) is the Center for Language Education (CLE) which is housed in the College of Education and has been in existence for ten years. During that time, more than 100 students have moved through the CLE. It has two levels: intermediary and advanced. The main role is to prepare students for academic English in a higher education setting. It is a pathway to UNG undergraduate programs since completion of the advanced level of CLE means that the English proficiency test for admission to UNG is waived. Currently has two instructors, two devoted classrooms, and capacity for 30 students. The number of students enrolled in the CLE for the spring 2020 is significantly lower than in the past eight semesters.

**NOTE:** *CLE experienced significant disruption due to international travel bans and immigration restrictions resulting from the Coronavirus pandemic and has moved to fully online instruction for the Fall 2020 term. It is unknown what the long-term ramifications the Coronavirus outbreak will have on CLE type instruction in the U.S.*

- b. History: More than 100 students from 22 countries have attended the CLE's IEP – a full-time, immersive English program that prepares international students each spring and fall semester for university studies. CLE alumni attending UNG maintain a 3.42/4.0 GPA, and half are either on the President's or Dean's list – a proven record of student success. As of spring 2019, 18 CLE have graduated from UNG and 16 have transferred to UGA.
- c. Support: The CLE provides international students with a welcoming and supportive environment that helps them develop the academic language skills as well as understand the cultural differences in education that international students will face at UNG. CLE students receive intensive instruction in academic English and college skills. Classes meet M-TH from 9-12 and again from 2-4. They also have an American culture class on Fridays, and they work closely with students from UNG's College of Education. They learn skills to prepare them for university level notetaking, active learning, presentations, research papers, and creativity and critical thinking. CLE helps international students integrate into the local community by exposing them to volunteer opportunities – service learning – that allows for a cultural exchange, or simply a helping hand (Senior Center, Humane Society, Side by Side in Service, Gold Rush Festival). CLE students help American students to learn about other cultures through language partnerships and tutoring. Some CLE students have worked as language tutors to support UNG students studying languages.
- d. As a Resource: The CLE provides a resource for Teacher Education students who would like the experience of working with international students. Many UNG faculty, staff, and students are not aware of the CLE and its role and purpose. Student athletes must already meet admission criteria in order to be able to receive scholarships, so athletes do not use the IEP.

3. What are the **enrollment trends** of international students? How are international students distributed among schools and colleges? Between undergraduate and graduate programs?

Overall international student enrollment has continued to hover in the low 200's range for several years. The largest international student enrollment is in the Mike Cottrell College of Business.

	<b>TOTAL</b>	College of Arts & Letters	Mike Cottrell College of Business	College of Education	College of Health Sciences & Professions	College of Science & Mathematics	Undecided	Undergraduate	Graduate	Intensive English Language	OPT	CLE	Athlete	Rotary
<b>2016</b>	204	20	89	18	5	31	17	165	3	24	12	24	12	3
<b>2017</b>	226	30	100	20	4	28	18	187	2	26	11	26	34	3
<b>2018</b>	216	26	91	12	9	33	26	177	8	19	12	19	39	3

Table 3: International Student Enrollment

4. What is the **geographical distribution of the countries of origin** for the institution's international students?

	<b>2016</b>	<b>2017</b>	<b>2018</b>
<b>Highest to</b>	China (65)	China (80)	China (67)
	South Korea (21)	South Korea (19)	United Kingdom (21)
<b>Lowest Enrollment (Top 20)</b>	Germany (17)	United Kingdom (19)	Vietnam (19)
	United Kingdom (14)	Vietnam (16)	South Korea (18)
	Vietnam (11)	Germany (12)	Germany (9)
	France (7)	France (9)	Brazil (8)
	Brazil (4)	Brazil (5)	France (6)
	Colombia (4)	Sweden (5)	Sweden (5)
	Sweden (4)	Colombia (4)	Colombia (4)
	Denmark (3)	India (4)	India (4)
	El Salvador (3)	Russia (4)	Nigeria (4)
	Guatemala (3)	Denmark (3)	Denmark (3)
	India (3)	Austria (2)	Iran (3)
	Ireland (3)	Bahamas (2)	Japan (3)
	Norway (3)	El Salvador (2)	Russia (3)
	Russia (3)	Guatemala (2)	Taiwan (3)
	South Africa (3)	Hungary (2)	Ukraine (3)
	Canada (2)	Ireland (2)	Argentina (2)
	Pakistan (2)	Nigeria (2)	Belgium (2)
	Poland (2)	Norway (2)	Canada (2)

Table 4: International Student Enrollment - Countries of Origin

- a. CLE Breakdown: While the majority of students who have completed the CLE have come from China, students have come from a variety of countries.
- b. Athletics: In general, Student athlete cost of attendance, including international student athletes, are not fully funded through scholarships. Partial scholarships that are awarded are done so based on academic merit with at least a 3.30 GPA to receive an award. Brazil, Argentina, Germany, the United Kingdom are the biggest recruitment countries currently for the Soccer program.
- c. ACT/SAT requirement as Admission Criteria: CLE has expressed concern over having to prepare students for these exams in order for their graduates to obtain admission to the university. This is a relatively new development at UNG (although the requirement by USG has been in place for some time). **NOTE:** *The suspension of the ACT/SAT in Spring 2020 permitted UNG to adopt GPA only alternative admission criteria for the Fall 2020 term allowing most of the CLE students to matriculate; however, travel bans may impact their ability to do so.*

5. How are the international students **integrated into campus life**?

- a. The Asian Student Association, Black Student Union, and Latin Student Organization hold cultural events that integrate international themes, ex. Diwali. CLE partners with the Chinese Student Club for Chinese New Year and Moon Festival celebrations that UNG students are encouraged to attend.
- b. The International Student Association at the Gainesville (GVL) campus is an active group that engages all students in its programming and outreach. ISA (GVL) works closely with Multicultural Student Services (MSA) to co-facilitate programming.
- a. Beginning in Fall 2020 a Global Learning Community will begin on the Dahlonega campus where international and domestic students will join in a living and learning residential experience. There will be an academic component (core curriculum class) as a part of the project.
- b. CLE students live in the dorms and share a suite with American students. They eat meals in the dining hall, take classes in Dunlap and Memorial Hall, and observe university lectures. They are encouraged to join UNG clubs and attend social events. They are paired with UNG students as tutors and language partners.
- c. Athletics has a mentoring program across Tennis and Soccer to maximize the level of personal support and development beyond what one team coaching staff can provide. The teams strive to take care of their own, displaying a high level of leadership and accountability within the team and between teammates and the coaches. The team environment provides for full integration of international students with little issue.

6. What needs to be done to **support faculty and staff working with international students**?
  - a. Several UNG faculty have taught an abbreviated undergraduate course to advanced CLE students each semester. Other faculty are invited to teach an undergraduate course to CLE students. Resources with tips for working with international students could be shared with faculty across the university.
  - b. There does not appear to be much emphasis on internationalization in faculty promotion and tenure evaluations. (This issue is best addressed in the faculty section of this report)
  - c. CGE, MSA and the Institute Leadership and Strategic Studies are the primary conduits for outreach and support of international students on the staff side. CGE plays the largest role. Initiation of the ACE Internationalization program is an example of CGE's leadership in this area designed to build greater support for campus-wide integration. Support for the completion of this initiative is essential.
7. What **programs or support services** exist specifically to help international students succeed at UNG?
  - a. Athletics: For international student athletes there is a great support system at UNG, including facilities, and a lot of effort placed on student success. It is a safe place to attend college, and many of the transfer students report favorable impressions regarding the level of service and quality of academics.
  - c. Transportation is an issue for international students. Starting in Fall 2019, CGE began monthly excursions for students to shop, as well as learn about local history and culture.
  - d. Local community support services are lacking, particularly in Dahlonega. For example, there is no local barbershop in Dahlonega that cuts African-American hair, a small but seemingly unfriendly reality. Likewise, there are few ethnic restaurants in the area and little effort to include international students' diets or cuisines.
  - e. Another area of concern is where international students reside over the breaks because only certain residence halls remain open during the breaks. Athletic teams and some department members work with students to find places for them to stay.
  - f. In Fall 2019, CGE implemented student involvement hours for all international students receiving the Out-of-State Tuition Waiver (OSTW). Each student is expected to record 10 "involvement hours" each semester in order to keep the waiver. Involvement is being monitored through UNGConnect.
  - g. In 2019, CGE rebuilt its pre-departure and on-site orientation programs for new international students to better serve them during onboarding.

- h. In 2019, CGE completed an overhaul of Web content for international students and all policies and procedures related to advising, in an effort to provide more consistent, transparent, and service oriented advising.
  - i. UNG international students and returned study abroad students are encouraged to attend the annual Georgia International Leadership Conference (GILC) as a way to practice their presentation and leadership skills and to network with other students in the state. Many of the international students who attend are International Student Association officers, and the experience gives them a broader view of how to lead an organization. It is a great co-curricular activity that CGE supports with staffing, and the students apply to SGA for trip funding.
8. What strategies are in place to **help domestic students learn from international students?**
- a. Global Learning Community: living learning community in N. Georgia Suites starting in Fall 2020 with a common course for both domestic and international students will be a major asset towards integrating domestic and international students.
  - b. UNG and CGE organize and promote the annual International Education Week events on the Gainesville and Dahlonega campuses each November.
  - c. The College of Education (COE) students enrolled in a section of EDUC 2120 or EDUC 2130 are provided the opportunity to serve as a language partner with CLE students each semester as part of a course requirement that fosters pre-service teacher's training and diversity.
  - d. CLE students also collaborate with UNG students studying Chinese each semester to develop their Chinese language skills.
  - e. The CLE has developed connections with community partners to introduce CLE students to volunteer and service-learning opportunities each semester: TLC Human Society, Lumpkin County Senior Center, Dahlonega Bear-on-the-Square, and Dahlonega Gold Rush.
  - f. CLE organizes cultural and historical field trips each semester that expand the IEP students' experiences and knowledge of U.S. culture – COE students are encouraged to attend. Examples of excursions include: CNN, the World of Coca-Cola, Georgia Aquarium, MLK Center, and the Jimmy Carter Presidential Library and Museum.

## Recommendations for Consideration

- **International Recruitment:** The UNG 2020-2025 SEM Plan calls for expanding the international student market, and the Market Expansion Task Force will be exploring and developing ideas that can be implemented. To that end the ACE Internationalization Lab Working Group 3 suggests the task force consider the following:
  1. Focus on recruiting F1 (or other visa) high school and/or community college students currently enrolled in the US, starting with those located in northern Metro Atlanta schools that have authority to enroll F1 Visa students. Many of these are in Gwinnett and Forsyth counties. Use current CGE and UG Admission staff to organize specific presentations about UNG, transferring schools in SEVIS, etc. Recruit currently enrolled UNG international students who graduated from these high schools to help with outreach efforts and orchestrate community access (e.g., Indian community, Vietnamese community, etc.)
  2. Visit the international consulates in Atlanta (estimated to be in the 70s) to promote UNG as a destination for students studying abroad from their country. These offices help develop economic, commercial, scientific, and cultural relations between the foreign governments they represent and the southeastern U.S. Consular offices safeguard the interests of their native country or territory and its citizens traveling or residing in their district. These offices may be good contacts for learning more about clusters of their citizens and their respective citizen community groups in the metro Atlanta area. Consider arranging a visit or specific tour of UNG to consulate leaders. <https://www.georgia.org/international/relations-protocol/consular-offices>
  3. Consider signing Agent/Agency Agreements and paying commissions to contracted agents who recruit students to UNG or CLE. Use travel to International conferences (like NAFSA, ICEF, EducationUSA) to meet and recruit agents for various markets. Develop a webinar-based agent training program and follow up frequently with all agents under contract. Consider hosting an on-campus “Agent Workshop”.
  4. Promote UNG internationally through platforms like Carnegie-Dartlet’s CollegeXpress’ American Colleges and Universities lead generation portal that has worldwide distribution. Consider other vendor relationship such as IDP, Keystone, or other international marketing services.
  5. Find a vendor that can help spread UNG’s brand using search engine optimization techniques unique to each international market.
  6. Ensure international website features international student testimonials (native language video with English subtitles preferred).
  7. In the international student survey completed for this report, students indicated that price was the most important factor in their decision to attend UNG. Continue to maximize the use of Presidential in-state waivers to facilitate enrollment growth. Tying waivers to specific student actions is a good strategy to continue. Exploring ways to tie promotion of UNG in their local international community (e.g. Metro Atlanta) or home country as a condition for the waiver would be worth exploring.



- **Role and Support for Intensive English Instruction:** CLE has played a significant role in the internationalization efforts of UNG over the past decade. CLE faculty can provide other faculty and staff examples of best practices for working with international students, and should be sought out for their advice and expertise as these topics are discussed. **NOTE:** The role of CLE will need to evolve as the market for Intensive English Instruction continues to shift.
  
- **Integrating International students in Campus Life:**
  1. Create a mentoring program for new international students that would connect faculty and staff volunteers to international students. This program could be modeled after the Army's program which assists new families with the transition to a new community.
  2. Establish an international student representative position on the Student Government Association and determine how that individual will be elected.
  3. Encourage more international students to join student leadership roles like Orientation Assistants, Resident Assistants, etc. Encourage those organizations to specifically recruit international students more robustly.
  4. Increase opportunities for students, faculty, and staff to participate in international experiences, e.g. cultural fairs, speakers, network events, or participation in community events or international conferences hosted in Atlanta.
  
- **Supporting Faculty and Staff Working with International students:**
  1. Expand faculty development on best practices for incorporating global learning both in and outside the classroom. Advocate for extracurricular activities that have an international component.
  2. Value the efforts of faculty and staff working with international students by encouraging these actions to be included and recognized in evaluations and promotion and tenure guidelines.
  3. Provide information to colleges and departments on the benefits of global engagement/ learning, procedures for inviting visiting international faculty/scholars, and opportunities to participate in International Week or cultural events. Promote heavily through UNG Connect which is UNG's student involvement platform.

- **Help Domestic students learn from International students:**

1. Sustain the Global Learning Community. This is a great opportunity for domestic-international student interaction.
2. Consider organizing a language “practice buddies” program whereby international student volunteer to serve as conversational language assistance to students studying their native language.
3. Encourage language faculty to invite international students to speak in their classes on the native culture of their home country. International students appreciate the honor of sharing their culture and would meet new domestic students who are interested in their country and language.
4. Promote international student employment on campus in offices that employ significant number of student workers.
5. Encourage international students to join student organizations. Consider providing “service hour credit” for those who participate in leadership roles in student organizations.

## Working Group 4: Curricular, Co-Curricular, and Learning Outcomes

### Part 1: Introduction

#### Questions

Working Group 4 was presented with the following questions:

1. To what extent do the **institution's faculty and staff perceive global/international learning** as an important element of the educational process?
2. Are there **student populations** for whom global learning represents a foundational competency? If so, are their needs being served?
3. How do students who do not study abroad **develop global competencies through the curriculum?**
4. Does the **general education curriculum** successfully develop global competencies in all students?
5. Do all **majors include opportunities for students to gain global perspective** from their disciplinary point of view?
6. How do students who do not study abroad **develop global competencies through the co-curriculum?**
7. What opportunities for **partnership exist across the campus community** toward creating a global learning environment?

#### Goals

In reviewing the University of North Georgia's current assets and needs, the workgroup focused on the following areas:

1. To complete an assessment of the extent to which internationalization (global competencies) have been integrated into the academic curriculum and co-curricular student experience.
2. To gather information about students, faculty, and staff perceptions about the importance of global competencies in students' educational experiences.
3. To analyze data surrounding students' level of exposure to global educational experiences and engagement opportunities inside and outside of the classroom.
4. To identify current partnerships across the UNG community to promote global learning.

## **Challenges**

As the group worked to gather information related to goals selected above, the following challenges were identified:

1. When examining the impact of study abroad, it was difficult to differentiate students who had studied abroad from those who had not studied abroad.
2. It was difficult to determine what kind of preparation students received as they prepared for study abroad experiences.
3. It was difficult to distinguish between what was part of the general curriculum and what was part of the major curriculum.
4. As USG moves through general education curriculum changes, it's unclear what those outcomes will be or how they will impact UNG's expectations for promoting global competencies.
5. It was challenging to identify UNG's definition of global competencies in order to gather data from students, faculty, and staff on their perceptions of the importance of global learning.

## **Part 2: Data and Analysis**

The overview below is based on information gathered from the following four sources:

- National Survey of Student Engagement (NSSE) Data
- Beginning College Survey of Student Engagement (BCSSE) Data
- General Education Assessment Data
- University of North Georgia Faculty (UNG) Survey Data (full survey in Appendix)

## Faculty and Staff Perception of Global/International Learning

### Faculty Survey Data:

Q7 - How important is:



Figure 3: Faculty Survey - Importance of Global Learning

- After conducting a survey of faculty perceptions about global competencies and the academic curriculum, the workgroup determined that:
  - Most faculty view global learning as an important part of the educational process.
  - Most faculty believe global learning influences how they teach class material.
  - Most faculty think global learning informs their mentoring of students.

## Q9 - How confident are you in:

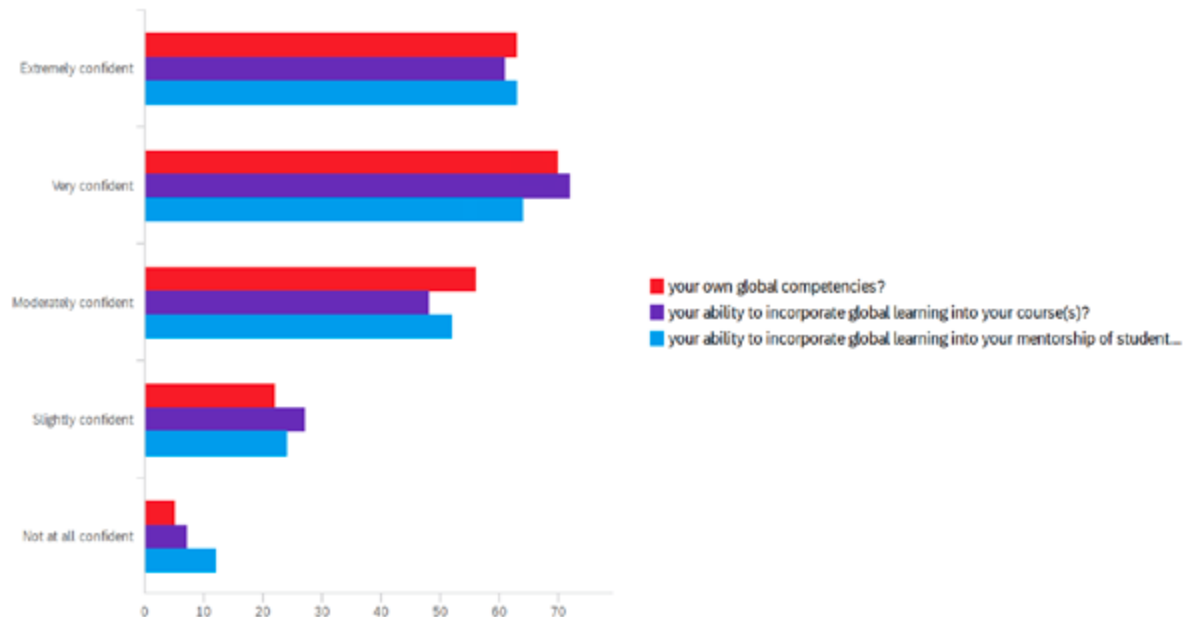


Figure 4: Faculty Survey - Global Learning & Competencies

- After conducting a survey of faculty confidence in their own global competencies and ability to implement it in their courses as well as mentoring of students, the workgroup determined:
  - At least 60% of the faculty responded that they are very or extremely confident in their own global competencies.
  - At least 60% of the faculty responded that they are very or extremely confident in their own ability to incorporate global learning in their courses.
  - About 60% of the faculty responded that they are very or extremely confident in incorporating global learning into their mentorship of students.
  - About 12% of the faculty responded that they are slightly or not at all confident in their own global competencies.
  - About 15% of the faculty responded that they are slightly or not at all confident in their own ability to incorporate global learning in their courses.
  - About 16% of the faculty responded that they are slightly or not at all confident in their own ability to incorporate global learning into their courses.

Q14 - What type of experiences are these? Check all that apply. If "Other", please list the experience(s).

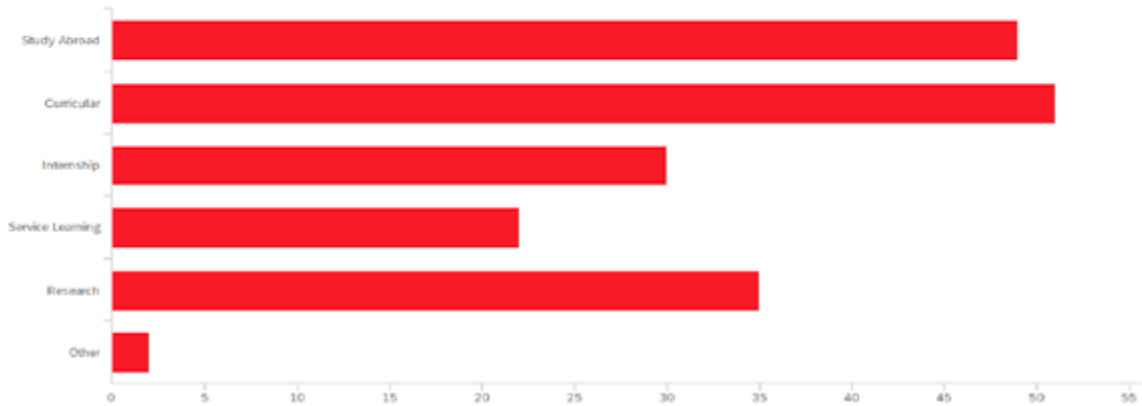


Figure 5: Experiences Available to Develop Global Competencies

- After conducting a survey of faculty’s implementation of opportunities for students to develop global competences, the workgroup determined:
  - Students are offered opportunities to develop global competencies through the following ways: study abroad, curricular, internship, service learning, and research.

Q13 - Does your department partner with the campus community to promote global learning? If yes, please list the partnerships.

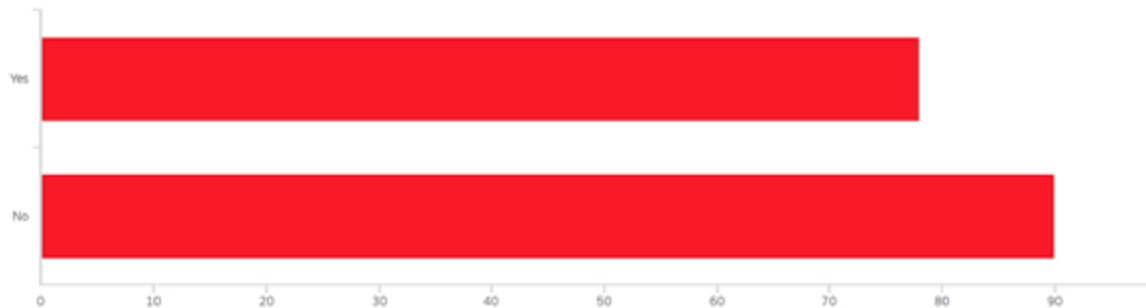


Figure 6: Campus Partnerships to Promote Global Learning

- After conducting a survey of department partnerships with the campus community to promote global learning, the workgroup determined:
  - Some departments incorporate partnerships across the campus community that promote global learning through the following ways: Center for Global Engagement, Multicultural Student Center, and Center for Language Education.

## ***Students' Development of Global Competencies through Curriculum***

### NSSE Data:

#### Overall summary

- A large number of students are not enrolling in courses focused on global competencies and/or did not have a desire to participate in experiences focused on developing competencies (i.e., study abroad, internships, courses).
- First year students had a more positive outlook about developing global competencies through coursework, study abroad, internships but that decreased by the time they were seniors.
- From NSSE data it is clear that the general education curriculum does not successfully develop global competencies in **all** students at UNG.

#### Notes that go with question #4: Does the general education curriculum successfully develop global competencies in all students?

- Students' expectations were not met in terms of having courses or activities/experiences that focus on global topics, but this was still rated fairly high by seniors.
- 34% never planned to take a global issues course (from seniors).
- 48% never planned on taking a course that focused on religions or cultural groups other than their own (from seniors).
- Questions about different viewpoints and about interacting with people who are different spread almost evenly on the scale.

#### Notes that go with question #6: How do students who do not study abroad develop global competencies through the co-curriculum?

- 73% of first year students and 64% of seniors indicated that they sometimes or often discussed international or global topics and issues with others (11% and 13% respectively indicated that they never discussed such topics).
- 77% (first years) and 75% (seniors) never or sometimes talked about international opportunities.
- Over 50% of seniors indicated that they never attended events or activities that promoted the understanding of different world cultures, nationalities, and religions or worked on out of class activities with an international focus.



- Almost 80% of seniors indicated that they never participated in a program that paired them with international students.
- Most students did not seek out information about global education during the year. Those students who noted that they sought out information cited global education information sources as CGE, faculty, and website/newsletter/published sources.

Questions about global knowledge, skills, and personal development skewed mostly towards “very little” and “some” (see chart below).

Item wording or description		First Year Students Frequency Distributions*				Seniors Frequency Distributions*					
		Response options		UNG		Global		UNG		Global	
		Count	%	Count	%	Count	%	Count	%		
<b>6. How much has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?</b>											
a. Being informed about current international and	Very little	61	15	2,883	20	81	21	3,850	19		
	Some	173	47	6,026	41	162	41	7,843	37		
	Quite a bit	109	27	4,083	27	81	22	5,761	28		
	Very much	42	10	1,776	12	59	16	3,528	17		
	<b>Total</b>	<b>385</b>	<b>100</b>	<b>14,768</b>	<b>100</b>	<b>383</b>	<b>100</b>	<b>20,982</b>	<b>100</b>		
b. Speaking a second language	Very little	166	44	8,647	59	167	43	12,909	62		
	Some	109	28	2,815	19	119	31	3,934	19		
	Quite a bit	69	17	1,846	13	57	15	2,096	10		
	Very much	43	11	1,437	10	40	11	2,010	9		
	<b>Total</b>	<b>387</b>	<b>100</b>	<b>14,745</b>	<b>100</b>	<b>383</b>	<b>100</b>	<b>20,949</b>	<b>100</b>		
c. Seeking international or global opportunities out of your comfort	Very little	151	40	5,649	39	173	45	9,495	46		
	Some	150	39	5,051	34	127	34	6,136	29		
	Quite a bit	56	14	2,826	19	49	13	3,238	15		
	Very much	27	6	1,193	8	34	9	2,057	10		
	<b>Total</b>	<b>384</b>	<b>100</b>	<b>14,719</b>	<b>100</b>	<b>383</b>	<b>100</b>	<b>20,926</b>	<b>100</b>		
d. Understanding how your actions affect global communities	Very little	104	28	4,361	30	127	33	5,742	28		
	Some	163	43	5,510	37	140	37	7,359	35		
	Quite a bit	84	22	3,451	23	60	17	4,956	24		
	Very much	33	8	1,399	9	48	13	2,825	13		
	<b>Total</b>	<b>384</b>	<b>100</b>	<b>14,721</b>	<b>100</b>	<b>383</b>	<b>100</b>	<b>20,882</b>	<b>100</b>		
e. Preparing for life and work in an increasingly globalized era	Very little	92	24	3,650	25	105	27	4,883	23		
	Some	147	39	5,132	35	131	34	6,801	32		
	Quite a bit	111	30	4,137	28	88	23	5,761	28		
	Very much	33	8	1,808	12	55	15	3,465	17		
	<b>Total</b>	<b>383</b>	<b>100</b>	<b>14,727</b>	<b>100</b>	<b>379</b>	<b>100</b>	<b>20,910</b>	<b>100</b>		
f. Encouraging your sense of global responsibility	Very little	92	25	3,530	24	108	28	4,750	23		
	Some	157	42	5,139	35	122	34	6,669	32		
	Quite a bit	89	23	4,013	27	81	21	5,591	27		
	Very much	40	10	1,970	13	61	17	3,752	18		
	<b>Total</b>	<b>378</b>	<b>100</b>	<b>14,652</b>	<b>100</b>	<b>382</b>	<b>100</b>	<b>20,762</b>	<b>100</b>		

Figure 7: NSSE 2016 Global Survey related to Global Competencies

## BCSSE Data:

- Many students noted that they were prepared or very prepared in: working well with others, thinking critically and analytically.
- Lower ratings on preparation for: speaking clearly, asking instructors for help.
- High HS involvement: athletics, religious activities, and community service or volunteer work.
- Lower HS involvement: student government, publications, vocational clubs.

## General Education Assessment Data - Area B:

The most recent assessment of General Education Assessment Data for Area B occurred in AY 2017 across all sections of History 1112: Survey of World History II and Spanish 1001.

### Key findings

- History 1112: Majority of students met the Global Impact learning objective—85.7%
- Spanish 1001: Similar results to history; 84% of students met the SLO
- Note: Both courses (History 1112 and Spanish 1001) and the general education SLOs for them align well with the Learning Outcome Inventory
- Area A1: Intellectual development
  - Both courses (History 1112 and Spanish 1001) promote awareness of world geography and other aspects of culture.
- Area A2: Career development
  - Both courses (History 1112 and Spanish 1001) help develop students' understanding of different cultural contexts and the impact of diverse cultures. Languages add “comfort level to work and live in a foreign culture.”
- Area A4: Linguistic skills
  - Promoted by SPAN 1001
- Other areas of overlap:
  - B1 Cross-Cultural/Interpersonal development
  - B3 Behavioral
  - B4 Social

## ***Global Learning Partnerships across the Campus Community***

### Faculty Survey Data:

- When responding to the question about global partnerships across the campus community that they know of, most faculty noted: CGE, study abroad, or that they didn't know.

## **Part 3: Recommendations**

Below are recommendations from the working group on how the University of North Georgia can move forward in order to increase the development of students' global competencies and perspectives through the UNG curriculum and related opportunities:

1. Develop a definition for global competencies as a UNG community.
2. Use the definition of global competencies as a UNG community to guide curricular and co-curricular revisions.
3. Find ways to expand financial resources to support students' engagement in global learning experiences such as study abroad and international internships.
4. Expand opportunities for students to develop global competencies through local and regional experiences with diverse communities.
5. Develop an internationalization badge program through UNG Connect for students to verify students' achievement of global competencies through participation in campus and community events.
6. Complete an assessment of which departments require students to participate in opportunities to develop global competencies.
7. Complete an assessment of how well departments are providing students with opportunities to develop global competencies.
8. Use the assessment data from recommendation #7 to create an institutional professional development program supporting the integration of global competencies into the educational experience of students. Program should include support resources, training, and faculty mentoring modeling best practices in internationalizing the curriculum based on ACE standards.
9. Create a database or master list of campus partnerships across the UNG community that focus on promoting a global learning environment.

## Working Group 5: Collaboration and Partnerships

### Working Group 5: Collaboration and Partnerships Questions

1. Who are UNG's **partners** around the world?
2. Does UNG have an **overall strategy** for international partnerships? If so, what does it address?
3. Does the institution have **criteria** for deciding whether to pursue potential partnerships?
4. Does UNG regularly **evaluate** its partnerships?
5. What are the **challenges** to UNG maintaining sustainable partnerships?
6. What **effect** do UNG's partnerships have on student learning, research, enrollment, and other campus initiatives?
7. What opportunities exist in the **local and state environment** to enhance the institution's internationalization efforts? To what extent has the institution taken advantage of them?
8. Does UNG collaborate with **local organizations, government agencies, and businesses** that have strong international interests and ties?
9. Does UNG provide **international expertise** useful to the local and state community?

### Goals set by Working Group 5 at the 1/28/2020 meeting were:

1. To discover the answers to the nine questions presented to the group.
2. To explore opportunities which exist in the local and state environment to enhance the institution's internationalization efforts.
3. To discern to what extent the institution has taken advantage of these opportunities.

### Findings

Working Group 5 found the following based on documents provided by the Center for Global Engagement, interviews with Bobbi Larson, Andy Novobilski, Sharon Hamilton (who were added to the working group) and results from the Internationalization Lab survey. The questions the group identified for inclusion in the survey were:

1. Did the faculty member study at an international institution?
2. Has the faculty member worked for a multinational company abroad?
3. Has the faculty member conducted research with international partners?

## Working Group 5: Collaboration and Partnerships Questions and Answers

### 1. Who are UNG's partners around the world?

UNG has a current list (July, 2020) of active partners via agreement for faculty and student mobility as well as research collaboration. The partner list includes year of establishment as well as agreement renewal dates. The list also includes new partners where there has not yet been action.

Country	Agreement	Type of Contract
Argentina	Colegio Militar de la Nacion	Military Student Exchange
Australia	University of Sydney	Direct Enrollment
Belize	University of Belize	Study Abroad in HSDA
Belize	Ministry of Educate	Quality Assurance program development
Belize	COBEC	Environmental Science in Biology, Medical care with Nursing, Teacher Prep with teacher education.
Brazil	Universidade Federal de Sao Joao del-Rei	Student and Faculty Exchange, Internships
Canada	Universite Laval	Faculty Led student program
Canada	University of New Brunswick	Academic Collaboration, faculty and student exchange
China	Liaocheng University Faculty Exchange	Faculty exchange and academic collaboration
China	Capital Normal University	Student Exchange
Estonia	Estonian National Defence College	Cadet Internship
Estonia	Training Center LatinSoft	Internship - Russian Language
Estonia	Bellnor Institute	Internship - Russian Language
EUCOM	United States European Command	
Germany	Uni Bundeswehr	Academic and Faculty Exchange; for Cadets and Civilian Students
Germany	NATO School Oberammergau	Cadet/Guard Internship Exchange only
Germany	Goethe Institute e.V.	Exchange and Direct Enrollment
Germany	Hochschule Worms University	Academic Collaboration
Greece	Research Institute for European and American Studies	Student Internship- Security and Strategic Studies
Hungary	National University of Public Service	Cadet Exchange, Cadet Internship
India	BML Munjal	Academic Collaboration
Italy	John Cabot University	Direct Enrollment
Japan	Nanzan University	Summer Faculty Led Program and Exchange

Jordan	Al-Mashriq Center for Arabic Instruction	Study Abroad/ Direct Enrollment
Jordan	Sijal Institute	Study Abroad/ Direct Enrollment
Kazakhstan	Al Farabi Kazh National University (KazNU)	Direct Enrollment
South Korea	Dankook University	Graduate Program in Education
South Korea	Youngsan	Physical Therapy
Latvia	Ministry of Defense Latvia	General, Cadet Exchange
Mexico	Universidad de Guanajuato	Student Exchange/Internship
NATO	NATO Defense College, Rome Italy	Military Internship
New Zealand	Massey University	General
New Zealand	The New Zealand Institute of Intelligence Professionals	Student and Cadet Education Abroad
Oman	Noor Majan Arabic Institute	Arabic Language Study Abroad and Student Exchange
Peru	Universidad Andina del Cusco	Faculty-Led
Peru	Universidad San Ignacio De Loyola	Direct Enrollment
Poland	Jagiellonian University	Academic Collaboration
Poland	University School of Physical Education	Academic Collaboration and Faculty Exchange
Poland	Military Academy of Land Forces Poland	Cadet Exchange & Scholar Exchange
Presidio of Monterey, California	Defense Language Institute Foreign Language Center	Student Language Programs
Republic of Georgia	Aghmashenebeli National Defense Academy	Military Student and Scholar Exchange
Romania	The “Nicolae Balcescu” Land Forces Academy	Military Student & Scholar Exchange
Russian Federation	Katanov Khakas State University	Faculty led exchange and student exchange
South Africa	University of the Western Cape	Academic Collaboration
South Africa	Stellenbausch University	Cadet Exchange,
South Korea	Sogang University	Direct Enrollment and Student Exchange
Spain	Escuela De Idiomas “Nerja”	Unilateral academic exchange
Spain	True Spanish Experience	Faculty-led
Spain	Granada Institute of International Studies	Direct Enrollment
Taiwan	Taiwan ROC Military Academy	Military Student Exchange; Four Year F-1 Student

Taiwan	Management College, National Defense University	Military Student and Scholar Exchange
Taiwan	Fu Hsing Kang College	Military Student and Scholar Exchange
Taiwan	National Taiwan University	ICLP Chinese Flagship Program
Turkey	Nevsehir Haci Bektas Veli University	Faculty exchange and academic collaboration
Wales	Aberystwyth University	Academic collaboration, faculty and student exchange

**2. Does UNG have an overall strategy for international partnerships? If so, what does it address?**

UNG does not have a specific strategy for partnerships. A big portion of the current agreements exists to support UNG's faculty-led portfolio. The strategy has been one of practicality in responding to the needs of faculty who are leading faculty-led study abroad programs or who have research/staff connections with institutions overseas. The exception is the military exchange programs where UNG has been very intentional in creating partnerships with military academies around the world for Cadet Exchange programs, conferences, and other education abroad experiences. Overall, the strategy has been reactive rather than strategic. CGE's goal is to develop quality/multi-layered partnerships that are institutionally sustainable.

**3. Does the institution have criteria for deciding whether to pursue potential partnerships?**

There is a checklist for partnerships used by CGE to determine the academic connections, logistics, payments, etc. to ensure that exchanges can happen in a smooth manner. UNG however does not have a process/definition of what defines a partnership or shared database of local engagement.

**4. Does UNG regularly evaluate its partnerships?**

Each active agreement managed by CGE is for a three-year period, so as it nears expiration there is a review for the amount of activity and the necessity to renew or not. CGE does not currently have a process to evaluate the impact of the partnerships. A process needs to be created. Some agreements, such as UNG's membership in Consortium for Belize Educational Cooperation (COBEC) is renewed on an annual basis.

**5. What are the challenges to UNG maintaining sustainable partnerships?**

Challenges exist due to lack of strategy which results in unsustainable partnerships or a lack of momentum after the initial signing of the agreement. A lot of projects are "one and done" and do not develop relationships for long-term engagement and growth. There are no data systems available to know the current partnerships and/or who is connected. There needs to be visibility regarding partnership creation and collaboration. There also needs to be a strategy to nurture the relationships for long-term sustainability and benefit. Also, some partnerships might be better sustained by a different unit within UNG than the one that started the partnership.

**6. What effect do UNG’s partnerships have on student learning, research, enrollment, and other campus initiatives?**

The effect of partnerships that include student mobility may be easier to quantify to understand the impact. However, it’s harder to gauge how research/teaching has been impacted. It seems research at UNG is mostly conducted locally. UNG does not currently have a shared platform to report research activities. With that said, it is noted that active research collaborations are formed across international boundaries by faculty interested in areas such as language, military science, health professions, and others.

**7. What opportunities exist in the local and state environment to enhance the institution’s internationalization efforts? To what extent has the institution taken advantage of them?**

There are a number of international community organizations, consulates in Atlanta, and international companies that have not been tapped. It is generally unknown whether partnerships with these entities exist and who is managing the relationships. Within the UNG service area, there are growing populations such as Korean, Asian-Indian, Middle Eastern, African and others that could be leveraged to attract international students.

The Georgia Department of Economic Development has international trade representatives assigned and working on the ground in 12 strategic markets. These are Brazil, Canada, Chile, China, Colombia, Europe, Israel, Japan, South Korea, Mexico, Peru, United Kingdom, and Ireland. A working relationship with these markets could be developed through the Georgia Department of Economic Development’s international trade section.

Similarly, UNG could pursue partnerships with consular offices, international chambers of commerce, international Non-Governmental Organizations (NGOs) headquartered in Georgia. There are many international companies with operations in Georgia, most of them located in the metro-Atlanta area.

There are opportunities for participation in international trade shows aligned with Georgia business. The Georgia Department of Economic Development has a significant presence at these events and has reached out to UNG regarding interest in having a presence within the Georgia pavilion.

Other opportunities to engage international businesses include:

- International Production & Processing Expo-annually in Atlanta (poultry)
- RSA conference-annually in San Francisco (cybersecurity)
- HMISS Expo-annually in Orlando

The Forsyth County Economic Development Strategic Plan places emphasis on recruitment of international companies/ corporate headquarters. The Chamber hosts a quarterly International Engagement Breakfast.



## 8. Does UNG collaborate with local organizations, government agencies, and businesses that have strong international interests and ties?

Yes, but in a limited capacity. Collaboration is currently inconsistent and not strategic. Engagement is often through a single department or faculty member with “one and done” projects or there is no follow up by UNG. There is no institutional strategy or long-term plan for stewardship/management of organizations. Relationships are often lost when a faculty/staff member leaves or changes their role at UNG. Also, UNG often has opportunities, but no student interest or student skill sets are a match for the opportunity. Opportunities exist in international businesses, but you have few business students who meet the language requirements.

UNG does not leverage alumni stationed or living/working outside the U.S. An opportunity exists to leverage these connections and also to utilize international students to assist in recruitment in their home countries.

## 9. Does UNG provide international expertise useful to the local and state community?

There are initiatives at the department/college level, based on requests. The Georgia Department of Economic Development-Tourism often hosts international tours that visit the region and could benefit from having students/faculty fluent in foreign languages assist when these groups visit rural communities within the region. For example, the strong presence of Korean industrial companies focused on automotive assembly provide opportunities for Korean companies interested in rotating their executives through a US based program to better understand the cultural nuances of working with US employees. There could be many opportunities for research, but it would need to be applicable and presented in a less academic format for the international corporate audience. It must also be completed within the corporate parameters and timelines.

### **Recommendations:**

If internationalization is a priority for the university, this should be expressed as a goal in the new UNG strategic plan and accountability measures developed and incorporated into faculty/staff and departmental performance evaluations. Clear goals around university priorities for internationalization should be communicated to ensure appropriate partnerships and collaborations are developed.

Identify and focus on countries where the state of Georgia has strategic interest and relationships.

- Trade agreements
- International companies with regional / Georgia presence
- Non-profit organizations with global mission and offices / HQ in Georgia
- Rapidly growing populations in UNG service area: Asian-Indian in Forsyth County and Korean and African in several regional communities such as Gwinnett

Leverage US State Department international delegations who visit Georgia: to introduce UNG programs to the countries the participants come from. UNG could be one of the stops for the delegations. Georgia Council for International Visitors organizes these exchanges in collaboration with the US State Department.

Increase awareness of international engagement by promoting partnerships and collaborations. UGA has an interactive international map that notes partners, projects, and departments / faculty involved. <https://globalengagement.uga.edu/international-initiatives/global-activities>

Invest in a data system that could be accessed by multiple departments / individuals to provide visibility into partnerships and university relationships for improved internal collaboration and better tracking of activities. Similar to how the Foundation manages donor relationships, assign relationship managers to partner organizations to ensure someone is accountable for maintaining contact info and stewardship. The relationship manager would serve as the lead to strategically work with faculty and departments university-wide to grow the relationship and identify new opportunities for collaboration.

Increase opportunities for students, faculty and staff to participate in an international experience “at home.” Cultural fairs, speakers, network events, or participation in community events or international conferences hosted in Atlanta. Initiate partnership opportunities with regional and state contacts.

Leverage alumni relationships (former international students and those working abroad). Consider future investment in development staff to maintain connections with international alumni and partners to sustain relationships and grow a funding pipeline for international projects and programs.

Introduce UNG to Atlanta-based international consulates. There are at least seventy-five consulates in Atlanta. Perhaps representatives of one or two of these could be invited to UNG during International Education Week. The consulates could become an entry point to marketing UNG programs to international students and possibly provide study abroad/research opportunities for UNG (<https://www.georgia.org/international/relations-protocol/consular-offices>).

Introduce students to international opportunities during orientation week. Speakers could comprise study abroad faculty, and students who have studied/interned abroad. The marketing of international programs could be made an ongoing effort (year-round) at different levels including departments.

Utilize Georgia-based non-profits with an international presence, such as the Nature Conservancy, CARE International, JumpStart International, and the International Rescue Committee among others.

Provide UNG faculty and staff interested in growing relationships with international entities appropriate training and guidance on an “on demand” basis in recognition that some opportunities happen at unexpected times.

## Working Group 6: Faculty Policies and Procedures

### Questions

Working Group 6 was presented with the following questions:

1. How does the institution **promote faculty engagement** in internationalization? Does the institution provide specific funding for professional development activities for faculty- related internationalization? What opportunities exist for faculty exchanges, travel abroad for teaching and research, etc.?
2. What are **the greatest strengths of the UNG faculty** that support global learning?
3. In which areas do the UNG faculty need more support to **improve their engagement** with global learning?
4. In which areas or across which areas do the UNG faculty need more support to **initiate engagement** with global learning?
5. Is the **tenure, promotion, and recognition system** for faculty work properly calibrated to account for global engagement of the faculty in teaching, scholarship, and service?
6. Which are **the first priorities** in terms of investing in faculty development for global learning?
7. To what extent does the institution invite **visiting faculty/scholars** from abroad? To what extent and how does their presence contribute to institutional internationalization?

### Goals

The goals set by Working Group 6 are as follows:

1. Review institutional policies and procedures currently in place that promote and support faculty engagement in internationalization and global learning.
2. Make recommendations based on current findings that aim to improve faculty development and support to increase global learning both in and out of the classroom.

### Findings

To answer the questions presented, Working Group 6 reviewed current Center for Global Engagement (CGE) policies and procedures, interviewed the Director of CGE, reviewed Promotion and Tenure Guidelines, and surveyed both faculty and department heads. A Qualtrics survey link was emailed to all UNG faculty that included questions developed by Working Group 6 to determine the faculty's perception of support, resources, and faculty development related to Faculty Policies and Procedures. There were 229 respondents. A separate email was sent to Department Heads, which had a more limited response of seven, with at least one department head from each college responding.

## Promotion of Faculty Engagement

UNG supports faculty development in internationalization and global engagement through the Center for Global Engagement. CGE activities and support include:

- Assistance for faculty who direct study abroad programs through program development and support, training, and participant recruitment (CGE webpage)
- Seed grant in the amount of \$2,000 for faculty site visit during the international program/study abroad development process (CGE webpage; Director)
- Facilitation of International Education Week (November), includes marketing and financial assistance to faculty to highlight a language and/or cultural program (CGE Director)
- Support for incoming international scholars including immigration support, orientation, inclusion of scholars with other social and cultural programming, and providing limited financial support for housing (CGE webpage; Director)
- Plans to facilitate the Global Learning Community beginning Fall, 2020 which will include a global issues course delivered by an International Affairs faculty member (CGE Director)
- UNG faculty have the opportunity to teach/direct the University System of Georgia Goes Global (USGG) study abroad programs (CGE Director)
- UNG faculty exchange with Liaocheng University, Liaocheng, China each May (CGE Director)
- Other bi-lateral exchange agreements with international partners include faculty exchange components for teaching or research (CGE Director)

In addition to the opportunities curated by the Center for Global Engagement, the department head survey indicated that there is little to no specific work being done by departments to encourage faculty engagement in international spaces. Most responses indicate that they consider supporting faculty if and when the faculty member makes a request, but there do not appear to be proactive programs to help faculty identify and engage in international opportunities. Most of the survey respondents indicated that they support international engagement of faculty, but all affirmed that they do not have any targeted funding mechanism and consider them as they would any domestic professional development request. Given that there is a wide disparity in institutional funding for professional development, anywhere from \$500-\$2000, it is likely that many faculty do not see international conferences and other opportunities as feasible given the elevated cost of travel.

Similarly, most department heads indicated a general supportiveness of faculty developing study abroad programs but do not have specific structures in place to assist faculty in the process. The only partial exception is the Spanish department, which indicated that they encourage the rotation of directorship of existing study abroad programs to allow more faculty to participate and engage in global activities. Despite this, most department heads affirmed that the international engagement priority of their department is to provide high quality, diverse, and accessible student-focused experiences. This mismatch between priorities and funding allocation highlights one of the barriers for faculty wishing to engage internationally.

## Faculty Strengths

Working Group 6 discovered several strengths related to faculty support of global learning. According to responses provided on the faculty survey, 87.51% (n=189) of participants were at least moderately confident in their personal global competencies. When asked about their ability to incorporate global learning into their courses, 84.19% (n=181) reported they were at least moderately confident, and 83.26% (n=179) were moderately confident they could incorporate global learning when mentoring students.

How confident are you in:	Extremely confident	Very confident	Moderately confident	Slightly confident	Not at all confident	Total
Your own global competencies?	29.17% (63)	32.41% (70)	25.93% (56)	10.19% (22)	2.31% (5)	216
Your ability to incorporate global learning into your course(s)?	28.37% (61)	33.49% (72)	22.33% (48)	12.56% (27)	3.26% (7)	215
Your ability to incorporate global learning into your mentorship of students?	29.30% (63)	29.77% (64)	24.19% (52)	11.16% (24)	5.58% (12)	215

Table 5: Faculty Survey - Global Learning & Competencies

Additionally, 82.87% of survey participants reported that global learning as part of the educational process is very or extremely important. Over the previous two academic years, there have been 52 faculty-led student abroad programs at UNG (CGE Program Data), with 47% of faculty survey participants reporting involvement in global engagement activities and/or international research.

## Faculty Support & Development

While there are mechanisms in place to support faculty in developing and implementing global learning outside the classroom, UNG could strengthen efforts and resource allocations for implementation of both. Working Group 6 found that most faculty support and development focus on study abroad programming.

Item 23 of the faculty survey asked faculty if they were aware of resources and/or incentives their department provides faculty to support global engagement. The majority of survey participants reported departments providing some type of support in the form of professional development, financial support, and/or mentoring. However, nearly 21% of participants reported their department does not provide any form of resources or incentives for global engagement. This perceived lack of support mirrors the responses from the department heads who largely affirmed there is no specific financial support, only the professional development funds routinely offered to faculty.

Select all that apply	Choice count
Professional development	30.22% (81)
Financial support	25.37% (68)
Mentoring	12.69% (34)
Other	10.82% (29)
None	20.90% (56)

Table 6: Faculty Survey - Department support for global engagement

Interestingly, only one department specifically mentioned mentoring as a resource in helping faculty identify international engagement opportunities. Even that reference, however, seemed to indicate informal mentoring as opposed to a structured program.

Item 26 of the faculty survey asked participants in which areas more support to initiate global learning into curriculum and courses was needed. “Financial resources” (27.18%, 106) and “time” (27.69%, 108) were the top choices selected, with “training” ranking third (21.28%, 83). Approximately 7% of respondents (n=25) selected “none” or “none, global learning is not important or pertinent in my courses.”

Select all that apply	Choice Count
Financial resources	27.18% (106)
Time	27.69% (108)
Training	21.28% (83)
Support from my department/college	13.08% (51)
Other	4.36% (17)
None, global learning is not important or pertinent in my courses	2.56% (10)
None	3.85% (15)

*Table 7: Faculty Survey - Areas in need of support to initiate global learning*

Unsurprisingly, money and time are the two most needed resources from the faculty perspective. While limited in response, it is disconcerting to see some faculty feel as though global learning is not important or pertinent to their courses.

Faculty compensation for the development and implementation of study abroad programs at UNG is not standardized across colleges and departments. The current CGE Study Abroad Compensation Policy for faculty provides recommendations and maximum limits, but ultimately allows each department to determine how or if faculty will be compensated. Upon discussing compensation with faculty currently involved in study abroad at UNG, Working Group 6 discovered that each college/department approaches compensation differently. Compensation may include:

- Study abroad courses calculated into the faculty workload during the regular academic year;
- Financial compensation for both development and teaching of study abroad during summer;
- Support for travel expenses only, which are frequently calculated in the students’ expenses;
- Expectation that the time commitment for development and teaching are considered service to the department.

This wide disparity in compensation is likely to further any imbalance in types of content offered on study abroad programs and which faculty are able to develop programs. While department heads indicated theoretical support for international opportunities for faculty, it is unsustainable to rely on their good will as a gatekeeper. While there are many intangible benefits to study abroad, faculty ought to be given fair compensation for equal work, irrespective of their departmental affiliation.

## Tenure, Promotion & Recognition

If the idea that you measure what you value and you value what you measure has any clear place in academia, it is in the promotion, tenure, and evaluation of faculty. In order to assess how valued international experiences or global education is within our system of evaluation, we reviewed all of the promotion and tenure guidelines for all departments, colleges, and institutes as well as the appendix of the Faculty Annual Review (FAR). All full-time faculty, regardless of the type of appointment, complete the FAR while only faculty on the tenure-track are subject to the promotion and tenure guidelines. There is a symbiotic relationship between P&T and the FAR for most faculty, as they are often the guidelines which establish what it means to “meet expectations” during the evaluation process.

To conduct the review of the promotion and tenure guidelines, we searched for the following terms and their roots: international, global, study abroad. Of the twenty-four (24) sets of guidelines, only five (5) included language specific to global engagement\*. Of those five, all were directly related to the development, administration, or participation in a study abroad program.

Department	Area of recognition	Guideline
Communication, Media, and Journalism	Professional Growth and Development	“Development as a leader through administering an academic conference, a study abroad program, a significant co-curricular program, etc.”
	Service	“Participation in unusually demanding extracurricular programs such as study abroad trips, off campus academic competitions, etc.”
Modern Languages	Teaching	“Directing or participating in an academic Study Abroad program”
Psychological Sciences	Teaching	“Evidence of student-centered teaching (e.g., leading study abroad trips, field trips, study sessions, community-based learning projects, mentoring)”
Spanish	Teaching	“Directing or participating in an academic Study Abroad program”
Visual Arts	Service	“Participation in the development, organizing or administrating of study abroad programs.”
	Teaching	“Teaching in a study abroad program.”

Table 8: Promotion & Tenure Guidelines that reference global engagement

\*As an aside, almost all of the guidelines referenced acceptance in a national or international journal or presenting at a national or international conference. While these may seem to be valuing international opportunities, in reality they are devaluing state or regional opportunities. Therefore, these were not included in the analysis of the tenure, promotion, and recognition systems.

The language present in the promotion and tenure guidelines, however slim, is often a direct mirror of that in the Faculty Annual Review Appendix, which provides:

*Teaching beyond the Classroom*

*Criteria:* (1) involves an activity associated with one’s area of academic expertise, and (2) always has a strong and explicit connection to students.

<ul style="list-style-type: none"> <li>• presenting a colloquium or workshop</li> <li>• working with students in co-curricular activities</li> <li>• sponsoring a club related to an academic discipline</li> <li>• being a guest lecturer in a colleague’s class</li> <li>• speaking or guest lecturing to UNG-related organization</li> </ul>	<ul style="list-style-type: none"> <li>• being involved in field trips</li> <li>• <b>participating in studies abroad e.g., sponsor, student, and/or instructor</b></li> <li>• participating in volunteer activities</li> <li>• supervising service-learning activities</li> <li>• developing curriculum</li> <li>• incorporating undergraduate research in teaching</li> <li>• incorporation of service learning</li> <li>• <b>study-abroad teaching</b></li> </ul>
---	---

In the faculty survey, participants were asked if the current system of faculty evaluation appropriately accounts for global engagement in teaching, scholarship, and/or service. Approximately 64% (n=165) of the 259 survey participants responded to this question. A majority of faculty (64%, n=103) do not feel the current system adequately highlights or values global engagement in the Faculty Annual Report (FAR) or most departmental promotion and tenure guidelines/rubrics. However, several participants did indicate that the broad nature of the areas of teaching and service allows faculty to include their global engagement activities.

Some faculty comments from the survey included:

- “There is no need to create a new category or add to the list. Simply report it and appreciate it.”
- “I would incorporate this as part of my teaching and/or my teaching outside the classroom.”
- “I think there is space for this in the current evaluation, it’s just not necessarily spelled out.”
- “Faculty may include these activities in their portfolio.”
- “Global engagement is encouraged, but I am not aware of specific requirements”
- “zero emphasis, little credit for global engagement in faculty evaluation”
- “There is no academic incentive for faculty to be involved in study abroad/internship. It is just another item among a long list of service items.”
- “I think it lacks the significance of global engagement. Higher value should be placed on faculty that do engage in it.”



- “The work done to create a study abroad program should be evaluated differently, especially for non-tenured faculty.”
- “Not sure it is encouraged particularly.”

As has been addressed in other areas of this report, it is not that there is a deliberate exclusion of international activities or global engagement in promotion, tenure, and recognition systems rather than the lack of deliberate and robust inclusion may serve as a disincentive for faculty. If one must rely on how others value an activity, rather than having that value specifically and clearly outlined in policy, it becomes a risk to invest time and resources into that activity. So while some, including department heads, faculty, and administration, verbally affirm that value of global engagement, this is not reflected in the primary system that recognizes and rewards faculty.

### **Visiting International Faculty/Scholars**

Over the previous two academic years, UNG hosted 42 visiting scholars (CGE Program Data), including through the International Military Faculty Program and Scholar Exchange, for teaching, research, or H-1B employment. The visiting scholar programs at UNG contribute to institutional internationalization through:

- Providing students the opportunity to learn from and interact with international faculty, allowing them to gain cultural awareness and global perspective;
- International collaboration between faculty;
- Building and strengthening relationships between UNG and the partnering institutions.

Despite this, the majority of department head respondents indicated that they did not know anything about the process of inviting international scholars or where to find such information. A review of the Center for Global Engagement website did show that there is a webpage with some information as well as instructions on who to contact for additional information. The question then becomes how to bridge the information gap between the CGE and the rest of the institution. One department head did offer that while they did not know where to find such information, they did not see it as worth pursuing because of the high cost and logistical challenges associated. This may indicate that the lack of resources is more impactful than the lack of information.

## Recommendations

- Develop suggested common language for Promotion and Tenure Guidelines and Faculty Annual Report for departments, colleges, and institutes that affirms and describes the specific value of global engagement in relation to tenure, promotion, and evaluation. Inclusion of this language assures faculty that their work in internationalization efforts is appropriately recognized and considered by all departments when appropriate to the discipline.
- Place all current policies related to global engagement and internationalization into the existing UNG Policy Database to facilitate access.
- Amend the Study Abroad Compensation Policy to require parity in workload credit and compensation across departments, colleges, and institutes for development and teaching of study abroad programs.
- Work with the Center for Teaching, Learning, and Leadership to expand faculty development on best practices for incorporating global learning both in and outside the classroom.
- Identify opportunities for the Center for Global Engagement to provide funding to promote international opportunities and global engagement for faculty, both in the development of study abroad programs but also in other, faculty-focused activities.
- Evaluate the shared workload between faculty and the Center for Global Engagement in the development of new programs and the implementation of existing programs to ensure that faculty expertise is focused on the curriculum development while CGE expertise is focused on recruitment and logistics.

## **Working Group 7: Administrative Leadership, Structure and Staffing**

**Working group 7 was presented with the following questions:**

**Question 1:** Where does the primary responsibility for guiding and maintaining institutional internationalization lie? Is there an overall international office for the institution? What are the staffing arrangements and reporting lines? Is the staff structure sufficient?

**Question 2:** In addition to the Lab committee, are there other councils, committees or task forces working directly on internationalization or on areas that interface with internationalization?

**Question 3:** What internationalization-related professional development opportunities exist for administrative staff who are not members of the CGE staff?

**Question 4:** What mechanisms exist to facilitate communication between CGE and non-internationally focused campus units (alumni relations, risk management, business office)? Are those mechanisms sufficient?

**Question 5:** How does the institution track and monitor its current international activities? What does this information reveal about the state of internationalization at UNG?

**Question 6:** Once the Lab is over and UNG has a set of recommendations/goals for internationalization, how will we assess our progress in achieving the goals?

## **Synopsis of current efforts towards answering these questions:**

**Question 1:** Where does the primary responsibility for guiding and maintaining institutional internationalization lie? Is there an overall international office for the institution? What are the staffing arrangements and reporting lines? Is the staff structure sufficient?

**Data and information:** At UNG the primary responsibility for internalization lies within the Center for Global Engagement (CGE), a unit of Leadership and Global Engagement (LGE). The Institute for Leadership and Strategic Studies (ILSS) works with CGE to engage internationally focusing on military-only programs for ROTC students.

CGE's organizational chart was reviewed and currently consists of physical offices on Duhon and Gainesville campus. CGE's scope of work includes: internationalization (institutional partnerships, student services programming), education abroad, and international student and scholar services. Education Abroad Advisors serve the Cumming and Oconee campuses and visit once a month. International Student Services Coordinators also serve the Cumming and Oconee campuses and are available per students' requests/needs.

The AVP of International Programs oversees all of CGE's activities and directly supervises four full-time staff members: International Student and Scholar Services Coordinators, Business Officer, and Associate Director of Education Abroad. International student and scholar services coordinators work with immigration compliance and campus programming. The business officer oversees the budgets and overall operations for the unit and supervises two full-time staff assistants – one on each campus. The Associate Director of Education Abroad oversees all education abroad services and manages three full-time education abroad advisors (2 in Duhon and 1 in Gainesville). The AVP of International Programs works closely with ILSS' international engagement to ensure it is in line with CGE policies and procedures.

**Conclusions and recommendations:** Current staffing of CGE and ILSS is adequate to support the number of programs/students participating in international experiences as well as international student and scholars at UNG. As international programs (both inbound and outbound) grow at UNG, CGE and ILSS staff structure and organization should be reviewed periodically to ensure it adequately meets the needs of students and staff seeking international experiences.

**Question 2:** In addition to the Lab committee, are there other councils, committees or task forces at UNG working directly on internationalization or on areas that interface with internationalization?

**Data and information:** There are no existing committees or task forces currently working on internationalization practices at UNG. The AVP for International Programs is currently involved in the Strategic Enrollment planning process and serves on the university's Strategic Plan committee. While this participation gives an important voice to international programs as the university moves forward, it alone may not be sufficient. One objective in UNG's 2014 – 2019 Strategic Plan (and likely to be maintained in the forthcoming new plan) was, "UNG will become a leader in internationalized learning with an emphasis on globalization and the needs of an emerging civilian and military taskforce."

**Conclusions and recommendations:** The committee would like to propose to create an internationalization council(s) that includes students, faculty, and staff and broad representation from various groups such as the honors program, athletics, veteran/adult learners, etc. Having representation from across disparate units of the university will allow for a more robust and inclusive conversation to identify strengths and areas for improvement.

**Question 3:** What internationalization-related professional development opportunities exist for administrative staff who are not members of the CGE staff?

**Data and information:** A query of department heads revealed that no formal international professional development opportunities exist within academic departments. In departments that have faculty- led study abroad programs, there is a culture of informal sharing and exchange of knowledge among faculty. The majority of faculty who lead study abroad programs rely on CGE staff to provide guidance. Further, there is little evidence of training for faculty or staff on what opportunities for student study abroad exist outside of UNG and no professional development available for working with UNG's international student population.

Currently, the human resources training coordinator does not provide any internationalization – related professional development.

**Conclusions and recommendations:** Given the importance of internationalization in the University's Strategic Plan, increased training and awareness would be advantageous for faculty and staff.

Potential training opportunities:

- Training for first-line staff regarding internationalization initiatives in order to answer questions about broader efforts.
- Training for faculty to learn about how scholarships/funding available for students to go abroad.
- Attending department meetings to discuss and train faculty/staff on how to best support students.
- Developing workshops on general issues such as cross-cultural communication.

**Question 4:** What mechanisms exist to facilitate communication between CGE and non-internationally focused university units (alumni relations, risk management, business office)? Are those mechanisms sufficient?

**Data and information:** CGE is currently represented in the Behavioral Intervention Team (BIT) to assist with student support on/off campus. There are already established lines of communication and strong working relationships with units that are directly impacted by Education Abroad / International Students such as admissions, financial aid, business office, registrar, residence life, etc. Most of the engagement is related to day - to - day operations.

Alumni relations has a partnership with ILSS to reach out to alumni across the globe and link them with general officers. Alumni relations has increased interest to spearhead and organize further alumni gathering and engagement to increase access points for admissions assistance.

**Conclusions and recommendation:** Overall, CGE maintains good communication with non – internationally – focused university units. One area of consideration is the interaction of CGE with the office of grants and contracts. Our working group recommends establishing a program with their office to foster the development of new partnerships or potential opportunities to engage internationally.

**Question 5:** How does the institution track and monitor its current international activities? What does this information reveal about the state of internationalization at UNG?

**Data and information:** According to CGE and Institutional Research staff, Education Abroad and International Student and Scholars data are securely stored in Banner and in Terra Dotta (software managed by CGE). Education abroad data regarding student enrollment is currently stored in banner via course attributes. These data are limited to type of program and duration of program. Banner report: com5060 = Study Abroad Course Attributes was created to track this data starting fall 2019 per USG mandate. All other data regarding Education Abroad participation are stored in Terra Dotta, which is integrated with Banner. International student and scholar data are stored in both Banner (i.e., immigration status) and Terra Dotta. Beyond that, there does not appear to be a specific repository or formal system for tracking international activities.

**Conclusions and recommendations:** While the current methods of storing data work well for CGE staff, these data are not readily available to employees outside that department. A central repository that includes information on education abroad programs, securely stored in an office such as Institutional Research, would be beneficial to employees seeking current or historical information on study abroad programs and other international efforts.

**Question 6:** Once the Lab is over and UNG has a set of recommendations/goals for internationalization, how will we assess our progress in achieving the goals?

**Conclusions and recommendations:** This question can be better answered after all working groups have completed their work. Therefore, we suggest that after the final ACE Report is submitted to UNG International Lab, the CGE prioritize the recommendations from this report and summarize- the progress towards (goals) improved internationalization on a yearly basis.

## Section Four: Conclusion

Several major themes emerge from the working groups' recommendations:

- UNG should assess the current global learning opportunities and **build intentional curricular and co-curricular pathways to global learning** for all of its students. The upcoming revision of the general education requirements can be used as a starting place for building new opportunities.
- UNG should **tell its story of internationalization** by communicating current international opportunities for field work, research, and study, highlighting international students, scholars, and faculty, and promoting our current partnerships. Improved communications will assist the university with its fundraising efforts related to internationalization.
- Create and implement **professional development for faculty and staff** in the following areas:
  - global learning and curricular design
  - intercultural communication
  - faculty support to lead study abroad programs
  - faculty support for international research collaboration
- **Create appropriate structures** (faculty mentoring, college liaisons, advisory councils, etc.) **for faculty engagement related to internationalization**. These could be for international student integration into UNG classrooms, creating new education abroad opportunities, partnership development, UNG policy review, and a host of other related efforts.
- **Promote the values of diversity, inclusion, and equity** throughout CGE programming and especially in student, scholar, and faculty recruitment efforts. Increasing the number of international students and scholars on our campuses as well as being very intentional in our recruitment of diverse populations into our education abroad opportunities will further UNG's goals in this area.
- Closely **examine assessment methods of CGE programs and services** to ensure appropriate design, outcomes, and continuous improvement.

These summarized points are a starting place for furthering internationalization efforts at UNG, though all of the recommendations will be given careful consideration as UNG moves forward. The next steps will include mapping the recommendations and major institutional initiatives to prioritize CGE goals.

Overall, the ACE Internationalization Lab has been a very successful endeavor for engaging faculty and senior leaders to think through internationalization best practices, reviewing UNG data relevant to these issues, and using the current UNG culture and context to creatively pursue solutions to identified challenges. The process of the Lab has helped UNG achieve its goal of creating a roadmap of concrete recommendations for future internationalization.

## **Working Group #1**

- Waros (Toon) Ngamsiriudom, Ph.D. – Associate Professor, Marketing
- Susan Klappa, PT, MPT, Ph.D., M.A. – Department Chair/Head AC, Physical Therapy
- Jill Johnson – Director of Marketing and Creative Services
- Mariangela Vecchiarini-Piazza, Ph.D. – Assistant Professor, Management & Marketing
- Eunse Park, Ph.D. – Assistant Professor, Physical Therapy
- Jeff Boggan – Director of Estate & Gift Planning

## **Working Group #2**

- Juman Al-Bukhari, Ph.D. – Assistant Professor, Arabic
- Alexander Wisnoski, Ph.D. – Assistant Professor, History
- Shannon Gilstrap, Ph.D. – Department Head, English
- Elizabeth Comber, Ph.D. – Department Head, Spanish
- Erin Barding, Ph.D. – Associate Professor, Biology
- Vicky Hightower, Ph.D. – Associate Professor, History

## **Working Group #3**

- Brett Morris – Associate Vice President for Enrollment Management
- Joe Matthews – Commandant of Cadets
- Treva Smith – Director, Residence Life
- Mohammad (Reza) Nourbakhsh, PT, Ph.D., OCS – Professor, Physical Therapy
- James Badger, Ph.D. – Professor, College of Education
- Robert L. Robinson, Ph.D. – Director, Multicultural Student Affairs

## **Working Group #4**

- John Delaney – Associate Vice President Student Affairs/ Dean of Students
- Winnifred Namatovu – Assistant Professor, Middle Grades, Secondary, and Science Education
- John Holliday – Professor, Mathematics
- Gene Van Sickle, Ph.D. – Assistant VP of Strategic Student Success Initiatives
- Lindsay Bailey – Director, Student Involvement
- Lauren Johnson, Ph.D. – Assistant Dean, College of Education



**Working Group #5**

- Katie Simmons – Associate Dean, Students & Undergraduate Programs
- Elizabeth (Njeri) Marekia-Cleaveland – Lecturer, Institute for Environmental and Spatial Analysis
- Sharon Hamilton – Director of Liaison and Military Operations
- Andrzej (Dre) Przybyła, Ph.D. – Associate Professor, Physical Therapy
- Andy Novobilski, Ph.D. – Associate Provost for Research & Engagement, Chief Research Officer
- Bobbi Larson – Director of Economic Development

**Working Group #6**

- Kelly McFaden, Ph.D. – Associate Professor, Social Foundations of Education
- Vanessa Jones, DNP, APRN, FNP-C – Assistant Professor, Nursing
- Olivier LeBlond, Ph.D. – Assistant Professor, Modern & Classical Languages
- Mohan Menon, D.B.A. – Department Head, Management & Marketing
- Jill Schulze, Ph.D. – Associate Professor & Assistant Dean, College of Science & Mathematics
- Anastasia Lin, Ph.D. – Assistant Vice President, Research & Engagement

**Working Group #7**

- Nancy Dalman, Ph.D. – Professor & Department Head, Biology
- Jeremy Cooper – Assistant Professor, Chemistry
- Marcus Brewer – Assistant Director of Institutional Research
- Cristian Harris, Ph.D. – Associate Professor, Political Science
- Wendi Huguley Routhier – Director of Alumni Relations and Annual Giving
- Jennifer (Jen) Graff – Professor, Visual Arts, Honors Program

## **Section Six: University of North Georgia Acronyms**

CGE: Center for Global Engagement

CLE: Center for Language Education

COE: College of Education

ILSS: Institute for Leadership and Security Studies

ISSS: International Student Scholar Services

LGE: Leadership and Global Engagement

NCS: Nationally Competitive Scholarship Office

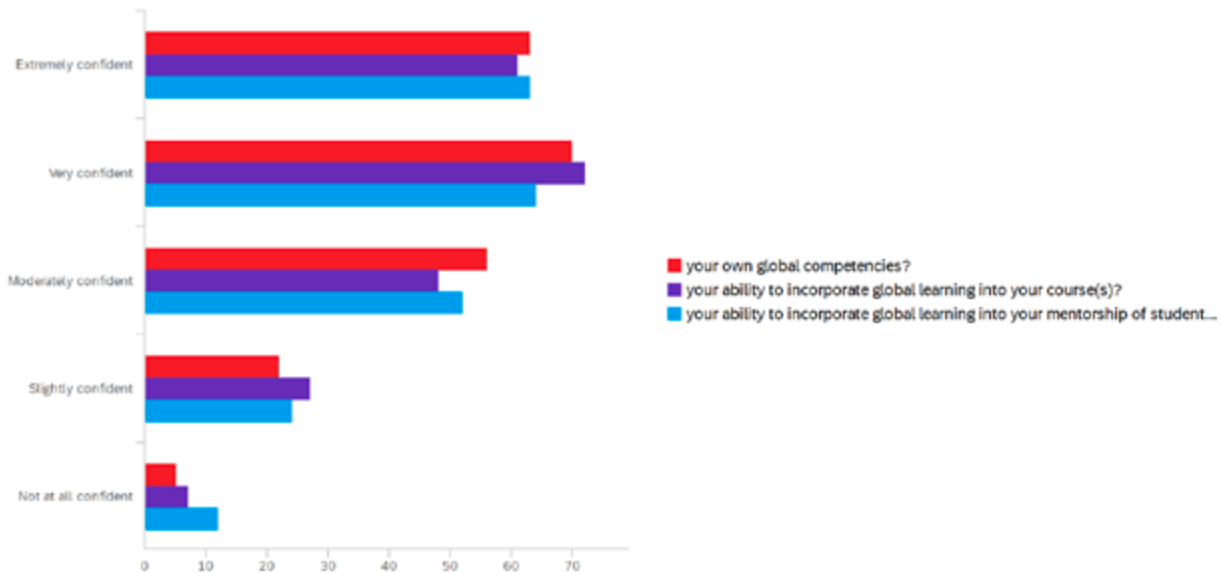
USG: University System of Georgia

**Section Seven: Reference Tables & Survey**

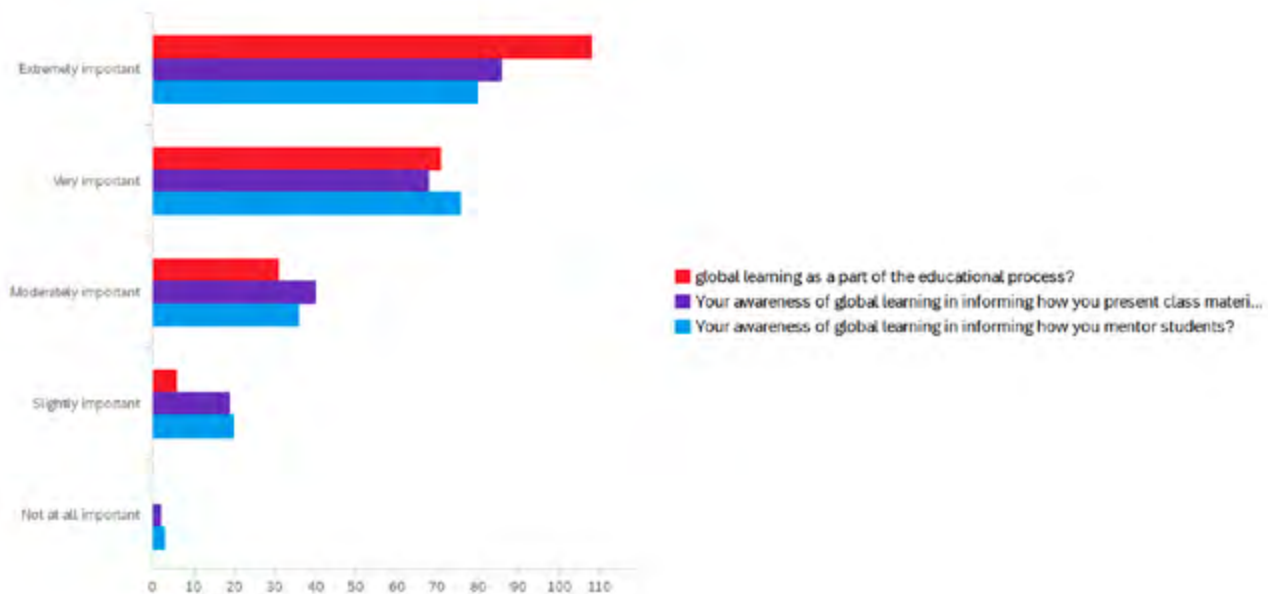
Table 1: 2018-2019 Education Abroad Participation by Campus vs Student Population by campus . . . . .	18
Table 2: 2018-2019 Education Abroad Participation by Program Type . . . . .	19
Table 3: International Student Enrollment . . . . .	26
Table 4: International Student Enrollment - Countries of Origin . . . . .	26
Table 5: Faculty Survey - Global Learning & Competencies . . . . .	51
Table 6: Faculty Survey - Department support for global engagement . . . . .	51
Table 7: Faculty Survey - Areas in need of support to initiate global learning . . . . .	52
Table 8: Promotion & Tenure Guidelines that reference global engagement . . . . .	53
Figure 1: Fall 2019 Student Census: Race/Ethnicity . . . . .	12
Figure 2: Fall 2019: Faculty Census: Race/Ethnicity . . . . .	13
Figure 3: Faculty Survey - Importance of Global Learning . . . . .	35
Figure 4: Faculty Survey - Global Learning & Competencies . . . . .	36
Figure 5: Experiences Available to Develop Global Competencies . . . . .	37
Figure 6: Campus Partnerships to Promote Global Learning . . . . .	37
Figure 7: NSSE 2016 Global Survey related to Global Competencies . . . . .	39

## UNG Faculty Survey

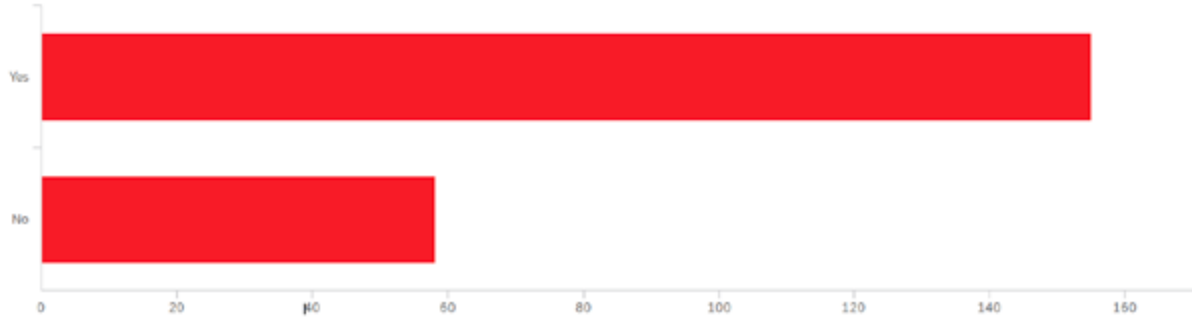
**Question: How confident are you in (1) your own global competencies? (2) your ability to incorporate global learning into your course(s)? (3) your ability to incorporate global learning into your mentorship of students?**



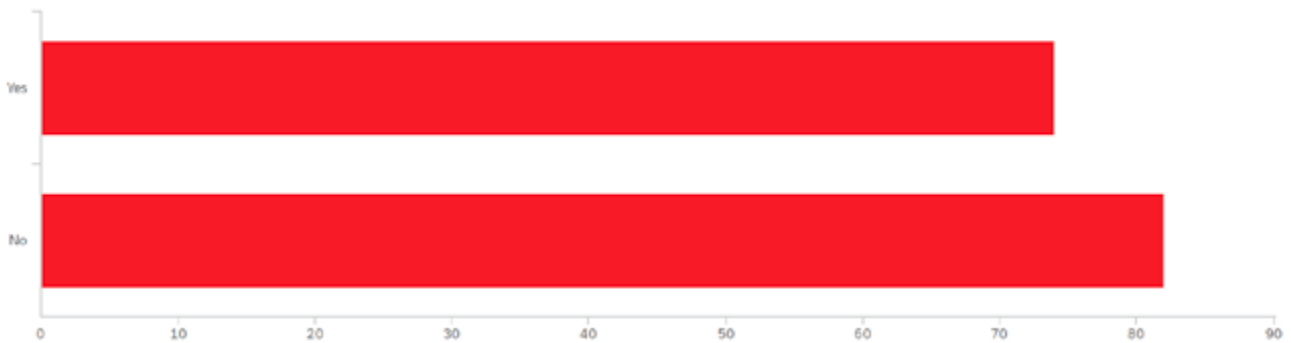
**Question: How important is (1) global learning as a part of the educational process? (2) Our awareness of global learning in informing how you present class material? (3) Your awareness of global learning in informing how you mentor students?**



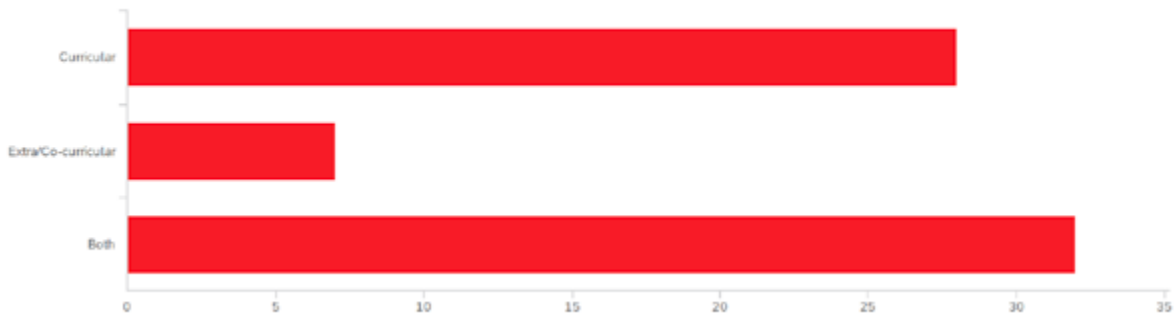
**Question: Does your department offer students the opportunity to gain discipline-specific global competencies?**



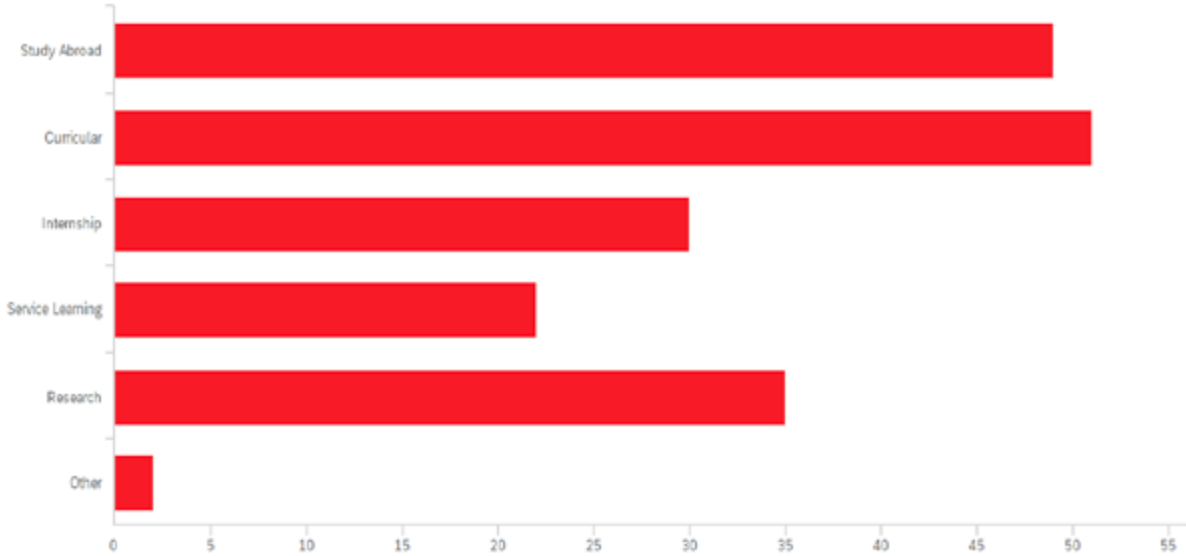
**Question: Are any of these opportunities required of students in your department?**



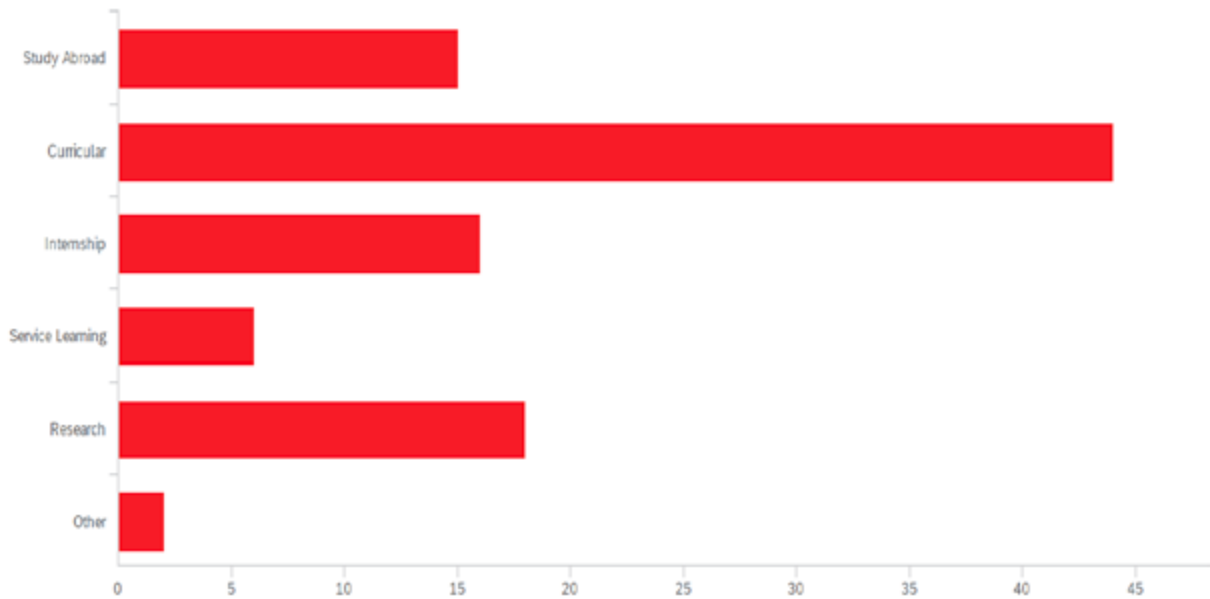
**Question: Are these required opportunities curricular or extra/co-curricular?**



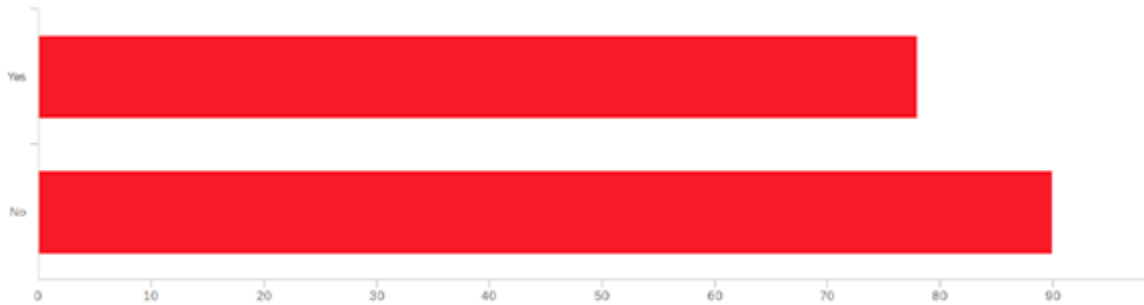
**Question: What type of experiences are these? Check all that apply. If “Other”, please list the experience(s).**



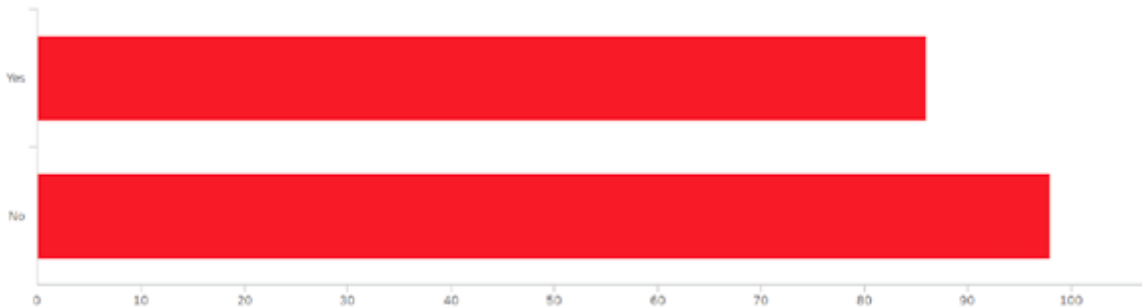
**Question: Which are required? Check all that apply. If “Other”, please list the experience(s).**



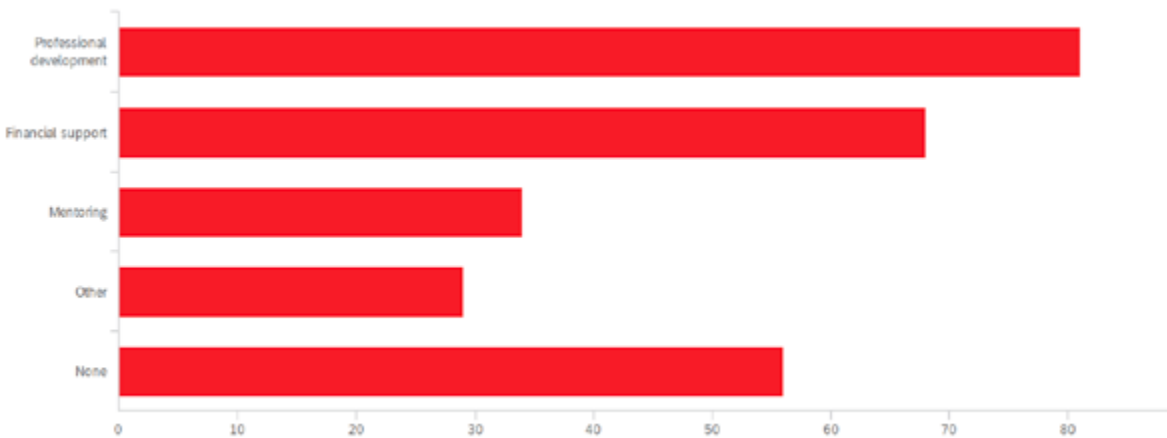
**Question: Does your department partner with the campus community to promote global learning? If yes, please list the partnerships.**



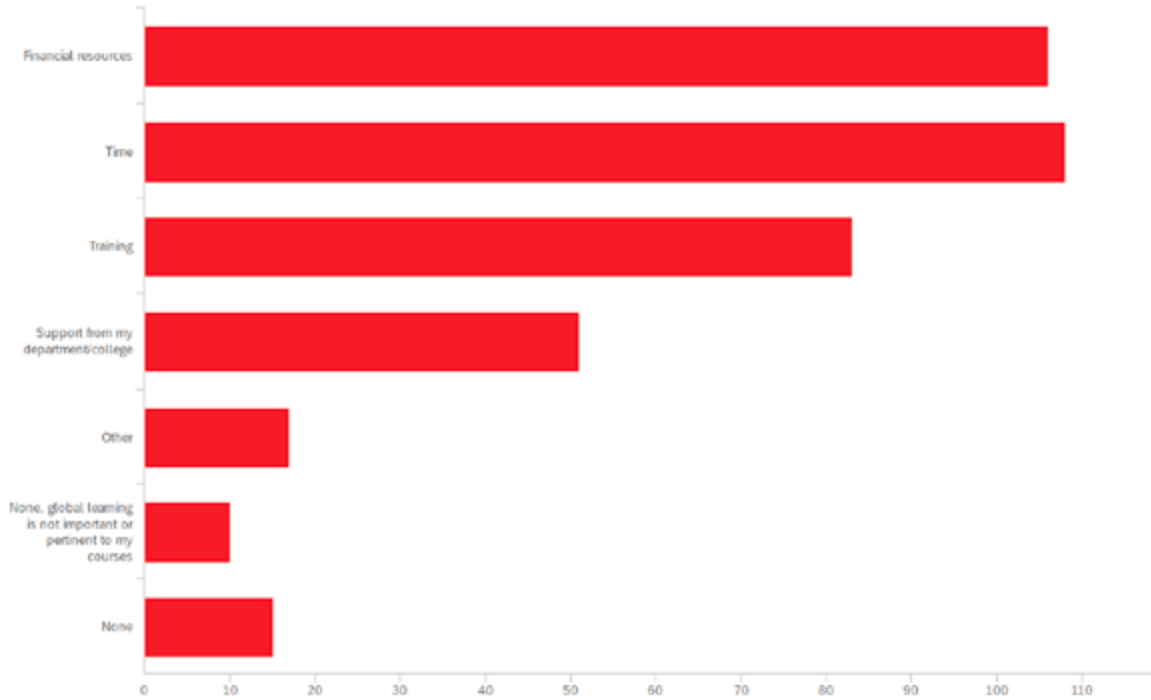
**Question: Are you involved in global engagement activities?**



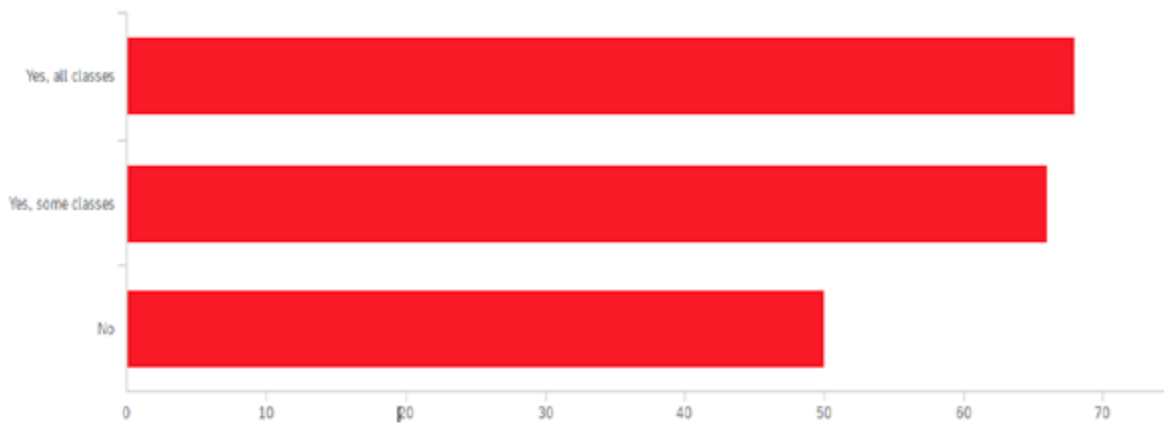
**Question: What resources and/or incentives does your department provide to faculty to support global engagement? Please select all that apply.**



**Question: In which areas do you need more support to initiate global learning into your curriculum and courses? Please select all that apply.**

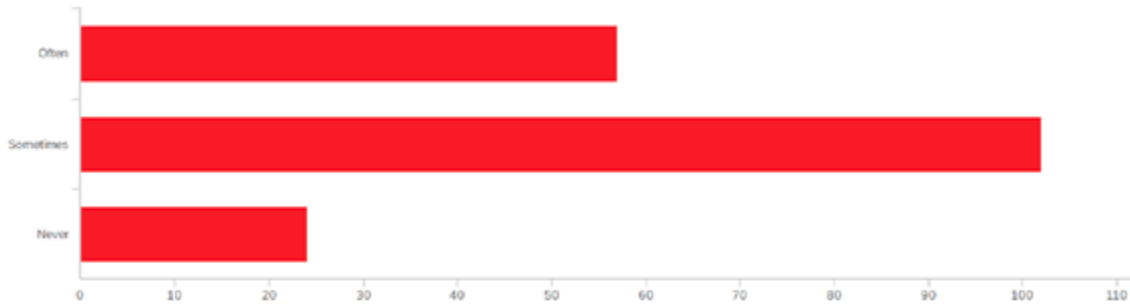


**Question: Do you use class time to tell students about education abroad opportunities?**

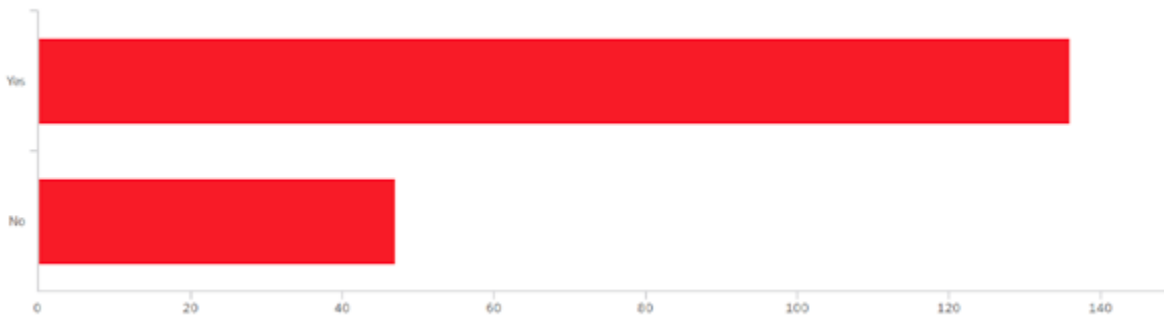




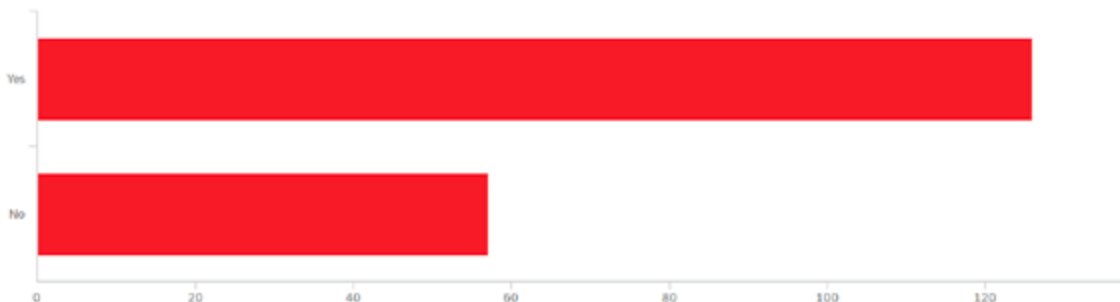
**Question: Do you discuss education abroad opportunities with students outside of class (e.g. office hours, advising sessions, etc.)?**



**Question: Are you aware of faculty-led education abroad opportunities for students in your major/program?**



**Question: Are you aware of education abroad opportunities through UNG partners for students in your major/program?**



**UNG** | UNIVERSITY *of*  
NORTH GEORGIA™  
CENTER FOR GLOBAL ENGAGEMENT

[global@ung.edu](mailto:global@ung.edu)

[www.ung.edu/cge](http://www.ung.edu/cge)