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Strategic Roadmap for Globalizing UNC-Chapel Hill

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EXECUTIVE SUMMARY

"We have so much work ahead of us. Our to-do list is nothing less than the greatest problems of our time: Cure diseases, and get those cures to all the people who need them. Find and invent clean energy. Inspire students in our public schools. Feed seven billion people. Describe the world, and replace conflict with understanding."

– Chancellor Holden Thorp

Section 1: What is the purpose of this report?

If the University of North Carolina at Chapel Hill is to remain a leading university in an interconnected world, we must think and act globally in our teaching, research and outreach. We must prepare our students for leadership in a globalized society. We must engage in research that addresses pressing global problems. We must also help North Carolina and our nation succeed in a global economy.

The challenge is how UNC can go from being a leading state and national university to an international one, while fulfilling our academic and public mission.

In 2007, then Chancellor James Moeser appointed the [Global Leadership Circle](#) – a task force of Carolina faculty, university administrators and business leaders - to address these questions by guiding the development of this Strategic Roadmap for Globalizing UNC-Chapel Hill (see Appendix for GLC membership). The purpose of this report is to summarize findings about Carolina's comparative strengths and challenges in the global arena, and to outline the priorities, strategies, timelines, and resources needed to fulfill UNC's vision of becoming a leading global university.

Section 2: What is Carolina's vision for becoming a global university?

Our vision is for Carolina to become a leading global university that: prepares students for life in an interconnected world, helps North Carolina and the nation succeed in a global economy, and addresses pressing international and regional problems through teaching and collaborative research among UNC faculty experts and students, and their partners around the world.

Section 3: Why is this important to North Carolina, the region, and the United States?

The University's success in becoming truly global – establishing our presence on the world stage – is critical for North Carolina.

Globalization is rapidly changing the economic bases of our state, our region and our nation – shifting labor

forces and market pressures, and altering human interaction, culture and politics.

It is essential for UNC to prepare students with knowledge, critical thinking and communication skills to compete in a fast-changing and global economy, whether they intend to work in Elkin, NC – or Beijing. At the same time, our research must address the challenges caused by globalization and help North Carolina find new ways to prepare its communities and companies to compete in a worldwide marketplace.

Section 4: Guiding principles¹

UNC should focus strategically on a small number of select priorities where it can distinguish itself from U.S. and international peers. Priorities should be:

- transformational and play to UNC's comparative advantages;
- address critical gaps in strategic areas that undercut UNC's core mission of teaching, research, and service;
- embraced and supported by University leadership at the highest level of the administration.

Carolina must be able to respond quickly to unique and emerging opportunities. Mechanisms must be created to determine how and when to seize opportunities when they emerge.

Section 5: How does UNC compare?

In 2007, UNC completed a Campus Internationalization Report to assess the University's strengths and challenges compared to top U.S. "global universities" and to identify which "best practices" contributed to international distinction. Findings from that report are highlighted here and described in detail in Section 5, page 8.

5.1 UNC Strengths²

- Highly collaborative, interdisciplinary campus culture; breadth of international initiatives
- Global Health / Public Health
- Business and Economic Development
- Population Studies and Migration
- Water, Sustainable Development, and the Environment
- Latin America and Europe

¹ Global Leadership Circle Executive Summary, October 12, 2007

² Global Leadership Circle Executive Summary, May 12, 2008

5.2 UNC Challenges

- Lack of faculty depth in key regions: Asia and Africa
- Difficulty attracting/retaining internationally-oriented faculty
- Lack of a visible platform to amplify UNC’s mission globally
- Low percentage of international students and scholars
- Lack of significant endowment support for international partnerships and exchanges
- Insufficient library holdings in key areas
- Low international rankings and reputation
- Insufficient resources for strategic global marketing and communications

5.3 "Best practices" at global universities

Leading global universities are strong in many of the following areas:

- International expertise: regional and/or thematic
- Global "think tanks" or research institutes
- Endowment support for international initiatives
- International "outposts" or partnerships
- International studies curriculum: graduate degree programs
- Significant percentage of international students
- Significant percentage of international faculty
- National Resource Centers (Title VI)
- Significant percentage of students who study abroad

Section 6: Findings, strategies and recommendations

The strategies and recommendations presented in Section 6 were compiled in consultation with members of the faculty³, members of an internal working group⁴, the International Affairs Advisory Council⁵, the Roadmap Executive Committee⁶, the Advisory Board for Global Education⁷, and the Chancellor’s Global Leadership Circle⁸, chaired by Bill Harrison.

Their recommendations are based on a comparative analysis of UNC’s strengths and challenges in the context of “best practices,” and are focused strategically on areas where the University can lead

³ Faculty representatives: included senior associate dean Karen Gil and members of the Area Studies Centers

⁴ Internal Working Group: Mike Cohen, Arne Kalleberg, Jack Kasarda, Daniel Lebold - presided by associate provost Peter Coclanis

⁵ International Affairs Advisory Council: Internal pan-university faculty group - presided by associate provost Peter Coclanis

⁶ Roadmap Executive Committee: Bruce Carney, Peter Coclanis, Jim Dean, Karen Gil, Barbara Rimer, Bill Roper, Tony Waldrop - presided by provost Bernadette Gray-Little

⁷ Advisory Board for Global Education: External advisory board - presided by UNC alum David McSpadden

⁸ Chancellor’s Global Leadership Circle: External advisory board - presided by UNC alum Bill Harrison

internationally and make a difference for our students and the state of North Carolina.

Recommendations:

6.1 Establish a **Global Research Institute** to advance knowledge in issues and areas where UNC already leads and help attract more international scholars to the University.

Based on areas of comparative advantage, proposed themes for the Global Research Institute include:

- Corporate Governance and Global Financial Markets
- Immigration and Migration
- Work and Economic Development
- Global Health and the Environment

6.2 Increase **internationally-oriented faculty** in key areas to strengthen undergraduate and graduate education and faculty research, teaching and engagement.

UNC must expand the programmatic reach of undergraduate and graduate studies in strategic regions of the world, particularly **Asia** and **Africa**. UNC must also maintain and strengthen faculty depth in areas where it has achieved a comparative advantage, including **Latin America** and **Europe**.

6.3 Invest in **international partnerships** in strategic geographic regions for faculty and student exchanges and collaborations.

Resources are critically needed for international undergraduate and graduate student scholarships, training fellowships, faculty teaching and exchange stipends, and graduate dissertation fellowships.

6.4 Support and launch a **global communications** strategy to increase UNC’s stature with key audiences in the U.S. and around the world.

6.5 Enhance **core infrastructure and resource development** to implement UNC’s international priorities.

6.6 Provide **technical assistance** to help lead North Carolina’s transition to a global economy.

Section 7: Resources Needed

Approximately \$4.4 million in annual expendable will be required to fund these recommendations. UNC will seek to commit \$1,050,000 (24%) through public allocation and private unrestricted support.* See Section 7, page 30 for a detailed budget breakdown.

| | |
|---|----------------------------|
| • Global Research Institute (GRI) | \$20 million |
| • Internationally-oriented faculty | \$15 million |
| • Strategic Partnerships and Exchanges | \$30 million |
| • Global Communications | \$2 million |
| • Infrastructure and Resource Development | |
| • Building NC’s Global Economy | TBD |
| TOTAL INVESTMENT | \$67 million |
| | (Annual Expendable) |
| | (\$4.4 million) |
| | (Endowment) |

*NOTE: While the University is committed to seeking up to \$1,050,000 (24%) annually through state allocation and private unrestricted support, we anticipate that implementation will be delayed due to funding shortfalls and hiring freezes associated with the current global economic crisis.

Section 1: PURPOSE

Section 1: What is the purpose of this report?

In 2007, then Chancellor James Moeser appointed the Global Leadership Circle to help UNC develop a “roadmap” to become a leading global university. That means preparing undergraduate and graduate students for leadership in an interconnected world, conducting research that addresses pressing global problems and providing ways to help North Carolina succeed in a global economy.

The purpose of this report is to articulate the University’s guiding principles for internationalization, summarize key findings about Carolina’s comparative strengths and challenges in the international arena, and outline the priorities, strategies, timelines, and resources that are needed to fulfill its vision of becoming a global leader in higher education.

How can we compete with other leading universities in the U.S. and abroad that are already ahead of us on the world stage? Do we have specific areas of international and regional expertise that if enhanced would distinguish Carolina from peer universities? How can we best fulfill our mission to help North Carolina face the challenges of the 21st century,

including “global readiness” as outlined in the UNC Tomorrow Initiative commissioned by the N.C. Board of Governors and UNC President Erskine Bowles?

We have taken an inventory of the University’s teaching, research and outreach strengths, and the challenges it faces in becoming a beacon of global learning. Through interviews and other resources, we have also assessed the comparative strengths of leading U.S. institutions – both public and private – that have demonstrated success as leading global universities.

Finally, we have set out a series of findings, strategies and recommendations to assist University leaders in supporting key priorities that will both promote international excellence, as well as provide a framework to recognize emerging opportunities that will advance UNC’s global aspirations. It is our hope that this strategic roadmap will be of significant value to UNC as well as its many constituencies across the state that as they strive to succeed in an increasingly globalized economy.

Section 2: VISION

“The great universities of the 21st Century will be defined by their presence on a worldwide stage. The quality of the educational experience, the significance of our research, will be judged by the extent to which it is truly global in nature.”

– Former Chancellor James Moeser

Section 2: What is Carolina's vision for becoming a global university?

Our vision is for Carolina to become a leading global university that: prepares students for life in an interconnected world, helps North Carolina and the nation succeed in a global economy, and addresses pressing international and regional problems and opportunities through collaborative research among UNC faculty experts, students, and their partners around the world.

Rationale⁹

An exemplary university must be international. There is a global war for talent, ideas, and influence, and over 95% of the world's 6.7 billion people do not live in the United States. Because many of North Carolina's greatest opportunities and challenges have international dimensions and may not be state-specific, regional, or even national in nature, we must infuse our entire campus community with more sophisticated global and intercultural perspectives.

Our vision extends and enhances our traditional role as a catalyst for progress in the state, the region, and the nation. We shall strive to achieve our broader global goals through various means, including:

- promoting, producing, and disseminating high-quality research on important global issues to a variety of intramural and extramural constituencies;
- providing our students with the academic skills and tools and the cultural competencies to compete successfully in an increasingly interconnected world;
- supporting the economic development of the state of North Carolina through our research, teaching, and service missions;
- collaborating with top-tier universities and research institutions around the state, the nation, and the world;
- improving our ranking on relevant credible international academic benchmarking measurements;
- promoting among all of our constituents a deeper sense of global responsibility, stewardship, and citizenship.

⁹ Peter Coclanis, Associate Provost for International Affairs

Section 3: IMPORTANCE TO NORTH CAROLINA

Section 3: Why is this important to North Carolina, the region, and the United States?

Our success in establishing our presence on the world stage is critical for North Carolina. Globalization is rapidly changing the economic bases of our state and nation, shifting labor forces and market pressures and altering human interaction, culture, and politics. Carolina's history as the flagship campus confers a special responsibility and role in working collaboratively with other campuses across the state to help North Carolina adapt to these new global realities.

Through the last twenty years, North Carolina's economy and society have undergone tremendous change as globalization has increased. In fact, our state serves as an instructive model for the study of globalization. North Carolina's traditional industries, including furniture and textiles, have almost wholly been shipped overseas, while newer service industries and high-tech jobs have found fertile ground here and continue to thrive. The benefits of globalization have been significant, but the economic dislocations have been severe. The fabric of North Carolina society has been rewoven with new immigrant communities from Asia and Latin America, adding diversity and richness to our Southern culture, while presenting difficult issues of social and economic integration.

Our globalized economy yields winners and losers, and both are evident across the state of North Carolina. Some communities have lost key industries and massive jobs to overseas factories, while others are prospering with high-tech companies and a knowledge-based international workforce.

Intensifying UNC's expertise in the international arena will bring the best minds to bear on issues that have extraordinary significance for North Carolina and its future.¹⁰ It is incumbent upon UNC to reach out and extend technical assistance and consultation to North Carolina's business sector, particularly in those regions of the state that have been most negatively impacted by globalization.

UNC must prepare students with knowledge, critical thinking and communication skills to compete in a fast-changing globalized economy, whether they intend to work in North Carolina, New York or Asia. At the same time, our research must address the challenges caused by globalization and help North Carolina find new ways to prepare its communities and companies to compete in a worldwide marketplace.

Finally, UNC will have to compete internationally for the best faculty, students, and researchers as universities worldwide expand their global reach. UNC's success will benefit North Carolina by expanding global connections, increasing opportunities for international collaboration and innovation, and bringing some of the world's most innovative thinkers to its flagship campus in the heart of the state.

¹⁰ Raymond Farrow (ARIAS)

Section 4: GUIDING PRINCIPLES

Section 4: Guiding principles¹¹

UNC should focus on a small number of strategic priorities where it can successfully distinguish itself from its U.S. and international peers.

To achieve excellence, UNC must target limited resources to focused strategies that will maximize its strengths in the international arena while advancing the University's core academic and research mission, enhancing its global reputation, and demonstrating clear returns on investment.

Priorities should be transformational and play to UNC's comparative advantages.

Building on the notion that "the whole is greater than the sum of its parts," UNC must forge strategies that build upon existing strengths and amplify UNC's impact on critical global issues. This will help us attract more outstanding faculty in areas where UNC can make a difference in NC and the world.

Priorities should also address critical gaps in strategic areas that undercut UNC's core mission of teaching, research, and service.

UNC must also strengthen areas of the undergraduate curriculum that are critical to preparing students for leadership in an interconnected world.

Priorities must be embraced and supported by University leadership at the highest level of the administration.

Without significant leadership and support, UNC will not fulfill its vision to become a leading public global university. The system of rewards and incentives must be evaluated to encourage faculty participation in global priorities.

UNC must be able to respond quickly to unique and emerging opportunities.

Mechanisms must be created to determine how and when to seize upon opportunities when they occur.

¹¹ Global Leadership Circle Executive Summary, October 12, 2007

Section 5: COMPARATIVE DATA

UNC-Chapel Hill is the nation's oldest public university, and for the better part of a century it has been one of the most distinguished research universities in the United States. But Carolina has not – until recently – been considered as internationally-oriented as many of its peers.

Section 5: How does Carolina compare to other global universities?

In summer 2007, UNC completed a [Campus Internationalization Report](#)¹² to assess how Carolina compares with top U.S. "global universities," and to identify which practices most contribute to international distinction.

This section includes details from that report's findings, as well as from subsequent 2008 site visits to Columbia, Yale and Brown Universities and telephone interviews with representatives at the University of California at Berkeley and the Universities of Michigan, Wisconsin and Washington. The Campus Internationalization Report and summaries of the site visits and interviews are included in the Appendices.

Section 5.1: UNC Strengths

Carolina has impressive assets to build on as it strives to become a leading global university, including the following:

5.1.1 A distinctly collaborative and interdisciplinary pan-university spirit¹³

Key to UNC's success is a longstanding national reputation for collegiality and interdisciplinary collaboration – essential qualities for understanding and solving today's most complex global problems. Collaboration is "hard wired" into the very fabric of the Carolina campus, reflected by the more than 20 pan-university centers and institutes that, by design, foster engaged research and interdisciplinary partnerships. UNC also has long standing partnerships with regional universities including Duke, NC State, and others within the UNC System; local government; and private corporations and nonprofits throughout RTP.

Many faculty members hold joint appointments between one or more pan-university units and their base school or department, particularly those in the schools of public health and medicine. This tradition of collaboration across professional disciplines has resulted in exciting international teaching, research and service involving our students and faculty all over campus and around the world. UNC's most prestigious pan-university research centers and institutes include:

- [Carolina Population Center](http://www.cpc.unc.edu/) (<http://www.cpc.unc.edu/>)
- [Institute for Global Health and Infectious Diseases](http://globalhealth.unc.edu) (<http://globalhealth.unc.edu>)
- [Area Studies and Title VI National Resource Centers: Africa, South Asia, East/Central Europe, Western Europe, Latin America, Middle](#)

East, Center for Global Initiatives, and Center for International Business Education and Research (<http://global.unc.edu>)

- [Center for AIDS Research](http://cfar.med.unc.edu) (<http://cfar.med.unc.edu>)
- [Carolina Center for Genome Sciences](http://genomics.unc.edu) (<http://genomics.unc.edu>)
- [The Cecil G. Sheps Center for Health Services Research](http://www.shepscenter.unc.edu) (<http://www.shepscenter.unc.edu>)
- [Center for Health Promotion & Disease Prevention](http://hpdp.unc.edu) (<http://hpdp.unc.edu>)
- [Kenan Institute for Private Enterprise](http://www.kenan-flagler.unc.edu/KI) (<http://www.kenan-flagler.unc.edu/KI>)
- [Institute on Aging](http://aging.unc.edu) (<http://aging.unc.edu>)
- [Lineberger Comprehensive Cancer Center](http://cancer.med.unc.edu) (<http://cancer.med.unc.edu>)
- [Renaissance Computing Institute](http://www.renci.org) (<http://www.renci.org>)

According to Robert Lowman, associate vice chancellor for research, "These centers exist to foster multidisciplinary collaboration, and they have been phenomenally successful. They work on the basis of an interest in a problem rather than what disciplinary background you happen to come from."

The physical design of the Carolina campus itself is another major reason collaboration is such a part of the culture. "Our health affairs campus and our academic affairs campus are one," Lowman said. "We're contiguous. We're all right here."

That may not seem like much of an advantage, Lowman said, until you go elsewhere where the medical schools are separated from the rest of campus, not by feet, but miles. This sentiment was echoed by researchers at Columbia, Yale, and Brown when interviewed during site visits in spring 2008.

"Having that easy availability for meetings and conferences and being able to get together and go eyeball to eyeball in conversations is a tremendous advantage, and so is being able to hire graduate students who can easily go back and forth from one lab to the other," Lowman explains.

The level of interdisciplinary collaboration not only enhances the research environment at Carolina, but has contributed to UNC's success in leveraging more NIH "roadmap grants" than any other institution in the country - public or private - precisely because "collaboration" is a core criterion for funding.

When faculty arrive, I hear them talking about the collaborative environment here, the collegiality that they feel among their colleagues, the ease with which they have been able to establish new contacts and potential collaborators for their research.

– Robert Lowman, associate vice chancellor for research

¹² Campus Internationalization Report, compiled by the Office of Institutional Research and Assessment and the Office of International Affairs

¹³ University Gazette, *Replacing retiring faculty gives challenges, opportunities*, Nov. 14, 2007

(UNC Strengths - continued)

5.1.2 Global Health / Public Health¹⁴

Carolina has tremendous depth of resources in the area of global health, with international prominence in the Schools of Public Health, Pharmacy, and Medicine. UNC is ranked as the top *public* school of public health in the nation by *U.S. News & World Report* (2008 edition) and tied with Harvard for second place among all public health schools. Several of its departments and programs have been recognized as among the best in the country.

The health affairs campus, comprising **Schools of Dentistry, Nursing, Public Health, Medicine and Pharmacy**, has a legacy of leadership in global health research, training, service and practice, with world-renowned faculty in many global health areas. UNC faculty from the health affairs campus currently work in more than 50 countries and have significant expertise in infectious diseases, including HIV/AIDS, TB and malaria; water and environmental health; maternal and infant nutrition and global obesity; maternal and reproductive health; and in program development and evaluation.

Key units and departments:

The UNC Institute of Global Health and Infectious Diseases (IGHID) www.globalhealth.unc.edu. The IGHID was launched in October 2007 to enhance the research, teaching, and service missions of Carolina's health affairs schools, as well as to work toward the rapid internationalization of the entire UNC campus. IGHID recognizes that the most pressing health challenges and emerging diseases know no boundaries: global health and local health are connected by global warming, pollution, migration, trade, infectious disease, poverty, etc. IGHID will foster an environment in which faculty, students, and the broader University community work together in unique and innovative ways to address critical issues in global health, and to shape the next generation of global health leaders.

Faculty, staff and students conduct major research and provide service in more than 45 countries across five continents, sharing pioneering research and clinical applications involving HIV/AIDS, malaria, TB, family planning, child health, obesity, water and sanitation. UNC Public Health has partnerships with Duke University and Glaxo Smith Kline and offers a graduate certificate in global health.

Carolina is rapidly establishing a dominant presence in several key global health and environmental arenas:

- In five years, UNC could be number one in global solutions to access clean drinking water.
- We could be in the top five in identifying and treating infectious diseases and changing behavior related to these diseases.
- We could be in the top two in identifying solutions to global obesity.
- We could be in the top ten in reproductive health globally.

UNC's Global Health/Public Health initiatives have significant presence and relationships in an increasing number of geographic settings, including Sub-Saharan Africa (Democratic Republic of Congo, Madagascar, Malawi, and South Africa) and Asia (China).

¹⁴ The Gillings School of Global Public Health website: http://www.sph.unc.edu/school/our_reputation_8024_6040.html

We have lesser presence but significant opportunities for growth in South Asia (India), Southeast Asia (Thailand and Vietnam), and Central and South America (Columbia, Dominican Republic, Ecuador, Peru, Brazil, Mexico, Argentina, Uruguay and Chile).

Countries where UNC has ongoing health activities¹⁵:



The Gillings School of Global Public Health (www.sph.unc.edu): The School is one of the largest schools of public health in the nation, the **number one** public school of *public* health in the United States and **number two** among all schools, public *or* private. The School has a 40 year history of leadership and innovation in global health. Our cutting-edge global research programs are coordinated within the dean's office through the **Office of Global Health (OGH)**. These programs focus on high-impact, practical applications with potential to benefit millions in the developing world. Our partnerships with governments, nonprofits, and communities have accelerated solutions to many of the pressing global health challenges represented by the Millennium Development Goals¹⁶.

The School has research projects in more than 45 countries on topics including clean drinking water, HIV prevention, infant nutrition, Latino health, health systems and management, public health leadership, and domestic violence.

Public health research strengths include:

- **Infectious Diseases:** The School has an interdisciplinary group of faculty and students studying infectious diseases, including HIV/AIDS, malaria, and TB. Faculty conduct research in Africa, Asia and Latin America, as well as in the U.S. In Malawi, faculty have been part of capacity-building efforts through research studies and grants specifically intended to build in-country research and teaching resources. In collaboration with the University of Malawi College of Medicine, faculty in Epidemiology conduct research on malaria, using community-based, hospital-based and laboratory approaches.
- **Water:** The impact of countless water and sanitation projects conducted by UNC public health faculty, students and staff have been felt from the Neuse River in North Carolina to the Nile in northern Africa. UNC's water experts collaborate with local and global organizations, including the World Health Organization, U.S. Agency for International Development (USAID), water

¹⁵ Note: This list is by no means exhaustive, as new projects are continually coming on-line as others are being completed.

¹⁶ United Nations "End Poverty 2015 Millennium Development Goals", <http://www.un.org/millenniumgoals/>

(UNC Strengths - Public Health / Global Health - continued)

utilities, and national, state and local governments. Faculty and students in Environmental Sciences and Engineering, for example, study the effectiveness of ceramic and biosand water filters to improve health in the Dominican Republic and Cambodia.

- **Hispanic Health:** Faculty in Biostatistics direct an NIH-funded Hispanic Community Health Study, one of the largest epidemiologic studies of Hispanic populations in the world. The project is working to determine how fitting into a new culture in the U.S. might increase health risks and disease prevalence.
- **Global Nutrition:** Nutrition problems from malnutrition to obesity are a cornerstone of the work of UNC researchers from China to North Carolina. In China, researchers are examining rapid transitions at community, household, and individual levels, and their effect on health and nutrition. In North Carolina, the Infant Care project is investigating the precursors of pediatric obesity by focusing on infant feeding and caring practices. In addition, faculty and students in the UNC Interdisciplinary Obesity Center are tackling the problem of obesity and testing interventions, such as toolkits for primary care physicians.
- **Global Health Training:** OGH oversees two Certificate programs, one for UNC residential graduate students and an online certificate for working professionals available in fall 2010.

OGH also administers the Malawi-Carolina Summer Institute, sponsored by the National Institutes of Health and the GlaxoSmithKline Foundation, which supports student travel to Malawi to take short courses alongside Malawian counterparts. UNC faculty teach the courses as part of the MPH program at the University of Malawi College of Medicine.

While public health faculty also work in other regions of the world, including Russia, Eastern Europe and the Middle East, we do not currently regard these as potential growth areas for the SPH without significant resource enhancement. One exception is a potentially important new initiative for public health related research and training in Moldova, as part of NC Secretary of State Elaine Marshall's request to meet with U.S. Ambassador to Moldova Michael Kirby February, 2007. [?did they meet or not?]

The Eshelman School of Pharmacy (www.pharmacy.unc.edu): The School of Pharmacy is one of the oldest in the nation and the state's only public one. Recently **ranked second** by *U.S. News & World Report*, it is a nationally recognized leader in progressive pharmaceutical care practice, education, and research. Over the past twenty-five years, the School has built a reputation for cutting-edge research, rigorous programs, and outstanding faculty, staff, and students. The unique environment has inspired a number of collaborative centers that provide faculty and students with access to sophisticated equipment and numerous opportunities for interdisciplinary research. More than half of the school's 6,000 alumni live in North Carolina and serve the health-care needs of the state's citizens.

School of Pharmacy highlights:

- 40% of student body are **international students**;
- 32% of faculty are **"first generation immigrants"**;

- Most international graduate students and first-generation immigrant faculty have roots in **Asia**;
- Has been approached by many Asian and Middle Eastern countries to establish a research-intensive academic program and train pharmaceutical scientists and pharmacists;
- **Highly multidisciplinary and collaborative** research activities organized by research clusters;
- Pharmacy is in negotiations to create a **joint-degree program in Asia** with a partner institution.

5.1.3 Business and Economic Development

Kenan-Flagler Business School (KFBS) www.kenan-flagler.unc.edu:

Consistently ranked one of the nation's best business schools, KFBS offers a rich portfolio of programs that prepare business leaders to manage successfully in a global environment. Known for innovative research, superior teaching and a collaborative culture, it also has a rare asset among top business schools – the **Frank Hawkins Kenan Institute of Private Enterprise**. The Kenan Institute works with business, government and academia to foster private enterprise worldwide. It helps leaders in communities across NC and the world to identify their competitive assets and opportunities and to plan how to leverage them for economic success.

Entrepreneurial studies at KFBS was ranked **number three** in *Entrepreneur* magazine's "Top Entrepreneurial Colleges for 2005". In 2003, UNC was one of eight U.S. universities selected by the Ewing Marion Kauffman Foundation to receive a multimillion-dollar grant supporting campus-wide entrepreneurship education – the **Carolina Entrepreneurial Initiative (CEI)**. CEI focuses on traditional business entrepreneurship, as well as social, civic and academic entrepreneurial endeavors to make entrepreneurship part of the weave and fabric of the UNC experience.

KFBS has partnered with the Chinese University of Hong Kong and Copenhagen Business School to launch a premiere international program, **GLOBE**, an innovation in business education for undergraduate students. Students study together at all three campuses and learn about international business from expert faculty at each school. They benefit from firsthand exposure to foreign business operations and culture; visit organizations in five different countries, gaining a comprehensive global perspective; and build a network they can rely upon in years to come in a collaborative learning environment.

OneMBA brings together best practices and knowledge from five premier universities on four continents; no other global MBA program offers this advantage. Designed by key faculty members from the partner schools, the curriculum incorporates perspectives and best practices from each world region. The rigorous curriculum focuses on global management with four global residencies in N. America, Europe, Latin America and Asia.

Center for International Business, Education and Research (CIBER)

www.kenan-flagler.unc.edu/KI/ciber: Based at the Kenan Institute, CIBER promotes education and training that will contribute to the ability of U.S. businesses to prosper in an international economy. North Carolina businesses facing pressures associated with increased global competition can receive help from Kenan-Flagler teams. Senior management, working with 5-person teams over four months each spring, build strategies to improve growth and profitability worldwide.

(UNC Strengths - Business and Economic Development - continued)

Kenan-Flagler Business School highlights:

- *BusinessWeek* ranks our MBA Program for full-time students and our Executive Development Programs in the **top 20** in the nation;
- *BusinessWeek* and *U.S. News and World Report* rank UNC's MBA for Executives Program in the **top 10**;
- The *Wall Street Journal* ranks us **6th** based on feedback from corporate recruiters;
- *Forbes* ranks our MBA Program **15th** in the nation for ROI;
- The only top business school with a group of research centers dedicated to helping business and government tackle problems with impact on society - the research centers of **The Kenan Institute** cultivate a network of industry contacts and enrich the student experience through their work with business and government, and **The Kenan Institute Asia** helps our MBAs connect with internships in Asia.

5.1.4 Population Studies and Migration

Carolina is positioned both academically and geographically to become a leading institution for research, teaching and public engagement on immigration issues, especially the impact of Hispanic migration from Mexico and Central America. UNC's **Institute for the Study of the Americas** is already considered a leading Latin American studies research center with several distinguished experts across the disciplines and collaborations with nearby Duke University. More recently, as North Carolina has absorbed one of the fastest growing Hispanic populations in the U.S., Chapel Hill has become a hub for scholars exploring the history, sociology and impact of Hispanic immigration and the laws and policies that are evolving to address it nationally and locally. In 2004, UNC established the first undergraduate

academic minor in Latina/o studies in the Southeast U.S.

Carolina Population Center (CPC)
www.cpc.unc.edu: The CPC is the leading center in the U.S. and, indeed, the world for population studies. It studies demographic, health, nutrition and other quality-of-life issues in 85 countries and across the U.S. as well. Most of its 60-plus research projects are funded by such federal agencies as the National Institutes of Health,

the National Science Foundation, the U.S. Centers for Disease Control and Prevention and the U.S. Agency for International Development. More than 55 faculty fellows come from five UNC schools and 16 departments.¹⁷

The CPC is a leading international institution whose researchers across several disciplines study a broad spectrum of population issues throughout the world, at the local, national and regional levels. Research projects study fertility, family planning and child outcomes; health behavior and infectious diseases including HIV/AIDS, malaria and TB, nutrition and obesity; population and the environment; and economic demographic and health transitions.

Since the 1960's, researchers at the CPC have established collaborations in international settings to study population and health issues associated with rapid societal change, the environment, and the effects of these changes on health and nutrition. These collaborations are organized around long-term projects that include longitudinal data collection and broad-based research on a wide variety of topics. The collaborators are eminent research institutions in China, the Philippines, Thailand, and Ecuador.

Latino Migration Project¹⁸

In addition to the study of global health issues as they relate to global migration, many faculty and departments across the UNC campus are engaged in the legal, ethical, social, economic, and cultural aspects of Latino migration issues, not only in North Carolina, but in rural and urban settings across the United States and around the world.

Key faculty involved in Latino migration research at UNC:

Deborah Bender: Clinical professor in [health policy and management, School of Public Health](#). She researched healthcare access and the quality of healthcare among Latinos and Latino immigrants to the United States.

Sergio Chavez: Postdoctoral scholar in [sociology, College of Arts & Sciences](#). His research focuses on internal and international migration; sociology of labor markets; race relations; and ethnography.

Paul Cuadros: Assistant professor in the [School of Journalism and Mass Communication](#). An award-winning journalist and stringer for Time magazine, he writes on the impact of emerging Latino communities on the rural South. His book "A Home on the Field", tells the story of a predominantly Latino rural NC high school soccer team that won the state championship. It has been published in English and Spanish.

Hannah Gill: Applied anthropologist, assistant director of the [Institute for the Study of the Americas](#) and research associate at the [Center for Global Initiatives](#). She coordinates the 287g Immigration Policy working group working on a study that examines the consequences of local anti-immigration policies in North Carolina.

Jacqueline Hagan: Associate professor of [sociology](#). Her research interests include international migration between Latin America and the U.S.; migration and human rights; social justice and migration; and international migration and labor markets.

James H. Johnson Jr.: William R. Kenan Jr. Distinguished Professor of entrepreneurship and director of the [Urban Investment Strategies Center](#). His research interests include community and economic development, the effects of demographic changes on the U.S. workplace, urban poverty and public policy in urban America, and workforce diversity issues. He is an expert on Latino immigration and co-authored the 2006 [Kenan Flagler Hispanic Economic Impact Study](#).

Nichola Lowe: Assistant professor in the [city and regional planning, College of Arts & Sciences](#). She is studying skill development of Latino immigrant workers and entrepreneurs in the U.S. construction industry.

The Carolina Population Center is the leading center in the United States and, indeed, the world for population studies.

– Peter Coclanis, associate provost for international affairs

¹⁷ NAFSA Internationalizing the Campus 2004 Report

¹⁸ <http://isa.unc.edu/migration/bios.asp>

(UNC Strengths - Population Studies and Migration - continued)

Nina Martin: Assistant professor of [geography](#), College of Arts & Sciences. She is an expert on the impact of globalization and immigration on U.S. urban labor conditions and communities.

Ted Mouw: Associate professor of [sociology](#). His research focuses on immigration and labor markets for Hispanic immigrants in NC.

Mai Nguyen: Assistant professor in the [city and regional planning](#), College of Arts & Sciences. She studies the inequalities within the physical and social world and employs urban planning methods to address them. She is examining the consequences of anti-immigration policies in NC.

Krista Perreira: Associate professor of [public policy](#), College of Arts & Sciences. Her work focuses on the health impacts of migration from Latin America on immigrants and their families.

Lucila Vargas: Associate professor in the [School of Journalism and Mass Communication](#). Her main academic interest is communication for social change.

Deborah Weissman: Executive Committee member for [The Consortium in Latin American Studies](#), at UNC and Duke; member of the Advisory Board with The Institute for the Study of the Americas at UNC. She is a professor at the [School of Law](#) whose research interests include immigration law and human rights policy.

5.1.5 Water, sustainable development, and the environment

Over one billion people drink unsafe water every day, and forty percent of the world's population – a staggering 2.6 billion – lack basic sanitation facilities. Contaminated water sickens thousands of children daily and causes the deaths of 1.8 million people – 90 percent of them children under five – every year. Unsafe water and poor sanitation kill more young children annually than malaria, AIDS, and accidents combined. UNC is considered a world leader on water sanitation issues.

Key units engaged in fresh water research:

Institute for the Environment (<http://www.ie.unc.edu>): The Institute for the Environment is a multidisciplinary program leading UNC's world-renowned environmental community in educating practitioners, researching and solving global challenges, and informing people about critical issues. It focuses on four main areas:

- [Balancing energy production and environmental quality](#);
- [Protecting human and ecosystem health](#);
- [Providing environmental decision-making support on air quality and climate](#);
- [Developing sustainable community design and practices](#).

Department of Environmental Sciences and Engineering (ESE) <http://www.sph.unc.edu/envr>: In the Gillings School of Global Public Health, ESE is involved in about 75 federally-funded projects on groundwater, wastewater, and drinking water quality, air pollution, industrial engineering, and occupational health and safety. ESE is recognized around the world as a center of excellence in water and sanitation planning in developing countries.

ESE was [tied for 8th](#), in the engineering category, for environmental/environmental health and ranked in the [top 10](#) for its environmental policy and management program by the 2008 *U.S. News and World Report's* "America's Best Graduate Schools".

Carolina Global Water Partnership

(http://www.sph.unc.edu/accelerate/carolina_global_water_partnership_tets_new_waters_8530_9209.html): The Carolina Global Water Partnership brings together experts from the School of Public Health, Kenan-Flagler Business School and Kenan Institute Asia to develop business models to increase coverage and sustained use of water filters and other household water treatment technologies that can be used in homes in the developing world that do not have clean running water. The initial geographic focus of the project will be the Mekong Sub-region of Asia, and it is estimated that over five years, more than three million people will benefit from safe water. The partnership is the second Gillings Innovation Laboratory - interdisciplinary research groups funded initially through a gift to the School of Public Health from Dennis and Joan Gillings.

Global Water Institute

The UNC Board of Governors has made a significant commitment to fund a Global Water Institute based in the School of Global Public Health. This campus-wide initiative will unite strengths at UNC, Duke, and NCSU, as well as with RTP organizations to address a broad agenda of research and education issues related to global water resources and propel UNC to an international leadership position in this field. When created, the Institute will be one of the first integrated programs developed to address the issues of global water policy and development.

College of Arts & Sciences (<http://college.unc.edu>): The Curriculum for the Environment and Ecology (CEE) is an interdisciplinary undergraduate program, chaired by David Moreau, professor of planning emeritus and an internationally recognized expert on water sanitation. The CEE, in collaboration with several departments and schools and the Institute for the Environment, strengthens UNC's teaching and research expertise in addressing state, national and global environmental challenges especially involving water pollution and global warming.

5.1.6 Latin America and Europe

Institute for the Study of the Americas (ISA) <http://isa.unc.edu>: As early as 1915, Latin American course offerings in the College of Arts & Sciences were coordinated in a special curriculum, and the continued growth of interest in Latin America resulted in 1940 in the creation of the Institute of Latin American Studies (ILAS). ILAS was one of the first educational centers in the U.S. dedicated exclusively to the study of Latin America.

In 1990, the [Carolina and Duke Consortium](#) received a major grant from the Andrew W. Mellon Foundation for additional cooperation, which has funded a variety of activities including research and training working groups. The Consortium is a National Resource Center under Title VI of the Higher Education Act, with significant resources that enrich the curriculum. The Consortium sponsors a highly regarded summer intensive language program in Yucatec Maya, an annual public school teacher workshop and a Latin American film festival. The Outreach Program also houses a video library and other resource materials available to all.

The Institute for the Study of the Americas (ISA) seeks to promote a deeper understanding of all of the Americas through innovative research, imaginative curricular development and creative public policy initiatives.

(UNC Strengths - Latin America and Europe - continued)

The major in Latin American studies fosters intellectual discussion, learning, and research on Latin America and the Caribbean for students seeking an interdisciplinary perspective of the region.

Center for European Studies (CES) <http://www.unc.edu/depts/europe>. The Center for European Studies and the European Union Center of Excellence are part of the College of Arts & Sciences. The mission is to advance understanding of the social, political and economic events that shape contemporary Europe, in particular the European integration project. CES disseminates knowledge about contemporary Europe by enriching our university's work in graduate and undergraduate education and in outreach programs with public schools, business, and media organizations.

The Center for European Studies has four components:

- **European Union Center of Excellence** funded by the European Commission;
- **National Resource Center in West European Studies** funded by the U.S. Dept. of Education (Title VI);
- **EURO Major**, an undergraduate degree program in contemporary European studies;
- **TransAtlantic Masters Program**, a graduate program of study in European Union politics, policy, and society and transatlantic relations.

Figure 5.2.2 World University Rankings

| | London Times (2008) | Newsweek (2006) | Chinese Poll (2008) |
|-----------------|---------------------|-----------------|---------------------|
| Brown | 27 | 56 | 71 |
| Columbia | 10 | 10 | 7 |
| Yale | 2 | 3 | 11 |
| Michigan | 18 | 11 | 21 |
| Washington | 59 | 22 | 16 |
| Wisconsin | 55 | 28 | 17 |
| UNC-Chapel Hill | 102 | 41 | 38 |

5.2.2 Relative low international rankings and reputation

UNC's international ranking has improved during the past three years, but remains significantly behind its U.S. peers. This measure is arguably the most difficult factor to affect, however UNC is making slow but steady progress in both national and international university ranking surveys (Figure 5.2.2).

Table 5.2.1 History Department Faculty Expertise by Region (2007)

| | Total Faculty | Percentage of Faculty by Region | | | | | |
|-----------------|---------------|---------------------------------|--------|---------------|--------|-------------|------|
| | | U.S. | Europe | Latin America | Africa | Middle East | Asia |
| UC Berkeley | 57 | 21% | 46% | 7% | 4% | 4% | 19% |
| UCLA | 109 | 28% | 37% | 6% | 6% | 6% | 17% |
| Michigan | 102 | 36% | 27% | 10% | 3% | 7% | 17% |
| UVA | 51 | 39% | 35% | 6% | 4% | 4% | 12% |
| Harvard | 61 | 33% | 38% | 7% | 3% | 8% | 11% |
| Columbia | 103 | 30% | 38% | 6% | 4% | 5% | 17% |
| UNC-Chapel Hill | 53 | 47% | 34% | 6% | 4% | 2% | 7% |

5.2.3 Difficulty attracting/retaining top internationally-oriented faculty

Given the relative lack of depth among internationally-oriented faculty in specific geo-political regions (as illustrated with data from the department of history in Table 5.2.1), combined with identified deficiencies in UNC library acquisitions (Section 5.2.7), UNC has difficulty competing with other institutions that are far more resourced in these areas. As recently as spring 2008, for example, the College of Arts & Sciences was unsuccessful at recruiting three tenure-track faculty in Asian studies due to competition from peer universities.

Section 5.2: UNC Challenges

5.2.1 Insufficient depth of faculty international expertise in key disciplines and geo-political regions of the world, particularly Asia, Africa, and the Middle East.

To illustrate the point about faculty with global expertise, an analysis of history departments offers a helpful guide. Figure 5.2.1 compares UNC's department of history to peer institutions in terms of international coverage (using faculty geographic specialization as a proxy measure). We've used data from four top-ranked public research universities as well as from two distinguished privates.

Note especially the heavy U.S. and European focus of UNC faculty in comparison to our peers. UNC has the lowest percentage of faculty experts on the Middle East and Asia. Additional faculty are needed to strengthen UNC's international expertise in these areas.

5.2.4 Lack of a visible platform to amplify UNC's mission and research on a global scale

Examples: Earth Institute (Columbia), Watson Institute (Brown), MacMillan Center (Yale)

5.2.5 Low percentage (%) of international students

UNC has among the smallest number of international students of any first-rate University (see Section 5.3.1). This has severely limited recognition of UNC as a "global university" and put us at a considerable disadvantage in comparison with private universities and better-funded public institutions. The limited number of foreign graduate students on our campus also hinders efforts to achieve much-needed diversity and gain the perspectives of student voices from around the world.

(UNC Challenges - continued)

5.2.6 Lack of a significant endowment to support strategic partnerships and research initiatives

Many of the universities surveyed, particularly top ranked private institutions, have very large endowments to support international priorities. Institutions with global research centers, in particular, have significant endowments ranging from \$30 million (Yale’s Office of International Affairs) to \$107 million (Brown’s Watson Institute) - enabling far greater collaboration and interaction with strategic partners worldwide.

5.2.7 Maintaining and enhancing library resources and acquisitions in key disciplines and regions of the world

A key finding in UNC's failed attempt to establish a Title VI National Resource Center (NRC) for East Asian studies was that UNC ranks lowest in resources when compared with peer institutions that have established National Resource Centers in Asia. The average contribution for library acquisitions in Asia among nine universities surveyed was \$995,194, whereas UNC contributed less than \$300,000. By comparison, UNC’s support for European Studies was \$1,427,495. To be competitive, a "global" university must not just maintain collections, but expand specialized library collections — including electronic media and technology — in key subject areas and geo-political regions, including reference works, journals, works in translation, on-line research databases, and other resources to support resident scholars and students.

5.2.8 Insufficient resources for strategic global marketing and communications.

Carolina enjoys one of the strongest reputations among American universities today, public or private, with schools and academic departments that are considered among the best in the nation. However, outside the United States, Carolina is not as highly recognized, even as many of its individual scholars are internationally well known.

5.3 "Best practices" at global universities¹⁹

5.3.1 Percentage (%) of international students

Among the fourteen universities surveyed, the average percentage of international **undergraduate students** was 4% nationwide, with the University of Southern California leading the pack at 9.13%.

Other comparisons:

- Duke: 5.48%
- Michigan: 4.82%
- Virginia: 4.65 %
- **UNC-Chapel Hill: 1.23%**

The percentage of international **graduate students** is much higher than at the undergraduate level, averaging 21% among universities surveyed nationwide. The University of Illinois led the pack at 35.42% with Columbia at 30.07%.

Other comparisons:

- Duke: 24.97%
- Michigan: 28.02%
- Virginia: 12.21%
- **UNC-Chapel Hill: 12.37%**

The combined average of **all students**, including professional categories is 10% nationwide. Columbia leads the pack at 20.79%.

Other comparisons:

- Duke: 13.59%
- Michigan: 11.72%
- Virginia: 6.81%
- **UNC-Chapel Hill: 4.49%**

5.3.2 Percentage (%) of international faculty

One of the most difficult numbers to ascertain during our benchmarking research was the number and percentage of international faculty who are teaching or conducting research at major universities nationwide. Key problems include the lack of a tracking system to measure the number of international faculty, combined with the issue of determining "who" is international - i.e. international visiting scholars, foreign nationals, immigrated U.S. citizens, ethnicity, and country of origin.

As the Table 5.3.2 shows, the data on the percentage of "international faculty" is incomplete, and varies widely among the few institutions that responded. A more useful measure may be to sample key departments, such as departments of history as was presented in Table 5.2.1 on page 13, which clearly shows that top ranked "global" universities have significant depth of internationally-oriented faculty in key regions of the world where they have a comparative advantage.

Survey Questions:

What is the number of international faculty at your university? What percentage of all faculty do they represent?

What is the number of international scholars at your university? What percentage of all scholars do they represent?

Table 5.3.2
Percentage of International Faculty (2007)

| Schools | # International Faculty | % International Faculty | # International Scholars | % International Scholars |
|-----------------|--|---|--|--------------------------|
| Columbia | 776 full-time faculty; 246 non-resident aliens | 22.5% of all full-time faculty; 7.1% of the total | 2,200 international (non-resident alien) scholars | 67% of the total |
| Duke | | | | |
| Harvard | 286 | 11.6% | | |
| Illinois | 970 | 25% of total faculty (3,882) | | |
| Michigan | 502 | 9.35% | 390 | 8.62% |
| Pittsburgh | | | | |
| Texas | 1,121 | 44.84% | Same | Same |
| UC Berkeley | | | | |
| UCLA | | | | |
| USC | | | | |
| Virginia | 271 | 11% | 90 | 4% |
| Washington | | | | |
| Wisconsin | | | | |
| Yale | | | | |
| UNC-Chapel Hill | 1,119 (includes scholars) | Cannot be determined | Cannot be separated from number of international faculty | Cannot be determined |

¹⁹ Campus Internationalization Report, compiled by the Office of Institutional Research and Assessment

("Best Practices" - continued)

5.3.3 International "outposts" / partnerships

All of the universities surveyed have long-standing institutional partnerships with key universities worldwide. Perhaps most notable is Yale's century-long engagement in China, and 40 other partnerships in 20 foreign countries. Most recently, Yale launched the Peking-Yale Joint Center for Microelectronics and Nanotechnology, building on established centers for biomedical research and plant molecular genetics.

Top global universities have pursued a number of strategies to increase their footprints in key regions around the world. The most common include dual-degree partnerships, exchange programs with major foreign universities, research and medical outposts, and the purchase of physical buildings to create offshore "hubs" (similar to UNC's Winston House in London). The most common of these are formal networks of faculty among departments and institutions through established memorandum of understandings and exchange agreements.

An emerging trend among some universities (Yale, Columbia) is to establish virtual outposts that are staffed by a regional representative, but without the owning or purchase of physical property.

We believe that UNC is unique in the newly established undergraduate joint-degree program launched in 2007 between UNC and the National University of Singapore.

5.3.4 International Studies Curriculum

The number of universities with established international studies majors was mixed. While many universities offer a geographic concentration tied to an academic major within the social sciences or humanities, an increasing number of top ranked global universities are establishing global MA degrees.

Traditional graduate programs in international studies tend to focus on the study of international political affairs. However, today's big issues are global in scale - energy, climate change, terrorism, human rights, migration, the spread and containment of infectious diseases, economic crises in the global economy. These issues are challenging the traditional nation-state approach, and many universities are developing new curricula for this changing globalized landscape.

5.3.5 Area Studies (Title VI) National Resource Centers

Title VI National Resource Centers (NRCs) are prominent among the nation's top global universities. NRCs provide funding to faculty for research, travel, and course development grants, as well as for graduate student research and academic study abroad. These centers also disseminate knowledge about their respective regions by enriching our university's work in graduate and undergraduate education and in outreach programs with public schools, business, and media organizations.

UNC is near the top of U.S. universities with seven (7) NRCs on our campus. All but two – the Center for Business, Education, and Research (CIBER) and the Center for Global Initiatives – are based within the College of Arts & Sciences. All but CIBER are located in the FedEx Global Education Center.

- **African Studies Center (ASC)** <http://www.unc.edu/depts/africa>: The ASC provides UNC and the people of North Carolina with a campus hub for interdisciplinary inquiry and study of Africa, including the sponsorship of a wide variety of activities that bring together interested faculty and students from a many disciplines focusing on the inter-connected issues of democratization, development, health, and gender.

The ASC is distinctive from those at other universities due to its direct involvement with UNC's Schools of Medicine and Public Health, where faculty are working closely with AIDS/HIV researchers who are conducting studies throughout Malawi and other regions of Africa.

- **Center for European Studies** (See page 13)
 - **Center for Slavic, Eurasian and East European Studies (CSEEEES)** <http://www.unc.edu/depts/slavic>: Established in 1991 and operated jointly by UNC and Duke University, CSEEEES is one of 15 NRCs in Slavic, Eurasian and East European studies. CSEEEES supports a variety of activities including teacher training, undergraduate education, graduate student and faculty research, exchange programs, conferences, seminars and public outreach programs.
 - **Institute for the Study of the Americas** (See page 12)
 - **NC Center for South Asian Studies** (<http://www.jhfc.duke.edu/csas/index.php>): The North Carolina Center for South Asian Studies seeks to promote research and teaching in the languages and cultures of South Asia in the constituent universities of the Triangle South Asia Consortium (Duke, NC State and UNC) and the region.
 - **Center for Global Initiatives (CGI)** <http://cgi.unc.edu>: CGI is part of the Office of International Affairs – a pan-university unit that reports to the associate provost for international affairs. CGI is entrepreneurial and nimble in its approach to fostering initiatives that deepen knowledge and understanding of our complex world. The goal of CGI is three-fold: cultivate ideas that have the potential to reshape intellectual communities; bridge disciplinary boundaries to generate diverse perspectives; and engage external audiences in the University's global activities.
- CGI relies on a multi-pronged strategy to execute its mission and accomplish its goals:
- **Create and manage funding opportunities**: CGI offers an array of competitive funding opportunities for faculty, graduate and undergraduate students including the Fulbright Program and awards to support curriculum development, international internships, conference participation, and pre-dissertation travel.
 - **Conceive and organize forums for exchanging ideas**: From major events like the annual *Global American South Conference* to intimate faculty working groups, CGI facilitates the flow of ideas among faculty and scholars worldwide.
 - **Produce and disseminate resources**: Drawing upon the institutional strengths of UNC, CGI generates products ranging from the book *Going to Carolina del Norte: Narrating Mexican Migrant Experiences* to the database that highlights faculty international expertise across campus.
- **Center for International Business, Education and Research** (See page 11)

("Best Practices" - continued)

5.3.6 Global "think tanks" / research institutes

Interviews were conducted among both public and private universities as part of our benchmarking report. Michigan, Wisconsin and Washington did not have a "global think tank" *per se*, however, each were enthusiastic about the idea.

Those with established global research centers include:

Columbia: Earth Institute

- **Endowment:** \$75M for Observatory
- **Governance:** Director reports to dean of SIPA
- **Annual budget:** \$90M (mostly federal grants)
- **Structure:** 25-26 "research units" comprised mainly of internal faculty who raise most of own funding
- **External faculty:** No
- **Staffing:** 125 at Columbia; 500+ at Observatory
- **Links to teaching:** SIPA MA and PhD program
- **Outreach:** Jeffrey Sachs is primary outreach coordinator

Yale: MacMillan Center

- **Governance:** Director reports to provost
- **Annual budget:** \$30M
- **Structure:** Yale faculty participate in activities of Area Studies Centers ("Councils") and Thematic Programs; faculty receive research support, but no "internal leaves"
- **External faculty:** About 100 per year
- **Staffing:** 1 director, 3 associate directors, 10-15 support staff
- **Links to teaching:** 4 MA and 8 undergraduate majors
- **Outreach:** Via Title VI National Resource Centers; the Center for Globalization is Yale's "global policy" unit

Brown: Watson Institute

- **Endowment:** \$107M
- **Governance:** Director reports to VP for Intl Affairs
- **Structure:** Research professors (5 year terms), faculty fellows, now debating tenure appointments
- **External faculty:** Yes - and high level officials
- **Staffing:** Director, associate director, large support staff (60-80 offices)
- **Links to teaching:** Home to large international studies undergraduate major, PhD advising
- **Outreach:** A "bridge" between academics and policy

National University of Singapore: Asian Research Institute

- **Endowment:** No
- **Governance:** Director reports to provost
- **Annual budget:** NUS government provided \$6M/year for first 5 years, now provides \$4.5M; will eventually seek funding via grants
- **Structure:** Some internal faculty have joint appointments in a department
- **External faculty:** Yes - on both a long and short term basis
- **Staffing:** Director, 12 administrative positions
- **Links to teaching:** None
- **Outreach:** Via public talks, lectures, conferences

UC Berkeley: Institute of International Studies

- **Endowment:** \$8.5M
- **Governance:** Director reports to dean of International and Area Studies
- **Annual budget:** Largely funded through grants; University provides support for 8 FTE staff positions
- **Structure:** Affiliated faculty; can apply for research seed funding

- **External faculty:** Approximately 20 per year
- **Staffing:** 8 staff
- **Links to teaching:** Related to International Political Economy and undergraduate majors
- **Outreach:** Via public talks, lectures, etc.

5.3.7 Distinctive areas of regional or topical expertise

Several of the universities surveyed have specific areas of research expertise around which they have sought to establish international distinction. Most are faculty driven, and help to enhance or expand engagement with key international partnerships. It should be noted that none of the public universities surveyed had an established "global research institute" or similar structure as described in Section 6.2. Those with defined global research centers have a range of research focus areas, including:

Columbia: Earth Institute

- Sustainable Development

Yale: MacMillan Center

- International Security
- Eastern European Studies
- Genocide
- International and Political Economy
- Globalization and Self-determination

Brown: Watson Institute

- Security
- Environment
- Development
- Culture and Identity

National University of Singapore: Asian Research Institute

- Changing Family in Asia
- Asian Migration
- Asian Cities
- Cultural Studies in Asia
- Religion and Globalization in Asia
- SE Asia-China Interactions

UC Berkeley: Institute of International Studies

- Peace and Global Security
- Environment and Sustainability
- Globalization, Development, and Human Rights
- Technological Change

("Best Practices" – continued)

Table 5.3.8
Percentage (%) of Undergraduates who Study Abroad (2006)

| Schools | # UG Study Abroad ¹ | % of UG Study Abroad ¹ | # of Programs ² | # of Countries ² |
|------------------------|--------------------------------|-----------------------------------|----------------------------|-----------------------------|
| Columbia | 385 | 21.3% | 160 | 46 |
| Duke | 818 | 53.2% | Not available | Not available |
| Harvard | 451 | 24.9% | 365 | 69 |
| Illinois | 1,586 | 23.5% | >350 | 58 |
| Michigan | 1,169 | 19.7% | 80 | 41 |
| Pittsburgh | 990 | 25.6% | 289 | 52 |
| Texas | 1,627 | 18.2% | 645 | 76 |
| UC Berkeley | 740 | 11.1% | 130 | 34 |
| UCLA | 547 | 7.8% | 140 | 30 |
| USC | 779 | 17.9% | 52 | 29 |
| Virginia | 1,201 | 37.4% | 344 | 71 |
| Washington | 1,460 | 20.3% | 279 | 73 |
| Wisconsin | 1,474 | 23.3% | 108 | 45 |
| Yale | 264 | 19.7% | 170 | 56 |
| UNC-Chapel Hill | 1,302 | 35% | 341 | 70 |

¹Source = 2006 Open Doors Report (Institute for International Education)

² Estimated numbers based on data from university website

5.3.8 Percentage (%) of undergraduates who Study Abroad

For the past 5 years, UNC-Chapel Hill has ranked at near the top among public universities in the percentage of undergraduate students who study abroad before completing their degree.

5.3.9 Endowment Support

- **Columbia:** Earth Institute \$75M for observatory
- **Brown:** Watson Institute \$107M
- **UC Berkeley:** Institute of International Studies \$8.5M

Conclusion

UNC-Chapel Hill has clear strengths in areas where the university could further distinguish itself internationally, including a *distinctly collaborative and interdisciplinary pan-university spirit*, and recognized expertise in the following areas:

- Latin America and Europe;
- pressing global health issues (HIV/AIDS, TB and other infectious diseases);
- environmental challenges (water sanitation/access, sustainable development and global warming);
- changing social/economic conditions (work, migration and immigration).

Carolina also has one of the highest rates of students going abroad (35%) among public universities, and ranks third in this among 15 important public and private peer institutions.

However Carolina lacks several components that are necessary for a truly global university, including: sufficient internationally-oriented faculty expertise (particularly in Africa and Asia); more students and faculty from other nations; a central international think-tank to raise issues and encourage further research; plentiful international partnerships; support for centralized communication strategies; and other infrastructure to enhance the university's presence, effectiveness and stature in the international arena.

Section 6: FINDINGS, STRATEGIES, and RECOMMENDATIONS

Section 6: Findings, strategies and recommendations

The recommendations presented in this report were compiled in consultation with members of the faculty²⁰, members of an internal working group²¹, the International Affairs Advisory Council²², the Roadmap Executive Committee²³, the Advisory Board for Global Education²⁴, and members of the Chancellor's Global Leadership Circle²⁵, chaired by Bill Harrison.

These strategies were based on the guiding principles outlined in Section 4, a comparative analysis of UNC's strengths, challenges, and best practices described in Section 5, and a general commitment to the advancement of UNC's core mission of teaching, research, and public service to North Carolina.

Snapshot of recommendations:

- 6.1 Establish a Global Research Institute
- 6.2 Increase internationally-oriented faculty
- 6.3 Expand international partnerships
- 6.4 Support global communications strategies
- 6.5 Develop UNC's global infrastructure
- 6.6 Provide technical assistance to NC's transition to a global economy

²⁰ **Faculty representatives:** included senior associate dean Karen Gil and members of the Area Studies Centers

²¹ **Internal Working Group:** Mike Cohen, Arne Kalleberg, Jack Kasarda, Daniel Lebold - presided by associate provost Peter Coclanis

²² **International Affairs Advisory Council:** Pan-university faculty group - presided by associate provost Peter Coclanis and assistant provost Margie Crowell

²³ **Roadmap Executive Committee:** Bruce Carney, Peter Coclanis, Jim Dean, Karen Gil, Barbara Rimer, Bill Roper, Tony Waldrop - presided by provost Bernadette Gray-Little

²⁴ **Advisory Board for Global Education:** External advisory board - presided by UNC alum David McSpadden

²⁵ **Chancellor's Global Leadership Circle:** External advisory board - presided by UNC alum Bill Harrison



6.1 Establish a Global Research Institute (GRI) to provide a focal point to amplify UNC's global research, and to attract and engage preeminent international scholars from the U.S. and abroad

For Carolina to be a leading global university, it must make its presence felt in significant ways, not only in North Carolina and the United States, but throughout the world. To do that we must build on our faculty strengths in key areas where we have comparative advantage and distinguish UNC as the place for acquiring new knowledge in areas not already being explored by our competitors.

Enhancing Carolina's global readiness and international reputation depends on its ability to attract high-quality scholars who will expand its global presence through seminal research and first-rate teaching, and draw upon Carolina's research expertise to extend its mission of public service on a global scale. What is needed is a visible platform to amplify UNC's already distinguished national reputation, and to provide faculty and students greater opportunities to interact and study with distinguished scholars engaged in groundbreaking global research.

Top universities around the world are moving quickly to internationalize their campuses. Many have already established prominent research institutes, entered into partnerships with foreign universities, aggressively recruited seasoned faculty and scholars with international credentials and expertise, explored new ways to attract the brightest students and expose them to the world, and accelerated the pace of research in their quest for real solutions to critical global issues.

The nature of research itself is changing, as answers to complex global problems depend less on narrowly defined fields of thought, but on a confluence of divergent disciplines with the view that global problems are no longer singular or distinct, but intertwined and multifaceted.²⁶

Two factors severely limit UNC's capacity to compete in this global arms race for talent:

- Difficulty attracting and recruiting preeminent scholars and top graduate fellows due to geography (Chapel Hill is not a major urban center), a relatively low international campus profile, limited opportunities for peer engagement with other eminent scholars at UNC or around the world;

²⁶ Chancellor Moeser - GLC Briefing Report

(Recommendations - Global Research Institute - continued)

- Insufficient time, resources, or opportunities for faculty and students to fully engage with international colleagues in order to distill and disseminate their research for broader applications (e.g. creative analysis, innovation, technology transfer, public policy, proliferation of knowledge).

To rise to the challenge of becoming a leading global public university, Carolina must stake out a few global research arenas where it can distinguish itself from other top universities. One way is to create a *"think and do center"* that can facilitate faculty and student research and attract stellar international visiting scholars with whom they can collaborate on distinct global issues and that build on Carolina's core strengths.

UNC proposes to establish a multidisciplinary **Global Research Institute** to position UNC as a leading hub for the study of critical global issues in areas where Carolina faculty have distinct expertise across disciplines and schools.

As described in Section 5, Carolina has many assets upon which to build international programs of distinction. First and foremost, we have many internationally-oriented faculty who are doing excellent, in some cases, truly exceptional global work. Our work in the broad field of **global health** is foremost in this category, but we are strong in many other areas as well. Second, we have strong institutional commitments to internationalization from both UNC-Chapel Hill and the UNC system as a whole. Third, through the incredible generosity of public and private donors from NC and beyond, we now have an extraordinary state-of-the-art global education facility - the 80,000 square foot **FedEx Global Education Center**. Fourth, we have bright, talented students at all levels, students who, by and large, are eager to engage with the world, seize global opportunities, and meet our international challenges.



Located at the heart of Carolina's international enterprise on the fourth floor of the FedEx Global Education Center, the GRI will offer various means of engagement and

unique opportunities for exchanges among UNC and visiting scholars, as well as informal and formal teaching possibilities, and interaction with a wider university community and the public through a major annual conference.

Once the GRI is fully funded, a university committee will select four distinguished visiting fellows each year (at least two from abroad), eight UNC faculty fellows (four per semester), and six graduate dissertation fellows. Selected fellows will enjoy the amenities of the dedicated research

facility which include a large conference room and commons area for meetings, workshops, and public discussions, a graduate student laboratory, a suite of premiere offices for resident scholars, as well as a rooftop garden terrace.

Each year, the GRI will assemble a collaborative team of scholars – or "clusters" – comprised of both internal and external faculty who are working on a common set of global themes. Carolina graduate and undergraduate students will have opportunities to work within these clusters on a wide variety of research projects.

Goals:

The **GRI** will:

- Draw on UNC's interdisciplinary research expertise to tackle important challenges facing NC and the world;
- Attract and engage outstanding internationally renowned visiting and permanent faculty;
- Extend Carolina's mission of public service;
- Amplify the University's reputation on a global scale.

Proposed themes:

Globalization at a Crossroads: Impacts of Global Financial Markets on Local Communities

Key research questions:

- What are the overall effects of globalization on NC's economy and where are the new economic opportunities for our state?
- What are the wider impacts of globalization (in good times and bad) on local communities, particularly as they relate to population/ migration, healthcare, environment, and employment?
- What are the costs/benefits of additional financial regulation by Washington (particularly in context of effects of such regulation in the past), and how will this impact North Carolina?

Immigration and Migration

Key research questions:

- What is the impact of Hispanic immigrants on NC's economy?
- What are the pros and cons of turning immigration laws over to local law enforcement officials?
- What factors influence the nature of relations among Hispanic immigrants, Whites, and African Americans?

Faculty in the following departments are increasingly focusing on issues of immigration and migration: Schools of Business and Law, and departments within the College of Arts & Sciences (especially geography, history, political science, anthropology, city and regional planning, public policy, sociology, African and Afro-American studies, and Asian studies), as well as the Institute for the Study of the Americas, Center for Global Initiatives, Carolina Asia Center, African Studies Center, Center for European Studies, and Center for Slavic, East European, and Eurasian Studies.

(Recommendations - Global Research Institute - continued)

Carolina faculty are examining a broad range of topics related to the theme of immigration and migration, such as: migration from Mexico to North Carolina and its impact on local communities; internal migration within countries (e.g. China, Africa or Russia); the impacts of migration on the welfare states in Europe and Latin America; refugees and forced migration in Eastern Europe, Asia and Africa; sexual trafficking and the slave trade; the emergence of African diasporas; and impacts of migration on identity and nationalism; and migration issues between Burma and Thailand.

Work and Economic Development

Key research questions:

- What factors lead to high economic growth and living standards?
- What explains differences in labor markets and job opportunities?
- How do networks of production and supply chains affect organizational efficiency and profitability?
- How do cross-border networks stimulate innovation and entrepreneurship?

Faculty at the Schools of Business, Law, Social Work, and departments within the College of Arts & Sciences (especially political science, geography, history, city and regional planning, sociology, anthropology, economics and public policy), and the Center for Community Capital among others, have made considerable progress in understanding the factors underlying: economic growth and higher living standards; labor markets and job opportunities; networks of production and supply chains; and innovation via cross-border networks and the stimulation of entrepreneurship.

Global Health and Development.

Key research questions:

- What are the best ways to provide health resources—medicines, medical devices, health professionals and other services—to countries and people that need them?
- What factors impede the flow of information across borders and how does this hamper solutions to health-related problems?
- How can we best facilitate the physical movement of these resources to consumers?

Faculty in the Schools of Medicine, Public Health, Nursing, Pharmacy and various departments within the College of Arts & Sciences, among others, have a great deal of expertise in addressing issues related to global health and its development. This involves the provision of health resources and a health infrastructure—medicines, medical devices, medical professionals and other health services—to countries and people that need them.

Tactics:

- Appoint a director
- Build a rollout plan to launch pilot project in 2009-10
- Begin with one (1) theme: "**International Financial Markets**"
- Convene a working group on this theme
- Develop performance indicators
- Seek external funding including endowment support
- Identify and recruit the first "research cluster" comprised of visiting scholars with international expertise, UNC faculty fellows, graduate dissertation fellows, and undergraduate research assistants (33% of proposed budget, Section 7)
- Based on findings, add another 1-2 themes in year 3

Benefits

- Expanded strategic partnerships with distinguished universities worldwide
- Annual international conferences, forums, and seminars
- Publications (books, journal articles, policy proposals)
- Success in attracting and recruiting high quality internationally-oriented faculty

Targeted investments to establish the GRI:

• Core Operating Support

\$5 million (endowment)

An endowment of \$5 million to name the Global Research Institute will generate approximately \$250,000 (5%) in annual expendable income to provide core operational support to run the institute. Funds will be used to hire an executive director and administrative staff, recruit visiting scholars and fellows, and organize annual international conferences and seminars.

• Establish Four (4) Distinguished Visiting Scholars

\$2 million / each (endowment)

Private funding will be sought to establish four (4) endowed distinguished visiting professorships in one or more key disciplines to attract preeminent scholars to the UNC campus on an annual basis.

Endowments of \$2 million will generate approximately \$100,000 (5%) in annual expendable income to provide salary support for each position in perpetuity.

• Establish Eight (8) UNC Faculty Fellowships

\$400,000 / each (endowment)

Private funding will be sought to establish eight (8) faculty fellowships to recruit UNC faculty from one or more key disciplines or strategic regions of the world.

Endowments of \$400,000 will generate approximately \$20,000 (5%) in annual expendable income to provide salary support for each fellow in perpetuity.

(Recommendations - Global Research Institute - continued)

- **Establish Five (5) Graduate Dissertation Fellowships**

\$400,000 / each (endowment)

Private funding will be sought to establish five (5) graduate dissertation fellowships in one or more key disciplines or strategic regions of the world.

Endowments of \$400,000 will generate approximately \$20,000 (5%) in annual expendable income to provide graduate support for each fellow in perpetuity.

- **Establish Eight (8) Undergraduate Research Assistants**

\$65,000 / each (endowment)

Private funding will be sought to establish eight (8) undergraduate research assistants majoring in one related disciplines or strategic regions of the world.

Endowments of \$65,000 will generate approximately \$3,000 (5%) in annual expendable income to provide support for each assistant in perpetuity.

- **Provide Fourteen (14) Faculty and Student Travel Awards**

\$50,000 / each (endowment)

Private funding will be sought to establish fourteen (14) travel awards to enable faculty and visiting scholars to undertake research around the world or participate in international conferences.

Endowments of \$50,000 will generate approximately \$2,500 (5%) in annual expendable income per travel award.

Private funding needed to establish a GLOBAL RESEARCH INSTITUTE:
\$20 million



6.2 Preparing students for the global 21st century will require a significant increase in internationally-oriented faculty

Major Finding: Preparing students to succeed both professionally and personally in today's rapidly changing, knowledge-based global economy will require a significant investment and expansion in the number of internationally-oriented faculty available to lead this effort.²⁷

The College of Arts & Sciences provides the foundation for UNC's international teaching mission to undergraduate and graduate students. Strengths of the College include long-standing institutional partnerships in Europe, an early commitment to Latin America, foreign language instruction, and extraordinary demand for degrees in the Curriculum in International and Area Studies (CIAS). Many of the College's strongest departments are contributing to the internationalization effort, including political science, history, sociology, geography and city and regional planning. Graduate and professional schools also play a role, with the units across the health affairs and the Kenan-Flagler Business School at the forefront engaged in international research and service around the world.

Despite these strengths, the University has made an inadequate commitment of teaching resources and expertise in key regions of the world, most notably in **ASIA** and **AFRICA**.

Asia impacts local economies dramatically, with some NC communities hit hard by the effects of globalization while others prosper from it. Because Asia holds greater potential benefits and challenges for the United States than any other part of the globe, Carolina graduates – regardless of their chosen career path – must understand the relevance of Asia to be competitive in a rapidly changing world. Unfortunately, UNC's depth of faculty expertise in Asian studies – particularly in the social sciences – lags far behind its peers, making it difficult to fully engage in this region of the world.

Less obvious is the rapid transformation occurring in Africa that also will present vast opportunities and challenges in the new global economy. New emerging trends in Africa are of increasing global importance, and echo the early rise of Asia as a global economic factor. Unlike our delayed response to Asia, UNC must commit

²⁷ Holden Thorp - International Faculty in the College of Arts & Sciences

To fulfill its public educational mission in the 21st century, Carolina must ensure that its faculty prepare students for life and work in a global society, address pressing global problems, and help North Carolina prosper in a global economy.

(Recommendations - Faculty - continued)

early to understanding how these changes will ultimately determine Africa's future place in the world.

Opportunities abound for studying how the recent and rapidly expanding Asia-Africa connection (trade, quest for natural resources, and outsourcing of jobs) is producing profound shifts in global security issues, emerging markets, geo-political relations, and environmental impacts.

The College therefore must develop the intellectual depth of the faculty to build strong programs in these regions. Further, the Curriculum in International and Area Studies - now one of the fastest growing majors in the College - can no longer keep up with student demand due to insufficient numbers of faculty with international expertise. The shortage of internationally-oriented faculty limits our capacity to offer advanced courses, advise students, conduct research, or participate meaningfully in international partnerships and exchanges with peer institutions around the world.

Building on Carolina's strengths, the College will seek to reproduce for Asian and African studies the success of the well-established area studies centers. Latin American studies offers a model: a program with a multi-disciplinary

This shortage of international faculty limits our capacity to offer advanced courses, advise students, conduct research, or participate meaningfully in international partnerships and exchanges with peer institutions around the world.

Holden Thorp, chancellor

development resources to support research; promoting the sponsorship of academic conferences and visiting-speaker programs; allocating resources for graduate assistantships; providing adequate foreign language training; and collaborating with other units of the University to develop corollary infrastructure support.

faculty, extensive research support, adequate language training, an excellent study abroad component, strong library collections, and superb graduate training and placement. The College must strengthen Asian and African studies by: developing a comprehensive plan for the appointment of both eminent scholars and junior faculty members; allocating faculty

RECOMMENDATIONS AND STRATEGIES

The College of Arts & Sciences intends to hire **15 additional internationally-oriented faculty positions** throughout the College over the next 3-5 years. It is anticipated that positions will be funded through a combination of private fundraising and state funding. Faculty positions will target specific regions as follows:

6.2.1 ASIA

Unprecedented numbers of Carolina students are now traveling to and studying in Asia, in large part due to the significant infusion of private funding received during the *Carolina First Campaign* for study abroad initiatives in Asia. Key countries of focus include China, India, Singapore, Thailand, Korea, Japan, Taiwan, Vietnam, and Mongolia. Four initiatives – particularly the **Phillips Ambassadors Program**, the **Carolina Southeast Asia Summer Program**, the **Grier/Woods Presbyterian China Initiative**, and the **Freeman Foundation Undergraduate Asian Studies Initiative** – have helped to increase the number of undergraduate students traveling to Asia, from just 27 six years ago to more than 200 during the 2007-08 academic year.

This dramatic rise in student interest and demand for Asia-related courses has far exceeded the University's teaching capacity due to insufficient numbers of faculty with expertise in Asia, most notably in economics, political science, sociology, and anthropology. Carolina students have ample opportunities to study languages in East, South, and West Asia, but have limited opportunities to find corresponding courses that deepen their understanding of the geo-political and economic forces at play in this region, or to study languages in Southeast Asia.

UNC's efforts to recruit faculty who specialize in Asia – particularly distinguished senior faculty in the social sciences – have been hindered by the relatively small number of scholars who specialize in Asia. Without a critical mass of Asia experts, it's difficult to recruit more faculty to build a strong program. This "chicken or egg" predicament contributed to the College's inability to fill three separate Asia scholar positions in the last academic year.

In response, the strategy for increasing faculty expertise on Asia in the College is to build **breadth** (across social science disciplines) and build **depth** (across the ranks within departments). We must also solidify or strengthen language instruction through advanced language and literature courses in the Asian languages (Chinese, Japanese, Arabic, Korean, Hindi/Urdu). To this end, eight (8) faculty searches are currently underway in the College, and a new faculty cohort will begin in July 2009.

(Recommendations - Faculty - continued)

The College is also considering a graduate program in Asian studies, and there have been preliminary discussions with Duke University about the potential for cooperation. Duke has greater resources in its faculty within the social sciences and greater stature as a National Resource Center for East Asia (Title VI).

6.2.2 AFRICA

Carolina's traditional strengths in Africa have focused primarily on socio-cultural issues, social justice, poverty, public health, medicine, infectious diseases, community development, and human rights.

UNC has considerable assets which, with well placed investments over the coming years, will make it possible for Carolina to emerge as a leading U.S. institution in African studies. Key assets in African studies include:

- An established African Studies National Resource Center (Title VI);
- A strong department of African and Afro- American Studies;
- Sonja Haynes Stone Black Cultural Center, one of the nation's only free-standing university centers of this kind;
- A highly respected Institute for African American Research.

In addition, units across the [health affairs](#) schools have unusually high levels of engagement across the African continent, with over 400 medical researchers on the ground studying HIV/AIDS in Malawi alone. More recently, the [Kenan-Flagler Business School](#) identified Africa as a strategic priority in planning for its international programs. All of these resources create an environment in which the potential for cross campus teaching and research in Africa are uncommonly high.

Carolina offers a significant number of major African languages including Arabic, Lingala, Swahili, and Wolof, with two recent faculty hires to further strengthen African language instruction. UNC is one of the few universities in the Southeast that has actively embraced a commitment to African-American studies as central to the mission and identity of the University. This provides UNC with a unique environment and great potential for productive collaboration among scholars in African and African-American studies.

Undergraduate and graduate student interest has also significantly increased - with the number of students participating in study abroad programs in Africa more than doubling in the past five years. Several longstanding student-created action groups operate on campus, including [Carolina for Kibera](#)²⁸ (an internationally-acclaimed organization supporting Kenyan-led health and education projects, recently named a “Hero of Global Health” by *Time Magazine* and the Gates Foundation); [Students for](#)

[Students International](#)²⁹, which raises funds to provide scholarships to young people in Tanzania and Mozambique; [Agradu](#)³⁰, which places UNC students in internships in Uganda; the [Millennium Village Project](#)³¹, a consortium involving UNC-Chapel Hill, Duke, and Bennet College; and [World Camp](#)³², which provides ongoing student volunteer opportunities in Malawi. The energy and commitment of UNC students are truly the greatest force supporting African studies on campus.

Currently, African studies programs at some of the nation's strongest public universities do not enjoy a comparable level of complementary assets. Therefore, UNC has the potential to establish itself as a leader in African studies in the United States. The time to act is now. Africa is becoming increasingly important to the strategic interests of the U.S. (as represented, for example, by the newly created Africa Command Structure of the U.S. military), and we anticipate that schools with much deeper pockets will be looking to enhance their programs in African studies. The University of Michigan, for example, recently established and provided considerable funding to an African Studies Center; similarly, Harvard University competed (unsuccessfully) for Title VI funding in the last cycle. If UNC fails to act now, the window of opportunity to become the national leader in this field could close.

African studies' current ties to health affairs and business, combined with targeted future investments in partnerships with key African universities, could position UNC to be ahead of the curve when Africa emerges as a rising economic power in the next 10-20 years.

6.2.3 Maintain faculty resources where UNC has comparative advantages – LATIN AMERICA and EUROPE – and strengthen other strategic regions – MIDDLE EAST and EASTERN EUROPE

It is imperative that the College of Arts & Sciences strengthen faculty positions in areas where UNC has comparative advantages, especially Latin America and Europe.

6.2.4 Establish a Global MA Program

With over 700 undergraduate majors, the Curriculum in International and Area Studies is one of the fastest growing and largest programs in the College of Arts & Sciences. UNC was unable to keep up with this increased student demand, having turned away over 100 students in fall 2008 to the required international gateway course.

²⁹ Students for Students International website: <http://www.s4siunc.org>

³⁰ Agradu website: <http://campus-y.unc.edu/index.php/agradu>

³¹ UNC Millennium Village website: <http://campus-y.unc.edu/index.php/mvp>

³² World Camp website: <http://www.unc.edu/depts/africa/students>

²⁸ Carolina for Kibera website: <http://cfk.unc.edu>

(Recommendations - Faculty - continued)

Traditional graduate programs in international studies tend to focus on the study of international political affairs. However, today's big issues are global in scale - energy, climate change, terrorism, human rights, migration, the spread and containment of infectious diseases, crises in the global economy.

These issues challenge the traditional nation-state approach, and solutions require a different knowledge base and skill set for graduates entering this new globalized landscape.

A range of new career opportunities is becoming available for this new field of study. Graduates of global studies programs are well positioned for roles in multilateral organizations (e.g. World Bank, NGO's, UN Development Program), global corporations, and a range of organizations in the areas of justice, environment, art, and health, as well the more traditional sectors of government, Foreign Service, and development agencies.

We recommend establishing a "Global Studies" graduate program that fosters transnational perspectives, and frames the understanding of global issues and challenges in the context of a dynamic, interrelated and interdependent world. Such programs are beginning to emerge rapidly throughout the U.S. and other regions of the world, and UNC is well positioned to be on the cutting edge of this paradigm shift.

Next steps:

- Obtain "permission to plan" a 2-year Global MA program, a year-long process required by the UNC Board of Governors.
- Plan academic components with the following concentrations (based on depth of faculty expertise):
 - Global Economy and Global Work
 - Global Justice and Human Rights
 - Global Circulation of Arts and Culture
 - Global Health and Environment
- Establish a language competency requirement consisting of at least three years foreign language study or the equivalent.
- Once approved, begin enrolling 10 students per year as early as 2010.
- Undergraduate students who have enough credits to graduate and who have advanced through the major in the Curriculum in International and Area Studies (with honors), should be able to take courses in the Global MA Program, and graduate with a B.A. in international studies and a Global MA with four years of study (3+1 program). This will appeal to outstanding undergraduates and help Carolina attract top prospective students who are interested in international affairs.

RESOURCE REQUIREMENTS

Targeted investments for ASIA:

- **Establish One (1) EMINENT DISTINGUISHED PROFESSOR in Asian Studies**
\$3 million (endowment)

Carolina must recruit a renowned eminent scholar in Asian studies, based in the social sciences, to lead the University's strategic vision for Asia, strengthen UNC's stature in developing a graduate program in Asian studies and serve as a magnet to attract rising faculty and graduate students to Asian studies.

A \$3 million endowment will generate about \$150,000 (5%) in annual expendable income to provide salary support for this position in perpetuity. Private gifts totaling \$2.33 million are needed to enable the University to leverage an additional \$666,666 in matching funds through the N.C. Distinguished Professors Endowment Trust. To be successful, a lead gift of at least \$1.5 million would be required to name the professorship, and an additional \$833,333 to bring the total to \$2.33 million.

The **Eminent Distinguished Professor** will:

- Contribute to and help lead UNC's strategic vision for Asia;
 - Enhance UNC's profile as a leader in Asian studies;
 - Mentor and bring together for collaborative research and teaching the incoming (2009) cohort of new junior faculty;
 - Help to recruit the succeeding cohorts of new junior and mid-career faculty (2010 and beyond) and/or lead or serve on the search committees for these new junior faculty;
 - Provide academic leadership and support for the development of graduate programs in Asian studies;
 - Help to attract and mentor top graduate students in Asian studies.
- **Establish Four (4) Asia-Oriented Professorships**
\$1.5 million / each (endowment)

To achieve our goal of hiring an additional four (4) junior faculty members over the next 3-5 years, private funding will be sought to establish four new endowed professorships. It is anticipated that the eminent distinguished professor, once hired, will help lead the recruitment efforts to attract "rising star" talent from prominent universities worldwide.

By adding four new faculty strategically to departments with existing Asia experts, the College can begin to build critical mass in several of the following areas:

- Anthropology
- Geography
- Political Science
- Asian Studies
- History
- Sociology
- Economics

Endowments of \$1.5 million will generate about \$75,000 (5%) in annual expendable income to provide salary support for each position in perpetuity. Private gifts totaling \$1 million for each professorship will enable the University to leverage an additional \$500,000 in matching

(Recommendations - Faculty - continued)

funds per professorship through the N.C. Distinguished Professors Endowment Trust.

Targeted investments for AFRICA:

- **Establish Two (2) Africa-Oriented Professorships**
\$1.5 million / each (endowment)

Private funding will be sought to establish two (2) new endowed professorships to further strengthen UNC's stature as a leader in African studies. Faculty hires will be needed to deepen strategic partnerships in key regions, as well as expand graduate course offerings in order to establish a masters degree in African studies.

Endowments of \$1.5 million will generate about \$75,000 (5%) in annual expendable income to provide salary support for each position in perpetuity. Private gifts totaling \$1 million per professorship will enable the University to leverage an additional \$500,000 in matching funds per professorship through the N.C. Distinguished Professors Endowment Trust.

Targeted faculty investments in other regions:

- **Establish Two (2) Internationally-Oriented Professorships**
\$1.5 million / each (endowment)

Private funding will be sought to establish two (2) additional endowed professorships in one or more key disciplines or strategic regions of the world.

Endowments of \$1.5 million will generate approximately \$75,000 (5%) in annual expendable income to provide salary support for each position in perpetuity. Private gifts totaling \$1 million per professorship will enable the University to leverage an additional \$500,000 in matching funds per professorship through the N.C. Distinguished Professors Endowment Trust.

Allocation through the College of Arts & Sciences (State Funds):

- **Recruit Five (5) Junior-Level Faculty***
\$80,000 / each (expendable)

The College of Arts & Sciences intends to direct five (5) additional internationally-oriented junior faculty lines to one or more departments across the social sciences, with preference given to Asian and African studies.

* While the College is committed to funding these positions through state allocation, appointments will likely be delayed due to state funding shortfalls and hiring freezes associated with the current global economic crisis.

Private funding needed for INTERNATIONALLY-ORIENTED FACULTY:
\$15 million



6.3 Connecting Carolina to the world will require investment in global partnerships that foster exchanges of international students, faculty, and global scholars

Carolina's success in attaining world-class stature as a major global university depends on its capacity to participate meaningfully in partnerships and exchanges in key regions of the world. The University must also be selective in choosing its strategic partners, allying with stronger institutions that will augment UNC's international objectives.

A key ingredient for any top ranked global university is the percentage of international students and faculty members who are part of the campus fabric and core activities. As a major public university, UNC's exposure to international students - particularly at the undergraduate level - is largely restricted due to the 18% cap on admissions for out-of-state students. Further, the majority of major research training grants for students are from federal sources and cannot be used to fund foreign students.

Global partnerships can help to mitigate these limitations by fostering opportunities for faculty and student exchanges, collaborative research, and access to some of the world's brightest students and most eminent scholars.

As noted in Section 5, the pace of UNC's international engagement has skyrocketed in recent years - with increasing numbers of faculty and departments across the campus now engaged with institutional partnerships worldwide. The depth of these associations, however, is severely constrained due to lack of adequate funding in core areas. These include:

- Travel and cost of living stipends for faculty;
- Scholarships for international undergraduate and graduate students;
- Stipends for visiting international faculty and scholars;
- Training stipends for UNC faculty and international researchers.

RECOMMENDATIONS AND STRATEGIES

It is essential that UNC identify and invest in a limited number of institutional partnerships that have clear, significant, and mutually beneficial returns. At its best, these global partnerships must be multidimensional – providing ample opportunities for teaching, research, and service. Key partnerships to build from and expand:

(Recommendations - Global Partnerships - continued)

6.3.1 UNC | Kings College London Exchange Program

UNC-Chapel Hill and King's College London are natural partners - both universities are world class, with research forming the lifeblood of their institutions. A close relationship between the two universities has grown up in recent years and following the signing of a major strategic alliance in 2005; both UNC and King's are committed to joint activity in a vast range of areas of teaching, research and other forms of collaboration.

At the heart of this lies the exchange program for undergraduate and graduate students and faculty, who are encouraged to spend at least one full semester at the partner institution. The strategic alliance between UNC and King's focuses and encourages the following:

- Research collaboration
- Student and staff exchange
- Joint conferences
- Joint workshops
- Knowledge transfer

A significant challenge is the severe cost-of-living differential between London and Chapel Hill, which can run UNC students upwards of \$10,000 above tuition costs.

6.3.2 UNC | National University of Singapore Joint-Degree

UNC and the National University of Singapore (NUS) have partnered to form a joint-degree program for undergraduate students from both universities. The program is the first of its kind among UNC's U.S. peers and allows students to broaden their educational and international experiences.

The program offers undergraduate students at both schools the unique opportunity to spend one to two years abroad and graduate with a degree from two distinguished universities, an asset for anyone interested in international work or international graduate studies..

Designed for students majoring in [economics](#), [English literature](#), [geography](#), [history](#) and [political science](#), the alliance will offer the combined strengths of both universities' curricula, as well as allow students the opportunity to fully integrate an international experience into their education.

The joint-degree program is an effective way for UNC students to pursue courses and research in Asian studies and for NUS students to explore the many study options available at UNC. Both parties are able to access a greater range of classes and form lasting global connections.

NUS, which celebrated its 100th anniversary in 2006, has an established history as a leading global university. This year, it is ranked 19th in world universities and the top in Asia for social sciences by the London-based newspaper *The Times*.

6.3.3 Global Scholars Initiative

Carolina has among the smallest number of international students of any first-rate university. This has severely limited recognition of UNC as a "global university" and put us at a considerable disadvantage in comparison with private universities and better-funded public institutions.

The limited number of foreign graduate students on our campus also hinders efforts to achieve much-needed diversity and gain the perspectives of student voices from around the world. Dozens of top-notch international students apply to health affairs graduate programs each year

Funds through the Global Scholars Initiative will support a wide variety of faculty and student exchanges each year, and will be made available to any unit across campus on a competitive basis.

and uniformly choose other schools for lack of financial fellowship support. With few exceptions, international students may not be funded through research training grants, and merit fellowships at the University level are

extremely limited. Indeed, our only funding for such international students and programs is the NIH Fogarty Center, which can only support a small number of students from Cameroon, Malawi, or China.

More than 100 medical and public health students request opportunities for graduate study/research each year, and we can accommodate only a handful. There is also an enormous demand for UNC students to do research and practicum in international settings, and very limited funding to support them. For our students to understand global health problems and their solutions, it is essential that they have the opportunity to work with counterparts in communities around the world.

Funds through the Global Scholars Initiative will support a wide variety of faculty and student exchanges each year, and can be applied for by any unit or department across campus. Global Scholars participating in clinical work or research will be expected to obtain necessary U.S. federal research approvals, provide regular written reports summarizing their activities and accomplishments, assess the strengths and limitations of their experience, and recommend improvements to the program and its outcomes.

Targeted investments for strategic GLOBAL PARTNERSHIPS:

- [UNC | Kings College London Exchange Program](#)
\$2 million (endowment)

An endowment of \$2 million to name the Kings College London partnership will generate approximately \$100,000 (5%) in annual expendable income to provide cost-of-living scholarships for up to five (5) UNC exchange

(Recommendations - Global Partnerships – Kings College - continued)

students, and funds to support faculty travel and teaching exchanges.

- **UNC | NUS Joint-Degree Program**

\$2 million (endowment)

An endowment of \$2 million to name the NUS-UNC joint-degree program will generate approximately \$100,000 (5%) in annual expendable income to provide cost-of-living scholarships for up to five (5) UNC exchange students, and funds to support faculty travel and teaching exchanges.

- **Graduate Student Dissertation Fellowships**

\$5 million (endowment)

An endowment of \$5 million will generate approximately \$250,000 (5%) to provide ten (10) fellowships (\$25,000 each), with preference to Asian and African studies.

- **Global Scholars Initiative**

\$21 million (endowment)

An endowment of \$20 million to support the Global Scholars Initiative will generate approximately \$1 million (5%) in annual expendable income that could support various combinations of the following:

- Fully fund twenty (20) international graduate scholars;
- Support fifteen (15) UNC faculty, clinicians, practitioners, post docs, and research graduate students working outside the U.S.;
- Support training fellowships for fifteen (15) international faculty from resource-constrained countries coming to UNC;
- Support two (2) "Scholars at Risk"³³.

Private funding needed for GLOBAL PARTNERSHIPS

\$30 million (endowment)



6.4 Promoting UNC's global brand will require a sustained, coordinated and focused communications strategy that drives UNC's core messages to key audiences.

Carolina enjoys one of the strongest reputations among American universities today, public or private, with schools and academic departments that are considered among the best in the nation. According to the 2008 *U.S. News and World Report* rankings of national universities, several UNC schools and departments are at the top of the list, including:

- #1 School of Information and Library Science (tied with Illinois)
- #2 Eshelman School of Pharmacy
- #2 Gillings School of Global Public Health (tied with Harvard)
- #4 Department of Sociology (tied with Chicago)
- #5 School of Medicine- Family Medicine
- #8 School of Social Work (tied with Southern California)
- #9 School of Medicine- Women's Health
- #10 Kenan-Flagler Business School - Entrepreneurship
- #10 School of Medicine- AIDS/HIV Research

Academic departments in the College of Arts & Sciences that are among the top 20 nationwide include: chemistry, computer science, English and comparative literature, history, political science, city and regional planning, philosophy and sociology.

However, outside the United States, Carolina is not as highly recognized, even as many of its individual scholars are internationally known.

It's long past time for Carolina to promote its existing strengths to the international arena, and to build on those strengths to attract attention around the world and to enhance its reputation in the U.S. as a global player.

Strength of reputation and brand identity are critical in a world where competition for talent, students, and resources is fierce. Funding opportunities for research – particularly those supporting large scale international projects outside the U.S. – go to institutions that are able to leverage their international reputations and global brands to attract the world's most brilliant scholars and researchers.

What Carolina lacks most is a coordinated marketing and **communications strategy** that drives core objectives:

- **Leadership:** A communications strategy that builds on UNC's strengths and focuses on ways Carolina impacts people's lives in NC and around the world. Strategies:
 - Enhance visibility of UNC research
 - Highlight impact of UNC global on NC
 - Establish global speakers bureau
 - Refine core global messages

³³ Faculty Council Resolution 2008-4, November 3, 2008

(Global Communications - Core Objectives - continued)

- **Communications Infrastructure:** A centrally coordinated communications office and the resources to enable UNC to respond quickly and seize opportunities. Strategies:
 - Build campus-wide global communications platform
 - Host annual global communicator's "summit"
 - Develop and maintain a UNC global communications plan
 - Leverage new and existing communications tools
 - Develop global network of communications resources
- **Marketing for recruitment:** A strategy that aids in increasing the percentage of internationally-renowned faculty, scholars, and top international students. Strategies:
 - Grow in-country (foreign) visibility of UNC
 - Establish global alumni relations program
 - Establish partner communications (in key markets)
 - Promote UNC to key media markets overseas
- **Reputation:** A communications strategy that raises the reputation of the University in international circles by targeting key relationships with international peers and global media. Strategies:
 - Establish global communications rankings criteria
 - Build strategic relationships with peer audience groups and influencers (research partners, universities, collaborations)
 - Raise visibility of Carolina with targeted global media

Targeted investments for GLOBAL COMMUNICATIONS:

- **Global Communications***
\$150,000/year (expendable)
Annual expendable funding is needed to support the following activities:
 - Global Communications director
 - Web master
 - Graphic designer
 - Production of print and electronic media
- **Chancellor's International Strategic Travel**
\$2 million (endowment)
An endowment of \$2 million will generate approximately \$100,000 (5%) in annual expendable income to support the Chancellor and executive leadership to travel to pursue key international partnerships and resource development.

Private Funding needed for GLOBAL COMMUNICATIONS

\$2 million (endowment)

* University commitment through state allocation and private unrestricted support.



6.5 Accomplishing these strategic objectives will require investment in UNC's global infrastructure

Carolina is proud of the strides made in recent years to increase global competitiveness and create the infrastructures necessary for doing so. The University, however, has additional objectives.

UNC must finalize and implement the recommendations in the **Strategic Roadmap for Globalizing UNC**. This plan must include benchmarks, timelines, oversight, and investment from the top administration of the University.

Targeted investments for GLOBAL INFRASTRUCTURE:

- **Global Education Fund***
\$500,000 (expendable)
Annual expendable income will support the **Office of International Affairs** and the **Area Studies and National Resource Centers**. Funds will be used to foster faculty and student research, partner exchanges, international conferences, and seed funding for emerging international initiatives.
- **Resource Development**
Funding: TBD
Raising the resources for the recommendations outlined in this roadmap will likely require additional staff resources.

Funding needed for GLOBAL INFRASTRUCTURE

\$500,000/year (expendable)*



6.6 Providing technical assistance to help North Carolina's transition to a global economy will require strategies that target education, economic, and business development

6.6.1 Develop a strategic roadmap to advance North Carolina's economic and business development involving:

- Kenan-Institute for Private Enterprise
- Center for International Business Education and Research
- School of Government
- Office of Economic and Business Development
- Office of International Affairs

6.6.2 Global American South Conference

6.6.3 Carolina Navigators: K-12 Outreach

6.6.4 World View: International outreach and education

Next Steps:

Action Plans to be developed fall 2009.

Section 7: Resources

| Targeted Investments | Annual Expendable | Endowment |
|--|--|---|
| 6.1 Global Research Institute (GRI) | | |
| 6.1.1 Establish a Global Research Institute at the FedEx Global Education Center | | |
| <ul style="list-style-type: none"> Core support for GRI operations and program initiatives (director, administrative staff, conferences, symposia, seminars) Establish four (4) Eminent Distinguished Visiting Scholars (\$100,000 stipends) Establish eight (8) UNC faculty fellowships (\$20,000 stipends) Establish five (5) graduate dissertation fellowships (\$20,000 stipends) Establish eight (8) undergraduate research assistants (\$3,000 avg. stipends) Provide fourteen (14) travel awards for UNC faculty and visiting scholars (\$2,500 per award) Seed support for new developing initiatives | \$250,000 \$400,000 \$160,000 \$100,000 \$25,000 \$35,000 \$30,000 | \$5 million \$8 million \$3.2 million \$2 million \$500,000 \$700,000 \$600,000 |
| Total Global Research Institute: | \$1 million | \$20 million |
| 6.2 Internationally-Oriented Faculty | | |
| 6.2.1 Invest in ASIA | | |
| <ul style="list-style-type: none"> Establish one (1) Eminent Distinguished Professorship in Asian Studies Establish four (4) additional Asia-oriented Professorships | \$150,000 \$300,000 | \$3 million \$6 million |
| 6.2.2 Invest in AFRICA | | |
| <ul style="list-style-type: none"> Establish two (2) African-oriented Professorships | \$150,000 | \$3 million |
| 6.2.3 Maintain faculty depth / breadth in other regions and/or disciplines | | |
| <ul style="list-style-type: none"> Establish two (2) additional internationally-oriented Professorships through private support Recruit five (5) additional internationally-oriented professorships (state allocation)* | \$150,000 \$400,000* | \$3 million NA |
| Total Internationally-oriented Faculty: | \$1.15 million | \$15 million |
| 6.3 Strategic Partnerships & Exchanges | | |
| 6.3.1 UNC - Kings College London Exchange Program | | |
| <ul style="list-style-type: none"> Provide five (5) student fellowship awards (\$10,000 London living stipends) Faculty exchange teaching and travel awards | \$50,000 \$50,000 | \$1 million \$1 million |
| 6.3.2 UNC - National University of Singapore Joint-Degree Program | | |
| <ul style="list-style-type: none"> Provide five (5) student fellowship awards (\$10,000 Singapore living stipends) Faculty exchange teaching and travel awards | \$50,000 \$50,000 | \$1 million \$1 million |
| 6.3.3 Graduate Student International Dissertation Fellowships | | |
| <ul style="list-style-type: none"> Provide ten (10) fellowships (\$25,000 each), preference given to Asian and African studies | \$250,000 | \$5 million |
| 6.3.4 Global Scholars Initiative | | |
| <ul style="list-style-type: none"> Name "Global Student Fund" to fully fund twenty (20) international graduate scholars Name "Global Mentorship Program" to support fifteen (15) UNC faculty, clinicians, practitioners, post docs, and health affairs graduate students visiting other countries Name "Global Practitioners Program" and support training fellowships for fifteen (15) international faculty from resource-constrained countries to UNC for short-term training Recruit two (2) distinguished "Scholars at Risk" - Faculty Council Resolution 2008-4 | \$500,000 \$250,000 \$250,000 \$50,000 | \$10 million \$5 million \$5 million \$1 million |
| Total Strategic Partnerships & Exchanges: | \$1.5 million | \$30 million |
| 6.4 Global Communications | | |
| 6.4.1 Global Communications - director, web design, publications (state allocation)* | \$150,000* | NA |
| 6.4.2 Chancellor Global Outreach Fund - chancellor international travel, delegations, etc. | \$100,000 | \$2 million |
| Total Global Communications: | \$250,000 | \$2million |
| 6.5 UNC's Global Infrastructure | | |
| 6.5.1 Global Education Fund (state allocation and private funding)* | | |
| <ul style="list-style-type: none"> General fund to support the Office of International Affairs, each of the University's six (6) Area Studies and National Resource Centers, ESL, and other support. | \$500,000* | NA |
| 6.5.2 Resource Development | TBD | NA |
| Total Global Infrastructure: | \$500,000* | NA |
| 6.6 Leading NC's Transition to a Global Economy | | |
| 6.6.1 Planning - TBD | TBD | TBD |
| Total Transition NC to Global Economy: | | TBD |
| Total Global Investment | \$4.4 million | \$67 million |
| | Annual Expendable | Private Endowment |

*NOTE: While the University is committed to seeking up to \$1,050,000 (24%) annually through state allocation and private unrestricted support, we anticipate that implementation will be delayed due to funding shortfalls and hiring freezes associated with the current global economic crisis.

- Appendix A: Key Contributors**
- *Global Leadership Circle and Executive Committee*
 - *Advisory Board for Global Education*
 - *International Affairs Advisory Council*
 - *Internal Working Group*
 - *Other Key Staff*
- Appendix B: A Global University for North Carolina**
- *Statement from former chancellor James Moeser*
- Appendix C: Report for the Southern Association of Colleges and Schools (SACS)**
- Appendix D: July 2003 UNC-Chapel Hill Academic Plan**
- Appendix E: International Rankings**
- *London Times Higher Education Supplement (2008)*
 - *Newsweek (2006)*
 - *Institute of Higher Education, Shanghai Jiao Tong University (2008)*
- Appendix F: 2007 Campus Internationalization Report**