# Global Learning for All: building a more equitable and sustainable world
NC State Office of Global Engagement
(v. June 10, 2021)

## An Invitation
The Office of Global Engagement (NC State Global) has developed a new, expanded framework for its work, entitled "Global Learning for All: building a more equitable and sustainable world." With this overview, NC State Global invites all university units to participate, to partner with us, and to develop unit-specific global engagement goals as we contribute to the university's 2021-2030 strategic plan, and work together to address current and future global challenges.

## Summary
NC State Global remains committed to high impact opportunities such as study abroad, global research collaboration, engagement that is meaningful for our international students, and other forms of traditional student and faculty mobility. Our division will continue to examine and seek to address barriers to equitable access for these and other forms of global learning, including structural and financial challenges for students, faculty, and staff.

However, traditional approaches are not enough by themselves. Unprecedented challenges continue to occur in global health, world climate, governmental regulations, economic conditions, learning platforms, and other systems. Other ongoing challenges such as with racial and social justice continue to be deeply entrenched in the US. **To contribute to sustainable solutions for current and future global challenges, and to be more inclusive in serving the diverse interests, skills, and goals of our students and faculty, NC State Global is expanding its focus to include a wider variety of program models.**

The initial primary vehicles for more diverse and inclusive global learning in this plan are:
1. Expanded virtual or **online global learning** options aligned with NC State's goals, structures, and strengths.
2. **Campus based programming** built around the 17 UN Sustainable Development Goals, with a particular focus on increasing engagement between international and domestic NC State students, and supporting global partnerships and research on these issues.

In today's challenging environment, NC State has an opportunity to increase the number, variety, and availability of quality global learning experiences through these vehicles, to match or exceed what several of our peer institutions are doing in these arenas, and to find solutions that are uniquely suited to the strengths and aspirations of our own campus community and its partners.

**Definition of Global Learning**
The Association of American Colleges & Universities (AAC&U) defines global learning in the academic context as "a critical analysis of and an engagement with complex, interdependent global systems and legacies (such as natural, physical, social, cultural, economic, and political) and their implications for people's lives and the earth's sustainability." (AAC&U VALUE RUBRIC, 2008)

More broadly, global learning integrates global and intercultural dimensions into the teaching, research, outreach, and service functions of the institution, to facilitate intellectual and experiential engagement with diverse people, places, events, opportunities, and challenges.

**Benefits of Expanded Global Learning Opportunities**
Whether on campus or abroad, in person or virtual, dynamic global learning experiences for students promote self-reflection and critical thinking through engagement across cultures. The professional skills gained contribute to transformational growth and ongoing development. Global learning facilitates the collaborative exchange of problem-solving tools and knowledge, and helps prepare individuals to become contributing members of diverse communities, lifelong learners and effective leaders.

Faculty play a critical role in student learning, but also gain significant benefits for themselves, our institution, and colleagues around the world when engaging globally. Outcomes include dramatic increases in citation rates when at least one international co-author is included in a publication, more successful recruitment of top international students for research, improved global rankings, increased access to funding, teaching that is substantially enhanced by international experiences, and problem solving through a wider collaborative network of shared tools and scholarship outcomes.

Staff benefit all members of the campus community, including themselves, by facilitating, enhancing, or creating a variety of global learning opportunities. Curricular and co-curricular initiatives help to address not only the intellectual, but also the social, emotional, spiritual, physical, and other components of well-being in a complex world.

**2021-2030 University Vision and Strategic Plan Goals**
Global Learning for All is a strong reflection of NC State's proposed 2021-2030 vision, both in its commitment to diversity, equity and inclusion, and in its transformative impact on society to advance the greater good.

> As a preeminent public research university, NC State University will be increasingly **recognized nationally and internationally** for its innovation in education, research, scholarship and engagement that **solves the world's most critical challenges**. NC State will be known as a **diverse, equitable and inclusive** community that has a **transformative impact** on society and advances the greater good.

The Global Learning for All framework contributes to the success of all 7 proposed goals.

**Goal 1: Empower students for a lifetime of success and impact.**
- Expanding both virtual and on-campus programming, with both curricular and co-curricular options, will give students a greater variety of choices, and help ensure that all students have <u>inclusive access</u> to opportunities for global learning, whether able to travel or not.
- The increased emphasis on virtual learning will help NC State "<u>be a leader in the digital transformation of higher education</u>," and will contribute to students' lifelong learning skills so that they can "<u>contribute impactfully in a diverse, global society</u>."

**Goal 2: Ensure preeminence in research, scholarship, innovation and collaboration.**
- Opening <u>eligibility for seed grants</u> and other funding to include online projects will help expand participation in global research, regardless of circumstances potentially limiting physical travel.
- Supporting a wider variety of research collaboration approaches will help faculty achieve the dramatically <u>higher citation rates</u> which have been documented to accompany publications with at least one international co-author.
- The emphasis on UN Sustainable Development Goals (UN SDGs) will encourage "work… <u>across traditional disciplinary boundaries</u>," and help NC State "leverage...our spheres of excellence...and provide <u>solutions for the world's greatest challenges</u>."

**Goal 3: Expand and advance our service to the citizens of the state and beyond--defining the standard for a 21st-century land-grant university.**
- As with research, an emphasis on the UN SDGs will support NC State's intention to grow and bear new fruit from our traditional roots in agriculture and industrial extension, and "serve… as a <u>solutions center for</u> the social, economic and environmental challenges facing <u>our state, nation and world</u>."
- Offering more virtual and on-campus co-curricular programming will also increase opportunities for outreach and <u>service to the community</u>.

**Goal 4: Champion a culture of equity, diversity, inclusion, belonging and well-being in all we do.**
- Increased virtual and on-campus programming will help ensure that all students have <u>inclusive access</u> to global learning opportunities, whether they are able to travel or not.
- In particular for those who do not travel, NC State's international students, faculty and staff provide a <u>highly valued diversity</u> which benefits our entire campus and the wider community.
- Through an ongoing close <u>partnership</u> between the <u>Office of Institutional Equity and Diversity</u> and NC State Global, both divisions can more effectively pursue the cultural competence goals held in common, while modeling mutual respect and support for areas of difference.

**Goal 5: Drive institutional effectiveness through transformative technologies, cutting-edge processes and actionable data.**
- Highlighting research and curricula through the framework of the UN SDGs will help provide new data demonstrating areas of institutional strength, and inform next steps.
- Developing new types of on-campus and virtual programs, in addition to the very nature of working across cultures and national systems, will require innovation in university processes and supporting technologies, ultimately driving NC State to "be agile and flexible in adapting to change and the evolving needs of our students, faculty and staff."

**Goal 6: Be recognized as the leading university for innovative partnerships, entrepreneurial thinking and applied problem-solving.**
- The Office of Global Engagement provides connections to a variety of strategic multi-faceted global partnerships, as well as key partnerships with more focused types of collaboration.
- These connections contribute a critical breadth to NC State's partnerships around the world, helping to "bring together the brightest minds in industry, government and the academy to creatively tackle the great global challenges."

**Goal 7: Elevate the national and global reputation and visibility of NC State.**
- Highlighting research and learning through the framework of the UN SDGs and expanding our global partnerships through virtual collaboration will greatly enhance NC State's standing in university world ranking systems.
- Improved rankings will support ongoing success in recruiting top quality undergraduate and graduate level international students, will provide access to additional funding through global partnerships, and enhance our institutional reputation.

## Challenges and Opportunities in the Current Setting

*Innovative solutions*: As the global pandemic continues, all members of the NC State community are under the strain of ongoing uncertainties and change. **While in some ways Global Engagement is facing some of the most significant challenges, it is also in a unique position to help provide effective solutions.**
- *Student success*: Students are increasingly frustrated by limited opportunities for stimulating interaction with peers, and are finding it difficult to maintain motivation in some forms of online learning. Interactions between international and domestic students, both in curricular and co-curricular online settings, can provide an energizing new focus, unique perspectives, and deeper engagement leading to a higher learning impact.
- *Robust global partnerships*: Student mobility has been dramatically limited, but global partners are now developing an enhanced capacity to engage in virtual exchange and other online learning, opening up many new opportunities to strengthen key partnerships for mutual benefit. Even when mobility is no longer limited, the online experience gained can help maintain a greater variety and flexibility in approaches to partnership.

- *Technological strength*: NC State has the technological capacity to support multiple forms of online learning. While faculty are still challenged by the demands of transitioning instruction to remote formats, the skills and familiarity gained with online tools and pedagogies are creating a strong foundation for increased virtual global collaboration and learning in a wider variety of disciplines than ever before.

*Sample peer outcomes*: Data is emerging to confirm anecdotal evidence of the strong positive impact of virtual global experiences on student success. The SUNY COIL Center is one leader in the field, conducting one of the earliest studies in 2013. In an example from the UNC system, a study at East Carolina University will soon be published, showing that virtual exchange through their Global Understanding course has had a significant impact. Using the Cultural Intelligence scale (Ang et. al, 2007):
- Students demonstrated a 16.7 point increase in cultural intelligence after participating in this course, compared to an 8.2 point increase among students who had studied abroad without such a course and had started at a higher point on the scale.
- Although the Global Understanding course was not intentionally designed to encourage study abroad, and enrollments were not targeted to any group, students participating in the course showed an overall 7.7 percentage point increase in the probability of subsequently studying abroad, including significant increases among first generation, Pell eligible, African-American, and Hispanic students.

*Building on existing foundations*: The Office of Global Engagement is well positioned to lead efforts for effective online global learning, and will focus on more nimble and flexible options than ECU's Global Understanding consortium and course infrastructure, which currently involves 13 GEP courses involving at least 3 partners for 4 weeks in each course. NC State will provide courses following the SUNY COIL Center model for Collaborative Online International Learning, as well as shorter COIL-type experiences embedded into existing NC State courses and structured non-credit training and workshops.

*Note: Many terms exist for this type of learning activity, including collaborative online international learning (COIL), virtual exchange, global digital exchange, and telecollaboration.*

- NC State European Center in Prague is a significant resource offering many institutional advantages and opportunities. While many European universities have shown comparatively limited capacity for online global education, NC State Prague can facilitate engagement between a variety of NC State courses and matched disciplines at Czech universities, and provide the facilities and technological support needed. With existing staff and faculty on the ground, NC State Prague is poised to be a critical player in these initiatives.
- The Global Training Initiative (GTI) has developed several short, non-credit workshops that have effectively engaged hundreds of NC State students and hundreds of overseas students at partner universities working together on topics such as Applied Global Leadership and Cultural Competence. Other key examples include the Developing

Cultural Competence Certificate, and special programming with SKEMA Business School students, primarily from France, whose US campus is located at NC State.

- The NC Japan Center (NCJC) has established 4 courses embedding a COIL-type experience in classes with Japanese partner universities, and provides a variety of cultural workshops for students, faculty, NC businesses, and the wider community.
- Existing internal partnerships, such as with the University College, are an important asset. For example, embedding COIL experiences in first year courses offered by the Exploratory Studies program at NC State has the potential for significant impact on high numbers of students throughout their entire academic careers. These efforts can build on the existing relationship between Exploratory Studies and NC State Prague, which began with customized programs in Prague for first year students such as Prague Connect.
- Work on virtual opportunities through existing global partnerships has already begun, and provides a strong platform for scaling up initial pilot programs.
    a. Partner universities in Japan, working with our NC Japan Center, have shown a particular interest in global learning experiences that explicitly address cultural competence in the context of humanities and social science disciplines; this opens options in CHASS and DASA.
    b. Universidad San Francisco de Quito in Ecuador (USFQ) has begun to offer various opportunities for COIL, virtual single-course exchange, and remote research; NC State's strong and long-standing partnership with USFQ through the Study Abroad Office provides opportunities for creative collaboration.
    c. Study Abroad has established new virtual single-course exchanges with multiple partner institutions. The initial pilot for these reciprocal exchange opportunities includes USFQ, Universidad de las Américas Puebla (UDLAP) in Mexico, as well as NEOMA Business School in France, and may be expanded to additional institutions.
    d. The University Global Partnership Network (UGPN) consortium has earmarked seed grant funding for faculty developing joint online learning opportunities, further diversifying the multi-faceted collaboration with these strategic partner universities in Australia, Brazil, and the UK.

*DEI - Global Learning for All*: Challenges related to diversity, equity and inclusion have a long and discouraging history in the U.S., but the current heightened awareness of racism by many in the dominant culture, as well as an increased commitment to address all forms of discrimination and injustice, have opened up new opportunities for collaboration and problem solving.

- Providing a wider variety of global learning formats or models is more inclusive of diverse student backgrounds or interests, and contributes unique solutions to the larger, complex strategies addressing systemic inequities and other forms of injustice in international education as well as higher education overall.

- In addition to ongoing work to remove financial obstacles to in-person mobility programs, adding virtual and hybrid opportunities to the range of program models can further reduce financial barriers to participation.
  - For students who continue employment during their studies, possibilities for paid work exist on face-to-face programs in a limited number of locations. Virtual or hybrid programs expand options to combine an international experience with employment in the US.
  - Differences in academic calendars can sometimes complicate timely access to student funds. A variety of available program models can provide additional options.
- Examining issues of racial justice from a global perspective offers a broader context and more nuanced understanding of complex diversity, equity, and inclusion challenges, and can point to more options for solutions.
  - US diversity knowledge enhances global learning: Coursework or co-curricular learning related to power dynamics, marginalized groups, and racial justice in the US can prepare students for more meaningful engagement with another culture when studying abroad, engaging in virtual global internships, working on joint projects in COIL (collaborative online international learning), or enjoying informal social events with students in or from another country.
  - Global knowledge enhances US learning: Global case studies and examples can be incorporated into US-based courses related to racial justice, highlighting similarities and differences between histories, perspectives, and impacts.
  - Knowledge of global cultures can help students recognize differences between individuals included in the same flawed, socially constructed racial categories.
- A number of structures are already in place, ready to serve as a foundation for critically needed further growth.
  - Building on the earlier "At Home in the World" collaboration funded by a grant from the American Council on Education, and on the work that the Study Abroad Office and Global Training Initiative are currently doing, NC State Global is partnering with the Office of Institutional Equity and Diversity on a number of training programs and other initiatives that help students examine deep connections between global and US-based diversity issues.
    - This partnership contributes to robust programs for our campus and community, as well as important relationships of mutual support and welcome accountability for NC State Global staff and its practices.
  - Strong assessment structures will facilitate partnerships across academic and administrative units when identifying and documenting global learning outcomes.
    - Assessment of Global Learning for All programs and initiatives will need to demonstrate their impact on learning, for example on cultural competence or other identified priorities.
    - Assessment will include documented strategies supporting inclusive participation of underrepresented groups, and track their results.

- - Revised criteria for <u>internationalization seed grants</u> make them available to faculty interested in course development or initiating other forms of virtual engagement, thus expanding the range of project types.
    - Grant proposals focused on an area of racial or social justice will be especially welcomed.
  - Existing <u>student groups</u> in various units of NC State Global, such as Global Ambassadors, Global Diversity Advocates and the Cultural Exchange Network (CENet), are poised to build on their programming to expand virtual co-curricular global learning on campus, particularly programming in which US and international students interact. This will contribute to enhanced in-person opportunities well into the future.
  - NC State Global has a designated <u>Chief Diversity Officer</u> and graduate assistant for assessment, working with the division's DEI Advisory Council. The group's work includes examining current structures and practices and helping to guide related initiatives, including those in Global Learning for All.

**Action Plan Timeline**

<u>Short term (1-2 years)</u>
- *Communication*: Raise awareness of the importance and benefits of global education and research.
  a. Include the unique abilities of global education and research to help address challenges related to diversity, equity and inclusion.
  b. Include the unique abilities of global education and research to help address the grand challenges (UN SDGs)
  c. Focus initial faculty support messages on dramatic improvements to citation rates for publications involving at least one international co-author.
  d. Encourage use of UN Sustainable Development Goals as a framework for global engagement, and global research collaboration in particular.
  e. Work to ensure that goals supporting global learning for all are included in the [University Strategic Plan](#) and its implementation.
  f. Partner with units such as University Communication, the Office of Faculty Affairs, and the Office of Research and Innovation in these initiatives.
  g. Highlight student success stories -- the impact of a global education on student success.

- *Academic learning/faculty support*:
  a. Provide opportunities for NC State faculty to meet research faculty at our overseas partners through online meet-ups and personal introductions. (First event with Colombia was held Dec 9, 2020)
  b. Support selected faculty at their current level of capacity for internationalizing their online teaching and learning

       i.    Help develop short embedded COIL-type experiences in existing content-matched classes. Begin with a smaller pilot set of targeted courses that have the potential for high impact, for example leveraging the UGPN, the relationship between Exploratory Studies and NC State Prague, key university partnerships supported by the Study Abroad Office and the NC Japan Center, and Poole Global with their consortium of international business schools.

      ii.    Encourage faculty to offer their course(s) through the single-course exchange initiative, in collaboration with the Study Abroad Office.

     iii.    Restructure faculty seed grant programs such as the Internationalization Seed Grants, Travel Assistance Grants, and Kelly Fund, to include support for virtual initiatives

     iv.    Develop a platform to track faculty interest in COIL that can be shared with international partners.

      v.    Create a "faculty ambassadors" or other coordinated group structure through which faculty already engaged in online global learning can encourage and support newly interested faculty.

c. Support participation in global virtual internships through customized opportunities with NC State Prague, as well as through select partner institutions and International Education Organizations (IEOs, or third-party providers).

d. Actively promote virtual options for student research, including GTI's GEARS (Global Education, Academics, and Research Skills) program.

a. Support student participation in virtual single course exchange options that the Study Abroad Office facilitates with their mobility exchange partners.

- *Co-curricular learning*: Develop a plan using the UN SDGs as a framework for programing, with a particular focus on increasing engagement between diverse students
    - a. With intentional global learning outcomes in mind, offer engaging ways to interact online, such as through virtual conversation clubs, themed discussions, or cooking classes.
    - b. Begin by building on the work of existing student leadership and support organizations such as CENet (Cultural Exchange Network), PackAbroad Ambassadors, Global Diversity Advocates and Global Ambassadors.
    - c. Incorporate topics related to racial justice into new virtual initiatives.
        - i. Organize virtual events which help international students better understand racism and other isms in the US and how these will affect their experience while they are in the U.S. There should also be space given for international students to reflect and draw parallels regarding racism and other isms in their own culture/country.
        - i. Utilize social media and digital platforms to further highlight diverse student voices and experiences.

d. Actively engage with NC State's international students who are currently in their home countries, to help them feel connected to campus as students and later as alumni.

- *Alumni and community outreach*: Focus on new program models utilizing online platforms.
    a. Strengthen partnerships with the Alumni Association to increase engagement with international alumni, beginning with targeted programs for former international students living in the US, and later including alumni living in other countries.
    b. Identify alumni who are professors in other countries, to develop virtual connections.
    c. Shift selected existing training programs and workshops online, such as those offered by the NC Japan Center.
    d. Leverage the advantages of virtual formats to include wider audiences from the community beyond those able to travel to in-person events, including audiences in other countries.

- *Assessment*: Build assessment structures and analyze outcomes to shape follow up steps and growth in identified areas.
    a. Begin where possible with assessment tools known and supported on campus, such as the Intercultural Development Inventory (IDI) and the Cultural Intelligence (CQ) assessment tool.
    b. Drawing on input from a variety of groups, include consideration of cultural differences related to marginalized identities both within the US and globally.
    c. Demonstrate the impact of Global Learning for All programs and initiatives on learning, such as cultural competence or other identified priorities.
    d. Track strategies to support inclusive participation of underrepresented groups, and the results of those strategies.

- *Funding*:
    a. Restructure existing seed grants within NC State Global to support development of virtual opportunities.
    b. Seek a one-time infusion of additional funding from university leadership for new initiatives such as additional targeted seed grants for online global learning and research projects which include students.
        i. Strong benefits of such additional funding include demonstrating the backing of university leadership, incentivizing faculty, and encouraging buy-in and collaboration across academic and administrative units.
    c. Actively seek additional support for students through Central Major Gifts and annual giving campaigns, including both study abroad scholarships and international student support.

d. Advocate for virtual global learning such as credit-bearing internships and exchanges to be eligible for federal and institutional financial aid. Students such as TRIO participants have expressed an eagerness to engage in virtual global internships and other opportunities, but are concerned about their ability to do so without additional financial aid.

Medium Term (3-5 years)
- *Communication*:
  a. Continue to actively pursue and document outcomes related to goals in the University Strategic Plan which support global learning for all; share these outcomes through multiple media channels to reach a variety of audiences.
  b. Continue to highlight student success stories -- the impact of a global education on student success.

- *Administrative structures*: Engage a wide range of stakeholders across campus to identify specific institutional barriers to both in-person and online global learning; coordinate efforts across campus to help break down these barriers, whether structural, financial, curricular, administrative, or logistical.
  a. Leverage networks through the International Operations Council (IOC) and the University Standing Committee on International Programs (CIP), as well as individual colleges which have strong existing global programs and partnerships.

- *Academic learning/faculty support*:
  a. Build on pilot successes involving short embedded COIL-type experiences in existing classes.
      i. Increase the number of short embedded COIL-type opportunities by expanding to additional disciplines and partner universities.
      ii. Support faculty in developing more extensive collaborative projects between groups of students, such as with senior design projects, or entirely new classes.
      iii. Increase multidisciplinarity, to further enhance global learning and problem solving; explore collaboration through clusters in the Chancellor's Faculty Excellence Program.
  b. For program models that can include face-to-face components, identify geographical areas with manageable risks, offer hybrid programming (combining online and in-person experiences), and resume providing on-site, face-to-face programs in addition to the virtual and hybrid options.

- *Co-curricular learning*: Provide further resources for the organizations, programs or collaborations that support increased engagement between diverse students,
  a. Add or resume hybrid and face-to-face programs, while continuing to offer virtual opportunities.

b. Continue to adapt and build on the successes of existing student leadership and support organizations such as CENet (Cultural Exchange Network), PackAbroad Ambassadors, Global Diversity Advocates and Global Ambassadors.

- *Alumni and community outreach*: As with other areas, begin adding hybrid and in-person events, while continuing virtual programs which have been successful.
    a. Expand partnerships with the Alumni Association to increase structured contact with alumni in other countries, while continuing active engagement with international alumni in the US.

- *Assessment*: Continue to utilize assessment structures and analyze outcomes to shape follow up steps and growth in identified areas. Evaluate possible additional assessment tools.

- *Funding*:
    a. Seek additional external funding as initial pilot projects demonstrate success and the potential for longer term sustainability and growth.
    b. Continue eligibility and support for virtual initiatives in seed grant programs.
    c. Continue collaborating with development officers in Central Major Gifts and individual colleges to identify higher wealth donors interested in supporting international students or study abroad scholarships.
    d. Continue active participation in annual giving campaigns, such as Day of Giving.

Long term (6-10 years)
- Continue to utilize assessment structures and analyze outcomes.
- Ensure that goals identified in the University Strategic Plan achieve measurable outcomes in supporting global learning for all students.
- Based on outcomes and changing external opportunities/challenges, either change or build on initiatives of the previous 5 years.

**Appendix: additional detail aligning with university strategic goals**

Communication
*Elevate awareness of global learning as essential to the discovery of knowledge through research, to the dissemination and application of that knowledge through high impact student experiences, and to a more complex analysis and application of diversity, equity and inclusion challenges and solutions.*
1. Work with **University Strategic Plan** implementation task forces to incorporate global goals, including UN Sustainable Development Goals, into the overall strategic plan and into the more detailed implementation targets for the initial three years.
2. Tell an **effective story** about NC State's unique strengths related to global initiatives, amplifying the work of the units within Global Engagement.

      a. Provide **stronger data** about value of global engagement
- Promote data on the dramatic impact of global collaboration on publication **citation rates** and university reputation.
- Demonstrate monetary **return on investment** for seed grants.

      b. Highlight **international students' contributions** to university research, publications, significant outcomes, and institutional recognition.

      c. Foreground how **equity and inclusion** help ensure a diversity of perspectives that enhance global learning and effective problem solving.

3. Feature global learning, its benefits and its successes more explicitly and frequently in **NC State Global publications** and materials.

      a. Update use of media channels.

      b. Gather and disseminate statements or **stories from colleges** and units about the value and importance of global learning and engagement, and highlight their goals and successes.

      c. Continue to highlight student success stories, such as through the Study Abroad Office website and Year in Review reports.

## Academic Learning

*Contribute to university goals for the digital transformation of higher education, and for programs which offer equitable access to all students.*

1. Collaborate with global partner universities to offer "**virtual mobility**" opportunities in which individual students enroll in online courses at their respective universities.

      a. Study Abroad will pilot this model in Spring '21, and compile a list of courses available to promote to our partner institutions.

2. Facilitate short COIL-type experiences which can be embedded in a variety of NC State courses, and will minimize added demands on faculty.

      a. Partner with Exploratory Studies, to include a diverse group of first year students who later move into a variety of colleges and majors, and who may not consider global experiences later in their degree programs.

      b. Leverage NC Japan Center networks and the online global learning programs with Japanese partners.

      c. Leverage NC State Prague capacity to support Czech universities in their early efforts with online global learning.

      d. Leverage relationships with and interest among UGPN members to develop COIL projects

      e. Build on established relationships with global partners already offering COIL opportunities, such as Universidad San Francisco de Quito.

3. Expand participation through faculty-to-faculty connections.

      a. Identify and support additional faculty through a "**Faculty Ambassadors**" program or similar network of those already engaged.

      b. Leverage research partners, visiting professors who have returned to their home institutions, faculty who have led study abroad programs and have contacts at other institutions, or Fulbright Grant recipients.

4. Build capacity to engage in more extensive team-taught or similar COIL courses with global partner institutions.
    a. Focus on 1-3 strategic partnerships to start, invest sufficient resources in their success, then expand to additional partners. (e.g. UGPN consortium)
    b. Help **connect** NC State **faculty** with faculty at partner institutions. (e.g. USFQ)
    c. Share information with NC State colleagues regarding COIL **grant funding** from DAAD (Germany), ACE (Japan), the French Embassy, and other sources.
5. Enhance internship, service-learning, research/fieldwork options.
    a. Identify and promote well-matched International Education Organizations (IEOs) offering global **virtual** and hybrid **internships.**
    b. Embed research and internships into additional study abroad programs, e.g. NC State Prague: Spring Break Research, Bahamas: Conservation Biology on Andros Island, Cyprus: Archaeological Field School, Galapagos Islands: Equatorial Zoology and Medicine, Chile: Internship in Santiago.
    c. Partner with the Office of Undergraduate Research to offer **virtual international research** opportunities. (e.g., opportunities at USFQ)
    d. Collaborate with Uni Freiburg on virtual research internships for **graduate** students
6. Encourage faculty to develop new **embedded short-term** study abroad programs, where travel may occur within the spring break of a semester-length on-campus course on global topics.


Co-curricular Learning

*Coordinate and expand co-curricular programming using themes from the UN SDGs, especially to enhance engagement between international and domestic students and to further racial justice and equity goals.*
1. Strengthen NC State Global's function as a **central resource** for on campus, globally related opportunities.
2. Continue to offer co-curricular programming, expanding and adapting further into the **virtual space**, to promote global learning on campus and enhance engagement between international and domestic students.
3. Offer opportunities for international students to learn about **racial justice** and equity in the U.S. context.
4. Actively engage diverse **student input**, through groups such as Global Ambassadors and Global Diversity Advocates, to guide the direction of programming and co-curricular global learning on campus.
5. Promote **cultural training and global leadership opportunitie**s and resources for all students.
6. Partner with and support globally-focused student organizations, clubs, and other units across the university.
7. Continue working to develop co-curricular award, badge, or certificate programs.
    a. Support and increase participation in existing programs, such as the Global Perspectives Certificate and the Developing Cultural Competence Certificate.

8. Utilize **social media and digital platforms** to continue to engage with students and the community, and highlight diverse student voices and experiences.
9. Explore the expansion of virtual **conversation clubs** to include participants from our partner universities.

Research and Faculty Engagement

*Support faculty to increase global research collaboration with a diverse set of partners.*
1. Advocate and help build a framework for NC State research to align with key UN **Sustainable Development Goals**
2. Include **virtual** collaboration as an option for seed grants and global scholarly reassignment leave funding.
    a. Highlight partner institutions interested in virtual collaboration (e.g. UGPN, USFQ).
3. Develop country specific and/or subject specific faculty connection events.
4. Organize **online seminars** prior to seed grant RFP announcements, to be more inclusive of faculty who have less international experience.
    a. Assist early career faculty in connecting with prior grant recipients or members of the NC State Academy of Excellence in Global Engagement, who can serve as mentors or consultants.
5. Develop and organize online faculty research seminars in various research areas and make them widely available to our overseas partners, alumni groups, friends, sponsors, applicant pools - perhaps a weekly or monthly series. This will enhance our institutional branding, be a service to our alumni and partners, attract potential student applicants, provide further networking for partnerships - both curricular and co-curricular as well as research and administrative.

Community Engagement

*Utilize online and hybrid formats to serve the wider community.*
1. Actively engage with **international alumni**, particularly those residing in the US, as well as friends of the university with global interests.
2. **Widen the scope of globally themed events** to include community stakeholders in addition to NC State faculty, students, and staff.
3. **Offer assistance to area universities** and community colleges, especially those who may be cutting back on global office staff or have less extensive expertise, either directly or through the University Council on International Programs (UNC System Office).
4. Provide more **professional development and cultural competency training** opportunities; leverage community partners and partner universities abroad to expand the audience.
    a. e.g. GTI's "Global Skills Training" or NC Japan Center's "Japanese Culture and Business Protocol" workshops