

Comments Made during Group Discussions of QEP Proposal #7:  
Preparing Globally Competent Students for Local and International Success  
January 21, 2011

Comments – Group One (each bullet begins a new comment)

- A question was raised about how the fact that we are a little behind the original timeline for selecting a QEP would affect the rest of the process.
- There needs to be a way to test the QEP possibilities against what really goes on in academic departments and units. It needs to be realistic in terms of what can be accomplished.
- The five years for the QEP start when? It was suggested that the SACS visit is in Fall, 2013, and that would start the five years, if SACS approves our QEP while they are here. But we will need to have picked a QEP and started work on it (piloting it perhaps?) before the SACS visit.
- There is overlap among the proposals – how can they be best combined? Maybe we should try to come up with the best three “mash-ups” at the end of today.
- What should we be trying to accomplish in these group discussions? It was suggested we should come up with ideas on how the proposal might be implemented; how the implementation might be structured. It was suggested we might discuss how to bring together what is already going on across the campus that could be part of the QEP proposal, and then also how the QEP could be structured to attract to it students not currently participating in those existing activities.
- If the QEP should reach many students, then perhaps internationalization as a goal would work best as a theme in the proposal for the Development of Themes within General Education.
- If there isn't something required of students, as a result of the QEP, then the QEP activity might be just “preaching to the choir.” It wouldn't, on its own, reach and have an impact on a significant number of students.
- Development of short-term Study Abroad experiences is a great idea.
- We should perhaps build Study Abroad into the Freshman Experience – though they might not be ready for it and it might be difficult to make it work in that context.
- We need to know the resource and dollar implications of each proposal before we can decide among them.
- The difficulty with increasing participation in Study Abroad isn't just finding enough funding to support students in this activity. Students are often prevented from doing it by their personal lives – they have families they can't leave, and jobs they can't leave, and other reasons they can't participate in traditional Study Abroad.
- Study Abroad can't be required but participation would increase if faculty strongly recommended it.
- One department has included global international concepts into its curriculum by having students participate in a videoconference with students in Africa. Can this be part of an international-focused QEP, or are we considering only those situations where our students physically travel somewhere?

- Our students can have an international experience right here – e.g., walking up Central Avenue.
- Even if it is on Central Avenue, we want face-to-face experiences and encounters, right? Not just virtual ones?
- We should focus some effort on recruiting international students to come here to study. We tend to attract clusters of students right now – by discipline, for example. How can we recruit more international students, and how can we integrate them into the campus more thoroughly?
- We need to integrate international students more effectively. It can be very effective to have international students make presentations in classes, although we must recognize that not every international student would be comfortable representing/advocating/defending his or her country.
- We need to build this into a Global Certificate Program. All these ideas would be elements in the Certificate: pairing students with international students; international coffee hours.
- Would the Global Certificate Program be an academic program? Or could you earn the Certificate by going to International Day for four years in a row? It was suggested it would be something in-between. There would be some academic requirements but it would not be an academic certificate alone. It would likely require language study.
- We need to recognize that there are different levels among our students, and so different levels of international experiences need to be available. Liked the idea that it would “count” to meet and spend time with an African immigrant working in an ethnic restaurant here in Charlotte.
- We need to invest sufficient resources to permit more students to develop a foreign language ability.
- It would help to know the financial resources required for each QEP proposal as we evaluate the proposals.
- A student in the group commented that she did not feel prepared for her Mexico Study Abroad experience, even though she could speak Spanish and had attended a couple of sessions intended to help her prepare. We need to prepare students for the experience.
- It is clear from interactions we have with other universities that many of them invest many more resources in their Study Abroad programs.
- Some curricula discourage students from going abroad – won’t give credit/count credits earned overseas by those students.

### Comments – Group Two

- Note: Began with a brief summary of the major points made in the prior group discussion, and then the discussion moved forward as follows.
- Global Certificate should have curricular components – foreign language study; some global-oriented coursework; some other elements.
- Downside to compelling students to do anything. In general education now, the experience is randomized by who the instructor is and what she or he requires. Cautioned against compulsion tied to something like requiring students to take a “G” (global) course. Students are resistant. We should do more carrot-dangling.

- Emphasis should be on face-to-face rather than virtual encounters. An emphasis on real direct contact might make this QEP proposal more resource-intensive than other proposals.
- But Study Abroad is expensive, and virtual encounters can be beneficial and not just less expensive.
- Our pattern of faculty hiring can help diversify the campus. We also could encourage our own faculty to become more international through faculty development programs that might provide small incentives for faculty to go abroad and then incorporate their experiences back into their teaching and into the curriculum.
- Sociology is already talking about internationalizing their curriculum, so there are efforts under way across campus that would support this QEP proposal.
- There's a group, or caucus, in Social Work that is also talking about internationalization. If those discussions could be tied in to a larger, University-wide initiative it would provide a firm footing for the department's efforts.
- There seems to be a link between this proposal and other proposals – e.g., the Sustainability one, the ePortfolio one, the Digital competence one. How do we best proceed to integrate several of them?
- There appears to be a lot going on in the colleges but it is not often known beyond the borders of the individual college. How can we internationalize as a campus, and not just as a series of isolated college or department efforts?
- Even within a college, there could be more cross-fertilization of venues and opportunities. Why can't the dancers get to Rome, where the architects have a presence, and why can't the architects get to those places where the dancers have connections? We are fairly firmly entrenched in compartments.
- Going abroad is a central experience at some institutions, and not just private institutions (is it 75% of students at Michigan State that go abroad?). But we need dollars from development/fund raising to fund it for students.
- It was surprising to see, in a story in the Observer, how many Queens University of Charlotte students go abroad, although it would appear that for a lot of them it is only 7-10 days, primarily in January or in a May-mester. While this can have benefits, it is not as good as a longer experience.
- Working professionals can't take the time for longer experiences, but the College of Business has found that even one-week experiences can be structured to be effective.
- Development of this QEP could be a defining moment for our institution. We are going to spend five years of effort to accomplish it. Would like to see internationalization built into the three finalist proposals, and therefore, then, into the one finally selected – even if the international QEP is not itself “the one.”
- A strategy for the proposal that might work well could be delivering programs outside the United States. The College of Business is delivering programs in Mexico and China, and it has had a significant benefit to faculty (e.g., matching campus courses/students with those from the international programs). Some strategies are resource-creating rather than resource-consuming.

Comments – Group Three

- Note: Began with a brief summary of the major points made in the prior two group discussions, and then the discussion moved forward as follows.
- Not many realize that there are perhaps 200 colleges and universities in North Carolina and only UNC Chapel Hill, NC State, and Duke have larger enrollments of international students than UNC Charlotte. It would be good for the QEP proposal for global/international to be expanded to include in some way our own population of international students.
- The Office of International Programs facilitates interactions of U.S. and international students. International students are invited to speak to classes (e.g., a class on conflict). OIP sponsors International Coffee Hours for faculty and students.
- How might we build more formal activities into the QEP – more formal than what OIP currently does?
- Does the timing of the QEP process mean that we might pilot some activities related to our selected QEP prior to the SACS visit, but we would not know that it was, in fact, going to be our five-year QEP until SACS concurs/approves it for us?
- We could create video novellas for students to see and faculty to use. The videos could, for example, be of the conversations going on informally between U.S. and international students. We could create these resources as part of the QEP.
- The video novella idea would interface this proposal with the QEP proposal on Creating Learning Environments that Enhance Active Learning, Critical Thinking, and Knowledge Creation.
- If dollars could be made available for curriculum/instruction grants, they could support the development of such resources.
- Is there a vehicle in this QEP to ensure that a majority of students are involved? Believe the only way is to incorporate this proposal into another one – e.g., the 49er Commitment one, or the Sustainability one, or the Active/Blended Learning one (though the latter one could probably stand alone).
- The University hasn't always been able to devote sufficient resources to Foreign Language study – but it would be important that the resources were there if many more students were to be required to take a foreign language.
- Having something students receive – like a Global Certificate – is probably important.
- A Global Certificate could appeal not only to students but also to UNC Charlotte staff and to members of the community.