Abstract

Technological change is fundamental to the advancement of the human condition. Georgia Tech’s missions of progress and service dictate that we use our technological expertise to improve the human condition, not only in Georgia and in the United States, but also across the globe. We must be recognized for graduating students who are not only good global citizens, but who will also be leaders of conviction with the social courage and intercultural sensitivity to collaborate across geo-political, cultural, and linguistic barriers as they design solutions for the challenges of the twenty-first century.

The Institute is in the enviable position of being one of a few global institutions continually called upon by universities, governments, and companies from around the world to assist in their efforts to grow science, business, and technology literacy as the seeds of an innovation-centric economy. We should continue to answer this call locally and globally in an ambitious, creative, and strategic way. Balancing this outward-looking global engagement with recognition of the extraordinary resources in research, education, and economic development on our campus in Atlanta, we must continually attract partners to our campus for the benefit of the Institute, the State of Georgia, and our nation.

Thus, Georgia Tech’s twenty-five-year strategic plan identifies global engagement as an essential element in defining Georgia Tech for the next generation. As we seek to collaborate with the very best institutions on projects within the themes of education, research and technology, innovation, and capacity building, we can draw on Georgia Tech’s tradition of global engagement—which extends back to the turn of the twentieth century—to institute three key strategic objectives:

- Expand the world’s footprint at Georgia Tech.
- Extend and leverage Georgia Tech’s impact around the globe.
- Embrace and support globally engaged students.
Georgia Tech’s Tradition of Global Engagement

Munching on stale peanut butter crackers as he piloted single engine planes around the globe, McKinley Conway (Aerospace Engineering 1941) gained a prescient perspective about international development, which he termed geo-economics. Thus, in his early career as executive director of the Southern Association of Science and Industry, he focused on promoting “high tech” industrial development in the South and urged member states to support research programs as a way of attracting development to the region. The Research Triangle in North Carolina became the first of such ventures. “Several decades later,” he noted, “this thinking had blossomed into the concept of science cities and technopelises around the world” (Geo-Economics 5).

When the precocious 15-year-old Conway matriculated at Georgia Tech in 1936, international students had already been a visible presence on campus for several decades. The first Hispanic students enrolled at the turn of the twentieth century. They came primarily from Cuba and Puerto Rico, but Mexico, Argentina, and Brazil were also represented. In 1918 Spanish-speaking students launched a Latin American Club, which reorganized as the Cosmopolitan Club in 1920 to include all foreign-born students as well as American members. International students such as Bill Wong (Architecture 1957) have burnished Tech’s international reputation and profoundly influenced development in their home countries. In the 1970s, 1980s, and 1990s, Wong’s architectural firm, Wong Tung & Partners, changed the landscape of Hong Kong with large-scale residential and commercial complexes and pioneered urban developments in China.

Today

Not surprisingly, Georgia Tech has played a leadership role in fostering global alliances since the early 1980s, when the Institute signed a joint venture to develop industries in China for manufacturing high-tech products. Such leadership continued with the opening of the Georgia Tech-Lorraine campus in 1990 and the establishment of the Logistics Institute in Singapore in 1998. Georgia Tech also has achieved national recognition for its ambitious and innovative International Plan, launched in 2005.

Currently 43 percent of Georgia Tech graduates have some form of international experience during their undergraduate career, while the US national average is less than 10 percent. The establishment of several Global R&D Hubs on the Atlanta campus highlights the potential that a strategic global partnership based in Atlanta can have for both the campus and our global partners. Georgia Tech is poised for global leadership among the nation’s and world’s top technological research universities; indeed, for generations it has produced graduates, such as McKinley Conway, whose international outlook and expertise in science and technology made them leaders in research and development around the world.
Future

Given Georgia Tech’s history of producing graduates such as Conway, a global strategy fits easily within the framework of the Institute’s vision statement, which sets the stage: “Georgia Tech will define the technological research university of the twenty-first century and educate the leaders of a technologically driven world.” As we look forward in this century, the Institute has an opportunity to use its distinctive multidisciplinary approach to problem solving, which deliberately integrates perspectives from a broad range of knowledge-generating arenas, in order to articulate and engage at the leading edges of innovative action for both the state and the world.

What’s most important to remember? The very real human potential for collaboration led by the world’s leading institutions. Where politicians fail, educators can and have succeeded. Meaningful international educational and cultural experiences have been life changing for thousands of our students and profoundly powerful for the entire university. For one student in the Nunn School’s European Union and Transatlantic Relations summer study abroad program, a visit to the International Criminal Court at the Hague, where a Serbian war criminal was on trial, led to an internship on the Balkans desk at the US State Department. Consider, then, the collective and historic impact of Georgia Tech’s worldwide presence, providing thousands of international experiences every year for highly educated future leaders.

Increasingly, universities are where the seeds of the innovation-based economy are sown through leading-edge research, education, and economic development programs that cultivate and inspire students, faculty, and alumni. Over the past ten years, many universities have dramatically increased their focus toward globalization and international partnerships, including the establishment of branch campuses, joint research centers, and dual and joint academic degree programs. After launching these initiatives, many universities are now assessing their impact and benefits, and some are questioning the real value that has returned to the home campuses, especially given current challenges on the home campus and the extraordinary time and effort required to make global partnerships a success. We believe that while there will not be a shift away from the importance placed on global engagement, there will be an increased emphasis on tangible and measurable outcomes and benefits to the home campus.

While the past ten years of global engagement will increasingly be viewed as experimental, the next ten years will be marked by the search for the right models of engagement.

The home campuses of the world’s leading universities are filled with extraordinary resources in terms of people, facilities, culture, commercialization, and innovative programs. Those assets are almost impossible to replicate through satellite campuses; though many universities have tried to do so over the past ten years, many have already failed and many more will fail. While Georgia Tech is one of the very few universities with a proven and very successful branch campus (in Metz, France), many university and international partners are realizing the need for alternative models of wide-scale engagement.
Global Positioning Strategic Goal 1: Expand the World’s Footprint at Georgia Tech

“CEOs come in all shapes, sizes, and persuasions. Some were born with the proverbial silver spoon, but most come from more humble beginnings—they earn their way to the top. Perhaps the common denominator is the ability to recognize an opportunity and make the most of it.”
— Conway, Site Selection, June 1993.

Georgia Tech’s Tradition of Inclusive Community

One of Georgia Tech’s missions is to attract underrepresented minorities and women to engineering via strong education and research programs. The spirit of tolerance that marked Georgia Tech’s inclusion of international students from the dawning of the twentieth century infused the social courage its leaders and alumni demonstrated in the turbulent 1960s. In 1961, illustrious alumnus Ivan Allen Jr. (Commerce 1933) became the mayor of Atlanta and led the city with remarkable social courage through one of the roughest periods in US history; at the same time, Institute leaders ushered in a process of change that made Georgia Tech the first public university in the Deep South to achieve integration without a court order. Fifty years after the first African American students enrolled, Georgia Tech was #1 in the nation in awarding doctoral engineering degrees to African Americans; and in 2010, Hispanic Business magazine ranked Tech the #1 graduate school for Hispanic engineers for the third consecutive year. This tradition of inclusion is an essential cornerstone of success in global engagement.

The Present: Where are we today related to international students and education?

Today almost 20 percent of Georgia Tech’s 20,000 students are international students coming from more than eighty countries. The strategy of expanding the world’s footprint at Georgia Tech means that we must continue to build an inclusive community to leverage Atlanta’s legacy of leading change and help solve many of the world’s greatest challenges. The best students from around the state, nation, and globe will look at Georgia Tech as one of the most desirable universities in the world to develop their intellectual, entrepreneurial, and leadership abilities.

Historically, many of the most visible international students at Georgia Tech came from Europe after World War II as part of the World Student Fund programs. Until at least the 1970s, buckets were passed around at one football game per season to collect donations to support World Student Fund scholarships. Over time, the international student population diversified and grew significantly, reaching 2,000 from more than eighty countries by the mid-1990s. As Georgia Tech transformed itself from a regional engineering school to a globally competitive research university, its ability to attract international students grew steadily as did the rate at which they filled research assistantships created by ever-increasing research funding.
In 2012, Georgia Tech enrolled more than 4,000 international students, putting it among the top 25 universities in the United States that host international students. In addition, there are more than 500 scholars hosted each year for periods ranging from a few weeks to three years who teach and/or conduct research and thus contribute to advancing the primary missions of the university. These non-degree-seeking international students and scholars hail from more than 110 countries, with China, India, and South Korea accounting for more than half of the population.

The English Language Institute (ELI) at Georgia Tech, one of the few English-as-a-second-language operations to survive in Georgia after 2001, is a thriving enterprise of Georgia Tech Professional Education. Every year ELI provides intensive English instruction to thousands of students, some of whom later gain admission to University System of Georgia institutions, including Georgia Tech. In addition to its primary activity of providing intensive English classes, ELI also offers short classes such as American Pronunciation and Academic Presentations for Georgia Tech international students and scholars, assisting them with their adaptation to and success in the Georgia Tech community.

We acknowledge that Georgia Tech has a large and largely untapped international student population and that more systematic programs should be put into place to maximize the international and intercultural learning resources we have on our home campus.

The Present: Research and Economic Development

Valuable resources coming to our campus from outside the US extend well beyond international students. Today about 6 percent of our academic sponsored research is sourced from outside the US, and an increasing number of companies, governments, and institutes are looking to support research, engage in our incubation of ideas and companies, and obtain training and education in degree and non-degree programs. Atlanta is home to more than sixty consulates, chambers of commerce, and global leaders such as The Coca-Cola Company, UPS, the US Centers for Disease Control and Prevention, the Carter Center, and CARE.

There are many examples of international partners making strategic commitments on the Tech campus in Atlanta. In 2010 the Hwaseung Group chose the School of Civil and Environmental Engineering to establish its Hwaseung Lab through a significant investment in advanced water treatment technology. In 2011 a small Canadian company, Nanowave Inc., chose the Technology Square Research Building to establish its North American R&D headquarters in a close collaboration with faculty from the School of Electrical and Computer Engineering. Like Georgia Tech, these international partners recognize the importance of the integration of research, education, and economic development as the centerpiece of an innovation and knowledge-driven economy.

Looking to the Future and Our Priorities

Implementing Strategic Goal 1 includes the following actions:

- **Develop a recruitment effort focused on attracting the very best international students to campus.**
  
  That effort emphasizes an increasingly diverse pool of international students, including both degree-seeking and visiting students. In particular, the degree-seeking population will include more undergraduate international students. We should establish strategic recruitment efforts that involve extensive participation by faculty and graduate coordinators, targeting top candidates for graduate degrees in all fields. For visiting students, this includes fee-based opportunities to study for one or two semesters in Atlanta in their field, following English language classes in Atlanta or Savannah.
• **Work toward a goal of 20 percent of on-campus sponsored research projects coming from international government, industry, university, and civil society sponsors.**

The vast majority of countries see knowledge-based economies as the basis for building or maintaining their national prosperity. Georgia Tech should be viewed as “science and technology literacy partner to the world.” Our expertise at all levels—K-12, undergraduate and graduate education, professional education, technology commercialization, and entrepreneurship—is among the very best in the world, and we should increasingly seek partnerships that bring international partners to our campus to leverage and recognize that experience. This is extremely well aligned with the strategies of the State of Georgia, the City of Atlanta, and various chambers of commerce in Georgia. Our communications and marketing strategies should be designed to increase recognition of our value in these areas.

• **Begin an ambitious effort to create Georgia Tech’s Global Village, the leading center in the Southeast for global partners in research, education, and economic development.**

The Global Village will be the hub for international partners in innovation, technology, education, and economic development. It will be the international arm of the innovation hub centered at Tech Square that leverages Georgia Tech’s resources and expertise. It will be developed as a partnership between the Institute, the Midtown Alliance, the City of Atlanta, the Georgia Department of Economic Development, the consular community, and private investors/developers. The Global Village will cement Atlanta as the “International City of the South,” bringing international commerce, education, and technology together in a unique partnership, complementing and compounding the growing presence of global partners in the manufacturing, services, and logistics segments in Georgia.

• **Increase the number of student and faculty recipients of Fulbright and other prestigious international fellowships.**

Achieving this objective will require development of a mechanism for continuing regular support from Georgia Tech while faculty are abroad as Fulbright Fellows and policies related to leave while participating in such programs.
Global Positioning Strategic Goal 2: Extend and Leverage Georgia Tech’s Impact around the Globe

“Never before have the productive forces of the world faced such great opportunities and enormous responsibilities. We have the awesome task of meeting global needs for food, shelter, clothing, and essential services in a time of mushrooming population growth and explosive pressures of rising expectations”


Georgia Tech’s Global Footprint

Around the time Conway was completing his manuscript for Geo-Economics: A New Science in the Service of Mankind (1983), Jean-Marie Rausch, mayor of Metz, was planning to create a Technopole in the Lorraine region of France. He visited the United States, seeking partners in the business, government, and academic sectors. Southwestern Bell (which was eager to enter the European market), then-Atlanta Mayor Andrew Young, and then-Georgia Tech President Joseph Mayo Petit were the most receptive to his proposals. Thus, Georgia Tech was invited to establish a campus and research facility in Metz. The idea of partnering with Americans was not very popular in France at the time, but Mayor Rausch had a vision of global development backed by research, and he had the political power to realize his vision. Today Georgia Tech-Lorraine is fully integrated into a vibrant network of business, government, and academic entities that actively create new opportunities on both sides of the Atlantic. It has become a source of pride, not only to the region of Lorraine, but also to the French national government.

The Present

Intense global competition is the norm in contemporary business. As Thomas Friedman’s The World is Flat so capably illustrates, technology is a driving force in global economic expansion, allowing the segmentation of research and manufacturing processes for export to whatever region holds a competitive advantage. Those who will lead this new industrial reality must possess the ability to thrive in a technologically sophisticated world filled with geographic, cultural, and ethnic diversity.

An innovation-based economy is increasingly dependent upon outstanding research, development, and technology transfer—much of which is supplied by universities—and an effective strategy to integrate all three into the university of the future. For years, that meant the United States. But the US no longer monopolizes the world’s intellectual talent, which presents a considerable problem for a nation concerned about its competitive standing in the world of economics, education, and international affairs.

Georgia Tech arguably has more global experience than any public university in the United States and has demonstrated success with our presence in Europe and Asia. In addition to strengthening our research and educational portals abroad, we aim to more fully tap into Atlanta’s heritage of moral leadership in civil rights and social issues. Education and experience in a foreign culture will then provide Georgia Tech students with a competitive career advantage and will further enhance their development as cultured, committed, and concerned citizens. The same can be said for faculty and staff. The best way to enlarge Georgia Tech’s global footprint is by establishing meaningful relations with peer institutions in strategically important countries and regions of the world.

Even with the powerful force of global enterprise, local opportunities and challenges have unique, local flavor. Whether battling air or water pollution in China, forging energy solutions in India, or researching new trade approaches in Panama, no substitute exists for being physically present and in tune with local issues,
mores, and ideas. In fact, an on-the-ground presence in key innovation hot spots is essential; we must be full partners in innovation, not relying on remote or periodic participation. Thus, we are interested in collaborations with the very best institutions in the following themes: education, research and technology, innovation, and capacity building. Our goal is to develop strategic partnerships that provide Georgia Tech students with a vigorous international education. If we are successful, Georgia Tech will be the twenty-first century’s leading global technological research university.

To accomplish this, Georgia Tech must be positioned as a leader in establishing global innovation portals, supporting research and education hubs, and developing select Georgia Tech branch campuses. These relationships should be geared to allow Georgia Tech and international-partner students to experience flexible-length tours of study at overseas peer institutions. Similarly, faculty exchanges should be facilitated and encouraged, and care should be taken to select partner institutions in key countries and regions whose academic standards are on par with those of Georgia Tech and whose teaching and research portfolios dovetail with those of this Institute in a way that creates mutually beneficial and comparative advantages for both institutions.

Moving Ahead

The key elements for moving ahead in our intentions to extend and leverage our presence internationally can be framed as answers to the following questions:

- What are the right kinds of opportunities for us to pursue vigorously given what we have learned and how we wish to grow?
- In that context, how do we vet and pursue opportunities that continue to develop?
- Where should we be?
- What should our presence look like (physical, virtual, partnership, independent)?
- What new opportunities or models should we pursue?

In 2010 the Institute established a set of Guiding Principles that serve as the starting point in moving ahead. In light of these Guiding Principles, the Institute will always support our faculty and researchers in the pursuit of individual collaborations around the world. Under any global strategy, the heart of our growing preeminence is the network of research partnerships and collaborations established around the world by our faculty.

Over the past ten years, many universities have dramatically increased their focus toward globalization, including the establishment of branch campuses and other operations abroad: a recent study found 162 branch campuses in 2009 and 82 in 2006. After launching these initiatives, many universities are now assessing their impact and benefits, and some are questioning the real value that has returned to the home campuses, especially given the current challenges on the home campus and the extraordinary time and effort required to make global partnerships a success. We believe that while there will not be a shift away from the importance placed on global engagement, there will be an increased emphasis on new models, tangible and measurable outcomes, and greater benefits to the home campus.

The next five years should be centered on the following:

- **Continue building global research, education, and economic development partnerships.** These partnerships may lead to a physical presence or “portals” in key locations that are centered on relationships with governments, universities, and companies. A key element of those relationships is more effectively engaging our international alumni.
• **Strategically and substantially engage alumni living outside the United States.**
  Our long history of enrolling international students and today's large number of international students on campus have led to a substantial alumni base in rapidly growing and economically strong regions of the world: China, South Korea, India, France, and Latin America. Our data on international alumni is minimal, but we estimate there may be 10,000 or more and many may play leading roles in business, academia, and government. We must leverage their expertise in their country and back home in Atlanta. In 2011 Georgia Tech began an international advancement effort by creating a separate track focused on engaging international alumni, parents, and corporate partners. With the help of an effective communications program, this expanded engagement with international alumni and parents will reap rewards on many fronts. These include recruitment of the very best undergraduate and graduate students; new corporate, government, or academic research opportunities; expanded student internship options; and philanthropic support for these and on-campus efforts. This engagement has already proved effective in Central America where, with modest efforts, strong enrollment and research interactions have been established. We must aggressively pursue solid, consistent, and effective efforts at greater communication, increasing our engagement with and cultivation of international graduates, possibly Tech’s greatest untapped resource.

• **Be open and responsive to new and unexpected international opportunities.**
  As opportunities continue to develop for building branch campuses, we are less likely to move in the direction of establishing independent, at-scale branch campuses, but will instead be increasingly proactive in leveraging our experience to help those partners establish their own world-class, technologically centered universities of the twenty-first century.

• **Our priorities by region are:**

  **EUROPE**
  Continue our commitment to Georgia Tech-Lorraine and Georgia Tech-Ireland. There does not appear to be a need for an additional, substantial physical presence. The Lorraine campus needs to continue creating opportunities for and benefits to the Atlanta campus to leverage our presence in Europe, especially through the Lafayette Institute and other forward-looking and expansion initiatives. Wherever possible and appropriate, we will continue to grow and leverage the campus in Metz. Student exchange, joint, and dual curricular programs throughout Europe are a significant opportunity, given the progress of the Bologna Process. We must also increase visibility of the European programs through expanded marketing and communications efforts.

  **CENTRAL AMERICA**
  Georgia Tech, with the support and assistance of alumni, has recently established a physical presence in Costa Rica, Panama, and Mexico centered on Logistics and Trade Innovation Centers. The near-term focus of these efforts is on validating the model and demonstrating impact. Increasing faculty and student engagement in other areas remains a critical component to success and to growing existing efforts. Expanding Institute involvement in existing efforts and local visibility will improve sustainability and positive impact of these programs.

  **SOUTH AMERICA**
  Georgia Tech has not yet engaged in any large-scale, strategic partnerships in South America. The greatest engagements to date have been in Colombia, Chile, and Brazil, so leveraging those existing relationships over the next twenty-four months should be the priority. We should establish stronger ties and engagement with our alumni in these countries to maximize their resources in this regard.
MIDDLE EAST
We should continue to explore models of engagement in the United Arab Emirates, Saudi Arabia, Israel, and other Gulf States (e.g., Qatar) with a focus on partnerships that not only bring benefits to the region, but also tap into and develop a presence in Atlanta. Key relationships with companies that have significant interest in the region are core to our involvement there.

AFRICA
With more than forty individual collaborations/projects ongoing today, the Institute already has substantial involvement in Africa. An Africa Strategy Group has been meeting for more than a year to coordinate and share best practices. The Africa Strategy Group should continue to meet and look for opportunities to maintain and grow this high level of involvement.

CHINA
Like most universities, Georgia Tech has developed a number of strategic partnerships in China. Today our academic and research partners include Shanghai Jiao Tong (Electrical and Computer Engineering, Industrial and Systems Engineering, summer program), Peking University (Biomedical Engineering, Materials Science and Engineering), Tsinghua (summer program, sustainability), Tongji University (developing programs in Architecture and Civil and Environmental Engineering), and Jilin University (developing program with Mathematics). The landscape for research and educational collaborations continues to develop and change, and it is expected that our existing partnerships in China will continue to evolve and grow. Our alumni in China are the most active group in Asia. Their influence and assistance can be instrumental as we grow new relationships and expand existing ones.

INDIA
After an initial effort to develop a large campus in India, we have been reassessing that strategy. Along with the extraordinary opportunities present in India, there are barriers such as the uncertain status of the Foreign Universities Bill, which remains a serious issue for large-scale involvement in India. We should continue to explore opportunities in an ambitious yet thoughtful manner.

• Finally, Georgia Tech should consider establishing an organization that assists international partners in planning, building, growing, and improving their own research, education, and economic development ecosystems.

Georgia Tech is regularly asked to assist developing countries in the building of their national “science and technology literacy” ecosystems. As countries continue to tie their futures to the integration of research, education, and job creation/entrepreneurship, Georgia Tech, partnered with other organizations, can provide and market that expertise as strongly as any institution in the world. Such an entity might engage in consulting activities, some of which may result in co-branded efforts with Georgia Tech, and be free to partner with other professional services companies to serve the needs of its customers.
Global Positioning Strategic Goal 3: Embrace and Support Globally Engaged Students

“Above all, we must challenge the imagination and creativity of the world’s best thinkers. We must dream, but we must be more than dreamers. We must be dream implementers.”

The Present

Many student organizations and campus units provide students with international experience. Georgia Tech students engaging globally must comprehend fully the vision of the New South that leaders such as Ivan Allen Jr., Martin Luther King Jr., and Andrew Young shared in working to build racial equality and compassion for the poor. Georgia Tech must never separate itself from its origins, but must draw strength from its legacy by inspiring individuals to participate in the social, political, and economic lives of their own communities. As we foster a shared vision to promote progress through social justice, we will enhance Georgia Tech’s reputation by building an environment in which disciplines with a divided past can link to a common present and project a united future. Georgia Tech is committed to the belief that individuals of character, courage, and compassion can make a difference. Above all, we will emphasize Georgia Tech’s role in providing leadership on a global level and instill this vision in our students.

Integrating service learning and applied research to tackle some of the world’s most pressing policy challenges—from water scarcity to public health, from pandemics to climate change, from chronic poverty to underdevelopment—should be a common path for graduates seeking an international experience. Georgia Tech students are already using their STEM skills to address some of the humanitarian challenges facing the world. For example, the Georgia Tech chapter of Engineers Without Borders has raised funds to finance three trips to Cameroon during which they designed and oversaw the construction of an improved water distribution system in the village of Mungoa-goa.

While international experiences such as study abroad are a hallmark of the humanities and social sciences for students who come from economically elite families, the world demands internationally attuned scientific and professional graduates and can benefit from broader international experiences for students across socio-economic status. Georgia Tech is a recognized leader in internationalizing the curriculum for students in science and technology as well as in the humanities and social sciences. The education and research base of the world is shifting east, and Georgia Tech is an integral component of that shift with more than fifteen dual and joint degree programs with leading universities around the world. Georgia Tech takes a leadership position in globally expanding the Institute to meet educational and economic demands and is ideally suited to build and expand student exchange programs, degree-granting programs, and professional education.
Looking Ahead

As we strive to achieve Strategic Goal 3, students will be encouraged to live up to Georgia Tech’s motto of progress and service while also attaining intercultural sensitivity and learning skills that ensure global competence. While Georgia Tech is already a recognized pioneer in global education, we must continue to build upon our impressive record of international experience for students in order to meet the goal of 100 percent participation in work, study, research, and service abroad. We will emphasize Georgia Tech’s role in providing humanitarian leadership on a global level in these ways:

- **Continue to integrate global competence outcomes into a larger share of the curricula.** Connect new programs involving international experience with leadership skills in order to produce graduates with career advantages.
- **Continue to increase foreign language instruction and proficiency as well as language support for international students.**

The Future

Implementing Strategic Goal 3 includes the following action plans:

- Explore other innovative shorter-term models that appeal to and meet the academic needs of greater numbers of students
- Programs for majors underrepresented in Georgia Tech study abroad
- Individualized programs (e.g., independent study initiated by student research)
- Programs that enable students to explore developed and developing countries (including service learning abroad)
- Shorter duration stays such as one-two weeks abroad embedded in a full semester course
- Expansion of work abroad to 1,000 undergraduate internships per year
- Target for significant international participation by time of undergraduate graduation: 60% by 2020
- Integrate global leadership and intercultural communication into courses where possible and provide workshops on these topics for both US and international students
- Facilitate growth of the International Plan or other forms of official recognition
- Deepen international preparation for selected students
- Other forms of recognition of international experience (e.g., certificates such as Global Leadership)
- A Global Innovation Award for students, faculty, and staff who have developed international programs that have greatly impacted our students
- Offer dual and joint degrees as a point of distinction for Georgia Tech’s global engagement

**DUAL DEGREE PROGRAMS**

Dual degree programs at the bachelor’s and master’s levels are encouraged, based on interest and commitment at the school and college level with clearly recognized peers in those disciplines.

**JOINT DEGREE PROGRAMS**

Joint degrees should be relatively few with strategic partners recognized as among the leading peer institutions in the world as confirmed by worldwide reputation and global rankings.