

North Carolina's Global Position and Higher Education's Role

Carol Conway

North Carolina needs new vision and leadership in the public, private, and academic sectors to build a competitive economy in the face of complex economic and social change. Achieving this vision and leadership will require unparalleled collaboration across sectors and a no-holds-barred attitude toward education and business.¹ If the state continues to tolerate the loss of human capital and business opportunities—that is, if it continues to see itself as a victim—economic decline may become a self-fulfilling prophecy.

“Globalization”—the exchange of people, goods, and ideas across national borders—has brought the South many good-paying jobs, low-cost consumer items, eager workers, bright students, new research and technology, and the rich experience of diverse cultures.

Globalization also has contributed to painful economic changes and increased risk to personal health and national security.

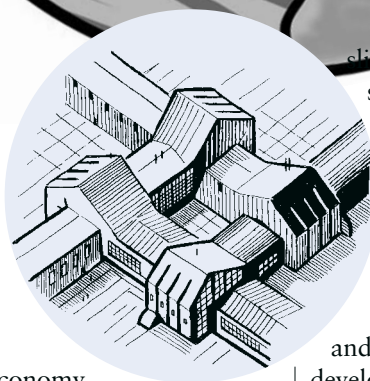
Its negative repercussions are serious, but writing off globalization as a complete disaster, or advocating market-defying policies, such as promoting exports while reducing imports, would be a disservice to future generations of southerners. Global commerce currently accounts for about one-quarter of the North Carolina economy.²

To reap the best of globalization and mitigate the worst, a state must develop a vision of itself as an “international state” and call on all its resources to mobilize action around strategic priorities.

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slipping through its fingers. The scale of lost opportunity is astonishing. By one calculation, in exports alone, North Carolina gave up about \$4 billion in sales in 2001, which would have supported almost 56,000 jobs (see Table 1).³

To reap the best of globalization and mitigate the worst, a state must develop a vision of itself as an “international state” and call on all its resources to mobilize action around strategic priorities. This article discusses various indicators of globalization and describes North Carolina's status on each one. It then discusses the role of one key player, higher education, in mobilizing action.⁴

The southern economy already is tightly integrated with the global economy.

Yet the state's piecemeal response to globalization—a Trade Adjustment Assistance program here, a trade mission there, and schizophrenic policies toward immigrants—means that both the best and the worst of globalization are

Indicators of Globalization

Knowing where North Carolina stands compared with the rest of the United States helps one appreciate better the state's untapped potential for growth through trade. Such information is only a starting point for discussion because accurate, timely, and comparable state data are scarce. Nevertheless, from the indicators available, North Carolina seems to have been a moderately involved but passive participant in globalization.

Exports

For the United States as a whole, merchandise exports rose from 5.4 percent of gross domestic product in 1977 to 7.9 percent in 2000. By contrast, North Carolina's merchandise exports actually decreased as a share of gross state product—from 7.2 percent in 1977 to 6.4 percent in 2000 (see Table 2).⁵

Nevertheless, between 1992 and 1998, North Carolina added new exporters at a faster clip than the South or the nation as a whole (see Table 3). This suggests that many small businesses sought opportunities overseas for the first time in these years, a period of explosive export growth.

If measuring trade at the state level is hard, measuring trade-related jobs is even harder. A rough rule of thumb is that every \$1 billion in merchandise exports supports about 15,000 jobs (direct and indirect).⁶ This is especially important for manufacturing. In 1997, one of every five jobs in this sector depended on exporting, compared with about one of every ten jobs in 1977.⁷ In 1997, North Carolina had a larger share of export jobs as a proportion of the civilian labor force than any other southern state or the United States as a whole (see Table 4).

State export figures count only merchandise exports. Services accounted for 39 percent of total U.S. exports in 2001. Architecture and engineering, software, movies, consulting, law, travel, education, tourism, and insurance all became major sources of U.S. export income in the 1990s.

Foreign Direct Investment

Foreign-owned firms employed nearly a quarter of a million North Carolinians in 2001, or about 6 percent of the state's

Table 1. **Sales and Jobs Forgone Because of Passive Exporting, 2001**

	Export Sales	Export-Related Jobs (in billions)
North Carolina	\$ 4.0	55,729
South	27.7	381,595

Source: Calculated by the Southern Growth Policies Board using its own formula and data from INTERNATIONAL TRADE ADMIN., U.S. DEP'T OF COMMERCE, STATE EXPORT SERIES, available at <http://ese.export.gov> (last visited May 17, 2004).

Table 2. **Merchandise Exports, Selected Years**

	1977		2000		2003*
	Sales (in billions)	As % of GSP	Sales (in billions)	As % of GSP	Sales (in billions)
North Carolina	\$ 3.2	7.2	\$ 17.9	6.4	\$ 16.2
South	22.0	5.5	120.4	6.0	134.9
U.S.	107.1	5.4	782.4	7.9	723.7

Sources: Data from U.S. Census Bureau, Foreign Trade Statistics, available at www.census.gov/foreign-trade/statistics/state/country/index.html (last visited May 6, 2004); INTERNATIONAL TRADE ADMIN., U.S. DEP'T OF COMMERCE, STATE EXPORT SERIES (Washington, D.C.: Nov. 1978).

Note: GSP = gross state product.

*Data on 2003 exports as a percentage of GSP are not yet available.

Table 3. **Merchandise Exporters, Selected Years**

	1992	1998	% Change
North Carolina	3,833	6,869	100
South	27,326	46,461	70
U.S.	112,854	205,188	82

Source: Data from ECONOMICS AND STATISTICS ADMIN., U.S. DEP'T OF COMMERCE, A PROFILE OF U.S. EXPORTING COMPANIES, 1997–98 and 1992 (Washington, D.C.: 1999, 1993).

Note: These figures are compiled from a now-defunct data series, State of the Exporter Location. Data from the Origin of Movement series would reflect more favorably on the South, but Origin of Movement data do less to indicate state of production than State of the Exporter Location.

Table 4. **Jobs Supported by Manufacturing Exports, 1997**

	Direct	Indirect	Total	As % of Civilian Labor Force*
North Carolina	132,900	152,700	285,600	7.5
South	711,500	913,200	1,624,800	5.6
U.S.	3,344,200	4,332,000	7,676,200	5.7

Sources: Data from STATISTICAL ABSTRACT OF THE UNITED STATES: 1998 (Washington, D.C.: U.S. Census Bureau, 1999); OFFICE OF TRADE AND ECON. ANALYSIS, U.S. DEP'T OF COMMERCE, U.S. JOBS FROM EXPORTS: A 1997 BENCHMARK STUDY OF EMPLOYMENT GENERATED BY EXPORTS OF MANUFACTURED GOODS (Washington, D.C.: Feb. 2001), available at www.ita.doc.gov/td/industry/otea/job_report/jobs_report_web.pdf (last visited May 6, 2004).

Note: Data are for the latest year available.

*These figures were calculated as percentages of the total, adjusted civilian labor force as of January 1997. Inexplicably they are not the same numbers provided in the Department of Commerce report.



Every \$1 billion in merchandise exports supports about 15,000 jobs. In 1997, in manufacturing, one of every five jobs depended on exporting.

civilian workforce (see Table 5).⁸ Foreign direct investment does much more than create jobs. It brings innovative, world-class management and production practices into the business community at large.

Foreign-owned firms also account for nearly a quarter of U.S. exports, roughly half of which are destined to the foreign parent company. (At the same time, parent company exports to their affiliates in the United States account for about a quarter of U.S. imports.)⁹

Foreign investment in America is considerably larger than U.S. investment overseas. United States firms employed six million workers overseas in 1999, about the same number as foreign firms employed here. Although outsourcing to China and

India has recently picked up, most U.S. investment is in high-wage industrialized countries.

Why do the United States and other countries “swap” these jobs? In the case of the industrialized countries, the majority of cross-border investments are made to reach new customers in the host market with an efficiency that cannot be equaled by exporting from the home country. Investments in nonindustrialized countries more often are for cost-savings, though not always.

North Carolina has lost a disproportionate share of jobs to cost-saving overseas production. At the same time, North Carolina is a favorite locale for foreign direct investment. Although the total number of manufacturing jobs in North Caro-

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lina dropped by some 80,000 between 1998 and 2001, foreign investors added more than 10,000.¹⁰ The state has lost much of its apparel industry to offshore production, but it has grown much of its high-tech industry by attracting foreign investment.

Other Measures of a State's Global Capacity

Exports and foreign investment are the obvious sources of job creation. A business will not get far, however, if it does not have access to the workers it needs and to appropriate overseas markets or research centers. Thus export development, investment recruitment, or simply enhancement of the competitiveness of existing industry depends on the quality of the state's workforce and overseas linkages. If North Carolina is to take full advantage of globalization (and not simply take the body blows), it also must raise educational levels, foster international skills, develop strategic ties overseas, and understand immigrant workers and their children.

Student exchange. The United States always has drawn bright young students from all over world. Often members of the elite classes of their homelands, these students have provided the United States with priceless political and social contacts.

Also, foreign students spend their own money on tuition and living expenses. In 2002 they spent an estimated \$1.6 billion. For all foreign students—graduate and undergraduate—around 75 percent of their funding comes from overseas. United States support to foreign students is mainly in the form of graduate student stipends to provide teaching or research assistance.

The South's share of foreign students is less than what one might expect (see Table 6). Although the region had 21 percent of the nation's postsecondary students in 1999–2000, it had only 15 percent of the nation's foreign students.

Visits by foreign scholars. Visiting professors and university-based researchers also contribute to a state's global competitiveness. They not only enhance the technical expertise and the prestige of the host institution but also contribute to cultural diversity on the campus and opportunities to develop lasting relationships with foreign counterparts. This is especially important in some fields, such as medicine and physics, where publications and research are increasingly international collaborations.

Unfortunately, in 1999–2000 the South had only 16 percent of all foreign scholars in the United States, whereas it had 23 percent of the nation's faculty. (For specific numbers for the state, the South, and the nation from 1997 to 2000, see Table 7.)¹¹ Only Georgia and South Carolina met the national average of 10 percent of faculty being foreign scholars.

Study abroad. The number of students studying abroad is another critical measure of a state's global capacity (see Table 8). Students with a significant overseas experience are profoundly affected by the immersion. They not only learn a lot about the specific country but acquire a more accurate view of globalization in all its facets and a better ability to interact with foreign visitors and immigrants with both sensitivity and confidence. Given the increasingly international

Table 5. **Employment in Foreign-Owned Firms, 1997 and 2001**

	Employment (in thousands)		As % of Total Civilian Jobs	
	1997	2001	1997	2001
North Carolina	226.3	237.7	6.0	5.9
South*	1,267.5	1,470.1	4.3	4.8
U.S.	5,201.9	6,371.9	3.9	4.5

Source: Data from William J. Zeile, *U.S. Affiliates of Foreign Companies: Operations in 2001*, SURVEY OF CURRENT BUSINESS, Aug. 2003, at 38, available at www.bea.gov/bea/articles/2003/08august/0803usaffiliates.pdf.

Note: Only nonbank U.S. affiliates are included in these data. A "U.S. affiliate" is "a U.S. business enterprise in which there is foreign direct investment." *Id.* at 39.

*The percentage of the South's 2001 jobs was calculated separately, on the basis of January 2000 figures.

Table 6. **Foreign Students in the U.S., Selected Years**

	1970	1980	1990	2000	2002
North Carolina	1,594	3,709	5,764	7,848	8,960
South	14,529	46,801	56,243	78,733	68,605
U.S.	134,959	286,343	386,851	514,723	582,996

Source: Data from INSTITUTE OF INT'L EDUC., OPEN DOORS: REPORT ON INTERNATIONAL EDUCATIONAL EXCHANGE (New York: the Institute, 1971, 1981, 1991, 2001, 2003).

Table 7. **Foreign Scholars in the U.S., 1997–2000**

	1997	1998	1999	2000
North Carolina	1,684	1,776	1,684	1,968
South	11,035	10,668	10,771	11,821
U.S.	70,501	65,494	70,056	74,670

Source: Data from INSTITUTE OF INT'L EDUC., OPEN DOORS: REPORT ON INTERNATIONAL EDUCATIONAL EXCHANGE (New York: the Institute, 1998, 1999, 2000, 2001).

Table 8. **U.S. Students Studying Abroad, 1998–2001**

	1998	1999	2000	2001
North Carolina	4,564	5,439	5,693	5,864
South	21,252	24,944	28,539	28,480
U.S.	109,682	129,770	143,568	154,168

Source: Data from INSTITUTE OF INT'L EDUC., OPEN DOORS: REPORT ON INTERNATIONAL EDUCATIONAL EXCHANGE (New York: the Institute, 1999, 2000, 2001, 2002).

Table 9. **Foreign Language Enrollments in Public Secondary Schools, Fall 2000**

	Foreign Language Enrollments (FLE)*	FLE as % of Total Enrollments	Spanish as % of FLE
North Carolina	187,114	28.3	64.2
South	1,362,934	28.3	67.7
U.S.	6,928,057	33.8	68.7

Source: Data from AMERICAN COUNCIL ON THE TEACHING OF FOREIGN LANGUAGES, FOREIGN LANGUAGE ENROLLMENTS IN PUBLIC SECONDARY SCHOOLS, FALL 2000 (Alexandria, Va.: the Council, May 2002).

*Grades 7–12 include Latin as a foreign language.



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dimension of work, employers will look more favorably on people who can communicate effectively with their international customers and workforce, or research their competitors.

In 2001–02, North Carolina had a slightly higher share of postsecondary students in study abroad than the nation as a whole (1.4 percent versus 1.1 percent). However, its growth in study abroad was somewhat slower than the nation's (36 percent versus 62 percent) from 1997 to 2001).¹²

Foreign language training. Like study abroad, foreign language competency is a good measure of a state's ability to navigate in an increasingly multilingual world. The teaching of Spanish has increased dramatically in recent years in tandem with the rise of Hispanic populations in the South. Yet there is more than a 5-point gap between the South and

the nation on the percentage of high school students enrolled in a foreign language course (see Table 9). The gap is even more stark when the South is compared with the non-South: 28.3 percent versus 35.6 percentage, respectively, a difference of 7.3 points.¹³

This may change if more universities add a language requirement for entrance or graduation, a feature that many dropped in the 1970s. For instance, The University of North Carolina recently introduced two years of a second language as an entrance requirement.¹⁴

Immigration. Immigrants always have played a vital role in American growth and innovation. America's well-being will depend even more on them in the near future. Around the world, industrialized countries—and even some

developing countries—are beginning to experience zero or negative population growth. The South faces especially slow growth in the size of its youthful population.

According to Census projections, between 2000 and 2025, the South's youthful population will barely increase, whereas the rest of the United States will experience a growth spurt: 14.1 percent among young people under 18 years old and 7.1 percent among those 18–44 years old (see Table 10).¹⁵

Immigration is a recent phenomenon in the interior reaches of the South. As the region's population skyrocketed in the post-1950s industrial boom, most of the new arrivals came from other parts of the United States. Depleted of workers, those states turned to immigrants when their

Given the increasingly international dimension of work, employers will look more favorably on people who can communicate effectively with their international customers and workforce, or research their competitors.

economies picked up in the 1990s. As a result, in 2000 the South had far fewer foreign-born residents—4.0 percent—than the nation as a whole—11.1 percent (see Table 11). Although 4.0 percent sounds like a small share of the South’s population, it is slightly more than double what it was a decade earlier.

International relationships. Civic leaders can play a major role in helping local communities respond to globalization. Sister Cities and similar agreements offer a safe, positive, and fascinating vehicle for getting to know another country and its leaders’ views of America. When the relationship is selected strategically, it can open the door to a mutually beneficial exchange of business, arts, and education. Sister Cities International is only one such vehicle, but it is both large and convenient for tracking civic connectedness. In 2003 the South had 92 cities involved in this program, and 14 more were seeking a foreign “sister” (see Table 12; for North Carolina localities, see the sidebar on page 41). Yet the

92 cities represent only about 16–17 percent of the total Sister Cities in the United States, significantly less than one might expect of the South, which is home to 24 percent of the nation’s population. The resources required to host delegations and pay for visits overseas probably are a major barrier for many of the South’s rural communities.

The Reason for North Carolina’s Modest Profile

Why does North Carolina appear to lag in so many areas? The thinness of the research record itself provides a clue: little attention has been given to the subject. Because the state was doing so well until the recession, there was not much recognition of what was wrong or missing in North Carolina’s international profile. Thus there was no concerted, comprehensive effort to address the challenges.

The only serious attempt to look at the state’s overall global preparedness ended

in a debacle. In 1995, well ahead of its time, the North Carolina Board of Science and Technology studied the state’s international position and the impact of that position on technology-led development. The board prepared its report, *North Carolina and the World Community*, without consulting turf-sensitive international trade programs, and the report was pilloried. The initiative shriveled into a series of Governor’s Global Forums, annual gatherings of internationalists that led nowhere. The report’s reception was so chilling that for years no one could suggest that state government play a leadership role of any kind.

The Role of Higher Education

Along with the public sector, the private sector, and nongovernmental organizations, higher education should be a partner in fashioning a state response to globalization. Each partner has strengths and weaknesses that complement those of the others. Higher education is the logical launching pad for a variety of initiatives, as follows. Activities can be structured and allocated to respect and strengthen the core missions of the different institutions of higher education.

- Educating the public about economics and global change

Table 10. **Percent Change in Youthful Population, 2000–2025 (Projected)**

	Under 18 Years Old	18–44 Years Old
North Carolina	1.4	– 1.3
South	3.5	– 0.6
U.S.	14.1	7.1

Source: Data from U.S. Census Bureau, Projections of the Population, by Age and Sex, of States: 1995 to 2025, available at www.census.gov/population/projections/state/stp.html.

Table 11. **Birth Origin of State Residents, 2000**

	Total Population (in thousands)	Born in the State (in thousands)	Born in Another State (in thousands)	Foreign Born (in thousands)	% Foreign Born
North Carolina	8,049	5,073	2,546	430	5.3
South	66,154	44,091	19,401	2,662	4.0
U.S.	281,422	168,729	81,585	31,108	11.1

Source: Data from U.S. Census Bureau, Census Supplementary Survey, available at <http://factfinder.census.gov/home/en/c2ss.html>.

Table 12. **Number of Sister Cities, Agreements, and Seekers, 2002 and 2003**

	Cities		Pairs*		Cities Seeking Match	
	2002	2003	2002	2003	2002	2003
North Carolina	10	11	23	24	3	2
South	100	92	249	239	15	14

Source: Data from Sister Cities International, Member Directory, available at www.sister-cities.org/sci/directory/usa/index (as of Apr. 8, 2003).

Note: Data for years earlier than 2002 are not comparable. Only recently has Sister Cities International removed inactive listings.

*A city may have more than one sister. For example, Asheville, N.C., currently has three, and Charlotte, seven. Hence there are more pairs than cities.

- Training teachers and extension staff about cultures and global opportunity
- Educating businesses about overseas opportunities
- Assisting communities with strategic planning
- Internationalizing the curriculum, from kindergarten through the doctoral level
- Instilling a passion for reading among new arrivals with no such habit
- Connecting immigrant groups to the larger community
- Tracking the expertise of foreign faculty and foreign alumni
- Providing protocol support
- Supporting strategic overseas relationships

Even under the best of conditions, collaboration among business, government, prekindergarten–grade 12 schools, and higher education is not easy to initiate or easy to sustain. Incentive-based funding may be key.

The North Carolina Center for International Understanding

One example of a highly effective university-led global initiative is the North Carolina Center for International Understanding (NCCIU), a service of The University of North Carolina. The twenty-four-year-old NCCIU has developed an education program to help state and local policy and civic leaders understand Latino/Hispanic immigration in order to build capacity for making sound decisions.¹⁶ In particular, its Latino Initiative for North Carolina Public Policy and Civic Leaders is a model of what can happen through public-

North Carolina Localities Participating in Sister Cities

Asheville
Beaufort
Burlington/Alamance County
Charlotte
Concord
Durham
Gastonia
Greensboro
Kannapolis
Laurinburg
Montreat
 Mooresville
Raleigh
Western Piedmont
Wilmington
Winston-Salem

Source: Sister Cities International, Member Directory, at <http://www.sister-cities.org/sci/directory/USA/NC> (last visited May 6, 2004).

private-academic partnerships.¹⁷ It also provides a moving story of reconciliation and leadership in the first county to participate in the program.

In fall 1999, Rick Givens became an unlikely folk hero. As chair of Chatham County's Board of Commissioners, he had written a strong letter to the Immigration and Naturalization Service asking it to take away the county's undocumented workers, most of whom were from Mexico. Although many Mexicans (documented and undocumented) were working in low-wage, physically demanding, hard-to-fill jobs, such as poultry processing, they were perceived to be stealing jobs and burdening the schools.

The letter infuriated the Hispanic community. It was the final insult after a long string of slights. Public meetings were rancorous.



Along with the public sector, the private sector, and nongovernmental organizations, higher education should be a partner in fashioning a state response to globalization.

Luckily, NCCIU was there to help. It organizes and underwrites delegations of local leaders to go to Mexico to study the culture and meet face-to-face with the families that migrant workers leave behind. The goal of the program is to inform leaders about the culture of this fast-growing segment of the North Carolina population.

At the last minute, NCCIU added a delegation from Chatham County to an already-planned tour. Givens and five other community leaders—another county commissioner, the chief of police, the sheriff, the vice-chair of the county school system, and a Mexican-born community educator from a nonprofit organization serving the local Latino/Hispanic community—agreed to go.

While the delegation was in Mexico, its mission took on added urgency. White supremacist David Duke announced that he planned to use Chatham County as the venue for launching his campaign against immigrants in rural America. Violence was feared.

The delegation members returned as changed people. With ten days to go before the Duke rally, Givens and leaders in the Latino/Hispanic community led an all-out effort to stop people from participating in the rally or the counter-protest. It worked: the rally was a flop. Givens threw open the doors of government to consider issues of importance to the Latinos/Hispanics, such as a recreational area for soccer. The economic impact is impossible to calculate, but a violent clash would certainly have diverted city and county revenues to peacekeeping and made the area less attractive to future investors.

World Trade Center North Carolina

Another example, unique to this state, is the recent reconfiguration of the World Trade Center of North Carolina (WTCNC) into a partnership with North Carolina State University and the North Carolina Community College System. In a single stroke of the pen, WTCNC went, in effect, from a one-room operation to a statewide network. Its advice and services now are accessible through all the community colleges and university system campuses.

Typically, World Trade Centers in America and elsewhere offer seminars, trade leads, access to visiting delegations, and buyer-to-buyer matchmaking services that connect World Trade Centers around the world. In this case, WTCNC will work with its partners to deliver trade education services to underserved areas of the state, via the community colleges and relationships that North Carolina State University has with rural businesses and communities. From this base, WTCNC plans to expand its networks in the state both to help, and to be helped by, all the other “trade champions” in the state.¹⁸ A downstream benefit may be greater involvement of students and faculty in international exchange and trade education.

Conclusion

Knowledge of global markets and history, and the skills and the confidence to engage with foreign partners, are absolutely essential for the state’s future economic success. Formal education, training, facilitation, brokering, and exchange programs—all described in this article—are some of the most efficient and powerful ways to expand the base of knowledge, skills, and confidence. North Carolina has had impressive successes in international education, trade, and economic development, but on many indicators it lags. The university community should take a leadership role in internationalizing the state’s education system, from kindergarten through graduate school. Also, it should work with the business community to internationalize the state’s approach to economic development. Leadership on global trade issues in these trying times is more important than ever, and post-secondary education has the capacity to lead. With vision, will, and wisdom, it can make the landscape of the North Carolina economy more competitive than ever.

Formal education, training, facilitation, brokering, and exchange programs—all described in this article—are some of the most efficient and powerful ways to expand the base of knowledge, skills, and confidence.

Notes

1. Such an attitude means that every child must advance to postsecondary education, absent a compelling reason not to do so, and that every firm that is competing globally must have ready access to innovation and trade development services.

2. This is a back-of-the-envelope calculation intended to help readers appreciate the larger picture. It is cobbled together from various sources, the primary one being the STATISTICAL ABSTRACT OF THE UNITED STATES

2002 (Washington, D.C., U.S. Census Bureau, 2002).

Goods exports account for about 7 percent of U.S. jobs. Tourism and other service exports equal at least a third of the value of goods exports. They account for roughly 3 percent of jobs. Imports depend on U.S. jobs in marketing, sales, distribution, transportation, and so forth. About 7 percent of jobs are related to imports—the rough equivalent of that generated by goods exports. More than 5 percent of U.S. jobs are in foreign-

owned firms. Income from U.S. investments abroad may account for another 3 percent of jobs, if one assumes foreign investment’s share of the gross domestic product is roughly parallel to the number of jobs it supports. Traditional export data do not include the total value of military products sold to other countries, which is substantial.

3. The United States as a whole exported 7.9 percent of its gross domestic product in 2000. North Carolina exported only 6.4 percent of its gross state product. Had North Carolina met the national figure, it would have generated millions more in sales. (A caveat: looking at merchandise exports as a percentage of gross state product is reasonable in times of recession but not when plants are operating at full capacity.)

4. For a discussion of the roles of other key players, visit the Southern Growth Policies Board’s website, at www.southern.org, and click on Publications, then Globalization, then FAST FORWARD: MOBILIZING THE SOUTH FOR PROSPERITY IN A GLOBAL ECONOMY.

5. The U.S. Census Bureau’s 2002 Economic Census of Manufacturers collected information on export activity, one of many indicators, but the findings will not be published until 2004–05. It is not known whether or to what extent the Census will report state-specific export performance.

6. The methodology for estimating jobs is detailed in the appendix of OFFICE OF TRADE AND ECON. ANALYSIS, U.S. DEP’T OF COMMERCE,

U.S. JOBS FROM EXPORTS: A 1997 BENCHMARK STUDY OF EMPLOYMENT GENERATED BY EXPORTS OF MANUFACTURED GOODS (Washington, D.C.: Feb. 2001), available at www.ita.doc.gov/td/industry/otea/job_report/jobs_report_web.pdf.

7. The 1977 figures are from INTERNATIONAL TRADE ADMIN., U.S. DEP’T OF COMMERCE, STATE EXPORT SERIES (Washington, D.C.: Nov. 1978). The 1997 figures are from OFFICE OF TRADE AND ECON. ANALYSIS, U.S. JOBS FROM EXPORTS.

8. The U.S. Bureau of Economic Analysis defines as “foreign owned” any firm in which foreign investors hold 10 percent or more of the equity. Ten percent is low but deemed to be a level that can influence company decisions. However, most foreign-owned firms have more than 50 percent of their equity coming from foreign investors. The majority of jobs in foreign direct investment—87 percent—are in firms where foreigners hold more than 50 percent of the assets. William J. Zeile, *U.S. Affiliates of Foreign Companies: Operations in 2001*, SURVEY OF CURRENT BUSINESS, Aug. 2003, at 38, available at www.bea.gov/bea/articles/2003/08august/0803usaffiliates.pdf.

9. *Id.*

10. *Id.*

11. Faculty data are full-time equivalents in fall 1999. NATIONAL CTR. FOR EDUC. STATISTICS, DIGEST OF EDUCATION STATISTICS 2001 tab. 227 (Washington, D.C.: Feb. 2002), available at <http://nces.ed.gov/pubs2002/2002130.pdf>.

12. INSTITUTE OF INT’L EDUC., OPEN DOORS: REPORT ON INTERNATIONAL EDUCATIONAL EXCHANGE (New York: the Institute, 2003).

13. AMERICAN COUNCIL ON THE TEACHING OF FOREIGN LANGUAGES, FOREIGN LANGUAGE ENROLLMENTS IN PUBLIC SECONDARY SCHOOLS, FALL 2000 (Alexandria, Va.: the Council, May 2002).

14. See UNC’s website, at www.northcarolina.edu/content.php/aa/departments/inter_programs/unc_inter.htm.

15. THE MERCEDES AND THE MAGNOLIA, 2002 Report on the Future of the South (Raleigh, N.C.: Southern Growth Policies Bd., June 2002).

16. “Latino” refers to anyone in Latin America and the Caribbean, including the Portuguese- and French-speaking nations. “Hispanic” refers to a person from any Spanish-speaking country, including Spain and the Canary Islands.

17. For more information about the Latino Initiative and the NCCIU, contact Millie Ravenel, director of the NCCIU, at (919) 733-4902 or ravenel@ga.unc.edu. The website is www.ga.unc.edu/NCCIU/index.html.

18. For more information, see WTCNC’s website, at www.wtcnc.org.