

# Globalizing Historically Black Business Schools


## **THE MEMPHIS CIBER MODEL**

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PRESENTED TO: INTERNATIONALIZATION OF U. S. EDUCATION IN THE 21<sup>ST</sup>  
CENTURY: THE FUTURE OF INTERNATIONAL AND FOREIGN LANGUAGE STUDIES

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**"Education is the most powerful weapon we can use to change the world."**

**– Nelson Mandela**

**Former President of South Africa, on the fundamental importance of educations that prepare students to compete in the international arena**

# Importance of Internationalizing Higher Education

- ▶ The AIB (2002), Aggarwal (1989), and Kedia and Englis (2011: 13) note that the sheer pace of globalization in the business world has led to a *“growing gap between the global business skill set needed by businesses and traditional business education programs”*
- ▶ The AACSB (2011: 106) notes that *“The global nature of today’s business environment demands that international content be consciously included within the core curriculum of all business programs”*

# Importance of Internationalizing Higher Education

- ▶ As a result, the AACSB now mandates tangible steps towards globalizing education in order to obtain or retain accreditation
- ▶ AACSB schools are, thus, globalizing their programs. But...is there a “gap”?

*Neither the AACSB or AIB reports mention Historically Black Colleges and Universities (HBCUs). As under-resourced entities serving an underprivileged constituency, HBCUs may need special attention.*

# Historically Black Colleges and Universities (HBCUs)



- Formally recognized by U.S. government in 1965 (Higher Education Act)
- Goode (2011) stresses the importance of offering culturally and psychologically supportive environments to black students at HBCUs, who disproportionately:
  - Come from disadvantaged backgrounds
  - Are the first in their family to attend college
  - May lack some of the academic tools given to those who come from more privileged environments

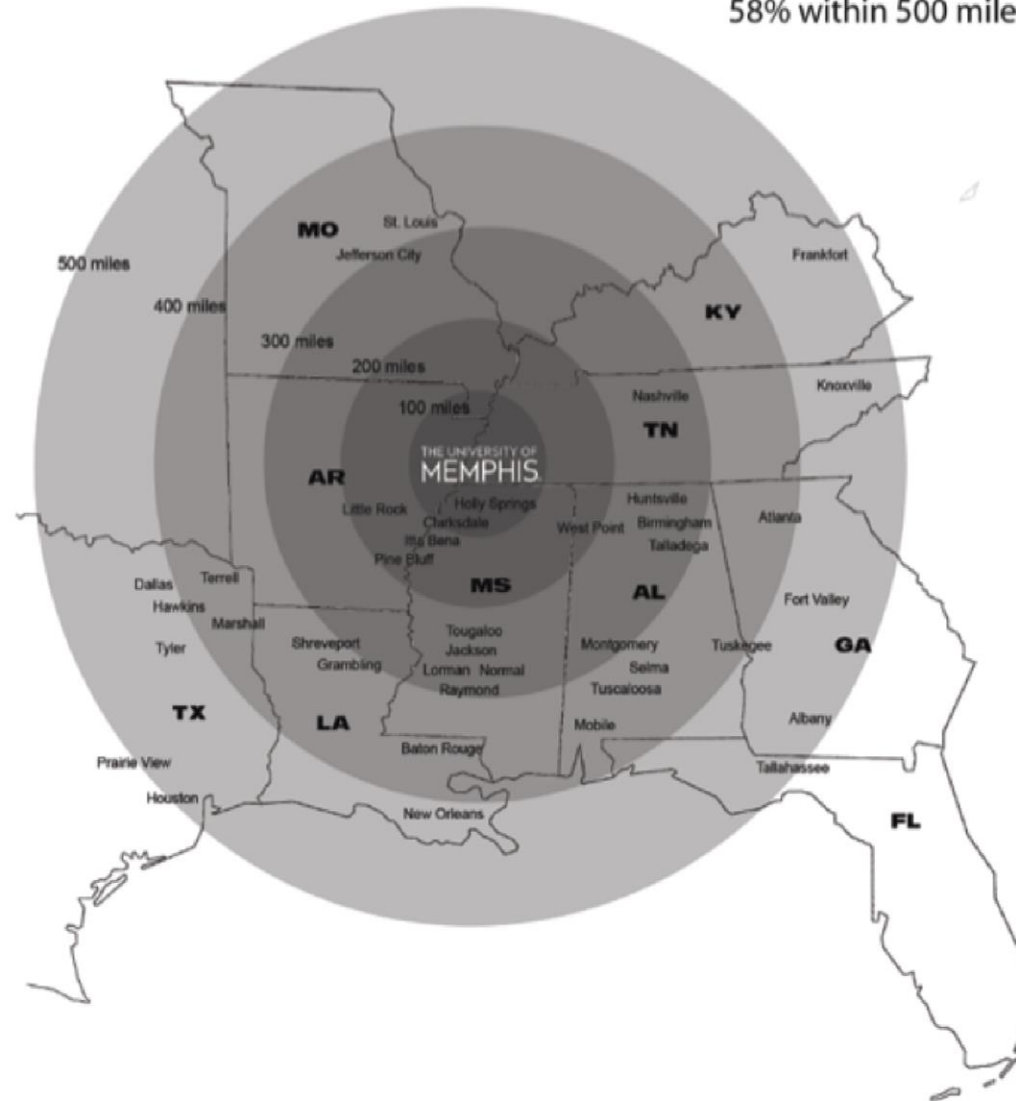
# Historically Black Colleges and Universities (HBCUs)



- Just 3.5% of of faculty and administrators at U.S. business schools are non-Asian minorities (Di Meglio, 2010)
- As expected, black professors, meanwhile, comprise the largest ethnic group at HBCUs (Shaw et al., 2012)
- The 3% of U.S. colleges and universities that are HBCUs produce up to 35% of bachelor's degrees in any given year

# Why Memphis?

4% within 100 miles  
19% within 200 miles  
31% within 300 miles  
50% within 400 miles  
58% within 500 miles



# Pedagogy

## Two Dominant Models

### ▶ **Mission-Based Model (MBM)**

- Three stages: Awareness, Understanding, Competence (Kedia and Cornwell, 1994)

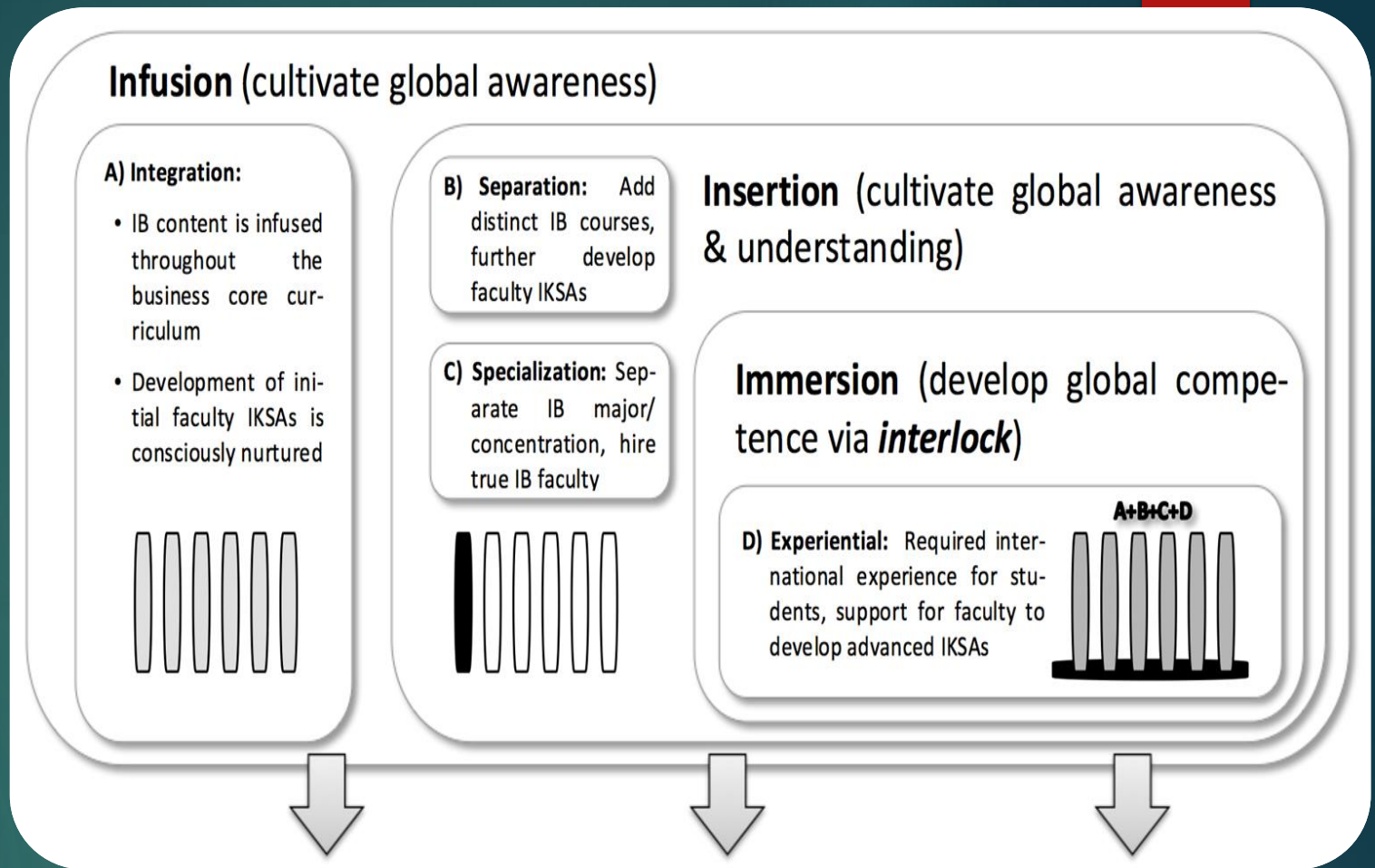
### ▶ **Insertion-Infusion-Interlock (III) model**

- Insertion: Insertion of IB-specific topics into curriculum
- Infusion: Infusing IB material into non-IB courses
- Interlock: Insertion + Infusion, combined with experiential learning



# The Memphis Model

## Mission-Based-Model of Int'l Interlock



**Well executed, theory driven activities leading to precisely measured outcomes**

# Active Institutional Mentorship:

Sample of program based partnerships

<b>HBCU / CIBER PARTNERS</b>	
<b>HBCUs</b>	<b>CIBERs</b>
Alcorn State U	U of Memphis
Central State U	U of Pittsburgh
Clark Atlanta U	U of Wisconsin
Chicago State U	U of Wisconsin
Delaware State U	George Washington U
Elizabeth City State U	Michigan St U
Governors State U	Indiana U
Harris-Stowe State U	U of Maryland
Howard U	U of Pennsylvania
Johnson C Smith U	Duke U
Langston U	TX A&M / UT-Austin
Lincoln U	Temple U
North Carolina A&T State U	U North Carolina-Chapel Hill
Savannah State U	U of Minnesota
Southern U at New Orleans	U of Connecticut
U of Arkansas at Pine Bluff	Brigham Young U
U of the District of Columbia	Florida International U
Virginia State U	U of South Carolina
Xavier U of Louisiana	U of Miami

# Measurement

**“Measurement is the first step that leads to control and eventually to improvement. If you can’t measure something, you can’t understand it. If you can’t understand it, you can’t control it. If you can’t control it, you can’t improve it.”**

*- H. James Harrison*

**“In God we trust; all others must bring data.”**

*- Edward Deming*

# Measurement

- ▶ **Triangulated data collection (quantitative, qualitative, informal feedback)**
  - Faculty learning (e.g., pre/post test measures)
  - Faculty education (e.g., likert scale surveys)
  - HBCU level programmatic outcomes (e.g., new IB courses, majors, etc.)
  - Qualitative assessments (e.g., reports from HBCU deans/chairs)

# Summary of GBS Program Activities

	2002-2006	2006-2010	2010-2014
HBCU Institutions	12	14	20
GBS Orientation	32 Deans & Faculty	29 Deans & Faculty	31 Deans & Faculty
Business Language Workshop	31 Language Faculty	49 Language Faculty	27 Language Faculty
FDIB-Globalization Seminars	92 Business Faculty	110 Business Faculty	163 Business Faculty
GBS Study Abroad	22 Business Faculty	24 Business Faculty	39 Business Faculty

# Summary of HBCU Initiated Outcomes

	2002-2006	2006-2010	2010-2014
BIE Proposals Submitted	6	14	5
BIE Grant Awards	3	7	BIE CANCELLED IN 2011
New UG IB Courses	5	44	31
New Graduate IB Courses	4	8	9
New IB Minors/Certificates	*	4	4
Faculty Studying Abroad	22	141	218
Students Studying Abroad	*	152	318
Int'l Research (Pres. / Publ.)	*NO DATA REPORTED	141	218

# Bottom Line



*“It is among the most sweeping efforts to help predominantly African-American schools sharpen their competitive edge in an increasingly global economy.”*

– **Ralph Hines**

**Director of the International Office  
for the U.S. Department of  
Education, on the Memphis CIBER’s  
“Globalizing Business Schools at  
HBCUs” Program**

# Class of 2013

20 HBCUs represented



2013 FDIB-Globalization Seminars

QUESTIONS?