

***Rapporteur's Report: International and Foreign Language Education and Underrepresented Institutions and Populations: Expanding Coverage to Community Colleges, 4-year Colleges and MSIs, Including Outreach Strategies<sup>i</sup>***

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Community Colleges, four-year Colleges and Minority Serving Institutions (MSIs) play a critical role in preparing America for the future. Nearly half of all undergraduates in the U.S.A. attend community colleges—public, independent, or tribal.<sup>ii</sup> Although historically black colleges and universities (HBCUs) constitute only 3% of America's institutions of higher learning, they graduate almost 20% of African Americans earning undergraduate degrees.<sup>iii</sup> Now the largest ethnic minority in the U.S, Hispanics are the fastest growing segment of the population, and Hispanic Serving Institutions (HSI's) educate nearly half of all college-enrolled Latinos.<sup>iv</sup> As such statistics demonstrate—community, four-year colleges, and MSIs must be recognized as crucial partners in efforts to ensure the vibrancy of the American economy and the ability of America to engage globally.

U.S. leadership in a globalized world is integrally tied to effective international and foreign language education (IFLE). Case studies presented by panelists describe a range of innovative and inspiring strategies for IFLE at community colleges, four-year colleges, and MSI's. But they also point to complex challenges in efforts to internationalize programming in sustainable ways. While the goal of the panel seeks to help inform U.S. policy on international education, this is also a time when U.S. policies and models such as America's community colleges are being examined by other countries, as many move too to educate broader and more diverse segments of their populations—including minorities and women.

**Case Studies** (in order of presentation):

**West Virginia State University<sup>v</sup>**, an HBCU in Appalachia, is the most racially and culturally diverse institution (17% minority) of higher education in the state. While the institution has a long history of internationalization, Title VI funding enabled the university to intensify and diversify efforts. This includes establishment of international partnerships, programming for students (undergraduate and graduate), and opportunities for faculty development. An Office of International Affairs was established to help coordinate initiatives, and there is now a Bachelor of Arts in International Studies with six options for concentration. A major challenge continuing to face the institution is making study abroad accessible to more WVSU students. The student population tends to be older than at many schools, many students are married and/or have children, and the majority work—either full-time (36%) or part-time (37%). Because of financial constraints and because of job or parental obligations, on-campus activity coupled with short-term study abroad has been the prevailing model for study abroad at WVSU. To incentivize students to enhance intercultural competencies, a study abroad project employing collaborative

digital film-making was launched in Spring 2013. The project stimulated international learning while encouraging creativity and development of technical skills. The resulting film was jointly produced by students at WVSU and the University of Sharjah, United Arab Emirates. The project helped to generate interest in other joint projects between West Virginia and United Arab Republics, including one on Global Health and Fitness, and a WVSU/ University of Sharjah initiative in Health Communications.

**Bennett College**<sup>vi</sup> is a small, private, four-year liberal arts college for black women that has a long history of global engagement and commitment to increasing minority participation in international education. Bennett was one of the first colleges in the South to encourage admission of international students, and its leadership played an important role in the founding of Africa University in Zimbabwe. Bennett received a Title VI grant to develop a program in international studies; and a concerted move toward internationalizing the curriculum was launched in the 1990s as faculty were encouraged to include an international module in each of their courses. Bennett's leadership helped to found the North Carolina Consortium for International and Intercultural Education, which currently includes five HBCUs in North Carolina. In 2003 Bennett appointed its first coordinator of international affairs, and a grant from the Mellon Foundation enabled the school to establish its first centralized office for global education initiatives. In 2005 a global studies minor and certificate program were established. A Title VI grant enabled Bennett to launch coursework in Arabic language and culture. Noting a drop off in degree-seeking international students at Bennett since the 1950s and 60s, Bennett has worked with the International Research Exchanges Board (IREX) and World Learning to bring non-degree students from diverse countries to Bennett. Critical and less commonly taught languages have been introduced through partnerships with the U.S. Department of State's Foreign Language and Teaching Assistants (FLTA) Program, IREX, and Alliance for Language Learning and Educational Exchange (ALEX). Linkages with resources at larger universities also have helped to advance global capacity at Bennett. Perhaps because of early Methodist mission work, African-American students from Bennett in the past went to a wider range of countries than Bennett students today; and in the past, there were many more students from Bennett who went into the Peace Corps. Currently 89% of students at Bennett are eligible for Pell grants. While external funding and partnerships have been essential for development of international programming at internally under-resourced institutions like Bennett, success at Bennett has relied too on the clear prioritization of global education by its top administrators, and on addition of programming linked to institutional planning, administrative structures, and goals (i.e., not added *ad hoc*).

**University of Memphis**<sup>vii</sup>—Because of globalization, to obtain or retain Association to Advance Collegiate Schools of Business (AACSB) accreditation, business school-programs are required to demonstrate tangible commitment to internationalized education. As under-resourced institutions serving a population disproportionately from disadvantaged backgrounds, HBCU's may face special challenges. To help address this, active institutional mentorships between federally funded centers of

excellence in business—Centers for International Business Education and Research (CIBERs)--and HBCU's are playing an important role in globalizing business programs at these minority-serving institutions. Although only 3% of U.S. colleges and universities, HBCUs graduate a large percentage of all African Americans receiving undergraduate degrees in a given year. With 58% of all HBCUs located within 500 miles of Memphis, the CIBER at University of Memphis has worked in close partnership with other CIBERs nationwide to develop and coordinate a program to help educational efforts at HBCUs in international business. Carefully designed and collaboratively implemented, the project is multi-faceted including faculty development seminars, to learning methods and program assessment. The project emphasizes measurable outcomes, including HBCU-initiated new courses, new international business minors/certificates, and new research. In addition to bilateral mentorships between CIBERs and HBCUs, the project demonstrates the efficacy of multilateral networking among underrepresented institutions and federally-designated centers of excellence in international business education. Reflecting both the benefits and challenges of educational outreach, the project has been recognized for its wide-ranging efforts to help HBCUs prepare students for an increasingly globalized economy.

**Howard Community College**<sup>viii</sup>—identified in 2011 as one of the nation's fastest growing community colleges, Howard Community College (HCC) serves one in every four graduating seniors in Howard County, Maryland.<sup>ix</sup> Approximately 14% of students enrolled in the college are English Language Learners. In 2005 HCC was considered to be a "globalized" campus, with study abroad programs, foreign language programs and international events. But subsequent research revealed that relatively small numbers of students participated in those global programs and events; and informal surveys indicated that global awareness and study were not increasing. To help engage more students in global learning, a faculty learning community between HCC and Community College of Baltimore County (CCBC) developed the Global Distinction Program. By redesigning courses such as English Composition I, Algebra, and Introduction to Business to include international studies information, the project seeks to globalize the general education core. While aspects of the program are modeled on HCC's Honors Program, there is no grade-point requirement so the program is open to all. The project requires little additional budget and resources, and markets what already is available at HCC and CCBC. Assessment of the popular program points to the important role of globalization in motivating student interest in core coursework, in challenging them to become better researchers and writers, and ***in contributing to student retention and completion of degrees***. The program helps to address employers' need for graduates who have cross-cultural and global competencies. Articulation agreements between participating community colleges and targeted transfer institutions are critical to encouraging students to complete an Associate's degree and to proceed to Baccalaureate level.

## Policy Recommendations:

1. Community colleges, four-year colleges, and minority serving institutions play a crucial role in preparing a broadly-based work-force and citizenry that can engage successfully in a multicultural, economically interconnected world. Globalization affects development and security, and **programs that increase effective participation of underrepresented and minority populations in international education should be encouraged.** Such programs should include those that

- seek to integrate global learning into core curriculum and general education requirements
- foster faculty development and deepen and broaden international, (including comparative and transnational) area-studies, and foreign language offerings in ways that reflect institutional priorities and sustainable long-term goals and priorities as well as meaningful short-term goals
- increase the participation of/and diversify opportunities and destinations for minority populations and faculty/students from underrepresented institutions to study abroad (including service-learning) and incorporate this experience into broader institutional goals for curricular and program development. Strategies should address the special needs of students who are often older, economically disadvantaged, working, or have families.
- help educators and students to work creatively at the interface between new technologies and International Studies and Foreign Language Education (IFLE)
- appropriately recognize the needs of diverse sectors (governmental, nongovernmental, private, corporate) among initiatives to better meet government and private-sector employment/resource needs. Teachers should be trained to teach profession-specific language coursework (business language, medical language, legal language, eg.), to enhance the skills of heritage speakers, and to develop effective pedagogies for mixed-learner language classrooms.
- incentivize globalized learning both inside and outside the classroom (including internships) in ways that enhance global and foreign language competencies and stimulate continued inquiry

II. To expand development of high-quality globalized education (teaching, research, service) **mechanisms to foster synergies and facilitate effective partnerships between differently resourced institutions should be encouraged.** Such partnerships should:

- encourage collaboration and outreach between established centers of excellence ( organizations and institutions with nationally or regionally recognized programs, including Title VI-designated CIBERs, NRCs, LRCs) and underrepresented institutions seeking to further their goals for international and foreign language education.
- help progress toward sustainable programming and funding models. These include partnerships with private donors/foundations, community and corporate sponsors, as well as nongovernmental and governmental sources. In this regard, there is a need to examine the relationship of Title VI, Title III, and Title V as regards international and foreign language education.
- help build productive linkages between underrepresented institutions and educational institutions and organizations abroad, including faculty/student exchanges, and joint coursework, research , or projects
- facilitate inter-institutional continuation from two-year Associate-degree programs to Baccalaureate degrees or higher
- promote research and/or curricular development, assess outcomes, and inform pedagogies for diverse learners of IFLE

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<sup>i</sup> *Panel Participants:*

-Alice Blayne-Allard (Chair), Associate Vice President, International Programs and Services, American Association of Community Colleges

-Trevellya Ford-Ahmed, Professor of Communications and former Director of International Programs, West Virginia State University

-Gwendolyn M. Bookman, Director, Center for Global Studies and External Partnerships and Associate Professor of Political Science, Bennett College for Women

-Benwari L. Kedia, Director, Center for International Business Education and Research, University of Memphis

-Stacy Korbela, Assistant Professor of English and Coordinator, Global Distinction Program, Howard Community College

-Juliette Stapanian Apkarian (Rapporteur), Associate Professor of Russian Studies, Dept. of Russian and East Asian Languages and Cultures, Emory University

<sup>ii</sup> American Association of Community Colleges 2014 Fact Sheet--data reflects Fall 2012 ([http://www.aacc.nche.edu/AboutCC/Documents/Facts14\\_Data\\_R3.pdf](http://www.aacc.nche.edu/AboutCC/Documents/Facts14_Data_R3.pdf)) Date accessed 5-29-2014

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American Indian Higher Education Consortium, "AIHEC's History and Mission"

<http://www.aihec.org/about/historyMission.cfm>

iii United Negro College Fund website, "About HBCUs"

[http://www.uncf.org/sections/MemberColleges/SS\\_AboutHBCUs/about.hbcu.asp](http://www.uncf.org/sections/MemberColleges/SS_AboutHBCUs/about.hbcu.asp)

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iv Antonio R. Flores, Ph.D. President and CEO Hispanic Association of Colleges and Universities (HACU) [http://www.hacu.net/hacu/Message\\_from\\_the\\_President.asp](http://www.hacu.net/hacu/Message_from_the_President.asp)

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v T. Ford-Ahmed, "An Overview of Title VI's Impact on an HBCU in Appalachia: Strengthening Intercultural Competency at West Virginia State University."

vi Gwendolyn M. Bookman, Esq., "Internationalization at an Historically Black College: Bennett College for Women, A Case Study"

vii Benwari L. Kedia, "Globalizing Historically Black Business Schools: The Memphis CIBER Model"

viii Stacy Korbela, "The Internationalization of Community College Education: Moving Beyond Food, Flags, and Festivals"

ix [http://www.howardcc.edu/about\\_hcc/campus\\_profile/index.html](http://www.howardcc.edu/about_hcc/campus_profile/index.html). Date accessed 6-7-2014.