



GLOBALIZATION OF HIGHER EDUCATION: The Case of HBCUs

Exposure, Experience, and Empowerment

Edited by P. de Souza and S. Evans

CALL FOR BOOK CHAPTERS

Deadline: Thursday, July 1, 2017

Submit chapters to pdesouza@claflin.edu

Institutions of higher education are a reflection of the larger society and what happens in the world. They reflect the challenges globalization has put upon them to transform as internationalized institutions with a global perspective. One challenge they face is to provide an education that will enable students to live, work, and play successfully as positive change agents in a rapidly globalizing society. The distinctive nature of higher education entails continuous study and efforts that change practices to enable every member of higher education communities to progress and succeed. Success, in global terms, will depend on increasing the exposure, experience, and empowerment for transformation of entire campus communities.

Globalization of Higher Education (GHE) has been integral to the foundational growth and transformation of Historically Black Colleges and Universities (HBCUs). From institutional origins in the Reconstruction era, students and faculty have represented all areas of the African diaspora and campuses have been leaders in institutional diversity. In addition, innovations in teaching and research have been grounded in historical, cultural, and experiential international knowledge. This collective discussion seeks to expand understanding of critical issues and best practices about the past, present, and future of global education at predominantly and historically Black institutions.

Globalization of Higher Education: The Case of HBCUs (GHE) will provide a collection of studies and essays by leading experts, practitioners, academics, and administrators in areas of international education at various HBCUs. They provide analysis and comparative perspectives of current trends as well as implications for present and future policy and practice. In this case, *GHE* represents several aspects in Globalization of Higher Education—*GHE* is organized into three areas of opportunities and challenges facing HBCUs internationalizing their institutions: Culture, Curriculum, and Cost. Current research trends highlight the development and sustainability of study abroad offices and inclusive campus leadership collaboration; the capacity and sustainability of study abroad programs; the role of faculty in study abroad programs and increasing participation among students; international student recruitment: international

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students programming of service and support; and the process of comprehensive internationalization on HBCUs campuses. The main thrust of this work involves the HBCU transformational leadership that plays a role in culture, curriculum, and cost—the three areas of challenges and opportunities of global education.

Contributors are invited to address several relevant topics in education abroad, including international student recruitment; international student programming, service, and support; and comprehensive internationalization. Specific cases in Europe, the Middle East, the United States, Africa, Asia, Latin America, and the Caribbean are especially welcome, particularly cases that profile individual institutions, practitioners, and participants involved in shaping global education in everyday practice. The ultimate goal of this publication is to advance the transformation of historically Black institutions through the process of internationalization. The editors envision increasing the capacity and access for international experiential learning opportunities and transformational leadership among stakeholders of global education, particularly for administrators and institutional leadership.

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Submit chapters between 4000-5000 words (13-17 pages, including bibliography). APA citation.

Email to pdesouza@claflin.edu with *HBCUs and Global Education* as subject line.

Include 200 word bio and picture of author(s). Co-authored chapters are welcome.

Lead editor, **Dr. Patricia De Souza**, serves as Director of International Education at Claflin University. She is Assistant Professor of Hispanic Studies and earned her PhD in Higher Education Administration from Auburn University. Her doctoral research focused on institutional transformation through the process of internationalization, which built on her degrees in International Trade and Hispanic Studies. As a Brazilian-American, she is multicultural and multilingual which is an immeasurable asset in any educational space. Dr. de Souza has been diligent to help students become competitive within a global landscape and to explore varied cultural and educational experiences. Through prior work at Spelman College with their Student Affairs Global Experience (SAGE), she collaborated with an interdisciplinary group of faculty and staff a student trip to Argentina. At Morehouse College, she began the Portuguese program and led the Morehouse Pan-African Experience to Brazil. She also participated in the Morehouse in Bahia Fulbright-Hays Group Project Abroad researching affirmative action in higher institutions of Brazil. She has extensive experience in multiple levels of government, diplomacy, cultural competency and global content knowledge has allowed her to be resourceful in the classroom as well as in research and service.

Co-editor, **Dr. Stephanie Y. Evans** is Professor and Chair of African American Studies, Africana Women's Studies, and History at Clark Atlanta University. Dr. Evans lived in Germany as a youth, which ultimately laid the foundation for academic experiences abroad, including research on Black women's intellectual history at the University of Dar es Salaam in Tanzania and the University of Florida Paris Research Center and research presentations in Brazil and England. She is author of *Black Passports: Travel Memoirs as a Tool for Youth Empowerment* (SUNY, 2014) and has taught three "African Americans in Paris" study abroad classes.

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