

Plan of Operation

a. Provide a brief introduction to your institution, program and/or project.

Bennett College is a small, private, historically black four-year liberal arts college. It was founded in 1873 and was reorganized as a college for women in 1926. It is located in Greensboro, North Carolina, the third largest city in the central part of the state. The college is located less than a mile from the city center and is in a consortial relationship with six other institutions of higher education in the Greater Greensboro area whereby the students in the consortium can pursue courses at any of the participating institutions. Along with Winston-Salem and High Point, North Carolina, Greensboro makes up what is known as the Piedmont Triad, one of the South's thriving metropolitan areas. It is located in close proximity to Durham, Chapel Hill and Raleigh, North Carolina which make up what is known as the Research Triangle, an area known for excellence in technology and medical research.

We regard Bennett as an oasis that educates, celebrates and transforms young women into 21st century leaders and global thinkers. Students leave Bennett prepared for success in the world of work and further studies, possessing a greater appreciation of the history and culture of Africa and the African Diaspora, of the struggles and accomplishments of women, and of their own ability and the possibilities to help change the world.

Throughout their collegiate journey, Bennett students are introduced to the four academic cornerstones of the college: communications, entrepreneurship, global studies and leadership.

The proposed program for which funding is sought through the Undergraduate International Studies and Foreign Language (UISFL) program is titled *The Arabic Language and Culture Program at Bennett College*. It is designed to expand Bennett's foreign language offerings to include elementary and intermediate Arabic, to prepare the participants for careers in a strategically important region of the world through offering Arabic language and culture curricular and co-curricular courses and programs, and to design an Arab World regional focus for the college's global studies minor and certificate programs. These goals will be accomplished primarily through hiring an Arabic faculty member for one year who will teach Arabic language and culture courses during the spring 2013 academic term and during an intensive two-session, four weeks each, 2013 summer term. The project has an expected participant enrollment cap of 30. In addition, the Arabic faculty member will work with key personnel at the college to design a course of study for the college's global studies minor and certificate programs which will result in a proposed regional concentration—the Arab World.

b. Describe how the design of the project shows high quality.

The Arabic Language and Culture Program at Bennett College has been in the concept phase for several years. The program design did not result from the notice inviting applications for award. Rather, the concept for the program has been part of discussions with all of the major entities at the college who will be responsible for its implementation, including the Division of Humanities; the Department of English and Foreign Languages; the Center for Global Studies; and the external and internal advisory committees for global studies. All of these units are committed to expanding international studies and foreign

language offerings at the college and have been eager to identify funding to support the program.

Bennett is seeking funding to support an Arabic language and culture program that has resulted from many years of discussion with all of the key constituents about how best to expand Bennett's foreign language offerings to include strategic and less commonly taught languages and how to prepare Bennett students for careers in strategically important regions of the world. The high quality of the plan is reflected in the wide-based collaboration that led to the design of the program and in the full commitment expressed by the key players at Bennett to ensure its success.

c. Describe how effective the plan of operation is and to what extent it will ensure proper and efficient administration.

The plan of operation for the Arabic Language and Culture Program at Bennett has resulted from an extensive review of similar programs at comparable institutions and has been designed consistent with best practices for language and culture programs in the United States. This review has informed our plan and we have structured a program that is unique for Bennett, but which takes advantage of program designs that have already proven successful in this domain.

Through the collaboration of the Department of English and Foreign Languages and the Center for Global Studies, Bennett offered Arabic language and culture in academic year 2009-2010 through the Department of State's Foreign Language Teaching Assistant (FLTA) program. We were able to offer Arabic in two sections to 23 students. However, we were not able to continue with Arabic the following year because our selected candidate, from Yemen, could not get a visa to travel to the United States. This was a huge

disappointment because our students were eager to continue their Arabic language study by proceeding to the intermediate level and we were excited at the prospect of learning more about Arabic culture.

Since that time, Bennett has not been awarded an Arabic FLTA, although we have applied for a placement each year. We have, however, been awarded Swahili and through this placement have continued some aspects of programming related to Arabic language and culture because of the incorporation of Arabic in Swahili. Therefore, this application for support of the Arabic Language and Culture Program is very important for Bennett.

Our prior successful operation and administration of the FLTA program in 2009-2010 provided the experience in teaching Arabic and in administering an Arabic-focused program that provides the basis for our assurance of the proper and efficient administration of this grant. The key collaborators have already demonstrated their ability to effectively and efficiently operate a program of similar structure and design. The number of students who have expressed a desire to take Arabic and the members of the community at-large who have inquired about our offering Arabic courses again demonstrate that there is interest in this language and in Arabic culture.

d. Describe to what extent the objectives of the project relate to the purpose of the program.

The Arabic-speaking world is becoming more and more a strategically important region of national significance to the United States. Offering students in general and African American women students specifically courses that familiarize them with the cultures of the peoples in the Arab-speaking world and courses in Arabic language studies will significantly enhance their ability to assume roles of responsibility and leadership in the global arena in this critical need

area. The objectives of the Arabic Language and Culture Program and the purpose of the program are identical: increasing the number of students (specifically African American women) with Arabic language and culture proficiency and increasing our students' global perspectives in intercultural knowledge and competence from benchmark to capstone in their skills and characteristics as a result of the program, especially related to the Arab World.

e. Describe the ways resources and personnel will be used to achieve the objectives of the project.

The federal and the non-federal funds components of the proposed budget cover the essential elements in achieving the objectives of the Arabic program. In addition, there are other resources and personnel that will also be complementary to the program and reflect a considerable investment by the college of additional financial and human resources, such as the oversight that will be provided by the chair of the Division of Humanities and the provost in the routine carrying out of their regularly assigned duties. Essentially, however, the program will achieve the stated objectives through the direct efforts of the Arabic instructor, with the assistance and support of the staff of the Center for Global Studies and the Department of English and Foreign Languages. For the program to be successful, the staff of the Center for Global Studies and the chair of the Department of English and Foreign Languages will fully embrace the objectives of the program and work enthusiastically with those who enroll in the courses and with the Arabic professor.

f. Explain how the applicant will provide equal access and treatment to members of racial and ethnic minorities, women, handicapped persons, and the elderly.

As an historically black college for women, one of only two such institutions in the United States, Bennett is most mindful of the importance of equal access and treatment of

members of racial and ethnic minorities, women, persons with disabilities and the elderly. The college, through its Human Resources Department and through its Office of Admissions, emphasizes this policy in all of its employment and admission decisions. A statement of equal employment and non-discrimination appears on all of the college's employment and admission forms, is reflected on the website and in our entire official out-reach publications and ads.

Quality of Key Personnel

a. Describe the project director(s) education, experience and other qualifications.

Indicate the required time commitment of the project director(s). Include any evidence of past experience and training in fields related to the objectives of the project, as well as other relevant information such as administrative, geographic area, and subject area expertise.

The Arabic Language and Culture Program will be overseen by two project directors, consistent with their positions at the college: Dr. Gwendolyn M. Bookman, director of the Center for Global Studies and External Partnerships and Associate Professor of Political Science; and Dr. A. Giselle Jones-Jones, chair of the Department of English and Foreign Languages and Associate Professor of English.

Dr. Bookman has been employed at Bennett since 2002 in a number of administrative and academic positions. She began her tenure at the college as the assistant to the 14th president, Dr. Johnnetta B. Cole, and as secretary of the college. In this position, Dr. Bookman served as a member of the college's Senior Staff and as the primary liaison between the administration and the Board of Trustees. Through this exposure and her prior experiences at seven (7) previous institutions of higher education, Bookman has an outstanding grasp of the inner workings of the academy and the relationship of each unit to the whole. This insight has made her an

exceptionally effective administrator and manager, a talent that she brings to the Arabic Language and Culture Program.

In 2005, Bookman moved from central administration to the academic side of the college by a presidential appointment to the position of interim chair of the Division of Social Sciences and Education. In this role, she oversaw the administration of four (4) academic departments: Business and Economics; Curriculum and Instruction; Journalism and Media Studies; and Political Science, Social Work and Sociology. When the 15th president, Dr. Julianne Malveaux, was appointed in July 2007, Bookman served as her interim provost during the summer transition and was the associate provost from fall 2007-fall 2009, when she was appointed by President Malveaux as the director of the college's Center for Global Studies. Through this appointment, Dr. Bookman was charged by the president to oversee this priority academic area and all aspects of Bennett's internationalization of the curriculum and the co-curriculum.

Dr. Malveaux has stated the Bennett's mission as follows: "Bennett is an oasis where we educate, celebrate and transform young women into 21st century leaders and global thinkers." To achieve this mission, Dr. Malveaux, along with the Board of Trustees, identified four (4) primary foci for a Bennett student's education: communication, entrepreneurship, leadership and global studies. Dr. Bookman is the engine for the global studies component and she brings both academic and professional expertise to this engagement. Her training as an attorney and her graduate study at the Fletcher School of Law and Diplomacy in international economics, politics and law has positioned her well to lead this program. In addition to these attributes, she brings passion for international travel and love of language study as exemplified by her own study of Arabic, Mandarin Chinese, French, Portuguese, Spanish and Swahili. She received a Fulbright

award in summer 2011 and spent six-weeks studying Arabic language and culture in Morocco and Tunisia.

As such, Bookman has significantly increased student participation in study abroad and she has significantly raised the profile of this area of work both on- and off- Bennett's campus. Through her personal involvement in and commitment to global education, Bookman serves as a role model for our students and will be an excellent director of the Arabic program. She will devote 50% of her time to the management of the project. She is a 12-month employee.

Dr. A. Giselle Jones-Jones began her career as a faculty member in English in 1997 after completing her Master's degree. She went on to earn her doctorate in 2005, at which time she joined the faculty at Bennett as an assistant professor. The following year, in 2006, she was appointed chairperson of the Department of English and Foreign Languages at Bennett and was promoted to Associate Professor, positions which she currently holds. In these roles, Jones-Jones oversees both the college's English major and minor, and the college's minors in French and Spanish. She will serve as co-director of the Arabic Language and Culture Program since the Arabic professor will report directly to her as a member of the foreign language department.

Jones-Jones' role in the Arabic program will be to serve as the liaison for the Arabic professor in the administrative mechanics of his faculty role at the college. In conjunction with the administrative assistant for the Division of Humanities and the Department of English and Foreign Languages, Dr. Jones-Jones will ensure that the Arabic classes are listed for registration, that books are ordered for the classes, that the appropriate classroom is assigned, that grades are submitted, that the faculty member is appropriately supported, etc. Most importantly, she will serve as a faculty mentor for the Arabic professor and will visit his classroom several times during the semester to evaluate his classroom management and teaching.

In addition to her director role as chair of the department, Dr. Jones-Jones is an active participant in the life of the Bennett community and a “master” teacher. She currently serves as the president of the Faculty Senate and was selected as *Teacher of the Year* for the Division of Humanities by the Student North Carolina Association of Educators (SNCAE) in fall 2010, 2008 and 2007. She was nominated for the *Excellence in Teaching Award* in 2006 and the Board of Trustees’ *Teacher of the Year* award in May 2010.

Dr. Jones-Jones serves on the advisory board for the Middle College at Bennett, our public high school partner and one of the target populations for students for our Arabic Language and Culture Program.

In academic year 2008-2009, Jones-Jones participated in the college’s Scholarship of Teaching Project which involved a highly selective and competitive process to reward faculty members who had made outstanding contributions to pedagogy at Bennett. She is an active scholar and she writes and presents often on Zora Neale Hurston, the subject of her dissertation and one of her favorite research topics.

Dr. Jones-Jones will devote 15% of her time to the project.

b. Describe the other key personnel’s education, experience and other qualifications.

Indicate the required time commitment and include evidence of relevant experience as discussed above.

Administrative support for the program will be provided through three offices: the Center for Global Studies, the Division of Humanities and the Department of English and Foreign Languages. Support through these offices will be provided by the administrative assistant in the Division of Humanities, who also serves as the support person for the Department of English and Foreign Languages; and by the assistant director of the Center for Global Studies.

The administrative assistant in the Division of Humanities will provide support to the Arabic Language and Culture Program through the execution of her regular duties in support of faculty in the division. This conforms to the amount of time that the administrative assistant will be devoted to the support of the Arabic instructor as a faculty member in that division. The administrative assistant in the Division of Humanities is a long-term employee at the college in this role and she is respected as a professional in carrying out her duties. She provides support to the division chair, to the department chairs in the division and to the faculty in the departments, approximately 30 faculty members. This support includes assistance with classroom assignments, grade submission, course registration, book orders, etc. Bennett does not operate any academic departments during the summer because we do not generally offer summer classes. This administrative assistant, therefore, will be available to provide an increased level of support to the Arabic program during the summer when needed.

The assistant director of the Center for Global Studies works most directly with Study Abroad, assisting students with site and course selections. She also works with the Center's other global initiatives as assigned. She will provide 50% support to the Arabic Language and Culture Program. This percentage conforms to the amount of time that the assistant director will devote to the support of the Arabic instructor specifically and to the Arabic co-curricular programming in general. Because the language lab for Arabic will be housed in the offices of the Center for Global Studies and because the Global Learning Center (GLC) will be the location of most of the program activities, the assistant director will be directly in contact with and responsible for oversight of the student/participant use of the language lab and of other GLC spaces. She is a professional in the field of international education and has a Master's degree in liberal studies. She is originally from Australia, has studied abroad and brings genuine

enthusiasm to her work with students at the college. She will be particularly helpful with the Arabic program because of her personal interest in the Middle East, which was an area of focus during her graduate studies.

In addition to her direct assistance with students in the lab and with other GLC spaces, she will be the primary contact for the Arabic instructor in terms of the liaison between the Center and the Department of English and Foreign Languages and the Division of Humanities. Because Bennett does not operate academic departments during the summer and because support for students in the selection of Study Abroad sites is less active, the assistant director will provide an increased level of support to the Arabic program during the summer. The assistant director will work closely with the instructor in the implementation and oversight of the intensive summer component of the program and in the execution of the co-curricular activities, including arrangements for film screenings and guest lecturers.

c. Show, as part of the institution's non-discriminatory employment practices, how applications for employment from underrepresented groups will be encouraged.

As an historically black college for women, Bennett is especially mindful of equal employment opportunity and non-discrimination in its employment practices. Throughout the years, Bennett's faculty, staff and administration have been well represented in both gender and race. We have consistently had male and female faculty, staff and administrators, as well as many faculty, staff and administrators from other countries. We advertise our open positions in a variety of public places, as well as on our website. In all of our ads, we expressly state our non-discrimination in hiring and we encourage applications from all candidates. Our application for employment states: "We consider applicants for all positions without regard to race, color,

religion, sex, national origin, age, marital or veteran status, the presence of a non-job-related medical condition or handicap, or any other legally protected status.”

Prior to any interviews of candidates, our Human Resources director provides guidelines for appropriate questioning during the interview process. The chair of each search committee is directed to discuss the guidelines with his or her interview team.

We promote Bennett as a welcoming environment and proudly refer to it as an “oasis.”

Budget and Cost Effectiveness

- a. Demonstrate how the budget supports the project activities by providing a detailed breakout for each year for which Federal funding is requested.**
- b. Discuss the project’s cost effectiveness and show the relationship between the cost of the project and the project’s objectives.**

This proposal is requesting funding for one year for the inauguration of an Arabic Language and Culture Program and the development of a proposed program of study for a concentration in the Arab World as part of Bennett’s global studies minor and certificate programs. A detailed budget and a budget narrative are included as appendices. The project will begin by hiring an Arabic instructor and offering elementary Arabic and an Arabic culture course in spring 2013; it will include an intensive summer component of elementary and intermediate Arabic, plus Arabic co-curricular programming. Since the project’s primary objective is to increase the number of Bennett students and community participants who are exposed to Arabic language and culture and to increase their global competency, the elements of the budget and the goals/objectives of the project are directly related to (1) the salaries of the Arabic instructor who will teach the courses and guide the co-curricular activities and the college staff and administrators who will be the primary liaisons for the instructor; (2) the cost of support for the

students' materials, including books and other printed instructional supplies; (3) the cost of travel to the UISFL Project Directors meeting; and (4) the project evaluation.

A detailed breakout of the U.S. Department of Education funds requested consists of personnel expenses to cover the salary for an Arabic instructor to prepare and teach the spring and summer Arabic language and culture courses and to assist with the development of an Arab World concentration for the global studies minor/certificate programs calculated at nine (9) months from November to July. During the academic year and during the summer, the instructor will also develop and participate in related co-curricular activities, such as language table, tutoring, and cultural excursions. The fringe benefits for the Arabic instructor are also included at 20% of salary.

Travel covers the cost for one (1) co-director to attend the meeting of the UISFL Project Directors. All travel is domestic only and will be consistent with the carrier requirements of the Fly America Act for both federal and matching funds.

Supplies covers the cost of a book stipend for the students for the two (2) primary textbooks that will be used for the program—*Alif Baa with Multimedia: Introduction to Arabic Letters and Sounds* and *Al-Kitaab fii Tacallum al-cArabiyya with DVDs: A Textbook for Beginning Arabic* and for other printed materials related to instruction and co-curricular activities.

An amount is also requested for project evaluation and the indirect costs line is calculated at 8% of total direct costs.

A detailed breakout of the non-Federal, cost share funds consists of the relevant portion of the salaries and fringe benefits for the chair of the Department of English and Foreign

Languages and for the director and the assistant director of the Center for Global Studies. The fringe benefits are calculated at 20% of the proposed salaries. (Bennett College unrestricted operating funds and funds from The Andrew W. Mellon Foundation)

An amount is provided as cost share for office supplies for the project. (Mellon)

Other expenses include a cost share for the project evaluation and for the teaching, tutoring and language laboratory spaces in the Global Learning Center and in the Center for Global Studies. (Bennett)

Plan of Evaluation

a. Provide a plan for evaluating the effectiveness of the project.

The main objectives of the program are (1) to increase the number of students at Bennett and community participants at-large who are exposed to Arabic language and culture, through formal course offerings and through co-curricular programming; (2) to increase the number of students at Bennett, specifically, who are exposed to career opportunities where Arabic language and culture are critical; and (3) to develop a plan of study for a regional concentration in the Arab World for the global studies minor and certificate programs. The effectiveness of the program will in large measure, therefore, be evaluated by the number of participants the program is able to reach which will be reflected in class rosters for enrollment and in attendance sheets for co-curricular activities; and by the development of a proposed plan of study for an Arab World concentration.

A secondary objective is facilitating students in the program to progress in their cultural competency as global citizens. This objective is a student learning outcome that is expected of any courses that our students take in the global studies curriculum. While there are no clearly

definitive assessment tools in operation to date that stand as an agreed upon method of measuring progress in global competency, there are some suggested tools and some draft tools which we will use. (See Intercultural Knowledge and Competence Value Rubric and the MFCI Assessment Tool (Draft) in the Appendix.)

b. Indicate the criteria to be used to evaluate the results of the project.

We will use Bennett's normal attendance processes to capture the student and community participation in the courses offered and in the cultural co-curricular programming. These will primarily be class attendance rosters and sign-in sheets for other out-of-class programming. Bennett's Department of Institutional Effectiveness and Research will work with the program co-directors to develop additional assessment instruments as needed. However, because the primary objectives as described above can be measured quantitatively by the recording and comparison of numbers of students in attendance, the evaluation of the results will not be complex.

The cultural competency component will be measured by an analysis of pre- and post-testing using the competency measures discussed above and attached in the Appendix. The expectation is that through the course work, the co-curricular activities, and the guided reflections and discussions, the students will progress from one stage of development to another on the scale of global competency and in their understanding of Arabic culture.

Bennett is currently engaged with Cassandra Drennon & Associates, Inc. (CD&A), an independent consulting firm which provides educational evaluation services, as the external evaluators on one of our foundation grants. We anticipate engaging this firm to assist with the Arabic language and culture project evaluation, in addition to the evaluation services that

we have available on campus through our institutional research personnel. CD&A is located in Athens, Georgia.

- c. Describe the methods of evaluation. Describe the kinds of data to be collected and analyzed. Will this provide an evaluation that is objective and quantifiable?**

Indicate how evaluation results will be used to shape the development of the project.

In addition to the quantifiable data that will be collected in the attendance and participation records, students will be evaluated through the grading of written reflections on assigned topics using the measurements along the scale of cultural competency in the instruments that we will use as previously described. This measure will permit us to collect and analyze the movement of our students along the cultural competency scale before and after program courses and activities (i.e., how the class readings and discussions about culture and language are helping them to re-conceptualize their experiences and their views of “the other”). Movement or the lack of movement along the scale will help us determine whether we need to adjust the material that we are presenting them in the program. The evaluations will be both objective and quantifiable.

- d. Describe or provide examples (in the appendices) of evaluation tools. Present a proposed timetable for conducting evaluations.**

The Intercultural Knowledge and Competence Value Rubric and the MFCI Assessment Tool (Draft) are provided as examples of potential competency scales in the appendices. The administration of these type instruments, as well as other assessment tools for global competency which we are exploring, will be administered at the beginning of the program in spring 2013 and will be administered at the end of the program as a post-test at the end of the semester.

Additional administrations of the instruments will be done for the summer 2013 sessions to

determine whether the participants advanced in their global understanding and especially in their understanding of Arabic culture.

Adequacy of Resources

- a. Show that the facilities, equipment, supplies and other resources, including where appropriate, library and language facilities, are adequate to carry out the activities of the project.**

Bennett has recently completed a major facilities upgrade on the campus. The most recently constructed building is directly related to the implementation of the Arabic Language and Culture Program—the Global Learning Center (GLC). The Global Learning Center was officially opened in March 2011. This facility is a first-class center which houses the Executive Office of the President and two programs that are central to the College’s core mission as an institution of higher education focused on training African American women from a global village--the Center for Global Studies and the Center for Entrepreneurial Studies. The academic curriculum at Bennett has been enhanced by the expanded rigorous academic programming offered by these two centers.

The Arabic Language and Culture Program is an example of the enhancement of the curriculum that was envisioned when the Global Learning Center was conceptualized. At the opening of the facility, then President Malveaux stated: “Bennett’s commitment to prepare women to fully engage in the world in which they live is embodied in the very walls and mission of the Global Learning Center. It is here that we will delve into the work that will mold our students into the global leaders that they must become.”

In the GLC there are four (4) classrooms, four (4) student study rooms, a state-of-the-art lecture hall with hi-tech audio-visual capabilities, an information technology support center

and a large multi-purpose area offering an elegant venue for special events. This new technology-rich facility will serve both administrative and academic functions for Bennett and will be the primary academic and co-curricular space for all aspects of operation of the Arabic Language and Culture Program.

In addition to Bennett's main Holgate Library holdings related to the Arabic program, the Center for Global Studies also has an extensive library of relevant materials. In the fall of 2010, the center established a Rosetta Stone language laboratory which includes software for Arabic self-study and tutoring for faculty, staff and students.

Commitment to International Education

a. Show current strengths as measured by the number of international studies courses offered.

Bennett inaugurated a global studies minor and a certificate program in 2005. Both of the programs are interdisciplinary and require the completion of 18 credits across the three (3) divisions of the college: the humanities, the natural and behavioral sciences, and the social sciences and education. Under the current structure, students must take two (2) courses from each of the three divisions for the minor or the certificate; and, in addition for the certificate, students must study abroad and make a presentation of a research project completed while abroad upon return to the United States. There are 31 courses listed in the College Catalog as part of the global studies curriculum. Since the global studies curriculum was first approved, however, several new courses have been added to the curriculum and are in the process of being reviewed and approved as global studies courses for inclusion in the 2012-2013 catalog.

The director of the Center for Global Studies and the members of the Faculty Senate Global Studies Advisory Committee are reviewing the current structure of the certificate and

minor programs with a view to recommending that the programs be revised and restructured to reflect a regional focus as opposed to a credit-hour focus. The Arab World is one of the global regions to be recommended. During the grant year, the Arabic professor and the co-directors will develop a proposed course of study focused on an Arab World regional concentration.

b. Explain how faculty and administrators have been involved in the planning for the implementation of the proposed program.

The global studies academic program is housed in the Department of History, Philosophy, Religion and Interdisciplinary Studies (HPRIS) (in the Division of Humanities) and it is through this relationship that the center is given advice and counsel directly from department faculty. All decisions related to the operation of the center programs are discussed at the monthly meetings at the department- and at the division-level. The concept for the Arabic Language and Culture Program has been discussed at the department meetings and has been enthusiastically embraced by the department faculty.

Administratively, the Center for Global Studies reports to the provost through the senior associate provost. Prior to beginning work on the grant application, the Provost's Office received an Intent to Submit form (mandated by the Office of Sponsored Program at the college) outlining the details of the proposal for the program. The proposal was enthusiastically reviewed at the provost level.

There is also a very close working relationship between the Center for Global Studies, the Office of the President and the Board of Trustees because of the status of global studies as one of the college's academic priorities. During her presidency, Dr. Julianne Malveaux established the center as one of her presidential directives and she was very supportive and excited about the idea of an Arabic Language and Culture Program at Bennett. Dr. Esther Terry, as the interim

president for the college, has expressed her intention to continue the former president's strategic direction with a priority on global studies. Interim President Terry has provided a letter of support for this proposal. (See President Terry's letter in the Appendix.)

As noted above, Bennett has a Faculty Senate Global Studies Advisory Committee which works directly with the director of the Center for Global Studies. This committee has one (1) representative from each of the college's three (3) divisions: the humanities, the social sciences and education, and the natural and behavioral sciences. This committee meets regularly with the director to provide advice and counsel on the implementation of global studies initiatives.

Most importantly, the members of the advisory committee serve the function of liaison between the center and the faculty members in the departments. It is primarily through the members of the advisory committee that the center has a feedback loop with the faculty. This function has been extremely important and helpful in making sure that the entire faculty is involved in helping to make the global studies program effective. Regularly, the director of the center gives an update to the entire faculty as part of the Faculty Senate monthly meeting agenda. The proposed Arabic Language and Culture Program has been discussed at the department level with the entire faculty responsible for global studies, at the division level, and with the chair of the English and Foreign Languages Department, who will serve as a co-director of the program.

c. Describe the institutional commitment to the establishment, operation and continuation of the program as demonstrated by optimal use of available personnel and other resources.

Bennett College has been involved in the international arena for many years. Its earliest involvement was primarily orchestrated through the global ministries of the United Methodist Church with which it is affiliated. In 2003, under its 14th president, Dr. Johnnetta B. Cole,

Bennett began a centralization of its international programming by establishing an Office of International Affairs with a part-time director. This was Bennett's first recent centralization of strategic international planning for the campus. Dr. Cole while president of Bennett stated: "You cannot fully understand your own life without knowing and thinking beyond your life, your own neighborhood, and even your own nation." As an anthropologist, she highly valued knowing "the other" and began a strategic and global focus for a Bennett student's education.

Under the direction of the college's 15th president, Dr. Julianne Malveaux, the centralization of international programming moved to a higher positioning through the designation of a full-time director, an assistant director, and an administrative assistant for the Center for Global Studies. Several students serve as "global ambassadors" many of whom have experienced international living through their families or through Study Abroad.

All of the international programming for the college is now located in the newly constructed, state-of-the-art Global Learning Center (discussed above). The director and the staff of the Center for Global Studies will provide major support for the Arabic Language and Culture Program with the president's full support.

Bennett is "an oasis where we educate, celebrate and transform young women into 21st Century leaders and global thinkers." The Board of Trustees has approved the designation of the four (4) academic cornerstones for a Bennett education. As such, these four areas are in a position of clear importance in terms of Bennett's academic undertakings. As the most developed and long-standing academic area of the four, global studies is in the forefront of demonstrating how these four areas can be incorporated into the fabric of the campus in terms of the allocation of personnel and financial resources. Center programs have been the recipient of several discretionary disbursements of foundation and federal funding under the president's

direct control. As Bennett begins to explore the possibility of a Capital Campaign in the near future, global studies will certainly remain one of the college's primary areas of focus, particularly for scholarships and financial support to assist students with study abroad and global experiences. Language acquisition is critical for students to maximize these opportunities.

d. Show level of institutional commitment as demonstrated by the use of institutional funds to support program objectives.

Through a presidential designation, the Center was invited to write a foundation proposal that was subsequently awarded in an amount that enabled the Center to move forward with four (4) activities that were ready for implementation. This foundation funding is proposed as the source of a portion of the non-institutional, non-federal match that is required for this grant.

In addition, the college is making a commitment to the match through the provision of unrestricted operating funds to meet the program objectives as detailed in the budget and in the budget narrative. Additional support, as outlined in this narrative, most specifically in personnel who will support the program in their routinely assigned duties, will also be available. The interim president has provided a strong letter of support and is committed to the program objectives. (See interim president's letter of support in the Appendix.)

Elements of the Proposed International Studies Program

a. Describe how the proposed activities contribute to the implementation of a program in international studies and foreign languages.

Bennett has previously offered Arabic through the Foreign Language Teaching Assistant program. Although we continue to apply each cycle, we are not assured of securing an Arabic

placement. As indicated previously, we were successful in 2009-2010, but have not been able to secure an Arabic placement since then. In this cycle, we are waiting.

The proposed activities will give us the opportunity to design our own unique approach to an intensive language experience for our students and will be the beginning steps for our approach to a regional focus for our global studies certificate and minor. By concentrating on the development of a series of courses specifically designed with language as the core and culture courses as supplements, we can begin the restructuring of our global studies curriculum

b. Show how adequate and appropriate the interdisciplinary aspects of the program are.

Bennett's global studies curriculum was designed in 2005 as an interdisciplinary minor. The program is housed academically in the Department of History, Philosophy, Religion and Interdisciplinary Studies (HPRIS), along with other programs at the college that are specifically designed as interdisciplinary (examples are women's studies and the entrepreneurial program). The culture courses will draw from many different disciplines, such as literature, theatre, history, political science, women's studies, art, religion, and will depend on the specific disciplinary area of expertise and interest of the Arabic faculty member who is hired.

c. Demonstrate how the number of new and revised courses will be adequate to meet programmatic needs.

Because this program is new and the first effort at the college to structure a regional approach within the global studies curriculum, the addition of one (1) elementary and one (1) intermediate Arabic language course, plus culture courses and/or co-curricular programming that might focus on film, history, or women's issues, for example, will be adequate to address initial

programmatic needs which are to prepare our students to study and work in regions of the world where Arabic is spoken.

d. Explain how adequate the plans are for improving and expanding language instruction.

Bennett currently offers a minor in French and Spanish. We have been very successful over the past couple of years in augmenting these offerings through the Foreign Language Teaching Assistant program. Consistently we have been awarded a teaching assistant in Swahili and our students have eagerly enrolled in these classes. With the introduction of Arabic as one of our offerings in 2009 we were able to see that this language is also one that our students find attractive and for which the enrollments are good. The addition of an Arabic faculty through this grant and the design and implementation of the proposed program will clearly improve and expand our language offering in an area that is currently non-existent on our campus and in the larger Greensboro/Triad area. The intention would be to use this inaugural year to put in place an Arabic program that could be sustained as a unique niche for Bennett as an historically black college.

Need for and Prospective Results of the Proposed Program

Bennett College for Women has established a bold commitment to the internationalization of its curriculum and student body over the past decade. The commitment to Global Studies is demonstrated by the grand opening of its Global Learning Center on March 25, 2011. This Center not only points to Bennett's history and vision for being in the forefront of social and cultural change, but also for the need to ensure that all Bennett graduates are well prepared to become global leaders.

Over the years, Bennett College for Women, one of only two historically black colleges and universities (HBCUs) exclusively for women, has made a major effort and commitment to ensure that all students enrolled are involved and engaged in the community in which we live. All students at Bennett must perform community service as a part of their requirements for graduation. That community now expands the globe rather than just North Carolina or even the United States. Therefore, Bennett needs to expand the kinds of activities that define community service.

In that vein, the teaching and learning of another culture and language that enriches and expands the African experience for our students becomes essential for the education of future global thinker and leaders on the world stage. The proposed Arabic Language and Culture Program at Bennett College will expose our students, most of whom are first generation college students, to a cultural immersion experience into language, religion and art that will be transformative in their growth as 21st century educated women.

The need for Americans to learn Arabic and the rich Islamic culture that is associated with it is of critical importance now more than ever. For black women to really appreciate their origins and the evolution of social order, studying and learning Arabic will inform them of their own rich backgrounds and culture. The ancient Egyptians were instrumental in the development of much of the Arabic or Islamic culture. Egypt, even though it is considered by many as Middle Eastern, is physically African. In addition, Arabic is spoken in more than half of the countries on the continent of Africa.

There are many similarities and commonalities between African Americans and the people whose native tongue is Arabic, yet many African Americans are still unaware or have not had the opportunity to be exposed to the richness of their own cultural origins. We believe the need to

inform the current generation of African American women of these similarities, as well as differences, can best be accomplished by the study of the language and culture of Arabic.

African American women need to learn Arabic, not only because of its rich history, but also it is a way to begin to understand why youths in the Middle Eastern regions of the globe and in North Africa are beginning to protest that they are suffering injustices at the hands of their leaders and governments. (*Time Magazine*, February 28, 2011) In reality, the protestors in many of these countries have taken lessons for their protests directly from the Civil Rights Movement of the 1960s. This history is important for our students to know.

Dr. Willa B. Player, who was elected president of Bennett College in 1956 as the first woman president of a four-year college in the United States, was an important actor in the Civil Rights Movement in Greensboro. She and many of the women students enrolled at Bennett during the late 1950s and early 1960s were the initiators of the Sit-In Movement in Greensboro and many remain even today the unsung heroines of that era.

It is this kind of historical perspectives that Bennett students bring to geo-political and cultural affairs. Further, it is this kind of perspective, coupled with a thorough knowledge and appreciation of Arabic language and culture, which will allow them to be prepared to work in a world without walls. The interdependent nature of almost all events are sparked by local or regional problems, and then explode internationally, now almost in a matter of minutes because of the Internet, Facebook and other well-linked telecommunications social media networks. The fact that there is such global interdependence points to the need for a well-informed American citizenry. We believe this is best accomplished through understanding the language and culture of various regions of the world. Therefore, we view the Arabic Language and Culture Program as an important component of Bennett's global initiatives.

The United States Government has designated Arabic as a “less commonly taught” language that is strategic to our national security and defense. Currently, Bennett offers only French and Spanish as foreign language minors. As discussed earlier, however, Bennett in the past has offered Arabic, Swahili, Turkish and even Russian. Many students participated in these foreign language courses and in the companion cultural co-curricular activities. Of all of the offerings, Arabic was most heavily enrolled by Bennett students and community participants.

As we continue to identify and diversify the study abroad offering for Bennett students and as colleges expand options in the Arab World, we believe our students will be much better prepared to benefit from these study abroad options if they have acquired a working knowledge of the language and culture before they participate.

In addition, literature published by the Institute of International Education shows that Arabic is rarely offered at the K-12 level in the United States and most students do not begin Arabic study until college. Thus, many students who study abroad in Arabic-speaking countries arrive abroad with only the most rudimentary language skills and many have not studied Arabic at all. (*Expanding U.S. Study Abroad in the Arab World: Challenges and Opportunities*, Issue Number 4, February 2009).

With this in mind, Bennett is very pleased to have the opportunity to offer this program to the Early/Middle College at Bennett College students as well. This will be done through our collaborative arrangement with the Guilford (NC) County School system. The Early/Middle College at Bennett is the first all-female public school in North Carolina and one of only a few in the nation. This program at Bennett provides a unique opportunity for high school female students to take college courses and to receive up to two (2) years of college credits as they complete work toward their high school diplomas. Housed on Bennett’s campus, these female

students have complete access to all courses offered in the Bennett curriculum, with the approval and counsel of their principal and advisers. We plan to work with the Early/Middle College principal and faculty to have these high school students participate in our Arabic Language and Culture program through both formal academic and co-curricular activities. The courses will also be open to the faculty and staff at the Middle College as it will be open to the Greensboro community at-large. The principal of the Early/Middle College, Ms. Esther Coble, has provided a letter of support for this proposal. (See Appendix.)

Implementation of a Bennett Program in International Studies and Foreign Languages.

Bennett College for Women has and will continue to be a responsible steward of public funds and the public trust. The college serves a population of underserved women within the United States and from many African countries and other developing countries, including Haiti, the Phillipines, Nicaragua and Pakistan. Many of our students would never be given a chance to realize their dreams and goals, except for an institution such as Bennett that is devoted to mentoring and providing nurturing support to emerging scholars. Bennett has intentionally decided to accept about 25 percent of its students who are non-traditional or come to college with low high school achievement. This population of students requires innovative teaching and learning strategies that help expand their horizons. The learning and teaching of a new language and culture is an experience that allows students to move from an environment that may have had negative impacts on their growth and development to a new way of being and thinking (Downes, *Language and Society* (1998)). Therefore, teaching Arabic to this population benefits society at-large in a number of ways.

First, it empowers a new generation of potential women leaders for the global workforce, including government, corporate and education arenas. Secondly, it enriches the lives of women

who will be the mothers and nurturers of the next generation of students. And thirdly, it offers unlimited possibilities to uplift the next generation of African Americans as a whole. (Jarrells, 2006). Offering Arabic to all majors at Bennett College will allow them to layer their current majors with a strategic skill, which has implications for their competitive advantage and mobility in the workplace. (Muslim Action! Day (2009)).

The social and cultural implications of providing a world language such as Arabic to African American women students, who typically have little or no knowledge of their own cultural and historical origins, would no doubt open new vistas for them. The benefits at this time are not specifically quantifiable, but we expect the introduction of Arabic into the curriculum at Bennett College to have longstanding and transformative effects.

Need for and Potential Impact of the Proposed Program

Bennett College is the recipient of Title III funds. In the past, these federal funds have been used to create innovative programs such as the Global Studies Program, the Center for Teaching, Learning and Technology (CTLT) and similar initiatives. Faculty members are given small incentive grants to create new funding sources. These catalytic actions and strong advocacy by the upper level administrators have been instrumental in establishing the Global Studies Program.

We envision that initial support from the Department of Education to implement the proposed Arabic Language and Culture Program will lead to other external support and donations by our very active and strong Alumnae Association and by our External Advisory Committee for Global Studies. (See Letter of Support from the advisory committee chair, Mr. “Luddy” Hayden.) We will appeal to the alumnae, to corporations, and to other federal agencies,

including the Department of Defense, which has a strong interest in supporting the National Strategic Language Initiative for support of the Arabic Language and Culture Program.

We anticipate that Bennett students will have an increased opportunity over the next few years to travel to and study in countries where Arabic is spoken. Through their participation in this program, they will be better equipped to take full advantage to experience these opportunities based on the level of proficiency that they attain during their course work in Arabic during the academic year and during the intensive summer component that will be offered.

In addition, as a part of the College's initiative to encourage at least 50% of all Bennett Belles to participate in study abroad experiences as undergraduates, students will be encouraged and provided support to apply for scholarships, such as the Gilman and the Boren Awards, which a number of Bennett students have already received to support their international experiences in the Arab World. Many Bennett students are eligible to receive Pell Grants to support their education as well. These grants and other financial aid will continue to be used to support international experiences and the study abroad component of a Bennett student's undergraduate education.

In our long-term vision, we anticipate that the level of student interest generated by the Arabic Language and Culture Program will lead to the development of an undergraduate minor, major, certificate or concentration in the Arab World as part of the college's global studies program. Our longer-term vision includes the possibility of developing an Arabic or Islamic Studies program at Bennett.

Currently, Bennett College does not offer a major in any foreign language, even though students can minor in either French or Spanish. A regionally focused program in the Arab World will be transformative for the College and will provide a very attractive option for students who

are interested in international studies and relations and in less commonly taught/strategic languages.

Our new global learning center, with its video-teleconferencing capabilities, will allow Bennett College the possibility to offer some portions of the curriculum online using scholars and faculty from across the Arabic-speaking world. The proposed co-director of this project, Dr. Bookman, began to establish contacts with faculty and scholars in Morocco and Tunisia last summer as part of her Fulbright summer seminar experience. Many of these scholars could easily teach courses online in the next year or so.

In addition, one of the persons who served as a resource on this proposal had a Fulbright Fellowship in 2008 from the University of Tunis to develop a model curriculum for an undergraduate major in Arabic and Islamic Studies. Dr. Ahmed Touili's curriculum (See Table 1 below) will be part of the discussion during the project year as we explore how our global studies curriculum might include an Arab World regional focus.

Table 1: Sample Courses for Proposed Regional Concentration in the Arab World

Second Year, Fall Semester	Second Year, Spring Semester
History of the Rise of Islam: Mohammed at Mecca, Mohammed at Medina and the Caliphate	History of the Omeyyade and Abassid Reign
The Q'uran	The Hadith and the Sunna
The Pillars of Islam	The Pillars of Faith
Islamic Countries in the World	
Third Year, Fall Semester	Third Year, Spring Semester
History of Andalusia	History of Ottoman Empire
The Islamic Doctrine: Sects, 12 Shiisms, Ismailism, Zaydism, Kharijism	The Fikh (the Imams)
Islamic Civilization I : Translations, Philosophy, Scholars	Islamic Civilization II: The Mysticism/ Sufi Movement
Modern Arabic Literature (Poetry, Prose)	Introduction to Historical Research
Fourth Year, Fall Semester	Fourth Year, Spring Semester

Contemporary History of Islamic Culture	The State of Women in Islam
The Reformation Movement	Relations between Islam and other Religions
Festivals and Religious Observations (Videos/ Movies)	Fine Arts in Islam: Architecture, Music, Calligraphy
The Reformist Movement in the World Today	Islam Today: Problems and Contemporary Challenges

We envision that the proposed Arab World regional concentration will also require one year of study abroad in one of the Arabic-speaking countries where Bennett will have already established relations, such as a university in Morocco. A number of the courses listed in this curriculum might also be taken during a study abroad semester or year. If Bennett were to adapt this curriculum with small variations, much of the ground work will have already been accomplished. The major remaining task would be in identifying specialists and scholars who could develop the syllabi and teach these courses in our proposed curriculum.

Bennett has been successful in the past in obtaining the services of Fulbright Scholars to spend time at the College. These scholars could be identified and engaged to develop courses in their specialty for online delivery. We will also work closely with our External Advisory Committee for Global Studies to utilize their expertise and to identify the expertise of their professional contacts.

There is a growing interest at Bennett that has partially been fueled by the Center for Global Studies, as well as by the emphasis of the current higher administration on developing global citizens and advancing international studies. Bennett graduates have been major contributors to world affairs, education, medicine, law and federal, state and local service organizations as teachers and community affairs leaders. We expect this legacy of success to continue and the possibility of a course of study in Arabic Language and Culture would allow Bennett College to educate a large cadre of well-prepared students in foreign service and in international and corporate affairs. Our students would be ready to meet today's numerous

global challenges and they would be prepared for critical jobs in intelligence and national security for the United States.

Impact of the Bennett Arabic Language and Culture Program

Based on our current knowledge, no historically black colleges or universities (HBCUs) in the country currently offer an accredited degree program in Arabic and Islamic Studies. Most importantly, our research shows that there are no on-going Arabic language and culture courses offered by any institutions of higher education in the Greater Greensboro area. A recent publication indicated that French and Spanish, as at Bennett, are the primary foreign languages taught at HBCUs. Less than 12% of HBCUs were reported in the 2005 publication by the United Negro College Fund's Special Program Corporation Institute for International Public Policy, *Minority Student Participation in International Programs and Activities: Attitudes, Obstacles and Future Directions*, to offer instruction in Arabic. In our survey of local Greensboro colleges and universities, none offers Arabic language and culture on a regular basis as part of their standing curriculum. Based on our past experience, as well as the expected interest, the proposed Arabic Language and Culture Program would have a very significant regional and national impact.

This kind of program is newsworthy in itself. However, the fact that a large number of underserved African American women would be engaged in such a program would again put Bennett College in the forefront of national issues that are critical to Bennett remaining a leader in world affairs and diplomacy. Through our historic mission and call to action in matters pertaining to national need, the proposed project would be pivotal in our commitment towards internationalizing our curriculum and kindling our students' interest in global community service and the plight of other women in cultures other than their own.

Recently, former First Lady Laura Bush called for American women to begin working with other women throughout the world. This proposed project could educate African American women so that they could begin to improve the human condition of women on the African continent, for example. The students educated through this program would have a deep understanding and knowledge of the language and culture of women in the Arab World. This would be an enormous contribution.

Distribution of Program Results

Bennett College has a website where most college programs and faculty are able to post essential information for dissemination. In addition, there is a professional style magazine that is produced by students at Bennett (called *Bennett Belles*) that has a wide distribution to alumnae, donors and corporations that serve as benefactors to the college. A special article will be written for distribution in the *Bennett Belle Magazine*. There is a daily Greensboro newspaper and also a local weekly black newspaper that frequently carry articles about Bennett College programs and activities.

The Center for Global Studies has a website developed on the Bennett homepage for dissemination of information about the accomplishments and plans for all program activities related to global education. In addition, the advertisements about the course offerings in Arabic will be emailed to all students.

Since the Center for Global Studies is currently high on the radar screen of officials at the College, including the Board of Trustees, we will ask the President Emerita Julianne Malveaux (a noted economist and public intellectual who completed her term as Bennett's president in May 2012) to write about this program in one of her weekly syndicated newspaper columns that is published in a large number of newspapers throughout the United States.

Further, we expect the students who become immersed in the study of Arabic to be ambassadors for other students to learn the language. As students travel to Arabic-speaking countries and return to Bennett to share their experiences with the campus community during our bi-weekly convocations, interest in the study of Arabic and its rich culture will be widely disseminated to current students, as well as to incoming students and to the Greater Greensboro community at large.

Competitive Preference Priority 1

Bennett requires entering students to have successfully completed at least two (2) years of secondary school foreign language instruction and therefore qualifies for Competitive Preference Priority 1.

Competitive Preference Priority 2

The proposal that Bennett is submitting expands opportunities for learning Arabic, which is a less commonly taught language and is one of the priority languages on the U.S. Department of Education's list. The project also will enable undergraduates to achieve a more advanced level of proficiency in a less commonly taught language that would otherwise not be possible since the proposal will offer Arabic to the intermediate level. Bennett therefore qualifies for Competitive Preference Priority 2.

Invitational Priority 1

Bennett is an historically black college for women and as such qualifies for Invitational Priority 1 as a minority serving institution.

Invitational Priority 2

Bennett's proposal focuses on Arabic language instruction and on the development of an Arabic area program which is one of the 78 priority languages selected from the U.S.