

**Darla Deardorff:**

Hello, everyone and welcome to today's Webinar.

My name is Darla Deardorff, Executive Director of the Association of International Education Administrators, and I am joined today by colleagues from the State Department and from several Universities in the United States. You'll Be hearing today from our speakers and I'll

introduce them a bit more later. Our speakers are David Fleshler from Case Western Reserve University in Ohio; Wing-Kai To at Bridgewater State University in Massachusetts, Tonija Hope at Howard University in Washington DC, and Jewell Winn, Tennessee State University in Tennessee.

It is now my pleasure to introduce you to Rebecca Johnson Program Officer from the U.S. State Department.

**Rebecca Johnson:**

Thank you so much. Darla. Welcome everyone. Good morning.

Good afternoon. Good evening. From wherever you might be joining us in the world. Welcome!

We are very happy to have you thank you for joining us for today's session, introducing the U.S.

Higher Education system. As we began this webinar, I wanted to just take a few minutes to say, welcome, and provide a small piece of context on this event before I turn it over to our wonderful expert speakers. As Darla noted, my name is Rebecca Johnson, and I work with the State Department's Bureau of Educational and Cultural Affairs, or ECA, as we call it.

As you can see on the slide here, ECA is the part of the State Department that works to increase mutual understanding between people of the United States and the people of other countries.

Through educational and cultural exchanges, we send US students, teachers, professionals, artists, and all types of people that you could imagine overseas to work, conduct research, and build relationships with their peers. And, those same groups of people we bring from foreign countries to the United States for similar activities.

Many of these programs work specifically to support connections between US and foreign academics and higher education institutions, including one program, the Increase and Diversify Education Abroad for U.S. Students, or the IDEAS Program - another government acronym for you - which is hosting this training and initiative today. International higher education

partnerships are an important tool for promoting international collaboration on key global issues around foreign policy priorities and global issues that, quite frankly, cannot be solved by

one country but that we need to work on together ECA is committed to fostering academic partnerships between us and for higher education institutions, including the development of research together; dual or joint degree programs; and the two-way exchanges of students, faculty and researchers in all fields possible. As part of ECA's efforts to promote higher education partnerships, we have worked with our state department colleagues in East Asia and the Pacific to launch the US-ASEAN University Connections Initiative, which - if we go to the next slide, you will see a short piece of information on this - is a White House initiative announced during the May 2,022 US-ASEAN special summit that is bringing together leaders from diverse colleges and universities in the United States and ASEAN for trainings and networking to foster sustainable international academic partnerships.

For those of you who are fellows in this special initiative, congratulations, and welcome. For those of you who are not fellows, worry not, we are happy to have you as well, we are thrilled to have you here. This webinar is the first training launching this US-ASEAN University Connections Initiative, and we want to start with a foundational topic: an overview of the US higher education system, in all of its complexity and glory.

This information is not specific to ASEAN though, so we have opened up this event to higher education representatives around the globe with the who are interested in building partnerships with US institutions, with the goal of expanding the impact of this exciting new initiative.

Welcome, all of you, wherever you may be joining from, and thank you for your interest in building meaningful, sustainable partnerships with US colleges, and universities.

The US Department of State is thrilled to be partnering with you on this, and hope that we can work together to build mutually beneficial exchanges.

I hope this training and other public ones that we'll be offering through the US-ASEAN University Connections Initiative will prove useful for you and your institutions.

I will stop there, I will turn it over to our real experts who are with us today, but I hope that brief overview maybe provide some helpful context for why we are here today, why the State Department is supporting this event, and why we want you all to build meaningful connections with your US counterparts.

Thank you for your time. I want to also say, thank you to our wonderful speakers, to AIEA for organizing this presentation, and to our IDEAS program team at World Learning. Thank you all, and back to you, Darla.

**Darla Deardorff:**

Thank you so much, Rebecca, for providing that context, and let me also add my welcome again to all of you, and especially to our Fellows, and we're really looking forward to being with you during this time today in the webinar.

So, the learning outcomes of this webinar today, as you see on the screen, have are about hoping that you will gain a deeper understanding of the internationalization of higher education in the Us; to gain a deeper understanding particularly of the landscape of US higher education; and to gain deep understanding of some different institutional types in the United States.

So that's what we hope you'll walk away with, and ultimately, as you leave the webinar today, that you'll understand the rich diversity within higher education institutions in the United States as you seek to build partnerships and relationships with those institutions. So before we go any further I would like, to acknowledge on the next slide that the AIEA Secretariat is located on the ancestral lands of the Shakori, Occaneechi, and Catawba peoples - which would be in the State of North Carolina in the United States.

AIEA honors with gratitude the land itself, and the people who have sorted it throughout the generations.

This calls us to commit to continuing to learn how to be better stewards of the land we inhabit, and in addition, we want to acknowledge the overlapping histories of this land, including past violence and ongoing harm produced by the legacy of racialized slavery and oppression. And within the US context, I want to just add that land acknowledgments are becoming increasingly important, and you'll see a bit more about land acknowledgements on the right hand side of the slide.

So now, it is my great pleasure and honor to introduce you to AIEA's president, Dr. Jewell Winn, who is executive director for international programs, the senior international officer, the chief diversity officer, and an assistant professor at Tennessee State University.

Dr. Winn could not join us in person, but she has recorded a message for all of us.

And so at this point we look forward to hearing Dr. Winn's words.

**Jewell Winn:**

Greetings. I am Jewel Winn, and I have the privilege of serving as the President of the Association of International Education Administrators for the year 2022-2023.

We are truly excited to participate in the inaugural US-ASEAN University Connections Initiative, a program with the US State Department and World Learning. As the only association dedicated exclusively to senior leaders in the field of international education, we bring together international education leaders into dialogue with each other, our current counterparts around

the world, organizations that promote international education, and organizations concerned with the shaping and management of international higher education.

This initiative is a perfect example of providing our members an opportunity to foster sustainable international academic partnerships between the United States and ASEAN institutions, as you will hear in detail throughout this meeting. I look forward to hearing more as the project is launched, and I am willing to assist in any way to making this successful venture wonderful for everyone involved. Together, we are truly stronger. Enjoy the Webinar, ladies and gentlemen.

**Darla Deardorff:**

And thanks so much to AIEA President, Dr. Winn, for delivering this message. You've heard a lot about AIEA, and let me just say a few words about this organization. For those who may not be familiar with this, AIEA stands for the Association of International Education Administrators, and this year, 2022, we are celebrating 40 years since AIEA was founded back in 1982. The statement that is kind of a way to think about AIEA is that AIEA is equipping leaders to shape the future of higher education in a global context. We have members from all over the world, although the majority of our members do come from within the United States, and we are very excited to be hosting our annual conference in February 2023 in Washington, DC. To which, all of you are invited to come, and we look forward to particularly welcoming our ASEAN Fellows at that conference in February. Now throughout this Webinar, and at the conference, you will hear reference made to "Senior international Officer." This is a term that AIEA utilizes to describe those university leaders who are charged with leading and facilitating comprehensive internationalization efforts.

We recognize that these SIOs - senior international officers - have many different actual titles within their university or college context, and you see some of those listed here. Whether they might be vice-provost, or executive director, vice-rector, international liaison officer, and so on, there are many different titles of these leaders, but all of them are leading internationalization efforts on their at their institutions. If you'd like to see more information about an SIO profile, you can find that on the AIEA website. This is an SIO Profile Survey that AIEA, does every 3 years with its members. And so you can learn more about SIOs from the website and the executive summary.

So a little bit more about the SIO; we recognize that these universities, higher education leaders have multiple areas of responsibility. So while some of it may involve education abroad, it could also involve international student recruitment; it could involve working with faculty on the curriculum. And I think what is of interest to those gathered here today is that it's often SIOs have responsibility for international institutional linkages, and they are the ones who are ultimately developed establishing and developing these partnerships. It's also about research and language and many other areas of responsibility that SIOs may be they tasked with at their institutions; so that just gives you a brief snapshot of of SIOs.

Now, I did mention the term internationalization, and I'd like to provide you with a definition of this term.

This is a definition that is most often used within the field of international higher education.

It originated from Jane Knight's work back in 2008, and then it was refined further by colleagues in 2015, but internationalization of higher education is the intentional process of integrating an international, intercultural, or global dimension into the purpose, functions, and delivery of post-secondary education, in order to enhance the quality of education and research for all students and staff, and to make a meaningful contribution to society.

So that is our working definition of internationalization; and one other definition to share with you comes from our sister Association, the American Council on Education, which defines comprehensive internationalization as "a strategic and integrated approach to internationalization in which institutions articulate internationalization as an institutional goal, if not a priority, and develop an internationalization plan driven by sound analysis, and seek to bring together the usually disparate and often marginalized aspects of internationalization."

So you can see from these definitions that internationalization and comprehensive internationalization is much more than study abroad or moving students back and forth around the world, but that it's really it's in integrated dimension into all of the work of the of the institution, and you'll hear more about that from our speakers.

Today, one last piece I wanted to share with you before I turn it over to our speakers today, is just to note that AIEA has developed Standards of Professional Practice for international education leaders.

These are 22 standards that can be found under four different categories. You see those four categories on the slide here: internationalization expertise, that we just talked about; the leadership and management aspects; advocacy; and personal effectiveness, which also includes, for example, skills like intercultural skills. So if you'd like to learn more about those 22 standards, you'll find them on the AIEA website at [aieaworld.org](http://aieaworld.org). I wanted to list that as a resource.

So now that brings us to the topic of today's webinar.

And we start with Wing-Kai To, who is the SIO (now, you know, Senior international Officer) at Bridgewater State University, who is going to share with us a bit more of an introduction to the US (higher education system).

**Wing-Kai To:**

Thank you very much, Darla, and thank you to the State Department,

ECA, AIEA, and also World Learning for bringing all of us together tonight- in the US- and perhaps morning in Asian countries, to talk about our US Higher Education landscape. So in the next 10 minutes, I would like to give a very brief overview of US higher education, and 2 of my other colleagues will give more specific examples about public and private universities and also on Minority Serving Institutions.

So, as you just heard from the webinar, the State Department has mentioned the goal of this program and AIEA also talked about the role of Senior International Officers, and how we promote international programs and exchanges.

So I'd like to use this slide to explain that there are multiple ways of defining what we do. But this is, you know, an overview of some of the specific initiatives and programs in the ASEAN countries in particular.

So State Department, regularly offers different types of international exchange programs, and this ASEAN Initiative for university connections is one of these programs. And of course we have many higher education institutions represented in this Webinar and the goal of this program is to develop some international partnerships or university partnerships between the United States and ASEAN countries. We talk about this in more general terms,

We are talking about academic collaborations of all kinds between US institutions, educational institutions, and ASEAN universities. Most university leaders will identify the mission of our universities as providing research, teaching, and research to the community and to the larger higher education landscape. So a lot of collaborations are going to be focusing on research, teaching and also service to the to the local communities.

But we want to give more specific examples of what we do. And here are some of the examples. Sometimes we focus on sending our students abroad. Sometimes we focus on receiving students from ASEAN countries to the United States. So in this way, we have mobility on both sides.

Other than international students and study abroad students, sometimes we can also develop certain programs for our local students through virtual exchange or online learning.

I think the pandemic has taught us that there are multiple ways of collaborations, including connecting different classes together for virtual exchange. In the past, there have been many students came to the United States to learn about English language before they get admission to universities.

So there are multiple long term or short-term English language programs as well.

Finally, the students are here: sometimes they can participate in internships during that international study for what we call study by practical training or CPT. After they graduate, they

can stay in the United States between one to 3 years for Optional Practical Training to apply what they learned from that process and their classes.

Other than these programs, let's look at the classification of institutions of higher education. Most people use the Carnegie Classification of institutions, which has been in place since the 1970s. Every few years, we use this to categorize different types of institutions: sometimes based on the program, sometimes based on the size or the mission. There are a lot of factors. There are a number of institutional types, including: doctoral research universities that offer doctorate degrees; Master comprehensive universities that offer both bachelor and master degrees; liberal arts colleges, which are public colleges and undergraduate institutions.

We also have 20-year community and technical colleges. And last but not least, we have a number of minority serving institutions, including HBCUs - Historically Black Colleges and Universities.

HSIs are Hispanic serving institutions. There are also tribal colleges and universities, and AANAPISIs: Asian American and Native-American/Pacific Islander serving institutions. Also, there are other online educational opportunities, and my colleagues will speak about these.

So when we talk about US institutions, I think we need to think about the diversity of higher education institutions. I'll look at the latest statistics. There may be over 4,000 colleges and universities in the United States. In all 50 States and US Territories. So these 4,000-5,000 Colleges and Universities range from very large (of 50,000 students or more) to 1,000 students or less. So from very large to very small.

Most of the universities are what we call secular (non-religious) universities, but they also have a number of universities that are religious. They are diverse in terms of location. Some universities are located in the city; in urban areas. Some are in the suburban areas outside major cities, while others are in more rural areas. In terms of demographics, some universities serve traditional aged students after high school, usually ranging from age 18 to age 23; while other universities admit students of all age groups. Typically we will welcome students of all ages, but they are different types of institutions that have a mix of older students.

Finally, most universities really apply the idea of equal opportunity and focus on discrimination and diversity since the civil rights movement. Again, the other SIO colleagues will speak more about this. I'll just give you an example. Each of the universities in the United States, especially most public universities, have a statement that addresses affirmative action, equal opportunity, and discrimination. In my university, in Massachusetts, we use this language which says: "Bridgewater State University does not unlawfully discriminate in admission or access to, or treatment or employment in, its educational programs and activities on the basis of race, color, religion, national origin, age, disability, gender, sexual orientation, gender identity, gender expression, genetic information, marital or parental status, or veteran status."

You will find these things in other universities as well. I'm sure. In your higher education institutions in your country, you also have other values that affirm these kinds of diversity in your student population, and in your staff and faculty.

So I'll just go over these categories very briefly.

First, there are doctorate public universities. This public university is either a college or university, funded primarily by the government, but not totally by the government. For example, some universities would have a combination of less than half of the funding coming from the government, and then there are other sources of funding as well. The important fact is that they are (partially) funded by the government. The national and doctorate public universities place a strong emphasis on research graduate programs. They tend to be larger in size. They also have more support from state funding and their private alumni.

These universities are sometimes called the (incomprehensible) universities typically draw a large number logic of international students with more resources for internationalization.

And then you have the Master and Baccalaureate public universities, and these universities offering a wide range of degree offerings. They tend to attract mostly students in their own region, while serving the needs of first-generation and working-class students from diverse backgrounds. Sometimes we call these universities "regional universities," but they can also draw students from international background or from all over the world. The focus on undergraduate teaching and learning in these comprehensive universities, sometimes facilitate high impact practices for global engagement as well. They will tend to give individual attention to partnerships, and students can be expected from these some of these universities.

And then you have private universities and liberal arts colleges. And private universities can vary widely in size with some very large with 30,000 or 40,000 students. While the smallest one could be, 100-200 students. And they range up very widely in selectivity, and goes ranging from very prestigious research institutions to very small colleges, and sometimes to also to professional or for-profit institutions. Many private institutions support global learning and study abroad in the curriculum. So that they can provide more international experiences for their students. And you see that particularly in many private liberal arts colleges, which have a large number of students studying abroad. Liberal arts colleges tend to be smaller in size. They don't offer doctorate programs, but they focus on very broad fields of study: humanities, social sciences, and natural sciences. Most of these small private colleges value undergraduate teaching and learning, and with a smaller class sizes so that they can foster student engagement.

Then we have the 2-year technical and community and technical colleges. These colleges offer 2 year associate degrees, and students usually complete a vocational or technical degree, for career preparation, and they can either finish the degree to enter a profession, or they will transfer to a 4 year institution upon completion.



And most of these community or technical colleges do not have residence halls and students just go to the campus, and they also serve their local community. However, it's also important to note that these community and technical colleges sometimes could be very important for international collaborations, especially for students who want to first learn about English language or other programs- they will go to these community colleges. There are also other mobility-based and virtual opportunities for these community colleges and Associate's (colleges).

So now I've explained the different types of high education institutions. I would just like to use the final slide to talk about some of the characteristics of the U.S. educational system. Most people would attribute the strengths of the US Educational systems as the following. As you can see, there's much diversity around our international students, faculty, programs, and opportunities in US colleges and Universities. There are over 4,000 colleges and universities in the US, and diversity is really a strength of the United States. In most of these universities have a very flexible undergraduate liberal arts focus, so student's don't really have to focus on a major when they enter the university. They can take time to think about what they can learn about and then will receive a much broader-based education. And with this focus, there's also an emphasis on critical thinking in our educational system.

While we also focus on research opportunities for students, with very good research, infrastructure in many universities. Because of this, students are able to engage with faculty members in the teaching and learning outside the classrooms. We also emphasize that in the United States. There are many universities that have very vibrant campus cultures.

So students, when they go to the university they can join lots of clubs and organizations and participate in many campus activities and also connect the campus to the local community and also other international students.

As you are aware, the United States is well-known for high quality educational system, so we are really globally recognized in terms of our quality. I would also like us to think about features of the U.S. educational system that people should be aware of. Perhaps one of the biggest differences between the United States and other higher educational systems is that we are a very decentralized educational system.

We do not have a centralized governing board or body in the whole country for a higher educational system. Even though we have a Department of Education, we don't really have a Ministry of Education that really controls all the educational system in each state. So you might go to each of the States of the United States and would find that there are many different systems. Compared to some developing countries our tuition and fees tend to be higher, so students would need to prepare for that. In terms of national, well-known universities, it can be very competitive to get into those universities. Students also be prepared to for a higher cost of living United States, including, not just tuition and fees, but also room and board, health insurance, and other expenses. Having said all that we all know that there's not one size fits all.

Since there are so many US higher education institutions, partnerships, can be productive for all types of institutions based on your institutional goals. You can find a program that really fits the interest of your university students. Instead of focusing on ranking or the reputation of the university. Most all universities are high quality. They are accredited by regional authorities.

So now I can turn it over to Darla.

**Darla Deardorff:**

Thank you so much, Wing-Kai. We really appreciate that wonderful overview of the landscape of US Higher Education. Wing-Kai is one of our leaders in AIEA, and we really appreciate you providing that overview. So Wing-Kai talked about public and private institutions, and it's important to go into a little bit more detail about those 2 very broad types of institutions of higher education in the US.

And here to do that is David Fleshler, who is also not only the SIO at Case Western Reserve University, but is the immediate past president of AIEA.

**David Fleshler:**

Darla, thank you very much. It's nice to be here, and although I can't see you, I see at least 60 participants. It's nice that you're here, and I look forward to at least some of you being here in the United States for for this initiative. Before we go to the first slide, let me do a little bit of context setting for all of you about US higher education. You know, we're a fairly new country, and our education system actually comes from not the United States - it didn't just spring up here. It really comes from higher education in Europe. Because that's where most early settlers -- obviously, there were native Americans who were here -- but the early settlers were from Europe and in Europe, the earliest universities came out of a religious tradition.

So, there was a medical school in Salerno, Italy in the eleventh century -- many of you know that that it's considered the first university -- the University of Bologna in Italy. So this goes back essentially 1,000 years. The early curriculum. really was very based on cannon law, and theology, and then the later creation became the liberal arts.

Interestingly the charters of these early universities were from the heads of state - from kings, or were from popes- and what they said to the universities... and this is important in how US universities pick them up! These popes, or kings, or emperors, said that universities in Europe were free to govern themselves, they could elect their own heads, their own rectors, but they were also required to finance themselves meaning that they had to charge fees, which later became tuition. What Wing-Kai described is the tuition payments that we have in the United States really comes from that from that background.

So then you come to the United States, or at the time it was the colonies of of Great Britain, and the earliest universities were private universities, and they were really for very elite,

privileged persons designed to educate ministers. Designed to educate religious people, and the curriculum involved theology and philosophy and our first colleges were colleges that you've probably all heard of.

So Harvard is considered the first college in the United States in 1636, and then Princeton 1701, Columbia, 1754. These were the earliest universities in the United States later in the early 1800s, we started seeing public universities, and that came because of public debate that we needed to do something more than just religious education.

So the University of Michigan, in 1817 University of Virginia, in 1819 and so that's where the background of our university system comes from.

Katy, if you can switch up now two slides to the Land grant universities.

Then in the middle of the 1800s, we have something called Land grant universities. This was when the Federal government gave land donated land to the United States with a vision of providing liberal and practical education to what they called the industrial class. And this meant virtually anybody! So the curriculum were the things you see on the screen here: agriculture, military tactics, mechanical arts, classical studies. The universities that you can see here as well where the ones that you've also heard of: Cornell; the University of California system started as a land grant; Ohio State started as a land grant institution Alright if you can go back one slide now.

So that's the that's the basis for our public and private system the public system primarily funded through State governments; the private system funded through tuition donors and endowment funds. Of course, the public system has some of that as well, but the public system also has public funding; state funding. There's tuition in both public and private, but the cost of tuition in the public schools is quite a bit less than in in most private schools.

As Wing-Kai described, there are still schools that have religious affiliation. Public schools do not have religious affiliation -- they must be secular -- but private schools can be religious. And then, of course, the size which Wing-Kai also described - typically public institutions are larger. Not always, but typically. And then private institutions are smaller.

And then, Katy, if you can skip to my final slide, just to give you a sense of the growth in higher education in 1870 there were less than 10,000 BA degrees awarded. By 2009 we probably have updated numbers on this, but there were over 1.6 million BA degrees awarded. So many, many more people in the United States now have a college education than they did when the country was much younger. I won't go into the specifics of the reasons for growth, but the biggest is that higher education was number one: affordable; and number two: people recognized that they could get good jobs; they could go on to build their lives and careers if they had a higher education. I won't go over the types of universities, because Wing-Kai has already done that.

I hope this gives you a little bit of background for the kinds of universities you'll see when you come to the United States. Darla back to you.

**Darla Deardorff:**

Thank you so much, David, for providing more that context and background of how these I institutions evolved in the United States, and I should also mention and neglected to do so, that David Fleshler is the conference share of the 2023 conference so you will definitely be seeing him at the Conference in DC in February. So thank you, again, so much, David, for providing those insights.

And now I am very pleased to introduce to you all to Tonija Hope who is the senior international officer at Howard University.

**Tonija Hope:**

Thank you, Darla. Good evening, good afternoon, good morning, everyone, depending on where it is that you are in the world. Again, my name is Tonija Hope, I'm from Howard University, here in Washington, DC, and I'm going to talk to you a little bit about minority serving institutions (MSIs). I will preface this by saying that "minority serving institutions" is a term that I am not a fan of. It refers to the multiple ethnicities and cultures that make up the population of this country, but it is a term that I'm trying to move away from.

I may get into that a little bit later, but it is a term that is the official term of the US Government too, and it's a term that is used to easily identify a group of of institutions that serve these multiple cultures, cultures, and ethnicities that make up the United States population.

So what is a minority serving institution? What you have here on the screen is a list of all of the types of institutions that are designated by the US Government as minority-serving institutions. So we have Alaska Native-Serving Institutions, Asian American/Native American/Pacific Islander-Serving Institutions, Native American-Serving Non-Tribal Institutions, and the list goes on and I to save time, I'm not going to read them all because I'm going to speak a little bit more in-depth about some of them.

So, as I mentioned the term MSI- minority serving institutions- refers to institutions that serve these specific populations. As David mentioned earlier, when the US was created, or when settlers came and started creating institutions of higher education in the country, it was, in fact, based off of European institutions, and it was, it was very specifically geared towards white men, white Christian men. And so obviously over the years the United States, the demographics of this country have shifted significantly and some institutions were created to serve some of these populations. Some were created by the populations themselves, and others were created by the government designation.

So the ones that I'm going to talk about here on this slide; these are the institutions whose designation was determined by the US Government, and what you see here is the requirement of the population of students that must be of each of these cultures or ethnicities, because the majority of institutions in the US were created to serve white Christian men. Many of them remain serving a large white population, but because of demographic shifts in the country we now have these other designations. For example, Alaska Native Serving Institutions require that 20% of the student body be of Alaska Native heritage; the Asian American/Native American/Pacific Islander-Serving Institutions must be institutions that serve at least 10%, and so forth and so on.

But what that means is - and it's not always the case - but it's a good chance that it's still a predominantly white institution.

You can go to the next slide.

So, this slide gives you a sense of where the Asian American/Native American/Pacific Islander-Serving Institutions, and the acronym that is used here is called AANAPISIs - and again, AANAPISIs must enroll at least 10% Asian American Pacific islander students. And at least 50% of the student population must be eligible to receive financial assistance, like the Pell Grant. The Pell Grant is a grant for low income students, and so not only must the student body be 10% Asian-American Pacific Islander, but 50% of the student population should also be low income and eligible to receive financial assistance like the Pell grant. Then, the schools, in order to be designated an AANAPISI, they need to show a plan for how the funding will be used to specifically serve that population for all of the reasons listed there.

And so you can see on this map that the blue dots are the institutions and the yellow circles are the communities where there are large population of Asian American/Pacific Islander communities, and the schools have been established more or less in in those areas. So that's what this map is showing here and the other thing that I will note is that for most of these institutions, if the population of the student population goes below 10%, then they are no longer designated, an AANAPISI, or in the case of some of the other ones, some of the other designations. The designation fluctuates depending on the demographic if the school applies to be recognized as such. The reason that schools do this is to be eligible for federal government funding and the funding supposed to go to support the students from that particular demographic and population group. Next slide.

So there are two institution types that are not negotiable in terms of their designation: Tribal colleges and universities (TCUs), and historically black colleges and universities (HBCUs).

This is a map of the United States, and it shows you where the 35 fully accredited tribal colleges and universities that are affiliated with American Indian and Native Alaskan tribes, are located. These 2 types of institutions- TCUs and HBCUs- are the only 2 of the group considered minority serving institutions that were created specifically to educate people from those groups.

So what does this mean? What the difference is that the missions of these schools were created specifically to serve Native Americans, and in the case of HBCUs, people with African descent, which is different from most of the other schools which were created as predominantly white institutions, and thus their mission statements don't necessarily align with what might be a large, cultural ethnic group that now attend the university because migration patterns have shifted and now

There's happens to be a large population of people from those places in that in that location attending those universities. TCUs and HBCUs were created by Native American indigenous groups and people of African descent well to serve people, of African descent. And that can never change. You can go to the next slide.

And then, Historically Black Colleges and Universities is a designation that was determined at night by the higher Education act of 1965 that declares that any institution created before 1964 to serve people of African descent primarily will be designated as a Historically Black College and University. Now, I said before that they were created by people of African descent, for people from African descent. That's not entirely true. Some of these, like my institution, Howard University, was founded by a white man who was an abolitionist who opposed slavery with with the intent to serve the Black population after slavery ended. So there remain 105 Historically Black Colleges and Universities, and they are located mostly, as you can see on the map, in the southern part of the United States, where slavery was a most prominent. There used to be a lot more than 105, but for funding reasons and so forth we now have 105 of them left. They make up 3% of all college zone universities in the US, however, they educate 10% of all Black students and produce 20% of all Black graduates in the US.

But I will also emphasize that they are not only for Black students. Yeah, the difference between the institutions that were created when the when settlers came to the US. And historically, HBCUs have always been inclusive because we were excluded from traditional higher education. In this country we had to create our own, and as such we have always been inclusive.

My university, for example, among the first students were the white females - the daughters of the founders of the institution, along with Black students in in the area. And so they learned together, which was unusual, and so we have students from all over the world are all from all walks of life, all races.

HBCUs are focused on social justice as a core belief of of these institutions. I'll stop there.

So over to you so we have a couple minutes for some questions. Thank you.

**Darla Deardorff:**

Thank you so much to me for providing us with some more detailed insights into these wonderfully unique and diverse institutions within the United States, related to, as you said, Minority Serving Institutions. And I know one of our comments also mentioned Gallaudet, another institution

That that can be mentioned. We do have a number of different questions, and I we've been encouraging you all to to post questions that you have in the Q&A section of this Webinar so let me get to a few of those.

Now one question is, "How do you find out about the quality of higher education institutions, including the role of accreditation agencies, and is there a list or resource that one could look at related to the the quality of US institutions?" So I'm not quite sure which of you would like to to answer that, but we would welcome a response from from David.

David's going to take it. Yes, great David!

**David Fleshler:**

I'm happy to try to take a swing at that. So this is a one of these controversial kinds of questions or issues. The quality of an institution really depends in many ways on how they educate their students and the kind of research that they do, and that can be very individualistic. Some people can have wonderful experiences at universities that you might never have heard of, and others can have not great experiences at universities that are very well known.

There are a whole list of what are called rankings, both within the United States and internationally, and that will give you a general understanding of the quality of the institution. But the caveat is that there are that the while they're the rankings will give you a sort of general understanding. They're very controversial in in whether they're really good for the institution.

Who goes there. So you can look at places like Times Higher Education, which is one of the rankings, or QS is another one of the rankings. US News World Report is one of the rankings, and you can go to these and get a sense of the quality. But again it's quite, quite controversial among a number of among a number of people.

**Darla Deardorff:**

Thank you so much for providing response to that. David. Really appreciate that. Related to that there was a question about if students at unaccredited institutions have difficulty getting jobs.

I don't know if anyone wants to briefly address that? Wing-Kai?

**Wing-Kai To:**

Well, it really depends on disciplines. I think, as you can see, accreditation is really the process of certifying an institution that is fulfilling its mission of educating the students. So each

university has its own region and its own accreditation agency that certify if the university can go continue to operate every 10 years. So of the 4,000 institutions, I would say that overwhelmingly they are all, or mostly accredited. You just have to really think about the types of programs that you would like to collaborate with and see if they need that type of accreditation. I don't think that that is becoming effective for students to look for jobs.

I also see that there's a question about how to develop partnerships that are not really focusing on the monetary value.

Because for a lot of countries, is very expensive and difficult for students to come to the United States. So mobility, or long term mobility of students is just one model of partnerships. There are many different types of partnerships that are cost, more cost-effective for institutions.

So each institution can develop their own situation and their own academic partnerships.

**Darla Deardorff:**

Thank you so much. Tonija, I wonder if you could speak briefly to partnerships at Minority Serving Institutions? It's a very broad question, I know, but any particular insight you would like to provide on that?

**Tonija Hope:**

I think that well, I can speak mostly for HBCUs.

I know that there is certainly an interest in building international partnerships. There's not always the familiarity with contacts or people in different parts of the world. So I know typically HBCUs have tended to focus more on Africa, but I know that there certainly is interest in being much more much broader in terms of their outreach globally. So I think that this is a good time for exploring partnerships.

I think particularly partnerships with HBCUs would be unique. There are all kinds of HBCUs, so my colleagues mentioned all the different types of institutions: public, private, urban, rural community colleges, etc., and HBCUs fall within all of those categories. There are public HBCUs. There are private HBCUs. There's urban, rural; there are small, very large institutions, and so there are lots of different areas of expertise and strength that HBCUs focus on depending on where they are in the US, and what the drivers are behind the economies of the particular places that they're in?

So I think they will offer a great unique partnerships for many institutions.

**Darla Deardorff:**



Absolutely, and picking up one of the questions in in the Q&A, just a note that yes, absolutely these minority serving institutions are for many, many more diverse students than just the targeted populations that Tonija had talked about, and can be wonderful institutions in which to partner, for so many different reasons that we will explore further at a webinar to to follow after the first of the year.

I know there are still questions we didn't quite get to answer, but I want to take this opportunity to thank our speakers again today for providing this overview of US higher education, and we will continue this discussion at a webinar focused more on partnerships after the first of the year.

There are 2 more webinars to follow and we'll be happy to send out information to all of you. The first one in January will focus on us institutions partnering with ASEAN institutions and some models for that, and then the second one will look at other models for partnering in general between institutions on both sides of the world. So we look forward to having you join us for those; we look forward to hopefully seeing many of you at the AIEA Conference in Washington, DC.

Thank you.