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With the belief that every college graduate should be globally literate with an education based on the liberal arts, Ramapo College incorporated international and multicultural education into its strategic direction in 1985. To implement this mission, Ramapo drew on its distinct strengths and opportunities, which includes faculty expertise, student backgrounds, and neighboring international firms. The lofty goals of international education are often beyond the reach of institutions, faculty, and students because of cost and distance. By using electronic means, students can learn about the world beyond the campus and beyond the borders of the United States. Audio conferencing is highly cost-effective, often costing less than a few hundred dollars per hour. Video teleconferencing is much more expensive, but new technologies are reducing the cost of this technology as well. With such tools available, there no longer is any excuse for a college to say that experiencing the world beyond the campus is beyond the reach of students. It now is possible to experience the world—electronically.

Experiencing the World Electronically

We know the imperatives for global education, and they are not new. They just keep growing in number. Economic competitiveness is an imperative; environmental interdependence is an imperative; the increasing ethnic and religious diversity of our towns and schools is an imperative; the fact that many of our citizens work for global or foreign-owned firms is an imperative; the fact that even small businesses must deal with issues of international trade, currency, and products is an imperative; the fact that our college graduates likely will be supervised by or will supervise persons of different racial, ethnic, and nationality groups is an imperative; and yes, national security and peaceful, respectful relations between nations is an imperative. For these reasons, our education should prepare students to think and pursue truth on their own and in groups in an increasingly interdependent and multicultural world.

With such imperatives for global education, why haven't we made more progress? The calls to action are numerous and clear. The National Governors' Association said, "All college and university graduates must be knowledgeable about the broader world and conversant in another language." The American Council on Education has called for all colleges and universities to "set goals for foreign language competence by the year 2000."

The answers are not simple, of course. Foreign language instruction, study-abroad programs, and courses with international content must all compete for priority and resources with courses and programs of more immediate interest to both faculty and students. Change takes will, time, and money. Nevertheless, a number of colleges and universities

have made significant progress in making the campus more global. In my view, the common ingredients at each are the commitment of the Board of Trustees and the president, and a clear set of objectives.

Objectives of a Global Education

The objectives of a global education at these colleges and universities are well expressed by the Atlantic Council of the United States:

- To provide students with a sense of time and place.
- To challenge students to appreciate the complexity of issues and interests that bear on the relations among nations, regions, and power groups.
- To prepare students to take account of the new and changing phenomena that affect international relations.
- To encourage critical thinking and inquiry about contending concepts and theories of international relations.
- To "de-parochialize" students' perspectives on international affairs.
- To heighten understanding that international relations are not static but subject to constant change.

The imperatives are compelling. The objectives are clear. How do we turn imperatives and objectives into priorities? What are the principles for guiding campus decisions? What initiatives should we advocate? What are some cost-effective ways of introducing students to the world? What role can communications technology play?

Principles for Internationalizing the Institution

The principles to be used for internationalizing any particular campus will depend upon the goals and objectives established. Will the areas of emphasis be general education, selected majors, area studies, or foreign language proficiency and culture, which are often optional choices for students? Or will the goal be to make global education pervasive throughout the curriculum and extracurriculum in order to affect all students? Is the goal based on an institutional desire to keep abreast of fundamental industrial, technological and social trends in the United States, or on a need for competitive advantage, or distinctiveness, compared to other institutions?

At Ramapo College, a public undergraduate college of liberal arts, science, and professional studies, with 4,700 students, we developed a strategy that gives emphasis to the international and multicultural dimensions of nearly all fields of study for reasons of institutional mission, strategy, and distinctiveness.

International and multicultural education was chosen as the strategic direction for Ramapo in 1985, not only because the new president believed strongly that every college graduate should be globally literate and the recipient of an education based on the liberal arts, but also because Ramapo College has a distinct set of strengths and opportunities. These

distinctive features include faculty expertise, student backgrounds, and neighboring international firms, the presence of which suggested that this should be the direction to take in strengthening institutional distinctiveness, attractiveness, enrollment, and resources.

In developing a strategy, it is necessary not only to assess assets and opportunities, but also to develop a set of principles for decision making. At Ramapo we decided on the following principles to guide us in developing our identity as the "college of choice for a global education."

1. We decided that our strategy should include both international and multicultural themes. After all, the United States is part of the world, and we have a great diversity of ethnic, racial, and national groups in our midst. It is just as important for our students to understand the cultural diversity of American society as it is for them to appreciate diversity in the world. Many people seem to think that international refers to those "over there," while multicultural refers to populations in our own towns, cities, or neighborhoods. We use global to cover both terms—international and multicultural or intercultural. Our goal is to provide an excellent preparation for graduates as citizens and professionals in an increasingly interdependent and intercultural world.
2. We also decided that our theme of international and intercultural education should be pervasive throughout the curriculum, in remedial and developmental courses, general education and area studies, and liberal arts majors, as well as professional studies such as accounting. After all, if accounting is the systematic assignment of value to assets, and if values and assets differ around the world, then our business students should study comparative accounting as well as international marketing. They do. We decided on an integrative approach that would make it possible for all programs to be included and would not limit our efforts to particular majors.
3. The Ramapo strategy includes the extra curriculum as well as the curriculum, courses in subject matter as well as in skill areas. Our efforts touch all areas of campus life, including housing, urban internships, field study, cooperative education, and study abroad as well as student and faculty exchanges, visiting international and minority scholars, the use of computing and telecommunications, etc.
4. Our strategic mission embraces research, graduate student supervision, as well as professional and undergraduate teaching. There is an important role for our faculty to play through its scholarly and artistic activities and its work with graduate students through joint programs with the New Jersey Institute of Technology, New York University, Rutgers, and the University of Medicine and Dentistry of New Jersey, in addition to the state's Minority Academic Careers program.
5. Our initiatives are being developed through campus expertise as well as through partnerships with others, including universities, community colleges, schools, communities, cultural organizations, and corporations whose expertise lies in different areas. In this

manner, the sum of what we do can be greater than the total of the individual parts.

6. We decided we could draw connections between and among our initiatives and strategies to enhance student and faculty opportunities for learning, experiencing, and communicating through the curriculum, on the campus, and in the world beyond the campus.

At Ramapo College, we set six broad areas of initiative with specific goals in a formal system of assessment. These areas of initiative include (1) faculty development, (2) curriculum development, (3) communications, including specific skills and capabilities in languages, computing, and telecommunications, (4) experiential learning, (5) partnerships with schools, corporations, other colleges and universities and the general community, and (6) recruitment and retention of students who reflect the multicultural nature of American society as well as students from other countries.

Experiencing the World Electronically

The centerpiece of this initiative, started in order to enhance the learning and career opportunities of Ramapo students, is the International Telecommunications Center (ITC), with capabilities for international satellite television reception, audio and video conferencing, broadcast-quality television production facilities, and a college-wide television/cable system. Satellite uplink facilities are rented as needed. Other permanent facilities include a foreign language laboratory and the computer-equipped "ICONS" (International Communications and Negotiations Simulation) project room. ITC equipment was purchased over a five-year period with funds that combined approximately one million dollars (plus one million dollars for building renovation) from the New Jersey Department of Higher Education Challenge Grant and approximately \$500,000 from regular budget funds, rental and production fees charged to outside users, and corporate gifts of funds and equipment.

Programming through ITC also includes the Bergen ITV (Interactive Television) Network, which utilizes a fiber-optic cable to connect seventeen public school systems and a community college with Ramapo. Via full interactive television, it allows four sites simultaneously to share resources, including college and high school courses, lecture enrichment materials, teleconferences, and other special programming such as a six-part Foreign Policy Seminar and a high school/college conference on the environment. The Bergen ITV Network has allowed Ramapo to strengthen its ties with local secondary schools and colleges.

Representatives from many area schools have visited the ITC and are beginning to take advantage of the facilities. The Tenafly Public Schools, for example, utilized our live satellite reception of Russian programming for their special Russian classes, with students visiting the Ramapo campus to see broadcasts of the Chamber of Deputies and the Goodwill Games. Their instructor utilized our students and equipment to film interviews with Russian immigrants for a media grant he had received.

Ramapo also serves as host and audio-tutoring center for the Satellite Educational Resources Consortium (SERC), a national secondary-school network based in South Carolina and, with New Jersey Network and Nebraska Public Television, supports satellite-delivered Japanese instruction to approximately three hundred students in nineteen states. Ramapo provides live audio tutoring by native speakers to ten-member high school student tutorials who "meet" by telephone. The ITC also maintains the Ramapo College Television Network, which now links all residence halls and the student center and soon will link the entire campus. In addition to regular cable services, it offers student and faculty produced and assigned programming.

The ITC has been particularly successful in developing Ramapo's own international audio conferencing network. Last year, we held over sixty audio conferences between Ramapo and other sites in twelve countries. Utilizing essentially a conference-call format with groups of speakers and listeners at both ends, audio conferences have made it possible for Ramapo's faculty to open their classrooms to the world and to introduce students to different people, cultures, and philosophies. During last semester alone, conference links were established with higher education institutions in Canada, Mexico, Russia, Taiwan, and Italy. In many of these cases, Ramapo faculty and their classes "met" regularly with similar classes offered at the foreign university. Topics included economics, politics, foreign policy, and environmental sciences. Photographs and facsimile machines add visual power to these teleconferences.

Audio conferences have been utilized for a broad range of purposes. Ramapo students (in class) held discussions with speakers in Italy and Germany discussing European perspectives on the Gulf War; Ramapo classes met with a Cuban broadcaster to discuss censorship and private ownership of the media; a local village leader and an ecologist in Brazil discussed the ecology of the rain forest with a large group of students and faculty. A course in international politics created a joint list of discussion topics with students at the Volgograd Pedagogical University (VPU) and held conferences every three or four weeks to allow students to consider each other's observations on such subjects as career prospects, religion, and family life.

The relationship with Volgograd Pedagogical University is enhanced by the fact that professors and several students have visited each other's institution. Audio conferencing with VPU has involved more than 5 percent of Ramapo's faculty in both routine communication as part of regular courses as well as in special conferences to discuss themes such as educational reform and the meaning of history, upcoming study-abroad arrangements, and internship progress.

International participants in our dialogues have become involved through a variety of channels. Most are obtained through personal contacts with faculty members, made perhaps at conferences; some are deliberately initiated contacts with widely acknowledged international authors; others are with or through former international faculty who have been affiliated with Ramapo. While the Volgograd conferences developed from a series of visits to each other's campus, our relationship with the University of

Monterrey sprang from a paper given by one of us at a conference in Venezuela. Using audio conferences initially to create first a two-way and now a three-way dialogue between Ramapo, Mexico, and Canada, subjects such as international affairs, the North American Free Trade Agreement, Spanish literature, and culture, etc., are discussed in lectures delivered by faculty members, who remain on their campus and speak with international classes reciprocally on the other campuses. Prepared introductory videos are exchanged, and our first actual visits to Monterrey in person began last year with the delivery of a one-week seminar on international trade by a Ramapo faculty member.

Audio conferencing is also utilized regularly for language training, allowing opportunities for conversations with native speakers in distant countries; it allows for interviews with scholars in various parts of the world, including the United States, on topics of interest, specific books written, interviews with professionals (such as attorneys in nations as distant as Botswana and Germany as part of a course on Comparative Legal Systems), discussion with a documentary film maker, and search committee interviews with prospective candidates. Such classes and conferences by electronic means were held with colleagues in Russia, Germany, Florida, Washington, D.C., Italy, Cornell University, Kenya, Costa Rica, Mexico, Israel, Taiwan, Shanghai, France, Puerto Rico, and Jordan. Responses have been extremely positive. Despite initial faculty reservations, we have had to purchase additional conference equipment at a cost of \$1,200 per unit to accommodate increased demand by faculty who delight in the enthusiastic involvement by students and the unlimited possibilities which these audio-only conversations permit.

Ramapo is particularly fortunate to be located only thirty-five miles from midtown Manhattan in an area enriched by an incredible range of multicultural and multiethnic communities. For this reason, we produced a television series working with students for two seasons entitled "Intercultural Perspectives" for broadcast on New Jersey Network. These programs focused on specific aspects and contributions of these communities, involving local groups with the college on a broad range of subjects such as a Sikh temple, an Irish dance competition, a Geisha living in Queens, a group of recent Russian immigrants, a Chinese dance troupe performing at a local museum, and the problems of Latin-American women.

The ITC is supported by a Professional Advisory Board whose members are representatives of relevant corporations in the vicinity, such as equipment manufacturers (e.g., Sharp and Sony), communications services and users, and media and community organizations. Several of these members have contributed funds and equipment to the ITC and have also utilized center facilities for productions. In addition, the college often receives various national and international video conferences and provides these services as a utility to area corporate headquarters, nonprofit organizations, and other businesses. Examples include the North Bergen Specialized Services, the Ramapough Indian Nation, and Becton Dickinson and Company.

In addition, our association with the College and University Educational Satellite Service of the American Association of State Colleges and Universities, the Public Broadcasting System, and the American Council on Education's Presidents' Network on International Education have helped us find new programming and support. We don't belong to any of the national telecommunications networks because they vary greatly in quality and are outside our price range.

Conclusion

The lofty goals of international education are often beyond the reach of institutions, faculty, and students because of cost and distance. By using electronic means, students can learn about the world beyond the campus and beyond the borders of the United States; become introduced to new people, cultures, and philosophies; and realize the value of learning a foreign language and visiting other nations. Audio conferencing is highly cost effective, often costing less than a few hundred dollars per hour. Video teleconferencing is much more expensive, but new technologies are reducing the cost of this technology as well. With such tools available, there is no longer any excuse for a college to say that experiencing the world beyond the campus is beyond the reach of students. It is now possible to experience the world—electronically.

Suggested Readings

- Daniel, John S. "International Perspectives on Distance Education" Paper presented at the meeting of the Organization for Economic and Community Development (OECD), Paris, September 3, 1992.
- Scott, Robert A. "Campus Developments in Response to the Challenges of Internationalization: The Case of Ramapo College of New Jersey." Paper presented at the Organization for Economic and Community Development (OECD), Paris, September 2, 1992.
- Sunshine, Kathleen. *Globalizing the Campus in a Wired World*. Washington, D.C.: The American Association of State Colleges and Universities (tentative), 1992.
- Sunshine, Kathleen. *Ramapo College of New Jersey Internationalizes Curricula Through Distance Education*. *ED 4*, no. 8 (1990): 5, 7–8.
- Sunshine, Kathleen. "Expanding Partnerships in Distance Education: Network Collaborations of Schools and Universities." Paper presented at the Ninth International Conference on Technology and Education, Paris, March 16–20, 1992.
- Sunshine, Kathleen. "International Partnerships Through Audio Conferencing." Paper presented at the Ninth International Conference on Technology and Education, Paris, March 16–20, 1992.
- "Telecommunications." *The Economist*. (October 5, 1991): 5–36.
- "The Orbit: Newsletter of the International Telecommunications Center of Ramapo College."