2021

The Workplace Intercultural Competence Certificate: Showcasing How Language Study Does Work in the World

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In the fall of 2017, the Department of Modern Languages and Global Studies at South Dakota State University (SDSU) had been tracking the same downward trend in enrollments as roughly half of all language programs in the country.[1] Head count had fallen to a five-year low, dropping from 169 majors in fall 2012 to 125 majors in fall 2017[2]—an alarming 26% decline ("2012 Fall . . . Headcount"; "2017 Fall . . . Headcount"). This drop in the number of students was taking place outside the department as well, within a larger context of decline in the College of Arts and Sciences, for which student credit hours were falling after the total degree credit hours were cut from 128 to 120 (as a result of cutting general education requirements in the humanities and social sciences). On account of these new parameters, the college and its academic units had been tasked with increasing student credit hours and restructuring existing departments into schools. The restructured schools were to accomplish two goals: to improve the student experience and attract new students through innovative curriculum and instruction models and to increase efficiency by streamlining administrative and staff positions. That is, as the new schools were formed, the college eliminated the department head positions of the former academic units, replacing them with one director position that was selected through an internal search. In many cases, the college also reduced existing support staff positions. Advantageously, it did not touch faculty positions nor did it dictate the restructuring process but rather allowed academic departments to assess their curricula and engage in conversations with partners of interest.[3]

As faculty members in the Department of Modern Languages and Global Studies pondered the internal and external forces shaping our disciplines in particular and the liberal arts more generally, we were struck by their curious contradictions. Both internally (at SDSU and in the state of South Dakota) and externally (at the national level), we were seeing a decline in the number of language majors (a decline in supply, if you will) but also a significant increase in the demand for bilingual and interculturally competent employees across all sectors of the economy. Employer demand for power skills (also referred to as soft skills) was not simply something we were reading about in national reports. French- and Spanish-language faculty members were routinely receiving calls from public and private entities in the community asking for our help with everything from translating documents for French-speaking parents of local middle schoolers to teaching Spanish to members of mid-level management at a regional construction company to delivering ESL classes to local dairy workers. Taking into account these two contradictory truths—that second-language enrollments had stagnated or declined on a national level and that studies in languages, literatures, and cultures provide the skills that prepare our students to thrive

CrossRef DOI 10.1632/adfl.46.2.66

in an increasingly complex, interconnected, and ever-changing world, even right here in South Dakota—we determined that our problem was not and is not the value of our skills.[4] On the contrary, our problem seemed to be that very few people—both inside and outside the academy—understood what we do in language programs or that language study develops these valuable skills. This, therefore, is not another story of the humanities in crisis. Rather, this is one example of a multipronged strategy to push back on that narrative and to showcase that "our humanistic studies do [much-needed] work in the world" (Lubar). Through a combination of curricular innovations and a robust marketing campaign on the role language study plays in upskilling graduates, we have managed to raise the number of bachelor of arts degrees on campus by a full percentage point, or eighty-six students, in a matter of two years; stabilize or grow enrollment in all language programs; raise the profile of language study on campus and in the community through a new Workplace Intercultural Competence certificate; and brand the new School of American and Global Studies as the intellectual and cultural core of SDSU (see "School of American and Global Studies").

From University Periphery to Cultural Core

South Dakota State University is the state's Morrill Act land-grant university and its largest comprehensive institution of higher education. In fall 2017, SDSU had an enrollment of 12,527 students from all fifty states and from eighty-five countries. The university offers 175 undergraduate majors, minors, and specializations as well as twenty-nine master's, thirteen doctoral, and two professional programs. Like many of our language colleagues at state schools, we receive little to no institutional support in the form of a university-level language requirement. Although basic and intermediate language courses may be used to fulfill the humanities general education requirement (six credits or a two-course language sequence), only those students pursuing the bachelor of arts are required to take a language; BA students must take four semesters or fourteen credits of one modern language. Theoretically, this intermediate-level requirement should be great for our language programs, except for the fact that the vast majority of SDSU's undergraduate students pursue a bachelor of science degree, which carries no language requirement. To put some numbers to this claim, in the fall of 2017, a mere 339 students were pursuing a BA out of 11,007 undergraduate students at SDSU. This means that an eye-popping 97% of students had no institutional incentive to take a single modern-language course. Stated in the reverse, a mere 3% of SDSU students were required to study a language when we began the initiative to raise student credit hours and create new programs.

Although we understood that there would be a strong preference for the bachelor of science degree at a land-grant institution, we also knew that this preference was artificially inflated. A couple of years earlier, many disciplines that had offered both a BA and a BS, such as communication studies and geography, cut the bachelor of arts degree in a regental push to eliminate programs. Further exacerbating the problem, many of the programs that kept both degrees defaulted to the bachelor of science. SDSU's admissions office requires incoming students to be coded as one or

the other, and many programs such as sociology, political science, and history had selected the BS because it was seen as the easier or quicker route.[5] As we studied the data, we knew that one of our efforts to increase student credit hours and grow our programs had to be a campaign to revive the BA in a handful of key disciplines within the newly restructured College of Arts, Humanities, and Social Sciences and the School of American and Global Studies. We also noted that 80% of our 125 language students were double majors, often pairing their language degree with a social science or STEM degree, and the majority of our 193 language minors were not pursuing BAs. The minors especially were coming from the preprofessional programs, with nursing, premed, and pharmacy students accounting for roughly 60% of all language minors (this was especially true for Spanish minors). In keeping with our existing collaborations and student profiles, we felt strongly that any new curriculum initiatives should harness connections beyond the humanities and even beyond the college. The common thread that ran throughout our messaging to add back the bachelor of arts degrees (or increase their use) and to promote our new programming was that language study supports students' future civic and professional aspirations through upskilling: students can distinguish themselves by acquiring a global perspective, second-language proficiency, awareness of cultural diversity, and basic intercultural competence.

For roughly a decade, department members had integrated service and experiential learning activities into many of our upper-division courses to emphasize these workplace skills. In Spanish, we also had a stand-alone 300-level service-learning course that worked closely with several local dairy farms to provide ESL classes to Latinx newcomers, along with other nonagricultural service sites. In our French, German, and Spanish programs, students also worked domestically (through course projects and internships) and internationally (through faculty-member-led study-abroad programs) with organizations that provided assistance to immigrants, asylum seekers, and refugees. These experiences were very popular with students, providing them the opportunity to interact with native speakers and to explore contemporary sociocultural issues. As the university and the community placed more importance on diversity and inclusion issues, members of the faculty added explicit units on local and global demographics and migrations as well as readings on diversity and intercultural competence to these courses and programs.

Around the time that our majors bottomed out, we began to intentionally market the department in the community and on campus as the go-to unit for all things global and intercultural. We also began looking for ways to assess the intercultural competence skills that we were teaching and to guide our students to articulate these skills to employers. One critical developmental assessment that we implemented was the Intercultural Development Inventory, or IDI, which is administered by IDI, LLC, a for-profit organization.[6] Initially, we were using the IDI to do a predeparture baseline assessment of students and to inform development work for study abroad. We found the tool to be incredibly useful pedagogically but also saw potential to use the findings much like we use the ACTFL (American Council on the Teaching of Foreign Languages) Oral Proficiency Interview–administered by computer (OPIc), which serves as both a midcareer check for majors and minors and part of an exit

exam for graduating majors. To this end, in the spring of 2017 we designed a shared capstone course, GLST 489: Capstone in Intercultural Competence (see Syllabus for GLST 489), to be taught in English for all language and global studies majors. One of the key elements of the capstone portfolio is the IDI and the accompanying Intercultural Development Plan. The focus of the course is professional development, and throughout the semester students explore the tools and acquire the vocabulary to tell their own employability stories as they apply for jobs, graduate programs, or law or medical school. The OPIc and the IDI are also significant components to our required departmental assessment plan for institutional research and assessment. By employing both assessments at two different stages in students' academic careers, we acquire valuable third-party data to demonstrate program value and effectiveness to students, parents, administrators, and employers.

Around the time we were designing the capstone for our language majors and minors, my fellow department head in economics had a fortuitous meeting with a multinational corporation that has a poultry-processing plant in southeastern South Dakota.[7] After the meeting, some of their board members shared with the visiting SDSU delegation that they were very pleased by the animal-science skills with which our students arrived (e.g., product processing, product quality, and safety). However, they went on to say that these same students were woefully unprepared to interact with their diverse workforce (they have over thirty languages spoken on their plant floor). My colleague knew from college leadership-team meetings that I had been working to highlight the importance of language study in developing intercultural competence and thought that I would find the anecdote useful. Indeed, I did. To my knowledge, this was the first time that a coveted industry partner told a group of university administrators and STEM faculty members that their students lacked the language and cultural skills needed to succeed in an increasingly diverse and globalized South Dakota. I knew that we would not get such an opportunity twice and asked her, as someone who had critical connections to both academic STEM colleagues and industry partners, if she would be willing to collaborate on a program that would pair management skills in the STEM disciplines with course work in languages and cultures.[8] She immediately agreed, and, thanks to her willingness to endorse the certificate and provide the first few STEM electives, we were able to work with colleagues in the College of Agriculture and Biological Sciences to design the Workplace Intercultural Competence certificate (see "Workplace Intercultural Competence Certificate Paperwork").

Based on the frequent requests for help that we had been getting in the department, we knew that this was not the only processing plant in the area seeking to navigate the benefits and challenges of an incredibly diverse and multilingual workforce. There was and continues to be a growing presence of migrant and refugee workers in all agricultural industries around the region. South Dakota State University has dairy, pork, beef, and a variety of poultry processing plants all within a one-to-two-hour drive from campus in every direction.[9] Therefore, we originally targeted the certificate at animal science, dairy science, and agricultural economics majors, confident that faculty members and students would be aware of the immediate need and benefit. We also recognized that these students were part of the

previously untapped 97% who had no programmatic incentive to study a language. As such, any new certificate would need to be palatable to both faculty members and students in the target programs. In other words, we needed to design something that would be comprehensive enough to truly upskill students yet light enough in terms of credit hours that departments would actually get behind the initiative and encourage these bachelor of science students to add the new certificate to their plans of study.

For these reasons, we decided to build the certificate around the university's two-course Humanities and Arts/Diversity general education requirement, starting from the premise that any language study was better than no language study. Although we certainly recognized that a language minor or double major would provide the most substantial upskilling, the reality was that those existing programs were not attracting these students. We needed to get them through the proverbial door before we could advocate for our minors and majors. Therefore, we made a bold decision to double down on the claims made by our general education requirements—fully recognizing that, at best, we were looking at "Novice High" proficiency for most students after one year of language study (*ACTFL Proficiency Guidelines*).[10] Ironically, this made our claims regarding the benefits of language study (and the necessary inclusion of languages in the general education sequence) stronger. Not all students will become fluent in the target language. This does not weaken the value of language study.

As we embarked on a series of conversations with department chairs in STEM disciplines, we openly addressed that we were never going to graduate students who were proficient in thirty-plus languages. In fact, the certificate would not even make them proficient in one. However, we quickly went on to explain that graduates did not need to be proficient in a second language to benefit from language study by improving their abilities to interact with non-native English speakers and people from diverse cultural backgrounds. Indeed, these skills are the reason that languages are included in the Humanities and Arts/Diversity general education requirement. Colleagues were simultaneously relieved and intrigued when we addressed this issue. Although never directly stated, the unspoken sentiment appeared to be that if students would never be proficient in multiple languages, it made no sense to even study one, and, consequently, intercultural competence was simply a bar too high for most. By debunking the idea that one needs to be fluent or an expert in all the languages and cultures that one encounters throughout the day in order to develop the attitudes, skills, and knowledge to be interculturally competent, we were able to secure a place for languages as the two foundational courses in the certificate. These conversations allowed us to highlight the employability skills already inherent in the general education language curriculum. Our talking points emphasized that even at the introductory level language study contributes to our awareness and understanding of different cultural perspectives and practices (such as communication styles and rules, concepts of fairness and justice, and attitudes toward authority) as well as the basic concepts of intercultural competence (such as cultural self-awareness, culture-specific knowledge, and the ability to shift cultural perspective). Although this may seem facile to those of us who spend our lives

studying languages, literatures, and cultures, if we do not make these skills more explicit to students, colleagues, and community partners, we miss a real opportunity to promote even the most elemental form of language study: the general education requirement. As we explained how we teach languages in the twenty-first century and why students in STEM fields should study any language—even if only for a year—to upskill for future employment, our conversations generated enough buzz around campus that we eventually expanded the certificate to include electives (and therefore students) in the College of Engineering and the College of Education and Human Sciences.

To backtrack just a bit, I should note that, before we took these claims on the road, we had a series of internal departmental conversations to ensure that our general education sequences (introductory and intermediate levels in French, German, and Spanish) really were meeting the requirement's objectives and that we truly could make the claim that the certificate would provide foundational intercultural knowledge and competencies. The Humanities and Arts/Diversity general education requirement in the *SDSU Undergraduate Course Catalog* simply reads, "Students will understand the diversity and complexity of the human experience through study of the arts and humanities" (58). The requirement goes on to list a total of six student learning outcomes:

1. Demonstrate knowledge of the diversity of values, beliefs, and ideas embodied in the human experience;
2. Identify and explain basic concepts of the selected disciplines within the arts and humanities;
3. Identify and explain the contributions of other cultures from the perspective of the selected disciplines within the arts and humanities;
4. Demonstrate creative and aesthetic understanding;
5. Explain and interpret formal and stylistic elements of the literary or fine arts;
6. Demonstrate foundational competency in reading, writing, and speaking a non-English language.

The first two outcomes are obligatory for all courses in the humanities category, and at least one of the remaining four must be fulfilled, too. Our conversations with colleagues outside our disciplines revealed a widespread suspicion toward the inclusion of language study in this category. They largely thought we were conjugating verbs and teaching colors and numbers.

For the past two decades, the department had invested in ACTFL workshops across all languages, and, as a result, all programs were employing ACTFL standards for teaching and assessment. We were confident that our introductory and intermediate courses did "do this work in the world," as Steven Lubar proposes, but we nevertheless opted to design four explicit cultural modules that would be taught across all languages and in every course throughout the general education sequence. We knew that we were teaching the skills, but we came to realize that we were not always articulating these skills to students and colleagues, nor were we confident that students could articulate these competencies to employers. Given the lack of awareness around language study, we wanted to explicitly name its cultural

components and make clear our intention of teaching these skills. Additionally, we wanted to ensure that we could easily assess this content to demonstrate course and certificate effectiveness. The faculty members agreed on the following four culture modules:

1. What is culture?
   Working definitions of culture and intercultural competence
   Cultural-self awareness
   Cultural-other awareness
   Domestic subcultures, generational cultures, etc.
   Culture-general models (individualist versus collectivist cultures, etc.)

2. What is language?
   Language and perspective
   Language-specific points of view
   Second language acquisition

3. Nonverbal communication and intercultural communication
   Culture-general knowledge
   Culture-specific knowledge
   Communicative conflicts that come from cultural differences (and how to navigate them)

4. Culture-specific historical contexts (and conflicts)
   Exploration of global issues (migration, immigration, globalization)
   History of the United States' interactions with target-language countries
   Target cultures' history in the United States (arrival, key cultural encounters, cultural production)

The modules remain the same for each course, with varied and increasingly sophisticated readings and applications according to the course level (101, 102, 201, 202). Faculty members agreed that the modules can coincide with cultural readings and activities already on the syllabus or in the textbook but that the discussions of culture need to be explicit and, especially in the first year, should be conducted in English. Simply because the class is exploring meal schedules and cultural norms around school lunches in France or the *sobremesa* in Spain does not mean that the professor has met the new student learning outcome for culture. We felt strongly that everyone must do explicit intercultural development work around those topics and that these skills should be assessed on course exams or through oral and written activities. With the modules in place, we were confident that the certificate would meet its stated student learning objectives and that these objectives would be easily recognized by all interested parties. And as an added benefit, our general education sequence now offered compelling (and explicit) upskilling, as we advocated for the return of several bachelor of arts degrees.

In the certificate's first iteration (during academic year 2017–18), our design was very simple. The three required courses consisted of Introductory I and II French, German, or Spanish along with an intercultural communication course out of the

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communication studies department. The fourth and final course was a management elective from the collaborating majors in agricultural economics, business economics, dairy science, animal science, hospitality management, construction management, operations management, and human-resource management. Our thinking behind each element was as follows. First, we posited that by taking two semesters of a modern language (French, German, or Spanish) students would gain a basic understanding of the challenges of second language acquisition, develop empathy, and gain insight into a culture different from their own. Second, this knowledge could then be expanded with overt course work in intercultural communication, which provided the basic theoretical tools to compare and contrast different cultural frames and hone essential intercultural communicative skills. Finally, students completed the certificate by taking one elective management course in their major field.

The certificate went live in fall 2017, and in the spring 2018 semester faculty members in French, German, and Spanish visited every first-year seminar course in the allied programs as well as the majority of SDSU's exploratory studies courses to promote the certificate and discuss the workplace benefits of language study. For the first time in departmental history, we also reached out to local employers to publicize the certificate. We shared that several faculty members in the department were now qualified administrators of the IDI and available for consultations, workshops, and keynotes. Mostly, we simply talked about what we do in language programs and encouraged employers to request these skills on job advertisements and when talking to their university contacts. As a result, I was invited to sit on the board of our city's Economic Development Corporation's cultural-diversity committee, serve as a cultural-diversity panelist for the city's Workforce Development Conference, deliver a luncheon keynote address on inclusive practices for ESL employees for a local human-resources association, and give a presentation on the new School of American and Global Studies to the city's Leader Roundtable, which is a mix of local elected officials and business and industry CEOs. In short, thanks to this public-relations campaign both on and off campus, our language programs now have a seat at the table, too.

As our programs and the new certificate gained visibility, several industry partners inquired about the possibility for their employees to obtain the certificate remotely. Therefore, in year two (2018–19) we submitted additional curriculum paperwork to deliver the certificate fully online—in addition to our traditional face-to-face program. Not all the original courses are available online, but there are several virtual pathways through the certificate. Currently, online students can use German or Spanish as their language courses, and several of the business management elective courses are also available for distance delivery. We are considering offering credit for previous learning, such as the challenge-by-portfolio option, in lieu of the management course for students who are currently employed in a management position. Additionally in year two, we created a new introductory intercultural competence course, GLST 280: Developing Intercultural Competence (see Syllabus for GLST 280), that is taught in the department and will rotate between online and face-to-face delivery options. The motivation for this new course was twofold. To deliver the certificate online, we needed to have control of the delivery method and scheduling

(the SPCM 480: Intercultural Communication course is outside the department). However, we also wanted to expand the course beyond the theoretical components of intercultural communication to a theoretical exploration of intercultural competence in all its dimensions. In the current iteration, students can pursue the certificate in the classroom, online, or using a mix of these two delivery options. They also have a choice now for the intercultural component, which allows for scheduling flexibility. The certificate's evolution can be seen in tables 1 and 2.

Results of the Initiatives

The trends and demands at South Dakota State University reflect the trends seen at the national level. Like many of our colleagues, SDSU saw a decline in language majors and minors from roughly fall 2012 to fall 2017. In the years since then, however, we have mirrored a more positive trend: majors and minors in all languages at SDSU have held steady, actually growing after a 26% decline (see table 3).[11] Since 2017, we have been one of the language programs to buck the national trend of declining majors in all languages and degree programs. Taking into consideration the fact that the university has seen an 8.5% decline in enrollments in this same timeframe, our ability to hold numbers steady or increase them is even more cause for celebration. Although preliminary, numbers for fall 2020 show modest growth in all languages, including French and German for the first time in years, as well as continued significant growth in the number of BAs.

We believe that our ability to increase the number of BAs and to recover and hold majors steady is a testament to the innovative Workplace Intercultural Competence certificate and the dynamic public-relations campaign that was part of bringing the certificate to fruition. Through countless discussions on the upskilling potential of languages, even at the general education level, with colleagues and administrators across campus as well as community and industry partners, we have raised the visibility and stature of language study at our land-grant institution. As we take stock of our current moment, we are hopeful that recent life-and-death events such as the COVID-19 outbreak at Smithfield Foods in Sioux Falls reinforce our message: language study is not elective, and it should not be limited to 3% of undergraduates.

Notes

1. In February 2015, the Modern Language Association released its twenty-third survey of language enrollments, on enrollments in fall 2013. The study found that course enrollments in languages other than English decreased 6.7% from the 2009 survey, thus ending a steady rise in foreign language enrollments since 1980, wherein numbers moved from 924,337 in 1980 to 1,673,543 in 2009. However, one could argue that the more provocative finding of the survey was the "two directions in the data" that the authors called out in their conclusion: "The data collected in the 2013 language enrollment survey show trends that are polarized. On the one hand, there is an indisputable drop of 6.7% across total enrollments. On the other hand, in many sectors of the curriculum and in many institutions across the country, there have been remarkable gains in enrollments that counter the negative downturn. These two facts combined mean that those programs that suffered a decline in enrollments had to decline by more than 6.7% on average. For every program that had stable or increasing enrollments, there was another that had declining enrollments; among all programs and for all languages, 51.2% declined and 48.8% increased or were stable" (Goldberg et al. 13). The report on 2016 enrollments found that this "two-direction" trend had intensified; the executive summary opens with the following finding: "Total

enrollments (undergraduate and graduate) in languages other than English dropped by 9.2% between fall 2013 and fall 2016, as reported in the Modern Language Association's twenty-fifth language enrollment census. Despite the overall drop, there were gains in nearly half of all language programs (45.5%) that mitigate somewhat the downward trend" (Looney and Lusin ii).

2. All degrees listed are bachelors of arts; the totals were as follows for fall 2012 and fall 2017, respectively: French studies, 19 and 12; global studies, 40 and 38; German, 11 and 9; Spanish, 99 and 66; for a total of 169 departmental majors in fall 2012 and 125 in fall 2017.

3. The restructuring process had begun roughly two years earlier. By fall 2017, the Department of Modern Languages and Global Studies was already in talks with the Department of History, Political Science, Philosophy, and Religion to form a School of American and Global Studies. After assessing where the majority of our double majors came from and where our existing teaching and research collaborations originated, we found that this merger offered the most potential for organic growth. Thanks to the interdisciplinary BA in global studies, we had significant collaborations with several programs in that combined unit. In fall 2018, we entered division status. In fall 2019, we began our first (successful) year as a new school, seeing growth in several majors—including languages—despite an 8% decline in overall university enrollment between fall 2017 and fall 2019.

4. Several recent surveys and numerous headlines have established the demand for the skills we teach: the ability to interact effectively and build diverse relationships, cultural self-awareness, critical thinking and analytical reasoning, creativity, conflict navigation, adaptability, resilience, and empathy, just to name a few. See, e.g., Humphreys and Kelly; *Not Lost in Translation*; Hart Research and Associates; and, most recently, Crawford and Fink.

5. The BS requires three courses or ten credits of natural sciences, and the BA requires language proficiency at the 202 level. If a student begins at the 101 level, the requirement consists of four courses or fourteen credits of languages (101 and 102 are each four credits; 201 and 202 are each three credits). Of course, many students do not start with 101.

6. The Intercultural Development Inventory is a fifty-item questionnaire that assesses intercultural competence, which the organization defines as "the capability to shift cultural perspective and appropriately adapt behavior to cultural differences and commonalities" ("IDI Products"). The tool can be used for baseline assessment of individuals and organizations as well as coaching and development. Only a qualified specialist can administer the assessment. IDI will provide recommendations for licensed administrators in the area who can work with programs or organizations. Alternatively, individuals can attend a seminar to be trained to administer the inventory and use IDI resources. Given our needs, the department elected to cycle faculty members through the training, and by the end of summer 2020 we will have a total of six faculty members across all languages qualified to administer the assessment tool.

7. Like the Department of Modern Languages and Global Studies, the Department of Economics was also restructured into a school. Along with the School of American and Global Studies, the Ness School of Management and Economics went live in fall 2019.

8. The Department of Economics was unique in that it conferred degrees through both the College of Arts and Sciences and the College of Agriculture and Biological Sciences. Thus, the department head worked closely with colleagues in both colleges and had a valuable seat at the table.

9. In April 2020, the state made international news when Sioux Falls, which is located just fifty minutes south of SDSU, became the country's first COVID-19 hotspot outside of New York City. Initially, the outbreak was largely confined to Smithfield Foods, a pork-processing plant where approximately forty languages are spoken on the plant floor. Indeed, the Centers for Disease Control and Prevention (CDC) found that the inability to effectively communicate with employees likely contributed to the outbreak and also hindered the CDC's efforts to obtain information when touring the plant on 16 and 17 April 2020 (Siemaszko). In December 2020, processing plants throughout the region continue to see high infection rates and for the past eight months members of the language faculty have been working alongside grassroots advocacy groups to provide translations, information, and even economic support through the creation of the SD Dream Coalition and its Emergency Relief Fund for Immigrants (see Huber; *Emergency Relief Fund*).

10. "Speakers at the Novice High sublevel are able to handle a variety of tasks pertaining to the Intermediate level, but are unable to sustain performance at that level. They are able to manage successfully a number of uncomplicated communicative tasks in straightforward social situations. Conversation is restricted to a few of the predictable topics necessary for survival in the target language culture, such as basic personal information, basic objects, and a limited number of activities, preferences, and immediate needs. Novice High speakers respond to simple, direct questions or requests for information. They are also able to ask a few formulaic questions" (*ACTFL Proficiency Guidelines* 9).

11. Fall 2012 was our historic high, but that was also the year that the regental system went from 128 credits to 120 for all baccalaureate degrees.

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Table 1
Evolution of the Workplace Intercultural Competence Curriculum

2017–18				2018–19			
Course Prefix	**Course Number**	**Course Title**	**Credit Hours**	**Course Prefix**	**Course Number**	**Course Title**	**Credit Hours**
Required coursework			**11**	**Required coursework**			**11**
FREN, GER, or SPAN	101	Introductory French, German, or Spanish I	4	FREN, GER, or SPAN	101	Introductory French, German, or Spanish I	4
FREN, GER, or SPAN	102	Introductory French, German, or Spanish II	4	FREN, GER, or SPAN	102	Introductory French, German, or Spanish II	4
SPCM	470	Intercultural Communication	3	GLST or SPCM	280 470	Developing Intercultural Competence or Intercultural Communication	3
Management electives			**3–4**	**Management electives**			**3–4**
		Total hours required	14–15			Total hours required	14–15

Table 2
Online Paths through the Workplace Intercultural Competence Certificate, 2018–19

Course Prefix	Course Number	Course Title	Credit Hours
Required coursework			**11**
GER or SPAN	101	Introductory German or Spanish I	4
GER or SPAN	102	Introductory German or Spanish II	4
GLST	280	Developing Intercultural Competence	3
Management electives			**3**
AGEC	371	Agricultural Business Management	3
BADM	101	Survey of Business	3
BADM or MGMT	360	Organization and Management	3
HRM	460	Human Resource Management	3

Table 3
Enrollment Numbers

	Fall 2012	Fall 2017	Fall 2019	Change from 2012	Change from 2017
University enrollment	**12,583**	**12,527**	**11,518**	**-8.5%**	**-8%**
French majors	19	12	12	-36%	0%
German majors	11	9	9	-18%	0%
Global studies majors	40	38	38	-5%	0%
Spanish majors	99	66	80	-16%	+21%
Workplace Intercultural Competence certificate	0	0	23		
Major totals	**169**	**125**	**153**	**-24%**	**+22%**
French minors	24	21	21	-12%	0%
German minors	21	26	17	-19%	-35%
Global studies minors	11	18	18	+63%	0%
Spanish minors	130	154	160	+23%	+4%
Minor totals	**186**	**219**	**216**	**+16%**	**-1%**
Bachelors of arts	**544**	**339**	**425**	**-22%**	**+25%**
All language-study totals	**895**	**683**	**805**	**-24%**	**+18%**