

Auburn University Critical Cultures and Languages Blueprint A Strategic Plan for International Education (6/24/2004)

On June 22, 2004, the Alabama Council of College and University Presidents unanimously endorsed an international education resolution stating that *“Alabama’s educational system should serve as a center of international initiative and study through which its teachers, faculty and students enhance their understanding of other cultures and nations and contribute constructively toward a better future throughout the world.”* This is in keeping with the NASULGC strategic vision statement for learning, scholarship and engagement in the new century published in May of 2000, NASULGC institutions *“must be organized to respond to the needs of today’s students and tomorrows”* and must *“provide graduates with an education that will enable them to operate competently, confidently and comfortably within a global setting and with the tools to adapt to a rapidly changing environment.”* It is further envisioned that all students in this setting will have an opportunity to participate in a significant international education experience during their academic careers and will be encouraged to do so. Under this vision curricular and co-curricular offerings will reflect the pervasive nature of global interconnectedness with research on critical global topics such as intercultural relations, international trade, agribusiness, innovative technologies, world peace, health care, and migration, to name a few, being central to the academic mission. Yet according to a US Senate resolution, today less than 9% of Americans speak their native language plus another language fluently as compared to Europeans where it is 53% and by mid-century, according to David Graddol, “The Future of Language,” Science, February 27, 2004, it will not be uncommon for individuals to speak two or more languages and to switch back and forth between languages for common tasks.

As stated in a resolution by the State of Texas Legislature on May 17, 2004, today's world is *“increasingly interconnected; with successful businesses, universities, and governments depending on a global perspective”* and a *“marketplace of ideas in which citizens of the world from distinct social, cultural, religious, and linguistic backgrounds cooperate and compete on a daily basis”* thus the future of college and university graduates is inextricably tied to that of the entire world. It is within this context that this proposed blueprint is presented.

AU Priorities and Planning Commission goals addressed: *enrollment* – increasingly parents and students select universities and programs that provide a cross-cultural and international dimension as part of the chosen discipline; *research* – increasingly businesses and government agencies rely on global relationships, languages and resources to address issues of mutual concern; *endowments* – coherent and integrated plans offer donors the confidence as well as opportunities for gifts and endowments; and finally national polls increasingly inventory and identify international institutional profiles as part of the *Images* they provide.

WHAT: In order to address these issues it is proposed to identify, propose and expand on strategies addressing:

- Critical Culture and Languages across the curriculum offered by AU Academic Units to include questions such as:
 - Do AU offerings encourage cross cultural and comparative competencies across cultures?
 - Do AU graduates have opportunities to explore and delve into “Less Commonly Taught Languages”?
- AU’s International Institutional Profile
 - What is the scope and breadth of international research and academic offerings?
 - What opportunities exist for faculty, students and staff to participate in not only discipline specific activities but also collaborative cross discipline programs and initiatives?
 - What is the AU International “footprint”? What are the international images for AU to project?

HOW: In cooperation with the colleges, enable the OIE Advisory Council as a working group of representatives from the colleges and their academic units and headed by a 50% FTE academic appointment, supported by at a minimum one 50% GTA/GRA assistant. This working group would be tasked with identifying AU’s International Institutional Profile and Critical Culture and Language prospects, problems and strategies.

SUPPORT: Funding would be envisioned on a cost sharing across all twelve AU colleges and their respective academic units and the Office of the Provost for academic affairs:

Nature of support	Source	Matching sources
Administrative support	Office of International Education	50% secretarial and 33% Director’s time in addition to Auburn Abroad staff
50% Academic Appointment	Academic Affairs/Colleges	Release time from a College or Acad. Affairs
50% GTA/GRA appointments x 1	Academic Affairs/Colleges	Stipend + waivers as appropriate
Research and Marketing Materials	OIE - \$15, 000	With College match to reach \$50,000 total
Program development initiatives	OIE - \$15,000	With College match to reach total of \$75,000

Outcomes – some possibilities:

The primary benefit of this effort to the Colleges would be to provide a strategic and long-term structure and base of information upon which Auburn University, Colleges and their associated academic disciplines can maximizing the unique instructional environment which they provide through the international dimension. Having a cohesive and strategic approach will position AU and the Colleges specifically in the marketplace for research, recruiting undergraduate students, recruiting graduate students, faculty/scholar development, and donors.

1. Establish a critical culture and language program whereby each semester/year there is a focus on a cross cultural issue or cultural region of the world and how it impacts Alabama, the region and the US. Core seminars for undergraduates, interactions for graduate students and faculty and special staff programs would be presented. For instance:

Assess across disciplines academic offerings with international, culture, language components. Identify potential cross discipline faculty initiatives for course content, inclusion new technologies, foster discussions and seminars to determine how additional “international” content can be enhanced. Create faculty development opportunities as well as an international identity for majors, minor, etc.

For example: “China its people, the world and a language” – through interaction with the Chinese Ministry of Education there exists a potential for a partnership whereby a Chinese scholar could be assigned to AU (salary paid for by the Chinese MOE with matching room/board from AU) for 12 months. A comparative course on Chinese Culture with a language across the disciplines component could be taught. This could be part of a rotating topics in critical cultures and language issues.

Through innovative distance technologies explore statewide collaborative efforts to offer access to Arabic culture and language or other critical areas on a regular basis.

2. Following an intensive review and identification of existing international experience opportunities for students recommend and develop a framework for new collaborative opportunities for international experiences programs in critical world areas such as South American, Asia, Africa, or take a traditional program such as Human Odyssey and create an experience based in Italy. Such programs, for example, should include on and off campus components, technology based components as well as mentoring, orientation and “experience integration” components.

Including a faculty development and participation in Auburn Abroad Seminar which reviews risk management, program development, administrative procedures, academic integration abroad and on campus, etc.

3. Develop a full color “Auburn University International Institutional Profile” documenting the international breadth and scope of the academic components with emphasis on specific programs, research and program activities. Such a document would become an ongoing living product updated and reviewed periodically for distribution through recruiting, development and related functions.

4. Lead to campus wide “international education strategic plan” offering directions for the present, short term (five years) and out beyond five years. Such a plan could address among other priorities:

- strategies for international student and scholar recruitment/partnership in an evolving global higher education market place
- partnerships for faculty, students and staff to foster a “global” curriculum through exchanges, technologies, research, etc.
- linkage with Alabama K-12 initiatives on languages, culture in the classroom
- international initiative process and review – goals for potential new initiatives
- review, integration and strengthening of existing programs
- strategies to foster non-traditional discipline, low income and minority student participation in Auburn abroad

5. Provide a framework for fund raising and the establishment of endowments within academic units and across the institution in support of “international” students and scholars defined as all students, faculty and staff who are “international” in their perspective and experience

ESTIMATED Budget and Source(s) of Funding

Source of Funds

In kind match

	OIE Admin Support		.5 FTE Faculty: Academic Liaison	.5 FTE X 1 GTA/GTA	Research and Marketing	Program Development Initiatives	Total Cost (Cash and labor)	% of Total	No. of Colleges	Estimated Contribution per College
	Secretarial	Director								
Total Needed	\$20,000	\$30,000	\$25,000	\$15,000	\$50,000	\$75,000	\$215,000			
Total Contributed by:										
OIE	\$20,000	\$30,000	\$0	\$0	\$15,000	\$15,000	\$80,000	37%		
Colleges: Stipends and program contributions	\$0	\$0	\$25,000	\$15,000	\$12,000	\$24,000	\$76,000	35%	12	\$6,333
Academic Affairs: waivers	\$0	\$0	\$0	\$9,000	\$0	\$0	\$9,000	4%		
Provost	\$0	\$0	\$0	\$0	\$20,000	\$30,000	\$50,000	23%		
							\$215,000			