

A Strategy for Less Commonly Taught Languages in the CIC

September 8, 2009

Background

The Committee on Institutional Cooperation (CIC) has been working for over fifty years to support cooperative academic endeavors among its member universities. Together, these universities enroll 385,000 graduate and undergraduate students, employ more than 35,000 faculty, and award 15% of the PhDs granted in the United States each year. CIC universities engage in \$6 billion in funded research annually, and faculty and researchers are responsible for some of the most significant advances and innovations in science, medicine, engineering, humanities, and the social and behavioral sciences.

Among the notable academic strengths of the universities is the depth and breadth of language offerings, with annual course offerings in some 120 languages. CIC universities have collaborated to expand access to these courses for many years. Initially focused on opportunities for students to travel to another CIC campus to study unique language offerings, interest has accelerated in recent years to find ways to share the language offerings in a more consistent and coordinated fashion.

In 2005, the CIC Deans of Arts and Sciences established a pilot program called Course Share, which enables faculty to deliver their courses to multiple CIC universities using video technology and a coordinated system for student enrollment. Since its inception, CourseShare has been used to teach 73 courses to 1,000 students. By far, less commonly taught languages are the most frequently taught course in the CourseShare program – with some 43 language offerings (61%) taught during the pilot period.

In late 2008, the Deans of Arts and Sciences began to focus attention on expanding the use of CourseShare for these language offerings, and to consider additional opportunities to build a suite of programs and services that would support language teaching, proficiency and learning across the CIC. The Deans reached out to their colleagues in international programs to engage in broader discussions. The CIC Senior International Officers, in turn, considered strategies to optimize access to languages, then consulted with faculty throughout the CIC to solicit additional suggestions and priorities for collaborative language strategies.

Recommendations

Consulting with international center directors, department chairs and faculty, LAS deans, and other constituents such as Title VI program officers, the CIC Senior International Officers generated a range of specific language topics and factors that could advance CIC collaboration in less commonly taught languages.

There is critical need for coordination of LCTL offerings across the consortium.

Multiple institutions offer the same low enrollment courses, yet face critical resource constraints on their ability to develop specialized topics in those language areas. For example, 12 campuses offer Arabic, and 9 campuses offer intensive summer language instruction in Arabic, as well. By coordinating language offerings, CIC universities could minimize duplication and leverage their resources to expand the breadth of offering available across the consortium. Expanded offerings could include LCTL offerings in specific curriculum areas such as law, medicine, and business.

The need for improved infrastructure and support for the delivery of distance-based language instruction is a second theme woven through the reports. This includes the availability of technology classrooms and adequate IT support, as well as a more transparent and streamlined administrative process for implementing video-based courses. While these are campus-based needs, it would be possible to coordinate the development and acquisition of these resources and tools to ensure interoperability.

The Summer Institutes present another opportunity to experiment with LCTL coordination. Each summer, nearly 60 languages are taught through intensive summer study programs on CIC campuses. This presents an excellent opportunity for deeper faculty collaboration and strong enrollments. There are already several models within the CIC for offering these institutes on a coordinated, rotating basis among and between interested universities. This provides an excellent base from which to scale these up. The tuition for summer offerings should be tied to the FLAS rate.

Specific action steps suggested include:

- Use CourseShare as a vehicle to deliver languages across the CIC, and improve the system in order to make it easier for faculty to use.
- Provide more campus-based IT support to faculty interested in delivering their language courses through CourseShare.
- The CIC should facilitate “match-making” among campuses interested in receiving or delivering language offerings via CourseShare (note: the CIC has analyzed the list of suggestions and requests provided by campuses during the past year, and an appendix to this reports lists opportunities for collaboration among groups of CIC universities. The CIC will coordinate a series of webinars to connect interested faculty).
- Establish agreements among CIC universities to deliver a predictable number of language courses to be delivered via CourseShare over a four-year-period. This will allow faculty, department heads, and students to plan ahead based on a predictable number of courses.

- Establish agreements among CIC universities to coordinate language proficiency testing across the consortium.
- Establish agreements among CIC universities to coordinate the delivery of summer intensive language offerings over a four-year-period. Those universities participating should also agree to tie the tuition for these offerings to the FLAS rate.
- Market CourseShare language offerings and coordinated intensive summer institutes to faculty and students throughout the CIC.
- Launch and evaluate several experiments in the development of (e.g.) advanced or special purpose course modules; development of online language courses for business or other professions; and sharing best practices in distance-based language teaching.

The Deans need to identify the top activities for priorities, and the CIC and the Deans can then discuss the resource implications and develop implementation strategies.

The following pages provide additional information including a summary of near term LCTL collaboration opportunities for CourseShare, a list of the CourseShare LCTL courses currently offered, and a comprehensive chart detailing all of the LCTL courses taught at CIC institutions during AY 2008-2009.

Near Term LCTL Collaborations for CourseShare

In July 2009, the CIC Senior International Officers, in consultation with campus stakeholders, submitted a list of language priorities that they would consider for CIC collaboration. CourseShare is an infrastructure for sharing courses and student enrollments across the CIC consortium. There are currently 25 courses covering 12 languages in the CourseShare pool, and a number of courses planned or in development. Many of the courses and language areas proposed in the campus priority lists correspond to current or developing CourseShare offerings. This document addresses the priorities identified by each campus, suggesting some likely short-term opportunities for shared courses based on CourseShare courses that are currently on offer or in development.

The opportunities noted below include languages where both potential host and receiving campuses have been identified. ***Current shared courses are indicated with an asterisk (*).***

CHICAGO:

Current priorities and opportunities not yet identified.

UIC:

Current priorities and opportunities not yet identified.

UIUC:

Arabic/Persian/Turkish advanced modules may be developed by Illinois; Iowa, Minnesota, and Wisconsin have expressed interest in receiving advanced instruction in these areas.

Business language courses are currently being explored between Michigan, Purdue, Illinois, and Indiana.

**Classical Japanese, hosted by Illinois, includes MSU students in 2009-2010. It is open to wider participation. Iowa may be interested in receiving.*

Korean (4th year) has appealed to Northwestern in the past. This may yet be a possibility. Michigan, OSU, and Wisconsin may be possible hosts for 5th year (?).

Romanian is offered at Indiana and may be received by Illinois in 2010.

**Russian Literature is offered at Illinois and will tentatively be received by Indiana in Spring 2010.*

**Sanskrit (2nd year) is hosted by Illinois with Minnesota students participating in 2009-2010.*

Turkish appeals to Iowa as well as Minnesota and possibly Penn State. Illinois and Wisconsin may be available to host; Michigan has also raised this as a possibility in previous years.

Yiddish is likely to be hosted by Michigan again in future terms, with possible students at Illinois, Minnesota, and other campuses.

IOWA:

Arabic/Persian/Turkish advanced modules may be developed by Illinois; Iowa, Minnesota, and Wisconsin have expressed interest in receiving advanced instruction in these areas.

**Classical Japanese may be available from Illinois (see above).*

Indonesian was available via CourseShare last year, hosted by Michigan and received by Indiana. Iowa students may be interested in the future.

**Middle Egyptian, hosted by Penn State, will include students from Iowa, Wisconsin, and OSU during 2009-2010.*

Polish would be helpful to Iowa and OSU students; many CIC institutions already teach several levels and might be approached about sharing. Michigan might be able to share advanced levels.

Tagalog/Filippino is available at Michigan and may be desired by Iowa students.

INDIANA:

**Akan (introductory level) is hosted by Indiana and includes Michigan students in 2009-2010.*

**Bamana (introductory level) is hosted by Indiana and includes Michigan students in 2009-2010.*

Business language courses are currently being explored between Michigan, Purdue, Illinois, and Indiana.

Catalan may be of interest at Michigan; Indiana has expressed willingness to share Catalan courses beginning with Fall 2009.

Indonesian was available via CourseShare last year, hosted by Michigan and received by Indiana. Iowa students may be interested in the future.

**Mongolian is hosted by Indiana and received by OSU in 2009-2010.*

Pashto may be shared between IU and Michigan next year; discussions have already begun.

Romanian is offered at Indiana and may be received by Illinois in 2010.

**Russian Literature is offered at Illinois and will tentatively be received by Indiana in Spring 2010.*

**Uzbek (Intro and advanced levels) are hosted by Indiana and include Michigan students in 2009-2010. Future collaborations may include courses received from OSU.*

**Wolof (introductory level) is hosted by Indiana and includes Michigan students in 2009-2010.*

**Zulu (introductory level) is hosted by Indiana and includes Michigan students in 2009-2010.*

MICHIGAN:

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**Bamana (introductory level) is hosted by Indiana and includes Michigan students in 2009-2010.*

Business language courses are currently being explored between Michigan, Purdue, Illinois, and Indiana.

Catalan may be of interest at Michigan; Indiana has expressed willingness to share Catalan courses beginning with Fall 2009.

Czech at an advanced level would be useful for Michigan and OSU; both schools might talk about ways to partner for sharing Czech courses. Michigan was approached about sharing 2nd year with OSU and may consider for a future term.

**German Study Abroad collaborations for travel to Freiburg have resulted in a likely preparatory course shared between Michigan and Wisconsin for Spring 2010.*

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Pashto may be shared between IU and Michigan next year; discussions have already begun.

Polish is available through four years, with the upper two levels possibly available for receipt by other schools; Iowa has expressed interest in receiving Polish.

**Portuguese is hosted by MSU and includes Michigan students in 2009-2010.*

Tagalog/Filipino is available at Michigan and may be desired by Iowa students.

**Tibetan (Classical 1st year, Classical 2nd year, and Advanced) are hosted by Michigan and received from OSU and this is collaboration expected to continue.*

Turkish appeals to Iowa as well as Minnesota and possibly Penn State. Illinois and Wisconsin may be available to host; Michigan has also raised this as a possibility in previous years.

Ukrainian is offered through two years with possible interest in additional levels; Penn State has an online Ukrainian culture course that Michigan might wish to receive.

Uyghur may be shared between IU and Michigan next year; discussions have already begun.

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MICHIGAN STATE:

**Classical Japanese, hosted by Illinois, includes MSU students in 2009-2010. It is open to wider participation. Iowa may be interested in receiving.*

**Portuguese is hosted by MSU and includes Michigan students in 2009-2010.*

MINNESOTA:

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NORTHWESTERN:

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OHIO STATE:

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PURDUE:

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PENN STATE:

**Middle Egyptian, hosted by Penn State, will include students from Iowa, Wisconsin, and OSU during 2009-2010.*

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WISCONSIN:

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2009-2010 Shared Language Courses Shared Via CIC CourseShare

CONFIRMED FOR 2009-2010:

**Indicates host institution*

1. **Classical Japanese** (UIUC*, MSU) *Fall/Spring*
2. **Tibetan-1st Year** (UMich*, OSU) *Fall/Spring*
3. **Tibetan- 2nd Year** (UMich*, OSU) *Fall/Spring*
4. **Tibetan- Advanced Classical** (UMich*, OSU) *Fall/Spring*
5. **Uzbek- Introductory** (IU*, UMich) *Fall/Spring*
6. **Akan- Introductory** (IU*, UMich) *Fall/Spring*
7. **Bamana- Introductory** (IU*, UMich) *Fall/Spring*
8. **Middle Egyptian** (PSU*, Iowa, UW-Mad, OSU) *Fall/Spring*
9. **Mongolian Introductory** (IU*, OSU) *Fall/Spring*
10. **Portuguese Advanced** (MSU*, UMich) *Fall/Spring*
11. **Uzbek- Advanced** (Indiana*, UMich) *Fall/Spring*
12. **Wolof-Introductory** (IU*, UMich) *Fall/Spring*
13. **Zulu- Introductory** (IU*, UMich) *Fall/Spring*

TENTATIVE ADDITIONAL SPRING COURSES:

1. **Russian Literature** (UIUC*, IU) *Spring*
2. **German Prep Course for Freiburg** (UMich*, UW-Mad) *Spring*