Proposed Initiative: Foreign language courses/offerings for UWRF faculty and staff

Proposed by: Global Connections

What strategic goal does this initiative support?
Global Education and Engagement

Describe how the initiative supports the goal(s).
Global Engagement. This initiative would provide learning opportunities for faculty and staff on campus that are linked directly with education abroad opportunities offered through the Global Connections office.

Based on the definition of university-wide initiative, indicate how the proposed initiative has a university-wide impact.
The proposed initiative has a university-wide impact by actively involving faculty and staff in language learning. These faculty and staff will, in turn, help build enthusiasm amongst students for language learning, and cultural studies more broadly. Building this campus culture will lead to more active participation amongst students and faculty in education abroad opportunities in non-English speaking destinations.

Please provide a set of benchmarks and/or indicators of success to support your initiative.
The success of this initiative could be measured by the number of faculty and staff who are actively involved in these language learning opportunities and how involved those same faculty and staff become with other global initiatives on campus.

What elements are involved in the initiative?
Sustainability, Inclusiveness, Human Capital, Technology, Facilities, Finance

Indicate how each element would be/would not be affected by the initiative.

- **Sustainability:** The sustainability of this initiative depends on the form it takes. One iteration may involve intensive summer or j-term language courses that involve travel to a non-English speaking country to immerse learners directly in the language. This approach would likely have a very high payoff with increased language fluency and would spur the development of additional education abroad offerings. Sustainability considerations with this iteration would relate to the high costs of travel, environmental implications of travel, and the workload associated with the planning of this type of program. A second iteration could take a more grassroots approach with faculty and staff meeting weekly to learn the language with some formal instruction and more informal talking groups. Sustainability considerations with this approach would relate to maintaining faculty/staff participation and enthusiasm in the initiative.

- **Inclusiveness:** This initiative would foster a sense of inclusiveness by extending co-curricular learning opportunities to faculty and staff on campus.

- **Human Capital:** An instructor would be needed to teach these courses. It would seem natural to utilize UWRF’s current language instructors but consideration would need to be given to instructors’ schedules and they would need to be compensated accordingly. If language courses are offered on-site in another country, someone would need to be responsible for arranging travel, accommodations and on-site language instruction and learning opportunities. This would be significant additional work for this individual. When courses are offered is also a human capital consideration. If the course is offered outside
normal work hours it may be a concern for the instructor. If the courses are to be offered during normal work hours, departments will need to consider flexible schedules to allow faculty and staff to participate. An intensive travel seminar would require flexibility in the departments of non-instructional staff who wish to participate.

- **Technology:** If a current UWRF instructor is used, no new technologies would be needed and existing technologies such as D2L could be utilized. If a current instructor is not available, technologies such as Rosetta Stone could be obtained and used to supplement language instruction.

- **Facilities:** No new facilities would be needed for this initiative. Global Connections or the Kao International House could be utilized as classroom space, and any travel seminars would use existing international facilities.

- **Finance:** Salary for language instructors. In the case of Mandarin, funding for this may be able to be secured through outside sources using the platform of the Department of State's 100,000 Strong Initiative. Alternatively, and for other languages, participants in the course may be asked to pay a modest course fee to cover the expense of the course. It would be ideal for course fees to be subsidized from other sources as well so that these courses do not become cost-prohibitive and can be made available to any interested faculty or staff member on campus.

- **Other:**