

Models that Work: the Georgia Tech Model

Phil McKnight
Georgia Tech

The International Plan at Georgia Tech

A campus-wide initiative to instill global competence



Why?



Source: Berlitz School

School of Modern Languages

Applied Languages and Intercultural Studies

A competitive philosophy

- Preparing a global workforce through applied studies in foreign languages
 - *Developing advanced communication skills*
 - *Promoting creative thinking*
 - *Developing professional competence*
 - *Preparing young people for life and work in the global workforce*
 - *Opening access to cultural understanding*
 - *Interdisciplinary Programs*

What do graduates need to succeed?



Paul Camuti

President & CEO

Siemens Corporate Research
IE Colloquium Nov. 2005

- Good communication skills, including multiple languages
- The ability to work in teams
- Cross-cultural sensitivity and knowledge; social awareness
- Capacity to handle complex systems
- Business acumen and sense of entrepreneurship

Bottom line — Graduates must be prepared to work in a fast-paced, multi-faceted global environment.

What do Students Want?

- Competitiveness in the Job Market
- Globalization of their skills
- Intercultural Understanding
- Foreign Language Skills (ca. 30%)
- Adventure and Challenging Experiences

International Plan (IP) interest

Not Interested, 287



Interested in IP, 415

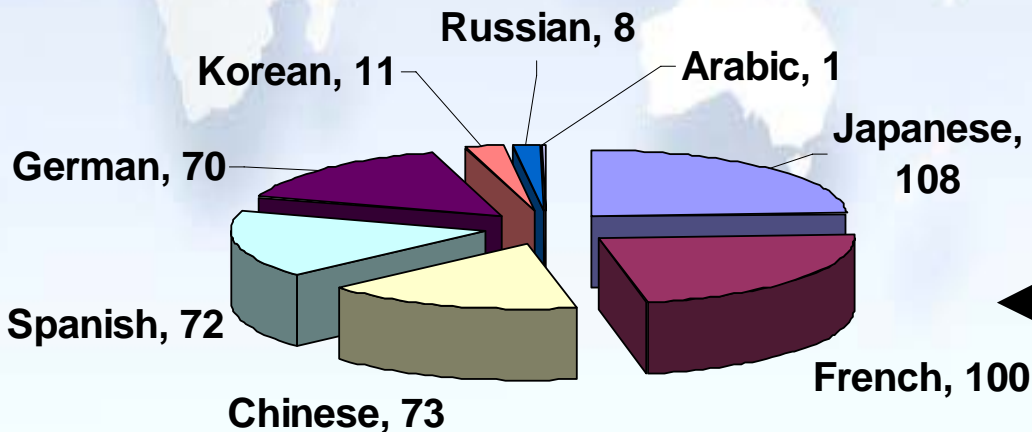
Internship Only, 22

Study Only, 27

Short Internship, 53

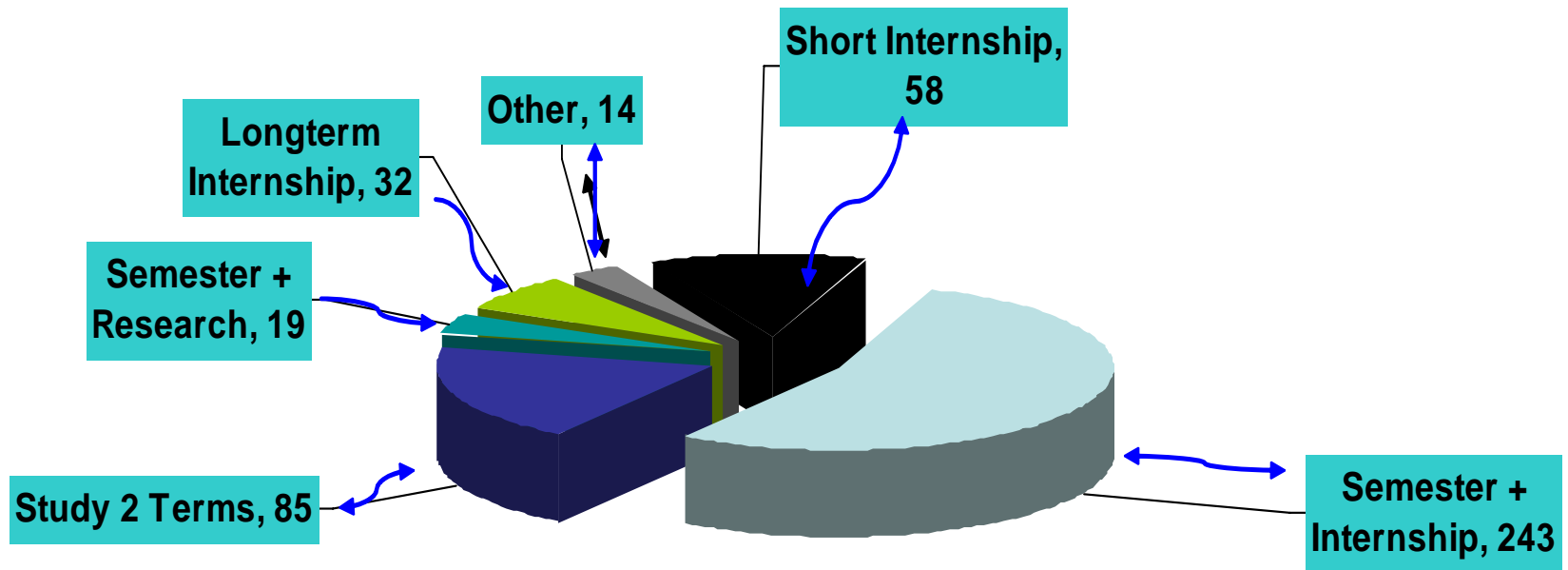


Study + Internship, 295



Preferred IP Type Fall 2006

458 (of 776) Interested in IP



Barriers - Students

- Do they want to go? Yes: (40-90%)
- But:
 - Cannot earn courses towards my major
 - Cannot afford it
 - Fail to graduate on time
 - Campus commitments
 - Parents opposed

Barriers – Faculty & Administration

- State legislation
 - 4-years time to graduation (financial aid)
- Language Departments won't cooperate
- Engineering units won't cooperate
 - Rigid Curriculum
- Failure to recognize value added
- Foreign university programs are “below standards”

Georgia Tech Model Implementation

Mandate from Provost – SACS Quality Enhancement

- Major Investment: \$5m over five years
 - \$330K/year to sustain it thereafter
- Buy-in from individual departments (18 so far)
- Structural concept
- Language Proficiency (not defined by seat time)
- Global Disciplinary Practice
- Intercultural Assimilation
- Assessment
- Phasing in Target Goals: Recruiting:

2005-06	2006-07	2007-08	2008-09	2009-10
100 Students	200	250	300	300
			1 ST graduates	Goal 300 per year

Georgia Tech International Plan



- **Two Terms Abroad: any combination of:**
 - Study semester
 - Internship
 - Research Project
- **Demonstrated Professional Proficiency in a Foreign Language**
 - Creating the pathway to success
 - [ACTFL](#) Intermediate High (French, German, Spanish): LBAT +
 - ACTFL Intermediate Mid (Arabic, Chinese, Japanese, Korean, Russian): LBAT + language training on location +
 - Title VI
 - ACTFL Telephone OPI (objectivity) administered by LTI
- **Course Work**
 - One course focused on international relations
 - One course focused on global economics
 - One course focused on society and culture of another country or region
 - Capstone course integrating foreign experience with student's discipline

International Plan Designator

- Engineering modifies curriculum (slightly)
 - Electives used for new courses or language
- Accepting credit from abroad
 - Undergraduate advisors interact with advisors from foreign universities, and approve courses
- Creation of 4-year models
 - IP is a degree option, not a new degree
 - A working model for acceptance, but with flexibility
- English option
 - Countries where English is spoken
- Foreign language option for advance skills in linguistic, technical and intercultural competency

GT-Siemens-TUM Model

- Georgia Tech: 1st and/or 2nd year
 - *Disciplinary and foreign language studies*
- Overseas: 2nd or 3rd year
 - *Language for Business and Technology Program*
 - *Four-week intensive German and orientation at the Technical University of Munich (TUM) (credit transfer)*
 - *Winter Semester at TUM*
 - *Six-month internship with Siemens, others*



Connections to the World

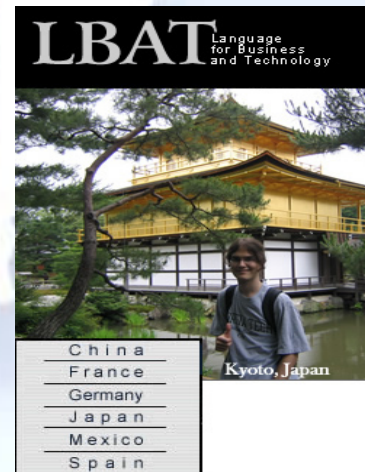


LBAT Language
for Business
and Technology



Signature Programs: Language for Business and Technology (*China, France, Germany, Japan, Mexico, Spain, Russia*)

- In- and Out-of-Classroom on location
- Business Site Visits
- Speaker Series
- Excursions
- Cultural events
- Student Research
- Field-based Projects
- Over 700 students have completed LBAT



LBAT+ Continuation



- Intensive Chinese Business, Technology and Cultural Courses
- Shanghai, with excursions
- Shanghai Jiaotong University
 -
- Company site visits, Siemens, TI
- Community Practicum Activities
- Continued Study at SJTU (Semester of Chinese)
 - Probably a prerequisite for study and work
- 2nd Semester of Study in Discipline, or 6-month Internship
- Begins Summer 2007



Assessment

- Survey of Incoming Freshmen
 - Comparative assessment of IP students vs. those who did not go abroad
- Inventory of Global and Cultural Competence
- Language Proficiency

Informal Pilot Summary

Value Added: Student Internship Experiences

- Learned to perform a wide variety of technical tasks
 - Hands-on opportunities
 - Teamwork (depended on internship)
 - Independence and responsibility
 - Learned more than in similar internships in US
- Career Value
 - Compete in global markets
 - Understand other cultures
 - Develop language and technical skills
 - Adjust to different work environments

Global Engineering Competence

GT International Plan to Strengthen Global Competence

An Interdependent global community requires:

- Globalize the educational Experience
- Prepare students for leadership roles in business, government and academics
- Develop professional proficiency in another language
- Gain knowledge of international disciplinary practices
- Adapt to foreign-based workplace methods
- Acquire intercultural knowledge and ability to move with ease in other cultures
- Ability to live, work, perform research in other countries

**Experience
Value
Career**

**University Reputation
Recruiting
Development**

Tasks

- Define situation at your university
- What would work best
 - Student interests
 - Institute interests
- Why
- Who are your best partners?