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NATIONAL RESOURCE CENTER FLAS FELLOWSHIPS

CENTER FOR GLOBAL STUDIES

A Proposal to the

U.S. Department of Education Submitted by

The Board of Trustees of the

University of Illinois at Urbana- Champaign

February 2022

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**Acronyms and Abbreviations**

|  |  |
| --- | --- |
| § | Section |
| AAP | Access and Achievement Program |
| ACDIS | Program in Arms Control, Disarmament, and International Security |
| ACES | College of Agriculture, Consumer, and Environmental Sciences |
| ACTFL | American Council on the Teaching of Foreign Languages |
| AD | Associate Director |
| AP | Absolute Priority |
| Appx. | Appendix |
| AS | Area Studies |
| AY | Academic Year |
| BTAA | The Big Ten Academic Alliance |
| CALL | Computer-Aided Language Learning |
| CAS | Center for Advanced Study |
| CC | Community College |
| CEAPS | Center for East Asian and Pacific Studies (IL) |
| CGS | Center for Global Studies (IL) |
| CHAMP | Cultural Heritage and Museum Practices |
| CITL | Center for Innovation, Teaching & Learning (IL) |
| COB | (Gies) College of Business |
| COE | College of Education (IL) |
| COIL | Collaborative Online International Learning |
| COM | College of Medicine (IL) |
| CPP | Competitive Preference Priority |
| CS | Computer Science |
| CVM | College of Veterinary Medicine (IL) |
| DOL | Department of Linguistics (IL) |
| EA | Education abroad |
| EPI | English Proficiency Interview |
| ESL | English as a Second Language |
| EUC | European Union Center (IL) |
| FAA | College of Fine and Applied Arts |
| FLAS | Foreign Language and Area Studies |
| FT | Full Time |
| GEMS | Global Education Mentors, a COE program that used to be known as GIFT |
| GI | Global Illinois |
| GIFT | Global Intersections for Teachers, a COE program that is now known as GEMS |
| Gov’t. | Government |
| GR | Graduate students |
| GS | Global Studies |
| GSC | Global Studies Consortium |
| GSE | Global Studies in Education |
| GSL | Global Studies Librarian |
| HERE | Heartland Environmental and Resource Economics |
| HS | High School |

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| IAGE | Illinois Abroad and Global Exchange |
| IASL | International and Area Studies Library |
| IDEALS | Illinois Digital Environment for Access to Learning and Scholarship |
| IFLA | International Federation of Library Associations |
| IGI | Illinois Global Institute |
| IGSC | Illinois Global Scholar Certificate |
| IIP | Illinois International Programs |
| IL | University of Illinois at Urbana-Champaign |
| ILR | Interagency Language Round Table |
| Int’l. | International |
| IOC | International Outreach Council |
| IS | iSchool (IL) |
| iSEE | Institute for Sustainability, Energy, and Environment |
| ISRL | International Studies Research Lab |
| IST | In-service teachers |
| ITAs | International Teaching Assistants |
| K | Thousand |
| LAS | College of Liberal Arts and Sciences (IL) |
| LCTL | Less Commonly Taught Languages |
| LER | School of Labor and Employment Relations |
| M | Million |
| MSGS | Master of Science in Global Studies |
| MSI | Minority Serving Institution |
| NEH | National Endowment for the Humanities |
| NGO | Non-Government Organization |
| NPL | National Priority Language |
| NRC | National Resource Center |
| OIP | Office of International Programs |
| OPI | Oral Proficiency Interviews |
| OUR | Office of Undergraduate Research (IL) |
| OVCDEI | Vice Chancellor for Diversity, Equity, and Inclusion |
| P12 | Preschool to 12th grade |
| P16 | Preschool to postsecondary |
| PB | Performance-Based |
| PC | Program Coordinator |
| PP | Phonetics & Phonology |
| PST | Preservice teachers |
| REEEC | Russian, East European, and Eurasian Center (IL) |
| RSO | Registered Student Organizations |
| SILMW | Summer Institute on Languages of the Muslim World |
| SLATE | The Second Language Acquisition and Teacher Education program |
| SLCL | School of Literatures, Cultures, and Linguistics |
| SMOAP | Spurlock Museum Middle School Artifact Outreach Program |
| STEAM | Science, Technology, Engineering, Arts, Mathematics |
| STEM | Science Technology Engineering Math |

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| T | Table |
| TA | Teaching Assistant |
| TOP | Target of Opportunity Program |
| TVI | Title VI |
| U | University |
| UG | Undergraduate |
| UL | University Library |
| UNSDG | UN Sustainable Development Goals |

CGS globalizes the research, teaching and outreach missions of IL to better understand and identify solutions to global challenges confronting the world’s populations. CGS seeks TVI funding to expand learning opportunities and dissemination of GS knowledge, organized around its 4 faculty-driven Clusters of Excellence: ***Global Health; Global Society & Sustainable Development; Global Knowledge; and Global Governance***. During this cycle CGS will launch a new professionally focused MS in Global Studies (MSGS), develop 5 certificate programs, and create 35 new UG/GR courses (AP1). Funding will expand GS

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| **Table 1. Support for International Programs AY 20-21 (in $Mil)** |
| ACTIVITY | SUM |
| **Illinois Global Institute****and CGS Support** | $2.1 |
| **Illinois International (IIP)** | $1.74 |
| **Teaching** |
| Intl/Area Studies (AS) | $22.8 |
| Foreign Languages | $2.5 |
| **Library** |
| Intl/AS Collections | $1.5 |
| GS/AS Salary | $3.9 |
| **Linkages Abroad** |
| Education Abroad (EA) Program Support | $2.3 |
| EA Scholarships | $.5 |
| International Student and Scholar Services & Training | $2.59 |
| **Intl. Outreach Salaries** | $.598 |
| **Student Support** | $6.69 |
| **Research / Scholarship External Grants** | $21.6 |
| **TOTAL** | **$68.8** |

outreach to P12 students, support professional development for P12 teachers, community college (CC) and minority-serving institution (MSI) faculty and initiate programs that aid preservice (PST) and in-service teachers (IST) to integrate global learning objectives in their schools through training, education abroad (EA) and international collaboration (AP2, CPP).

# Commitment to the Subject Area on which the Center is Focused

* 1. ***Institutional Support.*** IL is a pre-eminent public research university and recognized leader in international education, research and engagement. With a strong commitment to international initiatives at the campus and college level, internationalization is embedded in all aspects of academics at IL Table 1 (T1). International programming and administration are represented at each level of campus administration and guided strategically by the Office of Vice Provost for International Affairs to ensure comprehensive internationalization.

*Institutional Support for Center’s Operations.* Since CGS was established in 2003, IL has

supported its operations. In the past 3 years, IL redoubled the centrality of CGS’ work to the campus mission first by creating the Illinois Global Institute (IGI) in 2019 to serve as the administrative home for all campus area and thematic centers and second by transferring the UG GS major and minor (established with CGS NRC support) to join the IGI’s other academic programs starting in 2022.

Campus strategic priorities to advance global outreach, research and learning objectives led the Provost to create the IGI to amplify the work of its ten area and thematic centers at IL. The model adopted for the IGI involves a dual-reporting structure that ensures campus level support and programmatic integration with the LCTL and AS programs. The IGI is housed in the College of Liberal Arts and Sciences (LAS) and its Executive Director reports to the Dean of LAS as well as the Provost, who provides the IGI’s budget with an annual allocation of $2.1 million (M). Additionally, the IGI’s centers are sustained by $20.9M in endowments. The IGI Executive Office includes a full-time Executive Director, Senior Business Operations Manager, Accounting Associate, Human Resources Associate, Communications Coordinator and Office Support Associate and a half-time Fellowship Coordinator. Each of these positions is exclusively dedicated to the ten area and global studies centers and thematic programs and thus constitutes a substantive commitment by IL to the centers’ mission and future.

The CGS Director, who reports to the IGI Executive Director, is charged with globalizing IL’s teaching, research and outreach programs – tasks central to IL’s strategic vision to be the pre-eminent public research university with a land-grant mission and global impact. The Director serves on the IGI’s Advisory Committee, which develops the IGI’s strategic goals. CGS receives annually >$200 thousand (K) for staff salaries and operating costs.

*Support for Faculty and Teaching.* IL emphasizes GS through substantial resources committed to

teaching, research, outreach and administration (T1 & T3). For example, IL College of LAS Strategic Plan for 2021-25 prioritizes intercultural competence, calling for increased opportunities for global education. Over 13% (612) of IL’s 4,613 academic faculty and professionals are involved with GS/AS research and teaching, 316 are CGS Affiliates (Appx. 3) directly involved with GS research and teaching. In FY 20-21, IL spent over $25M to support teaching in foreign languages and AS, plus assisted GS/AS faculty in securing >$20M in external, competitive grants. IL further supports the strength of LCTL teaching by directing IL’s nearly $500K in FLAS tuition payments to the LAS LCTL programs and IGI to ensure robust tuition income for LCTL instruction and administration. Finally, for over 20 years, CGS has worked with LAS to grow and institutionalize the UG GS program, which will expand to a multi-tracked MSGS in 2023. Strong institutional support to the UG GS major ensures high quality advising and instructional support through 4 full time academic positions, an AD, a 50% faculty director and an office administrator.

*Library Resources.* IL’s University Library (UL) is the US’ 2nd largest public academic research library. The UL strongly supports GS/AS through the International and Area Studies Library (IASL) with >$3M dedicated annually to support acquisitions and access to materials as detailed in Strength of Library (§F). CGS also has an embedded Global Studies Librarian (GSL) on staff. *Linkages with Institutions Abroad.* IL maintains over 400 institutional linkages representing more than 50 countries. In China, the IL Shanghai Office operates as an extension of the Illinois- China partnership serving students, faculty and staff through outreach and career activities and Zhejiang U./IL Institute - a new engineering college run jointly by the 2 schools. The 2014 Birmingham UK-IL Partnership for Discovery, Education and Engagement led to 70 research partnerships in science, engineering, the humanities and social sciences at IL and U. of

Birmingham. Through TVI funding Prof. Helaine Silverman will scale this initiative to Stockholm U. and Nottingham Trent U. (§I-NRC) (AP1). Current CGS TVI Global South partnerships include: Njala U. in Sierra Leone, where CGS collaborates on the Global Health Initiative and Carle Medicine immersion program, working with faculty from Engineering, Agriculture and Sociology on exchange and mentoring in health-related areas (§I-NRC); U. Gadjah Mada in Indonesia where Prof. Matthew Winters is collaborating on a Big Data Workshop (§I-NRC); and universities in Colombia where Prof. Anita Say Chan is leading a program on Technology, Culture and Digital Equity (§I-NRC)(AP1). CGS is a member of the GS Consortium (GSC) comprising over 50 universities worldwide that promote GS GR collaboration (§I-NRC) (AP1). These initiatives exemplify linkages that support IL faculty and student research and study across disciplines and professions, distinguishing IL as a leader in international education opportunities.

*Outreach Support.* IL funds 85% of the CGS Outreach post, seeded by TVI in 2006. As described in §H-NRC below, CGS works closely with IL NRCs and the International Outreach Council (IOC) comprised of NRC Outreach Coordinators and campus representatives to promote outreach focused on the CCP and AP2.

*Support for Qualified Students.* IL supports students with over $100M in need-based institutional UG scholarships and $15M in need-based GR tuition waivers. An additional $80M in tuition and fee waivers is awarded without regard to need. Study and research abroad are supported with an additional $500K annually. Such support is disbursed so that, for example, all College of Education (COE) UG students are awarded $500 scholarships to participate in teacher education specific programs abroad. In addition to FLAS, the IGI supports students directly through 9 endowed full-year graduate fellowships and 7 annual research grants. In 2018, IL joined the

America Talent Initiative, a coalition of top universities (with Harvard, Yale, Ohio State, & Cornell) committed to enhancing the recruitment, enrollment and graduation of high-achieving lower- and moderate-income rural and urban students. This is a key part of IL’s ongoing Land Grant mission to provide affordable and accessible education to high-performing students regardless of their ability to pay.

# Quality of the Language Instructional Program

* 1. ***Extent of Language Instruction in GS Priority Areas.*** IL, a national leader in foreign language education, offers instruction in 32 LCTLs (23 designated National Priority Languages (NPL)). In AY20-21, IL offered 22 LCTLs, 18 of which were NPL (T2). CGS supports instruction in Arabic (Colloquial, Standard, Business and Media), Hindi (Business and Modern Standard), Persian, Russian, Swahili (Standard and Business) and Turkish (T2, Appx. 1). A

$150M gift to the Gies College of Business (COB) increased interest in the intersection of global business and language proficiencies. The Department of Linguistics (DOL), through direct support from CGS and TVI, increased course offerings in language instruction with business perspectives (e.g., Business Hindi, Business Arabic, Business Hebrew, Business Chinese and Business Swahili) to ensure business students enter the workforce globally ready.

IL’s LCTL Program strengthens capacity in instruction by supporting communicative performance based (PB) language teaching. Led by Dr. Eman Saadah, an Arabic linguist, who is assisted by a team of 3 lecturers and 2 instructors, the program coordinates instruction in Middle Eastern, African, and S. Asian languages while supporting PB across LCTL units and offering

co-curricular activities such as a film series and discussion tables. In the next 4 years CGS and IL NRCs will support numerous new LCTL Program initiatives (Appx. 5), including: virtual reality training for language learning development to expand Arabic students’ textbook knowledge and

engage them in real-life situations; expansion of Arabic program non-traditional offerings by developing Arabic Business online and courses on the responses of the Arab World to global security issues; development of a Certificate in Computer-Assisted Language Learning (CALL); and cosponsored collaborative LCTL/AS/GS conferences (§A & Appx. 5). In AY22, CGS, IL

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| **Table 2. AY20-21 LCTL Levels and Enrollments** |
| **Language** | **Levels** | **GR** | **UG** | **NPL** |
| Arabic (Modern) | 1-6 | 33 | 144 | X |
| Bosnian-Serbian-Croat. | 1-2 | 4 | 18 |  |
| Chinese (Mandarin) | 1-4 | 22 | 210 | X |
| Czech | 2-4 | 1 | 1 | X |
| East Asian Languages | 5 | 2 | 44 |  |
| Greek (Modern) | 1-4 | 58 | 46 |  |
| Hebrew (Modern) | 1-4 | 1 | 17 | X |
| Hindi | 1-4 | 11 | 55 | X |
| Italian | 1-4 | 49 | 249 | X |
| Japanese | 1-4 | 35 | 256 | X |
| Korean | 1-4 | 11 | 189 | X |
| Persian | 1-4 | 6 | 14 | X |
| Polish | 1-4 | 2 | 45 | X |
| Portuguese | 1-4 | 17 | 49 | X |
| Quechua, Ayacucho | 1-4 | 7 | 6 | X |
| Russian | 1-5 | 26 | 146 | X |
| Swahili | 1-4 | 22 | 73 | X |
| Swedish | 1-2 | 8 | 10 | X |
| Turkish | 1-4 | 3 | 15 | X |
| Ukrainian | 1-2 | 7 | 1 | X |
| Wolof | 1-4 | 2 | 0 | X |
| Yiddish | 1-4 | 4 | 0 |  |
| **Totals** | **331** | **1588** | **18** |
| IL has the capacity to offer the following language courses on demand: Bulgarian\*, Catalan, Estonian\*, Hebrew (Biblical), Indonesian\*, Kaqchikel Mayan, Lingala\*, Sanskrit, Urdu\*, Zulu. **\***NPL |

NRCs and the School of Literatures, Cultures and Linguistics (SLCL) will adopt online training service, “Natakallam ("we speak")”, which pairs students with trained Arabic-speaking refugees to help

immerse students in language, culture and practices of the Arab World (AP2).

*Extent of Language Enrollments.* In 2020- 21, 5,083 UG and GR students enrolled in 462 language courses and sections. LCTL enrollments at IL are strong, increasing at the advanced level with CGS support through TVI (more than $57,595 over the

2019-21 AYs). The LCTL Program enrolls nearly 2,000 students each academic year (T2). In 2008, NRC support launched the Summer Institute for Languages of the Muslim World (SILMW), an intensive program that offers beginning to advanced instruction in Arabic, Turkish, Persian, Swahili, Urdu and Wolof. Over the past 4 years 16 CGS summer FLAS fellows took part in SILMW. We seek support to continue facilitating the growth of this program in the next cycle. In 2021 the program attracted 79 students (a 15% increase from 2017), including several

advanced high school (HS) students. With support from CGS and IL NRCs, the LCTL Program’s SILMW launched a residential language immersion program for HS students in Arabic in 2015. To accommodate the increase in enrollment, SILMW will offer 3 rounds of this program in 2022. The SILMW Arabic HS program has been offered for 6 rounds, 5 of which were supported by the Qatar Foundation International securing tuition funding for students. The Arabic HS program’s success serves as a model for planned expansion to other LCTLs in future years.

* 1. ***Levels of Language Training***. IL provides 3 or more levels of training in 19 languages, 16 of which are NPLs (T2). With CGS support, the LCTL Program offers 4 or more levels of Arabic, Hindi, Persian, Swahili, Turkish, Hebrew and Russian (Appx. 1). Notably, in AY19, 6th year Arabic was added to accommodate demand for advanced Arabic. As of Spring ’21, 736 UG students major in foreign languages and linguistics, while 396 students pursue foreign language and linguistics MAs and PhDs. IL offers minors in Arabic, Hindi, Italian, Portuguese, Scandinavian and Sub-Saharan Languages. The Second Language Acquisition and Teacher Education (SLATE) program, a multidisciplinary collaboration between COE, LAS and Applied Health Sciences, offers doctoral students interested in foreign language teaching a Concentration in Chinese, Japanese, Korean, French, German, Scandinavian, Spanish, Portuguese and Italian. Language teacher certification students, including those studying LCTLs, work with the language department and COE Curriculum and Instruction department. In the past 4 years CGS and IL NRCs supported collaborations between the COE and LCTL Program to credential foreign language teachers trained in LCTLs.

*Content-Based Courses Taught in Foreign Languages*. GR/ UG students actively use primary source materials in LCTLs in the many global and AS courses offered at IL. Courses are offered on community service, professions (e.g., Business Arabic, Arabic-English Translation) and

entrepreneurship. Business and Economics courses are offered with instruction in 11 foreign languages, including Chinese, Spanish, German, French, Italian, Swahili, Hebrew, Arabic, Hindi, Portuguese and Russian. Courses for Engineers and Agricultural Professionals are offered in 8 languages, 4 of which are LCTLs. Advanced tutorials are routinely taught, using literary texts, primary and secondary literature, policy documents, as well as newspapers, magazines and cultural materials in LCTLs. The certificate and MA programs in Translation Studies offer advanced content-based courses for aspiring translators. Graduates apply translation skills to interpret in professional settings, including one such program graduate working in the US Embassy in Buenos Aires. Since 2018, CGS has supported further development of the Business courses taught in Arabic, Hebrew, Hindi and Swahili due to growing student interest.

* 1. ***Strength of Language Faculty***. As of AY20-21, IL has 141 full-time foreign language faculty and instructors and 98 teaching assistants (TAs), of whom 81 faculty and 55 TAs are exclusively devoted to LCTL instruction. IL attracts experts in linguistics and language pedagogy including faculty such as James Yoon, an expert in Korean, Japanese and second language/heritage language acquisition; Rakesh Bhatt, a sociolinguistics, bilingualism and code- switching expert; Randall Sadler, who researches computer-mediated instruction and virtual worlds; Silvina Montrul, an expert on heritage speaker second language acquisition; and Xun Yan, a specialist in language testing/assessment who works on teaching and development in language assessment/testing standards for LCTLs. To support language instruction, many instructor and lecturer positions were moved to a new IL teaching faculty track, which provides long term contracts and opportunities for advancement and sustainable programming. *Pedagogical Training.* Performance-Based (PB) instruction is integral to the IL language curriculum. Instruction in all language courses beyond the 100-level is conducted in the target

language which emphasizes open-ended communicative learning. Authentic materials are used to engage students in written and spoken language embedded in relevant cultural contexts. Faculty coordinators in each language department with expertise in second language acquisition supervise the language program. New TAs enroll in a methods course on current theory and practice in language teaching, covering PB methods, curriculum development and assessment, American Council on the Teaching of Foreign Languages (ACTFL) proficiency guidelines, the National Standards for Foreign Language Learning and issues specific to teaching about a target language and culture. TA courses include hands-on practice, critiques of live and videotaped teaching sessions and strategies to develop course plans and materials. CGS supports language instructor workshops featuring nationally recognized experts and will continue this support through the ACTFL and Oral Proficiency Interviews (OPI) training initiatives (§I-NRC).

* 1. ***Quality of the Language Program: PB Instruction.*** SLCL strengthens campus expertise in measuring and evaluating language instruction as a nationally prominent center of research on second language acquisition, focusing on PB pedagogy, evaluation and LCTL testing. Planned new hires with assessment expertise will bolster institutional capacity for research in second language acquisition and pedagogy, training and teaching of PB methods and incorporate the Interagency Language Round Table (ILR)/ACTFL standards for teaching and evaluation. *Quality of the Language Program: Adequacy of Resources.* IL has state-of-the-art resources for language teaching and learning. Drawing on IL's internationally recognized leadership and technological strength in computer and information sciences, IL employs advanced web-based courseware in instruction and evaluation, much of which is developed by IL faculty and staff. Linguistics laboratory facilities include Second Language Acquisition & Bilingualism; Phonetics & Phonology (PP); Electrophysiology & Language Processing; and Discourse, Social Interaction

and Translation laboratories. These research facilities along with a Linguistics Research Room, a linguistics recording room and a Teaching English as a Second Language library support faculty and UG/GR LCTL students with the cognitive, linguistic and psycholinguistic aspects of second language acquisition and bilingualism. The PP Lab supports linguistics research and teaching; and the interdisciplinary Beckman Institute hosts the Computational Linguistics Lab for research on natural language, speech processing and theoretical language models, including LCTLs. Also, IL is a leader in degrees that pair computer science (CS) with liberal arts programs, including CS+Linguistics, nationally recognized for computational and computer-mediated learning that prepares for the teaching of dialects in Arabic, Chinese, Hindi, Persian and Swahili.

*Quality of the Language Program: Language Proficiency Requirements.* IL’s language programs use PB methods to assess student performance in language skills and cultural competence.

Reading and writing proficiency are assessed through achievement tests, essays and content- based writing exercises; oral proficiency is measured through ACTFL-based oral interviews twice a semester. Cultural proficiency evaluation is task-based and contextualized through reading, writing and speaking activities. By integrating training and proficiency evaluation in the LCTL curricula, CGS will support programs like Arabic, Hindi, Persian, Turkish, Hebrew and Russian to prepare students to reach ILR/ACTFL advanced proficiency (AP2) (§I-NRC).

# Quality of the Non-Language Instructional Program

* 1. ***Quality and Extent of Course Offerings.*** IL offers strong GS/AS academic programs including degree options and concentrations described above and 3,486 non-language UG/GR GS courses offered in AY20-21 through 13 colleges and schools in 82 departments (Appx. 1). These options ensure students gain global competencies and international experience. Regional coverage is strong with more than 613 courses on Africa, 520 on Latin America, 412 on East

Asia, 404 on Russia and East Europe, 975 on Europe and 173 on the Middle East and South Asia. Many courses overlap regionally, enhancing GS offerings.

According to the Illini Success Report, 92% of AS graduates were successfully placed (38% in GR programs and 54% in Full Time (FT) employment), exceeding the LAS placement rate of 89%. During the pandemic, IL reinforced its ability to provide equal opportunities and access to education through its robust online programs. IL is one of the leading universities in hybrid and online degree programs, offering 120 online degrees and certificates from 12 colleges. IL continued to provide opportunities and experiences to reach educational goals during the pandemic with over 8,300 different online courses offered in AY21. In 2020, CGS and IGI supported the enhancement of 33 GS/AS courses for hybrid and online format. COE is particularly successful in developing online degrees; the 2021 *US News & World Report* ranks its online MA in Education #3. IL ranked #1 for best online MA programs for veterans—a testament to the campus’ flexible, affordable and responsive offerings.

*GS Courses in Professional Schools.* T5 shows the vast range of GS courses in professional schools in Agriculture, Consumer, and Environmental Sciences (ACES), COB, Media, iSchool (IS), Law, Labor and Employee Relations (LER) and COE, many made possible through TVI support. IL now offers 98 business courses with 25% or more international content, 42 of which are at the GR level, including courses for MBA students. The COB offers UG courses in market development, which partner with students in engineering and industrial design to develop and test products for the Indian market. Notably, CGS supported LER’s development of an 18-credit UG minor and certificate in Global Labor. CGS assisted the ACES International Business Immersion Program, exposing UG students via EA to the global agricultural supply chain. The IS offers a CGS-sponsored Certificate in Global Informatics. Law offers 7 joint degree programs

including GS related collaborations with Journalism, Natural Resources and Environmental Sciences, Urban Planning and Political Sciences. Business and Political Science collaboration supports courses in International Business Law, Business and Human Rights, International Trade Law and National Security Law. Additionally, the Law School offers an NSF funded Illinois Cyber Security Scholars Program that capitalizes on IL’s unique strengths in computer science, engineering and intellectual property law to prepare specialists to protect our nation's cyber infrastructure. In 2021, IL established a Campus Graduate Certificate in Global Challenges in Business. COE in 2021 introduced a transcriptable Certificate in International Education Administration & Leadership to train professionals to lead, develop and evaluate internationalization activities in business/industry and educational settings.

* 1. ***Depth of Specialized Course Coverage.*** Of the GS content courses offered regularly just over 64% are upper division (400 level and up) (Appx. 1). The broad range of GS course offerings include international trade, finance, security, information systems and management, gender and development, communications, education, world religions, ecology, health, region- specific history and culture. Since 2000, CGS has supported developing and institutionalizing 141 new GS courses across 24 units in 11 colleges and academic units. For proposed course development for 2022-26, see §I-NRC.
	2. ***Faculty Strength.*** There are 316 GS/AS faculty who are CGS Affiliates (T3, Appx. 3). The Provost’s Faculty Excellence Program, the Targets of Opportunity Program (TOP) and the Dual Career Program, builds and maintains a pool of a faculty with highest teaching, research and service standards. Last year, campus leadership enhanced IL’s interdisciplinary strength by hiring 22 new faculty in GS/AS fields, with further increases envisioned in IL’s Strategic Plan and TOP funds to be used to enhance faculty diversity. Of the 235 CGS affiliates actively

engaged in teaching, 184 are “Teachers Ranked as Excellent by their Students”.

*Pedagogical Training for Teaching Assistants*. IL’s Center for Innovation, Teaching & Learning (CITL) is a hub of innovations that supports teaching

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| **Table 3. CGS Faculty Affiliations = 316** |
| **College Affiliation** | **#** |
| Agricultural, Consumer & Environmental Sciences | 18 |
| Business/Labor & Employment Relations/Law | 23 |
| Education | 26 |
| Engineering | 13 |
| Fine & Applied Arts/Media | 19 |
| International Programs & Studies/Executive Offices | 17 |
| Liberal Arts & Sciences | 167 |
| Library & Information Science | 16 |
| Medicine & Vet Med/Applied Health Sciences/Social Work | 17 |

and learning. All TAs attend CITL workshops to prepare them for the classroom and microteaching sessions provide TAs with a safe and constructive environment to practice teaching. Additional workshops are mandatory for TAs in more than 30 departments. In FY21, 853 TAs took pre-semester training, over 100 TAs attended CITL workshops, and

94 TAs earned a teaching certificate. To assist international TAs (ITAs) with their English Proficiency Interview (EPI), CITL and the English as a Second Language (ESL) ESL/ITA Program offer a series of workshops. TAs continue professional development through CITL’s credit courses leading to 5 specialized teaching certificates. See §B.3 for foreign language- specific training for TAs.

* 1. ***Interdisciplinary Course Offerings for UG and GR Students.*** IL’s10 interdisciplinary research units, each committed to addressing national and global issues, are underscored by 51 GR and 73 UG majors, minors, certificates and concentrations in interdisciplinary global coursework (T4, T5). Of the 3,966 GS courses and sections listed in Appx. 1, nearly 1,136 are interdisciplinary, offered across 112 department units and colleges through course cross lists. Area specialists and students in the disciplines and professional schools can take courses combining a topical focus with a regional or global perspective.

AS centers at IL offer 6 interdisciplinary MAs. Students complete a total of 40-48 credit hours

including 1) at least 8-10 units of coursework in the target region’s language, history, culture, socio- economic development and politics; 2) each center’s core interdisciplinary seminar; 3) advanced proficiency in one or more regional language; and 4) a thesis. IL also supports interdisciplinary GR minors, allowing students to gain additional expertise.

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| **Table 4. ‘21-22 Interdisciplinary UG Degrees & Concentrations: Enrollment= 2,786** |
| **37 Undergraduate Majors and Concentrations** |
| ACES: Policy, International Trade and Dev. **🔹** | 26 |
| Area Studies Culture, Literature, and **Language Majors\* 🔹** | 243 |
| **Earth, Society, and Environmental Sustainability 🔹** | **195** |
| Gender and Women’s Studies **🔹** | 12 |
| **Global Studies 🔹** | **115** |
| Management: International Business **🔹** | 10 |
| Musicology (Historical and Ethnomusicology) **🔹** | 2 |
| Political Science (includes Intl. Relations Concentration) **🔹** | 873 |
| Sociocultural & Linguistic Anthropology **🔹** | 9 |
| Urban Studies & Planning: Global Cities **🔹** | 2 |
| Classics (including Latin and Classical Civilizations) **🔹** | 10 |
| Religion **🔹** | 4 |
| History **🔹** | 314 |
| Computer Science & Anthropology **🔹** | 15 |
| **Computer Sci & Linguistics 🔹** | **88** |
| **31 Undergraduate Minors** |
| Area Studies Culture, Literature, and **Language Minors\*\*** | **497** |
| **Earth, Society, and Environment** | 14 |
| Environmental Economics and Law | 21 |
| Gender and Women’s Studies and LGBT/Q Studies | 48 |
| **Global Labor Studies** | **7** |
| **Global Markets and Society** | **18** |
| **Global Studies** | **14** |
| ACES: Development, Agriculture, Natural Res. (3 minors) | 38 |
| International Minor (Engineering) **🔹** | 14 |
| International Business | 9 |
| Media & Cinema Studies | 53 |
| Music | 19 |
| Political and Civic Leadership | 2 |
| **5 Certificates and Programs** |
| Global Health | 7 |
| International Development Studies | 5 |
| **Certificate in Global Security (ACDIS)** | **31** |
| **iSEE Fellows** | **70** |
| Global Informatics Certificate | 1 |
| **🔹 Effective for all entering freshmen in Fall 2000 or later, the language****requirement (Language Other Than English Credit) must be completed for graduation. \* Includes 31 distinct area studies and language programs.** |

# Quality of Curriculum Design

* 1. ***Majors, Minors and Certificates in Subject Area.*** *US News & World Report* ranks over 30 IL programs in the top 25. Through TVI IL has a growing number of GS, interdisciplinary

majors, minors, concentrations and certificates at both the UG (73) and GR (51) levels and across colleges (T4, T5). Since 2003, LAS with CGS support, has offered an UG GS major, currently enrolling 147 students. This interdisciplinary degree meets student demand for

preparation for advanced professional degrees and jobs in the public & private sectors (AP1). The GS degree draws on the resources of faculty, disciplines and professional programs across campus. The major has 3 elements: 1) 3 GS foundation courses; 2) 6 credit hours of advanced foreign language study, 9 hours of AS coursework and a semester-long EA program; and 3) 18 credit hours dedicated to thematic study that correlates to one of the 4 Clusters of Excellence.

CGS resources increased IL GS offerings for students in STEM disciplines and professional schools. IL’s top-ranked Engineering College offers an International Minor enabling students to combine engineering with language and culture studies, requiring 21 credit hours of cultural and language training and at least 6 weeks of study/work abroad. ACES has an International Minor requiring 21 credit hours in 3 areas: Global Study in the Social Sciences; Natural Sciences; and a regional specialization. CGS funding accelerated the creation and implementation of the Earth, Society and Environmental Sustainability major, currently enrolling 195 students. The degree teaches the interdependence of the world’s environmental, economic and social systems. Since 2010, CGS and the Program in Arms Control, Disarmament, and International Security (ACDIS) support a UG Certificate in Global Security that currently enrolls 31 students and requires 15 credit hours divided among social sciences, humanities, the natural sciences and engineering.

*Availability, Appropriateness and Quality of Training Options for GR Students in Disciplines and Professional Fields****.*** IL offers 29 interdisciplinary GR degrees and concentrations incorporating GS themes. Professional fields include master’s and doctoral concentrations in: Corporate Governance and International Business; International Economics; International Business; GS in Education (GSE); Design, Technology and Society; and Translation Studies. In the academic disciplines, MA/MS/PhD concentrations and interdisciplinary GR minors include: 5 AS Culture, Literature and Languages minors; Cinema Studies, Gender and Women’s Studies

and Queer Studies; Gender Roles in International Development; Global Studies; Heritage Studies (CHAMP); International Engineering; and Museum Studies. In 2020, IL also established a Campus Graduate Certificate program, creating transcriptable programs focused on professional and non- traditional students. COE offers MEd, MA, PhD and EdD in GSE, enrolling 141 in AY21-

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| **Table 5. 2021-22 Interdisciplinary GR Degrees & Concentrations: Total Enrollment = 1,833** |
| **29 Graduate Majors and Concentrations** |
| AS Culture, Lit., and **Language Majors**\* (MA, PhD) **🔹** | 205 |
| Anthropology (MA, PhD) **🔹** | 49 |
| Comparative (and World) Literature (MA, PhD) **🔹** | 18 |
| Design, Technology, and Society (PhD) | 27 |
| Diversity & Equity in Education (Ed.M., EdD, MA, PhD) | 352 |
| **Global Studies in Education (Ed.M., MA, EdD, online, PhD)** | 141 |
| **Global Studies (MS)** | NEW |
| History (MA, PhD) **🔹** | 69 |
| International and Comparative Law (LLM conc) | 1 |
| Intl. Ed Admin & Leadership (Ed.M., EdD, online) | 48 |
| Library & Information Science (MS, PhD) | 625 |
| Musicology (Historical and Ethnomusicology) (MA PhD) | 15 |
| Religion (MA) **🔹** | 6 |
| Sociology: Transnational (PhD conc.) | 36 |
| Sustainable Urban Management (MS) & Design (MSUD) | 4 |
| Translation & Interpreting (MA, online & on-campus) **🔹** | 31 |
| Urban and Regional Planning (MUP, PhD) | 62 |
| **13 Graduate Minors** |
| Area Studies Culture, Literature, and **Language Minors\*\*** | 8 |
| Cinema Studies | 4 |
| Gender and Women’s Studies & Queer Studies | 12 |
| **Gender Relations in International Development** | 8 |
| **Global Studies** | 3 |
| Heritage Studies (CHAMP) | 1 |
| International Engineering **🔹** | 1 |
| Museum Studies | 5 |
| **9 Graduate Certificates and Programs** |
| Certificate in Environmental Sustainability (online) | 2 |
| **Certificate in Diversity & Equity in Education (online)** | **3** |
| **Certificate in Global Studies in Education (online)** | **3** |
| Certificate in Human Resource Development -International Education Administration & Leadership (online) | 44 |
| Graduate Certificate of advance studies in Library Sciences | 7 |
| Certificate in Translation Studies **🔹** | 5 |
| Holocaust, Genocide, and Memory Studies | 11 |
| Jewish Culture and Society | 3 |
| Museum Studies | 24 |
| **🔹 Graduate Degrees with Language Requirement (Other than English)** \* **Includes 17 distinct area studies degree programs.** |

22. GSE examines modern issues facing the world and empowers educators to address them in the classroom. CGS funding established GSE in 2004 and enrollment has increased by about 400% since

the initial cohort. Through TVI CGS and COE will continue to support AP2 with new courses, EA programs and PST training opportunities (see §I-NRC and T12).

Through TVI CGS launched a 12 credit GR minor in GS in 2014. With GLBL500 and 501 as core elements, the minor integrates each student’s specialized knowledge in a GS framework.

TVI funding will expand the minor to an online GR certificate for professional and non- traditional students. TVI funds will support 15 new courses contributing to existing & new concentrations, certificates, majors, minors and degrees. CGS will offer 5 new GR and UG certificates (CALL (LCTL training), GR GS, GR International AS Librarianship, UG Global STEAM, GR Global Informatics); and 1 new major (MSGS) supported by the new course developments (T1), (AP1, AP2).

As stated above, CGS created a GR MSGS degree that will launch in 2023. The degree builds upon the successful GS GR Minor, The Women and Gender in Global Perspectives Program (WGGP) Gender Relations in International Development (GRID) GR Minor and GR level courses developed across campus through support from CGS, ACDIS and WGGP. The professionally oriented MS is complimentary to the LAS GS BA and UG Certificate in Global Security and will prepare students for leadership in international and domestic careers in NGOs, government, business and transnational organizations. Interdisciplinary coursework combined with domestic and international practicum opportunities will prepare graduates to meet the intellectual and practical challenges facing global governance and civil society organizations.

The MSGS curriculum includes 3 tracks: Global Security; Gender and Public Policy; and Global Governance. The tracks involve a practicum or capstone project and demonstrated competency in a 2nd language. IGI will provide administrative support.

*Undergraduate Program Quality.* In 2021 *US News & World Report* ranked IL 15th among public universities in the nation, with 25 UG programs ranked within the top 20 including tying for 6th in best UG Engineering Program. Of nearly 6,500 UG courses offered, over 3,966 contain

GS content in 112 degree programs. Programs such as the GS and AS majors/minors require every UG student to pursue advanced level courses in non-native languages. Placement has been excellent as 89% of IL LAS undergraduates secured either a job or a continuing education opportunity within six months of graduation (AY18-19). In 2013, IL created the Office of UG Research (OUR), offering an UG Research Certificate and support for students seeking international research opportunities, including student travel. Program support for EA is strong at IL and prepares students for global readiness by introducing them to diverse cultures and viewpoints. To support such initiatives, IL has recently added several more EA offices in multiple schools and colleges, such as COE and LAS.

* 1. ***Academic and Career Advising.*** IL’s career services network is staffed by professionals who provide on-site and online counseling and services to 36,373 UG and GR students annually. Eight colleges maintain one or more career offices. LAS has 166 departmental academic advisors, including 4 full-time advisors for GS majors, minors and certificate students, also offering a career advising e-newsletter aimed at GS majors.

In 2018, IL hired a new SLCL-wide UG advisor whose portfolio includes support for LCTLs, Linguistics and other units, international programs and student recruitment and outreach. The advisor does HS outreach to recruit students and works with guidance counselors for SLCL language programs in CC transfer fairs around the state. The advisor also mentors and supports the “League of Linguistics” student group.

IL has expertise in placement at international firms and careers; 51 of the top 100 global firms and 91 Fortune 100 companies recruited IL students in 2021, which benefits CGS’ GS-supported degree outcomes for both international and domestic students. IL hosts around 45 career fairs annually, along with over 70 career and professional development workshops held by the Grad

College to support our diverse body of GR students. CGS and IL NRCs will continue to jointly hold an annual series of international career workshops for UG/GR students that focus on planning a course of study for careers in government, higher education and the private sector.

* 1. ***Opportunities for and Participation in Research and Education Abroad (EA).*** Over the past decade with assistance from TVI grants awarded to CGS, the total number of students studying abroad and conducting research in a variety of disciplines, programs, and destinations has increased. 2021 *Open Doors* report ranks IL 15th for EA enrollment. IL is also 10th nationally for mid-length EA and 11th for long-term EA amongst doctorate-granting institutions. IL is among the top 15 public institutions nationwide for successful student applications for the Fulbright, with 14 IL students and recent alumni receiving awards in the past year (26% award rate). In AY20, 2,224 students earned credit abroad which is up from 1,931 in the previous year. With the increase in EA participation in the last several years, the Illinois Abroad and Global Exchange (IAGE) office and IL’s colleges and professional schools dedicate staff to manage and develop EA programs. In AY18-20, IAGE offered 215 unique EA programs in over 45 countries: 95 programs in Europe, 39 in Asia, 23 in Oceania, 22 in Africa, 23 in Latin America, and 13 in Middle East. Interdisciplinary EA programs provide further options for students. IL awards

$600K in scholarships to its students doing research and ACES has 53 programs to 29 destinations; Business, 51 to 30 destinations; Education 21 to 16 destinations; Engineering, 76 destinations. CGS has supported the development of 3 types of EA programs designed specifically for PST students (see §I-NRC). These EA programs visit schools and cultural institutions, include homestays where possible and involve collaboration with PST and teachers on location and partnerships with international teacher educators. Despite the pandemic 1,373 students studied abroad and engaged in international research in AY19-20.

Working closely with IAGE program coordinators, a full-time coordinator assists students to find international scholarship opportunities and develop applications. Additionally, the External Fellowship unit teaches students to write grants and offers critique of proposals for external funding. They maintain a searchable database that contains information on over 1,100 graduate grants and fellowships. They have helped students win awards from NSF, Howard Hughes Medical Institute, Fulbright, German Academic Exchange Service, Departments of Defense and Energy, Social Science Research Council among others.

*Access to Study Abroad, Language Programs and Research Opportunities Sponsored by Other Institutions.* Each year, nearly 20% of IL students studying abroad partake in programs sponsored by other institutions, created through linkages and partnerships that constitute over 350 IL EA options. The Big Ten Academic Alliance (BTAA) Language Study program has provided access to over 500 LCTL courses in 37 languages via live video conference. Through the Traveling Scholars Program, doctoral students may enroll directly for up to 2 semesters at a BTAA institution (collectively offering more than 100 LCTLs) without incurring added tuition. Since 2000, 70 CGS FLAS fellows studied LCTLs in 25 countries with other institutions.

Extensive international institutional linkages and partnerships with more than 400 institutions representing more than 50 countries enable students and faculty to engage with and initiate numerous research opportunities (see §A: *Linkages with Institutions Abroad).*

# Quality of Staff Resources

* 1. ***Faculty and Staff Qualifications.*** The success of CGS activities relies on IL’s highly qualified faculty and professional staff. Thanks to a preeminent faculty of 4,613 and professional staff of 3,786, IL academic programs are ranked among the world’s best, including COE and its teacher training, ranked at #3 for online graduate programs according to *US News & World*

*Report* (§C.3). LAS includes as its strategic goal to seek out and support college and departmental initiatives to develop and improve long-term reciprocal partnerships with local P12 schools, community organizations and minority-serving institutions, which uniquely positions IL for programmatic success with TVI projects.

Distinguished IL faculty include 24 Nobel laureates, 71 Fulbright Scholars, 40 Guggenheim Fellows, 19 MacArthur Fellows, 29 Pulitzer Prize winners and a Crafoord Prize recipient; over 80 faculty are members of the American Academy of Arts and Sciences, the National Academy of Sciences and the National Academy of Engineering. In 2021, IL researchers were awarded 3 American Council of Learned Societies Fellowships and a Guggenheim Foundation Fellowship. In FY21 CGS affiliated faculty received over $21M in grants. Award-winning faculty distinguish IL’s learning culture; CGS affiliated faculty are recognized as superior teachers, scholars, scientists and innovators in developing GS curricula and degrees (§I-NRC; Appx. 3).

*Professional Development Opportunities.* Annually, IL provides over $2M for international research and travel through the Scholar’s Travel Fund, Illinois International (IIP) Research Travel and Conference Grants, and other programs—exclusive of generous unit-based support— which CGS faculty affiliates leveraged into $20.5M in external grants. The MillerComm series of the Center for Advanced Study (CAS) supports faculty and staff development via dozens of lectures on GS issues by prominent international scholars. In 2021 CGS leveraged institutional support and worked with 17 other units on campus to host internationally distinguished GS scholars such as Arjun Appadurai and Saskia Sassen. Regarding training, CITL offers a Teaching Certificate program designed to meet the professional development needs and interests of all instructors. CITL hosts an annual Faculty Retreat that explores new approaches to learning. IL staff are also encouraged to enroll in the Intensive Foreign Language Program, which offers

instruction in languages, including LCTLs.

*Commitment to Teaching, Supervision and Advising by Faculty and Administrators.* IL faculty devote 50-75% of their time to teaching/advising UG, MA and PhD students. See §B for language instructor-specific teaching, supervision and advising. Within the GS and LCTL domain, the CGS Director, Associate Director (AD) and FLAS Coordinator advise on FLAS and the GS minor. Advisors in the UG GS program work closely with majors and minors (§D.1).

* 1. ***Adequacy of Center staffing and oversight arrangements.*** Dr. Steve Witt, CGS Director, has worked closely with CGS since 2003, providing administrative leadership as AD from 2003- 2012. An Associate Professor in the Library (UL), Witt is an internationally recognized scholar and practitioner in global and international librarianship with nearly 20 years of administrative experience at IL. His research focuses on information history, placing global trends in knowledge production in the context of wider social and technological developments. Witt was awarded the ALA’s prestigious Davis award for his scholarship on early 20th century globalization of the library profession. As Head of IASL, Witt is the GS and Japanese Studies librarian and supervises 10 faculty librarians to provide access to and curate IL’s internationally recognized AS collections. He teaches CGS’ GLBL 501 seminar and is included on List of Teachers Ranked as Excellent by their Students. Witt is executive editor of the International Federation of Library Association’s (IFLA) journal and is active in the GSC.

Dr. Donna Tonini, CGS AD since 2016, brings a strong background in international education administration and scholarship to CGS. Tonini studied International Education Development at Teachers College, Columbia and has over 12 years’ program management experience: administering USAID projects in Africa and the Caribbean, working with CC career training programs, researching international higher education leadership in Asia and supporting

university international education programs. Her research focus is global trends in secondary education in Tanzania, the internationalization of higher education leadership in Singapore and on the teaching of research ethics. She has taught GLBL500 for 5 years and is included in the “List of Teachers Ranked as Excellent by their Students.” Tonini is also Lead Evaluator for a local rural college that is implementing GS program and serves on the planning board for international education events in the local P12 school system.

Dr. Timur Pollack (CGS as Outreach/FLAS Fellowship Coordinator since 2017) holds a PhD in medieval history from Johns Hopkins and brings extensive teaching, writing and international experience, plus published research on medieval France. Pollack advises students enrolled in FLAS and the GS minor; this role will extend to the GS major after its launch. He works closely with other NRCs to strengthen CGS’ outreach to other academic units, ROTC, COE and P12.

Dr. Maria Dorofeeva, CGS Program Coordinator (PC), holds a PhD in Art History from IL, specializing in modern Spanish and European art. She has years of globally focused project management experience as an NEH Assistant Coordinator and as a Graduate Assistant for REEEC and IASL. The CGS PC manages the Global Intersections program and works closely with other IL units to cultivate and support culturally and thematically diverse programming.

*Campus-Wide Representation in Program Oversight.* The highly qualified professionals listed above support CGS and its mission. To maximize efficiency of human resources, staff from the IL AS Centers collaborate on many NRC and FLAS activities, such as the FLAS information and orientation sessions (§H-FLAS) and organize multiple conferences and workshops. IL NRCs enhance outreach and communication through the IOC. The IOC jointly organizes conferences and public events, including the annual International Week and works with the P12 Teachers’ Advisory Council and COE.

CGS maintains a diverse advisory committee composed of emeritus faculty, junior faculty, senior faculty, administrators and students across multiple disciplines that evaluate CGS programs. The 2020-21 committee includes faculty from Anthropology, Linguistics, Education, Engineering, Law, Agriculture, Consumer and Environmental Sciences, Political Science, GS and a PhD Education Scholar (See Appx. 3).

* 1. ***Non-Discriminatory Employment Practices and Diversity*** IL supports the hiring and promotion of underrepresented groups such as women, racial and ethnic minorities, persons with disabilities and the elderly (see [IL Nondiscrimination Statement](https://oae.illinois.edu/discrimination-and-harrassment-prevention.html)). IL is committed to

incorporating diversity and inclusivity to enhance the educational environment. TOP, a program supported by Office of the Provost, funds recruitment of leading faculty among groups that are underrepresented by race, ethnicity, gender, disability and veterans’ status in specific units on campus. In 2019, IL introduced Sean C. Garrick as the first Vice Chancellor for Diversity, Equity and Inclusion (OVCDEI) to lead initiatives designed to recruit, retain and sustain a diverse community of scholars. From FY19 to FY23, OVCDEI's annual budget will grow from approximately $2.3M to almost $5M. In addition, OVCDEI oversees the Chancellor's annual Call-to-Action to Address Racism and Social Injustice Research Program, which represents an additional $2M of annual funding for research on systemic racism and generationally embedded racial disparity. Having set the target of increasing the number of underrepresented tenure- system faculty to 12%, IL has nearly reached this in 20-21 with 11.9%, and the 14% currently at the assistant professor level promise further improvements for the future. The percentage of women in tenure system faculty stands at 37%, and LAS has been at the forefront of IL’s effort to diversify recruitment, with 43% of incoming faculty identifying as African American, US Latina/o, or women in STEM. LAS has also appointed Isabel Molina-Guzmán, Professor in

Latina/Latino Studies and Mariselle Meléndez, Head of the Department of Spanish & Portuguese, to serve as inaugural diversity liaisons to address inequality and access issues.

# Strength of the Library

* + 1. ***Strength of Library Holdings.*** The UL is the US’ 2nd largest public academic research library with over 14M volumes and 24M items in all formats and languages. This includes 9M microforms, 270K print serials, 200K electronic serials, about 2M electronic books, 600K physical or digital media materials, millions of pages of manuscript materials and 629K maps. Housed in the main library and 25 specialized libraries, these extensive collections support scholarship and research in all disciplines. Among the over 6M volumes that support AS, 1.5M titles are in LCTL languages. IL’s long association with international programs results in stellar collections in many areas. The UL is a depository library for the US, the EU, the UN and Canadian documents and has large collections of documents related to GS from the OECD, World Bank, ILO, IMF, OAS and GATT/WTO.

The UL continues to build the strength of holdings. In FY21, the UL spent over $2M on AS/GS resources from Africana to Yiddish. Rich collections relate to the economic, social, environmental, political and educational aspects of globalization, reflecting close cooperation between the GSL/IASL Head and other library units and scholars in the US and the world.

*Institutional Support*. Nearly $3M in state funds for salaries to support acquisitions and access to GS/AS materials. In addition to a GSL (noted above), the UL has innovative GS/AS positions (FT International Reference Librarian and a Global Popular Culture Librarian), which amplify the library’s prowess in GS/AS. IASL librarians are central to TVI initiatives, hosting the annual International Studies Research Lab (ISRL) CC workshop and working directly with classes like GS499, which replaced study abroad during COVID. The UL also supports efforts like the

Global Civil Society Response to COVID-19 Web Archive and on-demand digitization of important reference materials for remote scholars.

* + 1. ***Cooperative Arrangements and Online Databases.*** The UL leads in cooperation among libraries and institutions, making GS/AS collections available to teachers, students and faculty from other institutions. The UL provides active leadership to the (BTAA) with reciprocal agreements to augment IL collections and provide faculty and students with preferential access to over 120M volumes. The UL also forms the basis for the statewide, shared catalog, I-Share, through CARLI, a consortium of 127 libraries in Illinois. I-Share provides a seamless extension of the online catalog, serving 90% of the State’s higher education faculty, staff and students through 38M records. The UL is ranked 7th globally and 7th among Association of Research Libraries in the US in interlibrary lending and 5th for circulation (1st among BTAA libraries in circulation). A leader in open access repositories and a partner in the HathiTrust the UL provides online access to 17M digitized volumes. The UL subscribes to 73 GS-related online databases that provide fulltext and bibliographical access, including CIAO, OECD iLibrary and PAIS Index. All resources are available to anyone who visits our libraries.

# G Impact and Evaluation

* 1. ***University, Regional and National Impact.*** CGS programs impact the region and nation significantly via the production and dissemination of GS knowledge to P16, higher education and the community. This impact is derived through institutionalization of GS courses, degrees and outreach that emphasize diverse GS issues and perspectives. Since its 2000 inception, CGS helped develop 141 new GS courses, 22 degree programs and certificates (T11) and awarded 339 FLAS Fellowships in 33 LCTLs, including 81 to professional school students. Interdisciplinary

UG and GR programs with GS content remain strong with over 2,800 UG and 1,800 GR currently enrolled (see T4, T5, §B & §C). CGS support for degrees, minors, programs, courses and certificates positions IL graduates for productive public engagement and successful careers. As T6 shows, alumni of these programs successfully enter the workforce and impact society through careers in public and private sectors, GR and professional programs and research and

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| **Table 6. Placement of Graduates with Intl Concentrations AY 20-21 (%) Total N = 1381** |
| **Employment Sector** | **UG\*** | **MA** | **PhD** |
| **Elementary/Secondary Education** | 8% | 10% | - |
| **Government** | 6% | 3% | - |
| **Graduate Study** | 34% | 39% | - |
| **Higher Education** | 6% | 6% | 51% |
| **International Organizations** | 3% | 4% | - |
| **Private Sector** | 42% | 38% | 49% |
| **\*Totals result in 99% due to rounding** |

teaching in US P16 schools. Each year IL NRCs sponsor international career events and outreach that involve industry, education and US government, resulting in successful placements (T9).

CGS achieves widespread local, regional and national impact through its broad range of outreach activities, which target audiences of different ages; provides them with a range of ideas, perspectives and cultural experiences; and leverages TVI funds with institutional support. T7 provides a sample of the outreach activities for 2019-21, organized around the 4 Clusters of Excellence and the audiences impacted.

As an example of the impact, CGS and COE partner to leverage strengths and increase impact with PST and IST, globalizing instruction and improving linguistic proficiency (see §D, H- NRC). Together CGS and COE develop innovative approaches to EA, global education course development, expanding LCTL instruction and assessment and recruitment of PST. T8 outlines CGS impact in partnership with COE and outreach to P12 and CC community.

Impact can be seen from the healthy progression of FLAS Fellows from the beginner to advanced levels of language study thanks to the FLAS, with the majority of UGs (58%) pursuing study at the intermediate level and a healthy 42% progressing to advanced levels prior to

graduation (AY20-21). That impact continues at the GR level as 55% pursued their studies at the

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| **Table 7. Selected CGS Outreach Activities 2019-2021** |
| **Target Audience: P12**=P12 Teachers - **CC**=Community College-**PS**=Postsecondary |
| **Title of Activity** | **Target** | **Impact** | **Expert Presenters** | **Attendance** |
| **COMBINES ALL FOUR THEMES OF THE CLUSTERS OF EXCELLENCE** |
| University of Illinois Global Education Symposium (2020) | P12, PS, P | Int’l | faculty, U/GR students,alumni, international partners, and other scholars. | 260 |
| Summer 2020 Virtual Educators Workshop: K-14 Education during COVID-19 in the US and abroad | P12, PS, P, G, CC | Int’l | Faculty of other institutions Trained instructor, IL Faculty, Consultants | 400 |
| 2021 IL Global Food Security Summit | PS, P | Local | Faculty | 137 |
| **GLOBAL HEALTH** |
| iSEE/JACS MillerComm Lecture: JoanRose, "From Polio to COVID: Environmental Virology at its Best" (‘21) | PS, P | Local | Faculty | 62 |
| Syndemics: Theory & Application (2020) | PS, P | Local | Faculty | 83 |
| COVID-19 and Grassroots Community Organizations Lead by Women: Casesfrom Informal Settlements of South Africa, Iran & Argentina (2021) | P, PS | Int’l | Activists | 41 |
| **GLOBAL SOCIETY AND SUSTAINABLE DEVELOPMENT** |
| Global Intersections: “When Corona Virus Meets the City” – Saskia Sassen (2021) | PS, P | Local | Faculty | 109 |
| MillerComm Lecture: Peter Gleick, "Past, Present, and Future of Water" (2021) | PS, P | Local | Faculty | 100 |
| “The Volatile Market for Globalization” – Arjun Appadurai (2020) | PS, P | Nat’l | Faculty | 121 |
| **LIBRARY, INFORMATICS, COMMUNICATIONS & MEDIA** |
| Multiple ways of knowing: Global perspectives on academic libraries re- imagining systems of knowledge (2020) | PS, P | Local | Faculty | 136 |
| YMCA Friday Forum series: Digital Mis(shaping) of the World (2021) | PS, P | Local | Faculty | 267 |
| Just Infrastructure Speaker Series (Spring 2021) | PS, P | Int’l | Faculty, professionals and practitioners | 2082 |
| **SECURITY, TRANSNATIONAL LAW AND HUMAN RIGHTS** |
| Friday Forum: Women Rise Up (2019) | P, PS | Local | Faculty | 677 |
| How to Realize China: 30 Years After Tiananmen Square (2019) | P, PS | Local | Faculty | 200 |
| **CULTURAL EVENTS** |
| Juerga De Primavera (2021) | P12, PS, P | Local | Dancers, Students | 40 |
| Youth Literature Festival (2019) | P12, PS, P, CC | Rgn’l | Authors, Illustrators, Poets, and Storytellers | 1000 |
| Kayhan Kalhor Live UIUC (2019) | PS, P | Rgn’l | Musicians | 250 |

advanced level while on the fellowship. The survey by our independent evaluator shows the multiplier effect that CGS’ administration of the FLAS has on developing national capacity in LCTLs, as 96% of the Fellows expected to study their language or take relevant courses after

their grant ended and to study their language beyond completion of their degree. During the past four years, 72-80% expressed strong interest in pursuing a career that will utilize their chosen language, directly addressing the NRC and FLAS goals of “meeting national need for individuals with expertise in modern languages and area or international studies.”

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| **Table 8. Support and Outreach Aimed at P12 Educators and CC/MSIs (AP 1, 2, CPP 1, 2)** |
| Program Details | Primary Audience |
| EA: short term, semester-long, teaching abroad course development | PST |
| EA: Short-term (1-4 weeks) Global Education Mentors (GEMS) program | IST |
| EDUC 499, Prep course for EA | PST |
| International Recruitment Teaching Fair | PST |
| Invitational program for Intl. students and scholars to study American Education | Intl. Teachers |
| Discover Global Education workshop for HS students interested in teaching | HS Students |
| International Studies Research Lab | CC/MSI Faculty/Staff |
| Development of course track from CC to IL in Global Security Education | CC |
| Harper CC *Global Region of Focus* support of LCTL and AS development | CC |
| I Global: Helping Middle Schoolers Become Global Citizens | MS |

* 1. ***Placement of Students in Areas of National Need and Future Goals.*** As described above, IL grads who specialize in LCTLs and GS contribute significantly to areas of national need. CGS collaborates with IL’s Career Services and other NRCs on workshops for public service careers that support areas of national need; each workshop averages 75 UG/GR students. Annually, CGS promotes and organizes multiple workshops on careers with envoys from the Peace Corps, Department of State, CIA and UN as well as NGOs. Visiting CGS lecturers, like the Director of the US State Dept. Office of Opinion Research in the Bureau of Intelligence and Research (INR), meet with groups of students to encourage them to consider government service as a career path. Recent GS graduates work in the Foreign Service, US Airforce, global policy, medicine, and computer science, including one Boren Fellow, who now works as a Management Analyst for the Department of Homeland Security. See T6 and T9 for the placement information of the GS graduates in the areas of national needs. These alumni statistics reflect IL’s commitment to DEI goals with the US State Department reporting Black and African American graduates from IL passing the Foreign Service Exam at a higher rate than all other schools. The budget, program

and evaluation plan evidence CGS’ broad, inclusive commitment to student career development.

* 1. ***Addressing National Needs and Dissemination of Information.*** CGS initiates and sustains research, teaching and outreach (see T7) that meets national needs for increased expertise in LCTLs and cultures by enlisting IL faculty to address national and global challenges. This is exemplified through development of new degree programs like the UG/GR major and minor in

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| **Table 9. Placement of students with international disciplines: 2019-21** |
| Public Health Advisor – Center for Disease Control | 3rd Grade Bilingual Literacy Instructor- Rosemont Elementary School, Texas |
| Data Scientist - Federal Reserve Bank of Cleveland | Admissions Advisor – Colorado Technical University |
| Statistician Latin American Public Opinion Project – Vanderbilt U. | Director for Undergraduate Scholarly Engagement – University of Notre Dame |
| Analyst, Frost & Sullivan - China | Congressional Fellow U.S. House |
| Asst. Prof. Anthro – Trinity College | AmeriCorps Youth Program Specialist |
| Clinical Asst. Prof. Psychiatry and Behavioral Sciences – Stanford U. | Assoc. Prof. Linguistics – U of Utah |
| Asst. Prof. and Program Coordinator Africana Studies – West Virginia U. | Legal Administrative Specialist in Social Security Administration – D.C. |
| Executive Director and Fellow at Human Futures Studio – Canada | Assoc. Prof. and Chair History – Furman University, SC |
| Front End Web Developer Amazon Web Services-Seattle, WA | Internal Medicine Specialist – Fresno Medical Center, CA |
| Program Coordinator - MA of Science in Social Policy Program, UPenn | Linguistic Data Analytics Manager, SLCL, IL |
| Software Engineer Fireside D.C. | Social Science Librarian – Syracuse U. |
| Housing Policy Analyst at UN Habitat- Lebanon | Sr. Associate – Teaching Firms of America Charter Schools – NY |
| Environmental Protection Specialist – US Environmental Protection Agency | Teacher – Japan Exchange and Teaching Program |
| UX Researcher – Google | Officer – United States Airforce |

GS and support for LCTL instruction that engage faculty across campus, creating multiple opportunities to disseminate GS knowledge to stakeholders and the public (T14 relates

2022-26 projects to TVI Priorities). Annually, CGS outreach engages

140K P12 and CC faculty and students, businesspeople, media, NGOs, public officials and the public. CGS achieves this by supporting proposals from faculty and stakeholders, including Spurlock Museum’s “Big History Series,” Parkland College’s “Enhancing Global and International Studies in Community College Liberal Arts and Sciences Courses,” and COE’s “IGlobal Teacher Training Initiative” that target P12 and CC faculty and students. The annual ISRL that has hosted 60 participants from 14 states since 2016 has made a national impact by

letting CC faculty and instructors consult IL experts and library materials, strengthening GS at their institutions.

* 1. ***Evaluation Plan.*** IL has a long legacy of collaborative evaluation among its NRCs and other cooperating campus units. Since 2004, this has included joint investment in independent external evaluation of programming and activities. These synergies will continue into the coming cycle through strong and well-coordinated external evaluation. The following programs will be prioritized for external evaluation during FY22-26: 1.) FLAS programs 2.) the Parkland College Global Education Initiative and 3.) the IGlobal program. These activities incorporate AS training, expertise and exposure that are representative of Illinois NRCs and reflect TVI priorities. Additionally, they provide abundant opportunities for meaningful evaluation.

Proposed evaluation activities in the coming FY22-26 cycle include 2 FLAS surveys of current fellows and an alumni survey during the FY22-26 cycle. These will assess student engagement and interest in the study of language and area studies at the beginning of their fellowship year and their commitment to continue language study at the end of the fellowship year. A combined methods approach will be applied to both the Parkland CC Global Education Initiative and the IGlobal program. Evaluation activities for those programs will include preliminary interviews with program staff and relevant stakeholders, surveys and follow-up interviews with participants and site visits to conduct observations and focus groups as appropriate. More information about evaluation objectives and TVI priorities is in Appx. 6.

This collective approach to evaluation on the part of NRCs at IL is cost-effective as it increases the population of possible respondents and provides both an individual and a composite view of the effectiveness of NRCs to meet TVI competitive and absolute priorities. It should be noted that joint evaluation efforts such as those contained in this proposal are often effective in

helping NRCs obtain needed institutional support for advancing area studies programming. IL NRCs have contracted with ALK Evaluation & Consulting (ALKEC), led by Alisha

Kirchoff, a former Associate Director of a TVI NRC with extensive training and experience developing tailored analysis protocols, applied social scientific inquiry and technical writing for diverse audiences. Through her PhD training, she has developed expertise in working across social science research methods and thus utilizes both quantitative and qualitative methodologies in applied research, evaluation and impact assessment. Additionally, she served as the external evaluator for peer institutions’ programming in the 2018 TVI funding cycle. It should be noted that currently, no administrative, supervisory, academic, or budgetary relationship exists between IL NRCs and ALKEC. The evaluation activities outlined here will be performed by ALKEC, which is independent of and not responsible for the administration of the programs evaluated.

ALKEC has the capacity to produce the evaluation needed for TVI programming, and Kirchoff’s expertise will allow her to also work with the centers to develop implementation plans based on the evaluation findings. Due to her background in administering federal grants, higher education pedagogy and administration and over 7 years of applied research experience, she is well-positioned to help IL NRCs identify areas of future growth and opportunity for TVI-funded programs as well as devise plans for implementation. The arrangement between ALKEC and IL centers includes a commitment to not only evaluate and assess programming but also to make recommendations for innovation, improvement, growth. Further, these recommendations may include discussions and strategy sessions for future fundraising, at the institutional level and beyond, to further the reach and impact of TVI programming over the longer term.

* 1. ***Provisions for Equal Access to Members of Underrepresented Groups.*** IL actively pursues diversity via enrollment and hiring; investing in student and employee support; providing high-

quality accessibility; and building strong connections amongst its increasingly diverse student population. Diversity and inclusion in the IL system is built into the University’s strategic framework and daily activities of CGS. In response to the recent national momentum around holistic review in admissions, the Graduate College developed a holistic admissions review toolkit to facilitate admission and increase access to higher education from diverse student bodies, particularly underrepresented and non-traditional students.

This AY IL welcomed a record number of students, of which 20% are from underrepresented groups and 20% are first-generation university students. Following IL’s strategic priorities all colleges work with the Vice Chancellor for Diversity, Equity and Inclusion and CITL to identify and address issues of bias. For example, the Access and Achievement Program (AAP) in LAS provides retention services to students affiliated with the Educational Opportunities Program and the President’s Award Program. The focus of the advisory staff at AAP is rural, first-generation and US ethnic and racial minority students. Further, IL’s new "Illinois Commitment" promises free tuition for Illinois students whose family is below the State’s median household income.

IL annually provides >$21M in funding for diversity programming that spans the campus and reaches into every college, including COB, CE, Law, COE, ACES and UL. Notable events funded across campus include Support of Underrepresented Groups in Engineering (SURGE); educational resources for the Division of Disability Resources (DRES); and iMath: Building Mathematical Identities with/in Latinx and Black Youth. IL has over 800 Registered Student Organizations (RSOs) that reflect the diversity of the campus population. IL is continuously ranked as the most accessible college campus in the US, reflected by IL’s 2012 Barrier-Free America Award and the ADA-compliant residential and academic facilities at the Chez Center for Wounded Veterans. IL earned the 2021 Higher Education Excellence in Diversity Award

from *Insight into Diversity* magazine and has earned that award for 9 years straight.

CGS programs are open to the public which extends to traditionally underrepresented groups, including ethnic minorities, seniors, veterans and rural populations. All CGS in-person outreach activities are held in wheelchair accessible facilities. CGS virtual events are close captioned, recorded and permanently archived. The CGS website and all streaming videos comply with accessibility standards, including ASL interpretation upon request and support access for users with screen readers. CGS disseminates info through campus organizations that target historically marginalized populations and co-sponsors and helps disseminate info about their events in turn.

* 1. ***Improved Supply of Specialists through FLAS Activities and Training Programs*.** Through joint evaluation programs, including surveys of IL FLAS alumni dating back to the 1960s, CGS closely follows the impacts of FLAS alumni on areas of national need: 80% of FLAS alumni use their FLAS language professionally; 30% acquired an additional priority language; 19% work in STEM fields; 6% work in government; 2% with international agencies; 46% are in education. In a prior survey of FLAS awardees, 81% responded positively that their language and AS training aided their professional work and career development. As noted above, CGS actively encourages students and FLAS fellows to pursue careers in government service. Targeted outreach provides the FLAS cohort with unique networking and career opportunities (see Placements in T6 & 9).
	2. ***Degree to Which Fellowships Are Awarded to Students Addressing National Needs.*** CGS prioritizes advanced LCTL FLAS applicants to meet national priorities (§H-FLAS and I-FLAS). In the 2019-2021 FLAS period, 100% of fellows studied a priority language while pursuing advanced degrees in areas of national need, including Business, Education, Engineering, Law, Medicine, Economics, Political Science and Urban Planning. Over 82% of 2019-2021 IL FLAS recipients reported interest in careers that involve engagement with world regions and require

advanced foreign language skills. Recent FLAS alumni include a PhD graduate in community health, who after studying intensive Portuguese in Brazil became a leader in global public health; and a PhD History graduate with intensive FLAS training in Chinese, who is now an Associate Prof. and Director of the Idaho Asia Institute (see enrollment & placement data, T6, T9, T4, T5). **NRC-SPECIFIC**

# H-NRC. Outreach Activities

***H-NRC.1. Regional and National Outreach Impact.*** This section, in tandem with T7, T8 & T10 in §G above, presents a sample of 2019-21 CGS outreach activities and support of P12 educators. In 2020-21, CGS sponsored over 110 outreach events, attended by 7,105 people in Illinois, the US and worldwide. Because of the pandemic, CGS outreach became virtual,

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| **Table 10. Access to Selected GS Online Resources, Jan 2019-Jul 2021** |
| **Resource Type** | **Access** |
| GS library research guides | 10,463 |
| Global Currents new blog | 613 |
| Videos | 324 |
| IDEALS downloads | 67,923 |
| CGS website visitors | 53,000 |
| GS custom search tool | 304 |
| IGI Steam Blog | 80 |
| **TOTAL ACCESS** | **132,707** |

invigorating contacts across state and international borders among both speakers and audiences and finding new ways of using technology to further our mission. CGS outreach directly promotes AP1 by stimulating a vigorous dialogue and search for solutions among individuals and units

working in a broad range of methodologies, cultural and philosophical traditions that focus on global problems and seek global perspectives. The goals of disseminating knowledge, providing resources and promoting innovative solutions are organized around 4 Clusters of Excellence described above and tailored to the full range of communities and age groups studying and working in Illinois. CGS programs and resources, electronically and in-person, reach nearly 140K people annually in P12, post-secondary, CC, business, military, media and public sectors, including underrepresented populations. CGS collaborates with IL NRCs and campus units, including COE, ACES, NCSA, ROTC. Locally CGS partners with CCs, school districts and the

University Y; regionally and nationally CGS works with GS NRCs and teaching associations.

***H-NRC.1.a. Outreach to Elementary and Secondary Schools.*** CGS outreach impacts P12 students and teachers by maximizing campus partnerships with COE, Spurlock and the IOC. It includes multicultural events in schools (e.g., Carrie Busey Intl. Day), delivers lessons through the Spurlock Artifact Program, offers multi-national, online workshops such as the IGlobal Program, supports the statewide Illinois Global Scholars Certificate Program, and supports leadership training for P16 professionals through the Intl. Ed. Admin and Leadership EdD.

Specifically, CGS works with COE Office of International Programs (OIP) to develop and sustain multiple COE programs for PST study abroad that include pre- & post-departure courses and integrated service programs. In a related effort, CGS funded the Global Intersections Fellowships for Teachers (GIFT) Program to allow ISTs to join COE EA programs. With the pandemic, this project evolved into an innovation called IGlobal, where COE invites middle school classrooms globally to learn collaboratively about the UN Sustainable Development Goals (UNSDG). The program involves 22 schools in 10 countries with 700 middle school students, 14 UG PSTs and 6 ISTs. Also, COE and IL Spurlock Museum offer the Middle School Artifact Outreach Program (SMOAP) to deliver hands-on classroom learning experiences that align with Illinois’ middle school social studies curriculum. In 2019, there were 194 visits resulting in 4,674 contacts with 754 students. Due to the pandemic, the program went online.

Launched in 2016 with Global Illinois (GI) and other IL NRCs, the Global Scholar Certificate (IGSC) promotes a multi-tiered integration of global perspectives into high school curricula.

Upon completion, students receive a certificate affixed to their transcripts or diplomas. The certificate is aligned with Common Core Standards’ 21st Century Skills and was codified by the Illinois State Board of Education in 2017. The IGSC expanded from 32 high schools in 2017 to nearly 50 schools in 2019. CGS and a team of COE PSTs presented on GS themes during the

program’s 2019 summit and will participate again in the planned spring 2021 program (AP2).

CGS ensures direct communication with P12 educators and stakeholders through a dedicated listserv and by hosting regular meetings of its P12 Advisory Committee. The latter is made up of area educators who consult and advise CGS and the other NRCs to provide an accurate and current picture of regional needs and help design best practices. This model ensures P12 outreach built on broad and sustainable partnerships that address recurring and new needs. (T8 in §G).

***H-NRC.1.b. Post-Secondary and Professional Schools Outreach.*** CGS outreach on IL campus brings different disciplines, methodologies and philosophical traditions into direct contact and dialogue (AP1). In this role, CGS organizes and co-sponsors multiple conferences, seminars and teach-ins related to CGS Clusters of Excellence (see T7). Each year, there is a central theme to CGS programming, and in the past two years we have also focused on the pandemic, both in its campus and global dimensions. Recent themes have been “Global Work,” “Water and Water Scarcity” and “Global Migrations.” These campus-based events include speakers from academia, government, the military, business, and medicine, including faculty from nearly all IL campus units, such as ACDIS, NCSA, Law, Media, LAS, LCTLs and Global Health. These events are attended by hundreds of faculty, students and the public; in the past year we have also strongly encouraged P12 educators to participate in events relevant to their pedagogy. Presentation slides, publications and recordings are archived and provided as national resources on CGS’ website.

CGS’ highly successful Global Intersections Program sustains both original research by IL students and contributes to outreach. As part of their research design, students work with CGS to host public talks by experts in their field and at the conclusion of their research, students present their findings in live events and on the CGS Global Currents blog. The virtual format of these presentations during the past two years have brought speakers from Ghana, Korea, India, Chile, Canada and England to share their views with the student researchers, the campus community

and the public. The projects yield a wide range of publicly viewed and available deliverables, from dbases and peer-reviewed articles, to a student exchange program in West Africa, to public performances of Flamenco music and dance.

Over the past several years CGS has actively encouraged work in critical areas through campus outreach programming. Annually, CGS hosts speakers from the State Department to discuss career opportunities. Further, CGS engages the campus units of ROTC by working on curriculum reform leading to cross-listing of ROTC and GS courses, encouraging more ROTC students to apply for FLAS fellowships so ROTC students can study DoD-prioritized NPLs.

***H-NRC.1.c. Outreach to Business, Media, Government and the Public.*** CGS is regularly the point of contact for businesses and gov’t. organizations seeking linguistic and cultural assistance from campus experts. In partnerships with other campus units, we promote events and initiatives to foster dialogue and cooperation with campus, business, gov’t., military and NGOs. CGS supports the Heartland Environmental and Resource Economics (HERE) Conference, a multi- departmental program in ACES that includes faculty and students from Economics, Natural Resource & Environmental Sciences, Finance, Institute for Government and Public Affairs, & Law. CGS and Institute for Sustainability, Energy, & Environment (iSEE) host the Sustainability Congress, hosting world academic, business and industry leaders in ecosystem science, food security and socioeconomics to address global social challenges. CGS partners with IL YMCA to support exchanges and joint programs with Njala University in Sierra Leone and works with ACDIS to support technology and policy workshops for business, industry and policymakers.

# I-NCR. Program Planning and Budget1

***I-NCR.1 Contributions to a Strengthened Program.*** Since its inception in 2000 CGS has led

1 §I should be read in tandem with the detailed budget (Appx. 5), Position Descriptions (Appx. 2); and Evaluation

§C, Appx. 6).

prominent IL efforts instituting new degree programs and certificates, supported development of courses and EA programs and, in partnership with academic units, stimulated campus dialogue by bringing world-renowned scholars to engage with both students in classrooms and community (AP1). CGS outreach develops and runs programs for P12 students, supports professional development for P12 teachers, CC/MSI faculty and initiates programs that aid PSTs and ISTs integrate global learning objectives in their schools (AP2, CPP). CGS is deeply committed to free exchange of ideas and vigorous debate, seeking the widest possible range of philosophical, methodological and cultural perspectives. To provide thematic focus

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| **Table 11. Degree Programs Developed with CGS/NRC Support, 2000-2022 w/ ’21 Enrollment** |
| **Degree Program** | **Est.** | **Enrol.** |
| **UG Major: GS** | 2003 | 240 |
| **M.ED: GS Education** | 2004 | 26 |
| **Online M.ED: GS Education** | 2004 | 80 |
| **PhD: GS in Education** | 2004 | 9 |
| **UG Major, Minor: Earth, Society & Environmental****Sustainability** | 2007 | 187 |
| **GR Minor: Heritage Studies** | 2008 | 12 |
| **UG Minor: Global Labor Studies** | 2009 | 15 |
| **UG Cert: Global Security** | 2010 | 34 |
| **GR Minor: GS** | 2013 | 6 |
| **UG Minor: Sustainability, Energy and Environment** | 2013 | 52 |
| **Sustainability, Energy, & Environment Fellows Prog.** | 2013 | 90 |
| **UG Minor: Political and Civic Leadership** | 2014 | 5 |
| **UG Minor: Global Markets and Society** | 2016 | 68 |
| **Online Ed.D.: Intl Education Admin. & Leadership** | 2016 | 48 |
| **UG Cert: Global Informatics** | 2020 | 1 |
| **GR Cert: Intl Education Administration & Leadership** | 2021 | 44 |
| **GR Major: GS** | 2023 | N/A |
| **GR Cert: GS** | 2023-26 | N/A |
| **GR Cert: Informatics** | 2023-26 | N/A |
| **GR Cert: Global STEAM** | 2023-26 | N/A |
| **GR Cert: Global Librarianship** | 2023-26 | N/A |
| **GR Cert in CALL: Computer Aided Language Learning** | 2023-26 | N/A |

and to maximize effective use of TVI funding, CGS held an all-campus competition to establish faculty driven Clusters of Excellence in Global Studies (GS); framing themes are: ***1) Global Health; 2) Global Society & Sustainable Development; 3) Global Knowledge (Library/ Informatics/Media); and 4) Global Governance (Security/Law/Human Rights).*** T12 lists CGS activities by Cluster of Excellence for ’22-26, linked to TVI priorities (AP and CPP), partners and budget requests. The budget lists the grant-supported activities by implementation year (Appx. 5). CGS will further institutionalize GS via interconnected activities with other area

studies (AS) centers, departments and colleges at IL plus work at the international level through

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| **Table 12. Impact of CGS Activities by Cluster of Excellence** |
| **Priority** | **Activities by Cluster of Excellence** | **Partners/Units** | ***Outcomes /* Impact** |
| AP1 | **Global Health**: Carle immersion program for students, with faculty exchanges, conferences; Internationalization of Applied Health Sciences: course development and conference travel; Global Perspectives on Drug Policy: coursedevelopment – add to GSM | Colleges of Engineering, Medicine, IL NRCs, AHS | *Curriculum development Outreach/Dissemination* |
| **Internationalize med.****training & academic programs; Build GSM** |
| AP1, AP2 | **Global Society and Sustainable Development:** Global urbanization and climate change courses for GSM along with Faculty exchanges and workshops; Cert. in Global STEAM; PST & IST study abroad programs; Development of Global Studies in CCs; P12 teacher and CC faculty trainings in curricula and LCTLS; conferences | CCs; P12 teachers; COE; College of Engineering, iSEE; University Tech.Bandung, Indonesia, IL NRCs | *Curriculum development Outreach/Dissemination* |
| **Internationalize teacher training & academic programs; Build GSM;****Globalize CC programs** |
| AP1, AP2 | **Library/Informatics/Media:** Workshops & partnerships for intl. and IL CC & P12 librarians; Intl. reference services; GS collections & intl. field work, conferences; summer research lab in GS for CC instructors; GR Cert in GS Librarianship; GR Cert in Informatics; Expansion of global news content from criticallanguage regions; GA | Library; CCs; P12 schools/librarians; IL NRCs; Cline Center for Democracy; Partner universities in Colombia | *Curriculum development Outreach/Dissemination* |
| **Internationalize library training & academic programs; Globalize CC programs** |
| AP1, AP2 | **Security/Law/Human Rights:** Global environmental policies and politics course and global security course development for GSM; CC workshop on global security education;Grand Global Challenge (GCC) Teacher training workshop; speaker series | ACDIS, College of Engineering; COE; IL NRCs; College of LAS; CCs, MSIs | *Curriculum development Outreach/Dissemination* |
| **Build GSM; Globalize CC programs** |

the GSC. The CGS budget request (NRC $1,090,000, FLAS $1,392,000) shows funding decreases for key courses and programs over the grant cycle; activities are designed for long- term sustainability and institutionalization by partnering with multiple partners and units.

***I-NCR.2 High Quality Activities Related to NRC Program.*** Building along 4 themes and leveraging 2 decades of success, CGS will develop numerous initiatives and expand successful programs. A major achievement will be welcoming students to the GR MSGS and creating a professionally focused GR certificate in GS (AP1) (T12).

CGS will also help develop 5 critical certificates to professionalize pathways in GS, creating training opportunities with broad application in government, education, the private and non- profit sectors and other areas of national need. These new degrees will be enhanced by CGS’

long-term investments in instruction, assessment and pedagogical training in the LCTL program, especially with the proposed additions of new online courses, training services and VR technology that promise to expand flexibility and accessibility for learners (AP2). The Certificate in CALL (T11) adds to areas of national need integrating technology & language teaching for PSTs and ISTs, fostering new connections between IL language programs and local/intl. audiences (AP2). For CC/MSIs, CGS will grow its ISRL to include more participants (CPP).

Further, CGS will partner with ISRL CC alums Parkland, Harper and Heartland to grow internationalization initiatives launched by their work in ISRL. CGS will also support a global security workshop for CC faculty and a STEM competition focused on the UNSDGs to build pathways between the institutions (CPP).

CGS will also support several COE initiatives, including a collaborative online international learning (COIL) project to connect COE students & faculty with faculty & students across the world (AP2). Furthermore, CGS and COE will partner to support the development of new programs for PST EA that includes pre- and post-departure courses and integrated service programs. COE and CGS will also leverage a scalable partnership between language instructors and administrators in rural Illinois schools to encourage global cultural and language learning - an effort that was born from the NRC-supported Global Intersections Fellowships for Teachers program, which funded licensed P12 teachers across the US to join COE EA programs. This program will be scaled to include a mentorship model and become Global Education Mentors (GEMS), in which P12 teachers participate in EA programs and provide mentorship to the participating preservice teachers. In response to COVID, these EA programs fostered IGlobal, which includes free, online curricular materials and teaching guides to supplement global education activities for middle school students, building a pipeline to more challenging, globally

focused high school activities. The materials provide familiarity with the UNSDGs, opportunities for collaboration and meaningful activities during which students engage their peers worldwide. These will be major foci of CGS over the next 4 years (AP2).

Innovation drives internationalization in the Global Health cluster, with the new Carle College of Medicine playing a leading role in advancing international exchange through its immersion abroad program for medical students. The College of Applied Health Science (AHS) will internationalize its programs with new courses on Global Health and Global Perspectives on Drug Policies. In the Global Society cluster, the Global STEAM certificate will examine engineering interventions as well as cultural and social approaches to global problems. In addition, Political Science faculty will add a new GR course on the relationship between global urbanization and climate change. In the Governance cluster CGS will collaborate with Physics, Nuclear Engineering and ACDIS faculty to develop the course PHYS/GLBL580 Global Security Education, which will be partnered with workshops for CC students to provide greater access to courses on security and energy, encouraging students to engage critical issues by creating more affordable paths to BA and MS degrees for students that transfer from the CC to a combined BS/MEng degree at IL (CPP). In Global Knowledge, new certificates in International

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| **Table 13. Projected Campus****Resources for Program Administration 2018-22\*** |
| CATEGORY | AMOUNT |
| LCTL Admin. | $2.6 M |
| GS Admin. | $2.71 M |
| **TOTAL** | **$5.3 M** |
| \*These projected resources are not considered cost sharing or matchingand will not be accounted for or reported on separately. |

Librarianship and Technology, Culture and Digital Equity (Informatics) will build distinctive curricula, exchange experiences and international linkages. The program budget and T12 describe the high quality of programming in each Cluster and the anticipated long-term impacts.

Through these new programs and activities, CGS will build expertise in GS as a field of study across all relevant disciplines and professions at IL and through a vigorous debate of diverse

philosophical approaches and methods that lead to better policies and practical solutions (AP1). ***I-NCR.3 Costs and Objectives****.* Through partnerships with 90 campus units, NRCs and CCs, CGS will draw upon over $5.3M in campus resources (T13) to support TVI objectives. Using strategies for program administration developed over the past 20 years, CGS is positioned to leverage the strong campus commitment to advancing CGS as an NRC in GS. Thus, these funding sources are necessary and sufficient to realize program objectives. As outlined in the budget (Appx. 5), CGS devoted special attention to ensure a positive cost-benefit ratio in administering both the execution of projects and evaluation of effectiveness and efficiency.

***I-NCR.4.a. Long Term Impacts and Sustainability of Training Programs.*** As T14 notes, the 15 new courses at the UG/GR levels will help create 5 certificate programs and 1 degree program, while enriching courses and existing programs across 9 academic units: ACES, AHS, COE, CE, LAS, College of Fine & Applied Arts (FAA), iSchool (IS), Medicine (COM) and CVM. These courses will support the GR major and minor in GS and further strengthen IL institutional capacity and long-term impact in GS. New assessment tools and professional development for LCTL instruction as well as strong collaborations with COE and CCs (CPP) to develop global expertise among current and future teachers will further anchor IL as a national leader in GS. These enduring cross-campus and community collaborations ensure long-term impact and sustainability of the proposed programs. As noted in §G and Appendix 6, these impacts will be measured and evaluated to ensure program growth and maximum impact.

*Curriculum Development: Building Expertise in GS as a Field of Study.* GS is a field that entertains multiple perspectives across disciplines in its approach to international affairs. Building on the success of its GS Minor, CGS is currently building IL’s first MSGS (AP1). Through TVI support CGS will implement the professionally focused 32 credit hour MSGS with

GS concentrations in global governance, gender & development and security, in partnership with ACDIS and WGGP. Each concentration requires a geographic specialization with advanced language proficiency, individual tailored work in a practicum or project and elective courses.

A crucial program element is the application of theoretical knowledge and public policy skills toward a project or practicum. The new MS will concentrate IL’s strong GS GR programming, expand on the GS GR minor and build a pipeline from the highly successful GS UG major and minor. Most GS UG majors pursue professional GR training; the MSGS will prepare students for

careers in public service, civil society and the private sector. The program will include mobility options within the international GSC. New courses for the major include ACDIS’ Global Security and Political Science’s Global Environmental Policies – both interdisciplinary courses that prioritize diverse

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| **Table 14: GS Curriculum Development 2022-26 Courses, Certificates & Degrees** |
| **Curricula Type** | **#** | **Target** | **$$** | **Impact** |
| **New Courses:** 15 new | 15 | P12 | 63K | **AP1**: Increase |
| courses contributing to |  | GR |  | diversity of |
| existing & new |  | and |  | perspectives via |
| concentrations, |  | UG |  | increased GS |
| certificates, majors, |  |  |  | offerings. **AP2**: |
| minors, & degrees |  |  |  | Increased P12 |
|  |  |  |  | training. |
| **New Certificates:** GR | 5 | P12 | 25K | **AP1**: Increase in |
| GS CALL (LCTL |  | GR |  | Grads prepared for |
| training) |  | and |  | Gov’t. Svc. in |
| GR IAS Librarianship |  | UG |  | national need areas. |
| UG Global STEAM |  |  |  | **AP2**: Increased P12 |
| GR Global Informatics |  |  |  | LCTL training. |
| **New Degrees:** | 1 | GR | 94K | **AP1**: Increase in |
| GR Global Studies MS. |  |  |  | Grads prepared for |
|  |  |  |  | Gov’t. Svc. in |
|  |  |  |  | national need areas. |
| **TOTAL Budget Request** | **181K** |  |

perspectives to solve global problems (AP1). CGS will work with the GSC to create a methods course and create online course linkages among GSC members to facilitate guest lectures and virtual research clusters among GS GR students around the world.

# J-NRC. Competitive Preference Priority

***J-NRC.1.a. Collaborating with Community Colleges and Minority-Serving Institutions (CPP)****.*

CGS collaborates with CCs on regional and national levels (T15). CGS and Parkland CC will

launch a new initiative to integrate GS in Parkland curriculum over the next 4 years; CGS will

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| **Table 15. Activities Related to CPP and AP1** |
| **Collaborators** | **Type of activity** | **Details** |
| Physics, ACDIS, NuclearEngineering (Energy & Sustainability Engineering) | Training workshop | Workshop for CC administrators & faculty on UGGlobal Security Cert., including internship opportunities in the Tech & Security initiative. |
| Parkland (CC), IL Centers | Course development,Faculty training | Provide content, materials and pedagogical training onAS/GS. |
| Harper (CC), w/ CAS | Course development | LCTL & AS development through their ***Global Region******of Focus*** initiative |
| IASL and NRCs REEEC,EUC, CEAPS, CGS | Professionaldevelopment | ***ISRL***: instructors, librarians and int’l. higher educationleaders from CCs across the US explore resources at IL |
| Heartland CC | Curriculum development,Faculty training | ***Shared Curriculum Fellowship*** initiative developingAS themes and modules in courses and programs |
| Multiple colleges and unitsacross campus | Campus-communitycollaboration | ***Reimagine our Future*** UN SDG Competition: Developmodel to scale Illinois competition on SDGs to CCs |

grow its partnership with Harper CC to launch critical LCTL and AS development; and begin a partnership with ISRL alum Heartland CC to develop more robust AS programming. With UL, CGS will continue to serve CC librarians and faculty through ISRL. CGS will work with ACDIS on a Global Security workshop for CCs and a team of cross-disciplinary faculty will extend a STEM competition focused on the UNSDGs to build pathways between the institutions (CPP).

With the help of past TVI initiatives, CGS maintains a strong partnership with Parkland CC in Champaign (See letter, Appx. 4). Through TVI, CGS and Parkland will further integrate global and international studies in their classes, ensuring all students within the community are globally ready. Parkland’s Social Sciences Dept. aims to develop and improve their materials on global issues. Parkland faculty from Anthropology, Criminal Justice, Geography, History, Psychology and Sociology will collaborate on instructional design, expanding on previous work developed with CGS through TVI. Cross-disciplinary and cross-college collaboration will create course materials that reflect diverse perspectives, generating debate on world regions and international affairs (AP1). All materials developed during this project will be made publicly accessible on Parkland’s online repository and promoted widely for maximum impact. Faculty everywhere will have access to these instructional tools.

CGS and AS centers will also support Harper CC with critical LCTL and AS development through their *Global Region of Focus* initiative. This will build critical language capacity among faculty in Swahili, Arabic and South Asian languages by covering the cost of language instruction for faculty. This instruction will aid Harper College in serving its large Arabic- speaking student population. Other IL AS centers will support correlative initiatives (e.g., faculty development, curriculum infusion workshops, and AS capacity building) to ensure the long-term success and further institutionalization of this initiative.

A new partnership with Heartland CC will build from its successful ISRL project to scale its *Shared Curriculum Fellowship* to increase the diversity of the College’s curriculum through training and integration of non-Western, international studies themes in paired courses. This interdisciplinary approach prioritizes diverse perspectives to solve global problems (AP1).

In collaboration with IASL, REEEC, CEAPS and EUC, CGS hosts the annual ISRL that welcomes instructors, librarians and international higher education leaders from CCs across the US to explore resources and work with faculty at IL. The ISRL offers unfettered access to IL’s nation-leading library resources and gives CC researchers access to influential scholars. Now in its 7th year, 60 CC faculty have researched at IL to expand GS and LCTL instruction on CC campuses, augment their library collections, or strengthen international education programs; participants have come from 14 states. Each ISRL project culminates with a digital document (e.g., syllabi, EA programs, course units) that anyone can download through IDEALS, IL's institutional repository. In the 6 years of the program, ISRL projects have been downloaded over 68K times, significantly widening the ISRL’s reach.

CGS will also work with DOL and COE faculty to ensure PST students are aware of the FLAS program and will encourage LCTL study from the beginning of the students' course of

study. CGS offers FLAS fellowships to UG, GR and professional students to pursue all levels of study in priority LCTLs. CGS will assign competitive preference to students who demonstrate financial need (FLAS CPP1) and will award at least 25 percent of academic year FLAS fellowships in modern foreign languages other than French, German and Spanish. CGS strives to award 100% of its FLAS awards in one of the priority LCTLs (FLAS CPP2). See §I-FLAS. **FLAS-SPECIFIC**

# H-FLAS. FLAS Awardee Selection Procedures

CGS awards 100% of its FLAS fellowships in priority LCTLs (FLAS CPP2). CGS assigns competitive preference to UG, GR and professional students with financial need (FLAS CPP1). While granting FLAS to students across disciplines, CGS targets professional students in education, medicine, information science, engineering and urban planning who demonstrate a capacity for leadership and passion for public service. Last year CGS received 71 applications for 18 awards, a demonstration of demand and need for the requested 18 awards per year.

*Promoting the FLAS Program.* IL FLAS centers collaborate to promote and administer the FLAS program by holding annual fall information sessions for department representatives and interested students. The centers use the IL FLAS website and social media to promote FLAS to students, with increasing promotion targeted to AP2. To increase awareness of FLAS and the achievements of IL FLAS alumni, CGS highlights fellow and alumni profiles on its website.

*Streamlining the Application and Selection Process.* In response to evaluation feedback and after consultation with other institutions with large numbers of FLAS centers, IL streamlined FLAS administration by creating a centralized FLAS Coordinator within IGI. The Coordinator will manage the application process for all applicants and assist faculty selection committees, charged to apply center-specific criteria, by providing accessible application materials and working

directly with the Financial Aid Office to provide student financial data (FLAS CPP1). Stream- lining this process will accommodate the large number of applicants and facilitate evaluation of students applying to multiple centers. The FLAS Coordinator builds upon the institutional capacity and memory for more effective and efficient administration of the FLAS program.

*Application Procedures.* The CGS website details selection criteria, language priorities and criteria governing off-campus programs. Applicants submit an online application, 2 letters of recommendation, transcripts, a statement that explains how the language and global/AS coursework relates to their current academic programs and long-term professional and public service goals, and a FAFSA. All FLAS applicants apply online using a web-based portal, which allows applicants to apply to multiple centers in one application. This streamlined process is more navigable and efficient for students and fosters more collaboration amongst the centers.

*Selection Criteria.* CGS seeks candidates showing promise of becoming leaders in their academic and professional fields. Selection criteria include the applicant's academic record, scholarly and professional activities and supportive materials, including letters of recommendation from close observers of the applicant's achievements. The applicant’s statement of purpose should clearly indicate how FLAS will advance their professional career, potential for leadership within the candidate’s field of specialization and their contribution to public service. Applicants are evaluated through a 2-tiered process. First the committee ranks applicants using a detailed rubric that allocates points based on each applicant’s 1) academic performance; 2) evidence that language training is crucial to the applicant's academic and professional goals; 3) extent to which the applicant's academic program is focused on global issues; 4) strength of the letters of recommendations; and 5) applicant’s commitment to public service. In the second step, the committee assesses each applicant’s FAFSA documentation to determine financial need,

assigning preference to those demonstrating need as defined by the Higher Education Act of 1965. CGS will continue to work with IL Financial Aid Office to better assess family contributions to educational costs, Pell Grant status and other indicators of need. Using this additional data, reviewers will assign up to 2 points based on need.

*Selection Committees.* CGS forms two 5-member selection committees each winter for UG/GR applications. Committees represent disciplinary and gender diversity. The 2020 committees included professors of Engineering, Law, Library Science, Linguistics and Political Science.

Each year committee members rotate, ensuring a mix and balance of language and AS experts, as well as faculty from different disciplines and professional schools, to offer a diverse array of perspectives (AP1). CGS also ensures a balance of gender and ethnic identity on the panel to ensure broad diversity within the selection committee. The CGS FLAS Coordinator ensures that FLAS guidelines and criteria are applied throughout the selection process.

*Award Notification Timeline*:

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| **Application deadline** | **Review** | **Notification** | **Acceptance deadline** |
| 1st Friday in February | End of February | Mid-March | April 15 |

Award letters contain detailed information on FLAS post-award reporting and evaluation requirements. In late April Fellows meet individually with the CGS FLAS Coordinator to review study plans, FLAS reporting requirements and EA. FLAS centers hold a joint orientation for all new Fellows in early May for summer, late August for AY. These sessions allow FLAS coordinators to answer questions and introduce students to key campus resources.

# FLAS. FLAS Competitive Preference Priorities

*FLAS Awards Corresponding to FLAS CPP1.* CGS is committed to awarding FLAS to as diverse a population as possible as reflected in its 2021 pool of applicants being drawn from 31 academic fields and seeking to study 15 LCTLs. Many of these FLAS fellows indicated interest in

pursuing careers in P12 education, government and security. The selection process described above strives to ensure maximum diversity and representation on the FLAS selection committee and the rigorous review criteria ensure commitment to FLAS CPP1 among CGS FLAS Fellows. *Advising and Careers in Fields of National Need*. FLAS Fellows meet regularly with the CGS FLAS Coordinator to discuss how their coursework can best address their academic and career goals, especially in areas of national need. Working in conjunction with other campus NRCs, CGS brings mid-career FLAS alums to IL for panel discussions and Q&A sessions with current fellows to broaden their career options and maximize their utilization of their language skills.

FLAS Fellows also meet with visiting speakers, especially those who have applied their language and area studies training in government careers. A recent example is the talk and virtual campus visit with Dr. Sherry Martin of the US Department of State’s Office of Opinion Research. CGS will also work with DOL and COE faculty to ensure PST students are aware of the FLAS program and will encourage LCTL study from the beginning of the students' course of study.

*FLAS Awards Correspond to FLAS CPP2.* CGS offers FLAS fellowships to UG, GR and professional students to pursue all levels of study in priority LCTLs. CGS will assign competitive preference to students who demonstrate financial need (FLAS CPP1) and will award at least 25% of academic year FLAS fellowships in modern foreign languages other than French, German and Spanish. CGS strives to award 100% of its FLAS awards in one of the priority LCTLs (FLAS CPP2) and has consistently made 95-100% of its awards for priority LCTLs during the past grant cycle.