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Indiana University Inner Asian and Uralic National Resource Center Program Officer: Dana Sapatoru

**PROPOSAL SUBMITTED TO:**

**United States Department of Education Application Control Center**

**Attention: CFDA Number 84.015A/84.015B 400 Maryland Avenue, SW Washington, DC 20202-4260**

BY:

Trustees of Indiana University 509 E. 3rd Street Bloomington, IN 47401-3654

(317) 278-3473

**Application for grants under Title VI**

**For Academic Years 2022/23, 2023/24, 2024/25, 2025/26**

# COMPREHENSIVE NATIONAL RESOURCE CENTER

**AND**

# FOREIGN LANGUAGE AND AREA STUDIES FELLOWSHIPS

In the following languages: Azerbaijani, Dari, Estonian, Finnish, Hungarian, Kazakh, Kurdish, Kyrgyz, Mongolian, Pashto, Persian, Tajik, Tatar, Tibetan, Turkish, Turkmen, Uyghur, Uzbek

**PROJECT DIRECTOR:**

**Toivo Raun, Director**

**Inner Asian and Uralic National Resource Center DATE OF SUBMISSION: February 14, 2022 AUTHORIZING OFFICIAL**

Steven Allen Martin, Associate Vice President Research Administration

Indiana University Inner Asian and Uralic National Resource Center

**Application for Grants under Title VI**

**for Academic Years 2022/23, 2023/24, 2024/25, and 2025/26**

**Comprehensive National Resource Center and Foreign Language and Area Studies Fellowships**

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| **ACRONYMS AND ABBREVIATIONS USED IN THIS PROPOSAL** |
| **ACTFL** | **American Councils on the Teaching of Foreign Language** |
| **AD** | **Assistant Director** |
| **AI** | **Associate Instructor** |
| **AP** | **Absolute Priority** |
| **AY** | **Academic Year** |
| **BALSSI** | **Baltic Studies Summer Institute** |
| **BTAA** | **Big Ten Academic Alliance** |
| **CALC** | **Central Asian Language Consortium** |
| **CeLCAR** | **Center for the Languages of the Central Asian Region** |
| **CeLT** | **Center for Language Technology** |
| **CEUS** | **Department of Central Eurasian Studies** |
| **CIBER** | **Center for International Business Education and Research** |
| **CC** | **Community College** |
| **CLE** | **Center for Language Excellence** |
| **COAS** | **College of Arts and Sciences** |
| **ConCALL** | **Conference on Central Asian Languages and Linguistics** |
| **CPP** | **NRC Competitive Preference Priority** |
| **CPP1-2** | **FLAS Competitive Preference Priority** |
| **FLTA** | **Fulbright Foreign Language Teaching Assistant** |
| **DL** | **Distance Learning** |
| **GA** | **Graduate Assistant** |
| **HLS** | **Hamilton Lugar School of Global and International Studies** |
| **HBCU** | **Historically Black Colleges and Universities** |
| **IAUNRC** | **Inner Asian and Uralic National Resource Center** |
| **IAUS** | **Inner Asian and Uralic Studies** |
| **ILR** | **Interagency Language Roundtable** |
| **ISCG** | **International Studies Consortium of Georgia** |
| **IU** | **Indiana University** |
| **LCTL** | **Less Commonly Taught Language** |
| **LW** | **Language Workshop (formerly SWSEEL)** |
| **MSI** | **Minority Serving Institution** |
| **NRC** | **National Resource Center** |
| **NTT** | **Non-Tenure Track** |
| **OPI** | **Oral Proficiency Interviews** |
| **OVPIA** | **Office of the Vice President for International Affairs** |
| **PALS** | **Post Advanced Language Study** |
| **PD** | **Professional Development** |
| **PRGIM** | **Public, Regional and Global Initiatives Manager** |
| **REEI** | **Robert F Byrnes Russian and East European Institute** |
| **SoE** | **School of Education** |
| **SRIFIAS** | **Sinor Research Institute for Inner Asian Studies** |
| **STLCC** | **St. Louis Community College** |
| **TPMA** | **Thomas P Miller & Associates** |
| **U** | **University** |
| **Y1-4** | **Year of Title 6 Grant Cycle** |

# Commitment to the Subject Area

* 1. **Center Operation.** The Inner Asian and Uralic National Resource Center (IAUNRC) is the nation’s premier center for knowledge of the central Eurasian region, its peoples, cultures, economies, and polities. For 60 years IAUNRC has worked with government agencies, universities, schools, and civic groups to foster an understanding of the languages and societies of the Inner Asian and Uralic (IAU) region. IAUNRC is

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| **TABLE 1** |
| **IU Support for IAUS, 2021-2022** |
| **Category** | **Amount ($)** |
| *Salary* |  |
| Admin/Outreach | 104,145 |
| CEUS and Affiliated Faculty | 2,509,087 |
| Library | 106,872 |
| *Fringe Benefits* |  |
| Admin/Outreach | 41,501 |
| CEUS and Affiliated Faculty | 999,871 |
| Library | 42,588 |
| LW Instruction | 79,805 |
| Hungarian Chair | 63,000 |
| CeLCAR | 192,506 |
| Library Acquisitions | 79,658 |
| Supplies and Expenses | 15,000 |
| Faculty Research | 104,000 |
| *Student Support* |  |
| LW Summer Scholarships | 200,000 |
| Awards and Assistantships | 977,968 |
| Total Institutional Support | 5,516,001 |

part of IU’s Hamilton Lugar School of Global and International Studies (HLS), comprised of 4 departments and more than 20 centers, institutes, and programs. HLS takes a multidisciplinary approach to global education, offering instruction in over 80 languages, and helping students develop cultural fluency and expertise in nearly every region of the world. The proximity to other leading area studies units promotes deep collaboration. IU pays the salary

and benefits of the Director, AD, shared FLAS Administrator, Administrative Assistant, as well as one stipend and two fee remissions for graduate program assistants (GAs).

* 1. **Teaching Staff.** IU’s commitment to Inner Asian & Uralic Studies (IAUS) is evident in its maintenance of Central Eurasian Studies (CEUS), a unique interdisciplinary department founded as a U.S. Army training program in 1943, the sole independent degree-granting academic unit in the field of IAUS staffed with its own faculty of specialists. In the last year, CEUS hired a Visiting Assistant Professor of Mongolian studies and a tenure-track Assistant Professor of Tibetan studies. These faculty join the newly appointed Michael A. and Laurie Burns McRobbie Bicentennial

Professor in Global Strategic Studies as new faculty in CEUS for AY 2021-20222. There are presently 15 tenured or tenure-track appointments, two Visiting Assistant Professors, one Professor of Practice, one Teaching Professor, and eight non-tenure track (NTT) language lecturers with salaries and benefits totaling $2,379,567. The additional $1,129,391 in salaries and benefits reflects the percentage of faculty appointments dedicated to IAUS instruction in other departments.

* 1. **Library and Specialized Resources.** IU Libraries are home to more than 244,000 volumes relevant to IAUS, many of which are in IAU languages. To support this major collection, IU provides salaries for library personnel and funding for acquisitions, licensing, maintenance, and storage totaling more than $304,000. IU allocates $13,000 annually to the Sinor Research Institute for Inner Asian Studies (SRIFIAS) for publishing original IAUS research in its monograph and papers series, inviting visiting researchers, and supporting collection use. See F.1.a for additional details on support for library resources. The IU Museum of Archaeology and Anthropology, the newly renovated Eskenazi Museum of Art, and the Lilly Library provide further support for IAUS by preserving and displaying artifacts, works of art, and manuscripts from the IAU region. IU supports the Center for Language Technology (CeLT) with a budget of $428,974 for 2021-22. CeLT offers access to audio materials in more than 130 languages. CeLT manages two language laboratories, four video conference rooms, a state-of-the-art recording studio, a media development room, and equipment for loan to faculty. In the pandemic, CeLT purchased eGlass and qBall, specialized products to improve remote teaching.
	2. **Linkages with Institutions Abroad.** The Office of International Partnerships oversees IU’s engagement with institutions of higher education, organizations, and governments around the world. IU has more than 50 primary international university partners, more than 90 agreements

with partners for specific activities, and five IU Global Gateway Offices—three of which are in Eurasia. These partnerships expand international opportunities for all IU students and faculty.

Many IU global initiatives focus on the IAU region. Turkey and China—encompassing Xinjiang, Tibet, and Inner Mongolia—are two of the 30 countries of priority that merit special attention for partnerships because of a high volume of faculty and student engagement. IU has primary partnership agreements with Peking U (China) as well as Koç U and Middle East Technical U (Turkey). Partnerships with Australian National U and the American U of Central Asia (Kyrgyzstan) connect IU faculty and students with other global centers of IAUS scholarship. Agreements link Eötvös Loránd U (Hungary) with the Maurer School of Law. Supplementing the György Ránki Chair of Hungarian Studies, the Hungarian Ministry of Foreign Affairs and Trade will supply visiting professors for the next five years to teach classes on Hungarian history, politics, and literature. CEUS has established departmental-level linkages with Peking U’s History Department and the American U of Central Asia for faculty and student exchanges. CEUS also works with Finnish and Estonian institutions to enrich its language programs.

* 1. **Outreach.** HLS has underwritten such major initiatives as the Institute for Curriculum and Campus Internationalization (ICCI), whose new iteration will be called Summer Institutes for Higher Education; professional development (PD) for the International Studies Consortium of Georgia (ISCG); a Global Workforce Skills Certificate for Ivy Tech CC students; and the award- winning Bridges: Children, Languages, World (Bridges) language program for children. Currently, HLS is in process of hiring a Public, Regional and Global Initiatives Manager (PRGIM) to lead a new initiative extending internationalization support to other campuses in the IU system.

IU hosts several professional societies and cultural associations related to IAUS, including the Mongolia Society (since 1961) and four student-led organizations. CEUS and IAUNRC will host

the Central Eurasian Studies Society annual conference in Fall 2022, the most prestigious annual meeting in the field of IAUS. For 38 years, IU has matched contributions by the Hungarian Chair in co-sponsorship of annual international conferences. Over the last 29 years, IU has provided support for the annual graduate student-run Association of Central Eurasian Students Conference.

* 1. **Students in Related Fields.** Students in IAUS-related departments and professional schools receive financial support from IU in the form of semester, annual, and multi-year fellowships or student academic appointments. IU provides CEUS with one to two graduate recruitment fellowships to attract highly qualified students interested in IAUS. IAUS PhD students often serve as Associate Instructors (AIs), Research Assistants, and GAs in HLS, professional schools, and other academic units at IU. These awards and appointments include tuition remission, healthcare coverage, and a living stipend, totaling $54,318 per award in AY 2020-21. The university also funds numerous, competitive awards to fund pre-dissertation and dissertation-research travel. In total, 31.8% of CEUS students receive non-governmental financial aid. IU also contributes about

$200,000 annually by charging all participants in its Language Workshop (LW) in-state tuition.

# Language Instructional Program

* + 1. **Extent of Language Instruction.** IU is internationally renowned for instruction in critical languages of the IAU region. IU regularly offers AY courses in 12 IAU languages and periodically offers others. See Table 2 and Course List. Most IAUS students study at least one additional language relevant to their specialization, e.g., Russian, Arabic, Chinese, Greek, Romanian, or Urdu. Instruction in modern languages instruction includes four or five contact hours per week, depending on level. Weekly conversation hours supplement formal classroom instruction. During 2018-2021 Fulbright Foreign Language Teaching Assistants (FLTAs) provided instruction in Kazakh and Kyrgyz as well as assistance to instructors in Finnish, Turkish, and Mongolian.

The Center for the Study of the Middle East provides need-based tutoring for Persian. In response

to current demand, IAUNRC and CeLCAR will support a synchronous online course in Pashto in

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| **TABLE 2** |
| **IAUS Languages offered by academic year** |
| **Language** | **15-16** | **16-17** | **17-18** | **18-19** | **19-20** | **20-21** |
| Azerbaijani | \* | \* |  |  | \* | \* |
| Estonian | ■ | ■ | ■ | ■ | ■ | ■ |
| Finnish | ■ | ■ | ■ | ■ | ■ | ■ |
| Hungarian | ■ | ■ | ■ | ■ | ■ | ■ |
| Kazakh | \* | \* | ■ | ■ | \* |  |
| Kurdish | \* | ■ | ■ | \* | \* | \* |
| Kyrgyz |  |  |  | ■ | \* | \* |
| Mongolian | ■ | ■ | ■ | ■ | ■ | ■ |
| Pashto | \* | \* | ■ |  | \* | \* |
| Persian | ■ | ■ | ■ | ■ | ■ | ■ |
| Tatar |  |  |  |  |  |  |
| Tibetan | ■ | ■ | ■ | ■ | ■ | ■ |
| Turkish | ■ | ■ | ■ | ■ | ■ | ■ |
| Turkmen |  |  |  |  | \* |  |
| Uyghur | ■ | ■ | ■ | ■ | ■ | ■ |
| Uzbek | ■ | ■ | ■ | ■ | ■ | ■ |
| Buriat |  |  |  | \* |  |  |
| Chaghatay | \* |  |  |  | \* |  |
| Cl Mongolian |  |  |  |  | \* | \* |
| Evenki |  |  | \* |  |  |  |
| Manchu | \* |  |  | \* |  | \* |
| Old Iranian | \* |  |  |  |  | \* |
| Old Tibetan | \* | \* |  |  |  |  |
| Old Turkic |  | \* |  |  |  | \* |
| Ottoman | \* |  |  | \* |  | \* |
| Tokharian | \* |  |  |  |  |  |
| \* courses offered in language at IU during the AY, including summer* courses offered at the advanced (3rd year) level or higher
 |

AY 2022/23. (Table 8, 3.1.4).

After a hiatus of almost a decade, Tatar will once again be offered in LW starting Summer 2022. Throughout the narrative, the underlined text will designate new or continuing activities and Table 8 on p.45 lists 2022-26 activities, partners, and timeline. Online synchronous instruction (Distance Learning or DL) courses in Estonian, Finnish, Hungarian, Kyrgyz, Mongolian, Pashto, Tibetan, Uyghur, and

Uzbek are offered to non-IU students based on demand. Online instruction is delivered via Big Ten Academic Alliance (BTAA) CourseShare, as well as to non-degree students. In 2018-21, 13 language courses were taught to students at U of Michigan, U of Illinois, U of Minnesota, U of Chicago, U of Wisconsin-Madison, and Ohio State U. Since 2019 IU has introduced a lower online fee for non-degree students taking foreign language courses. This includes graduate students from non-BTAA schools, high-school students, faculty, and professionals. Additional opportunities

include virtual exchanges between Turkish and US college students, as well as weekly conversation hours with Uyghur students from Harvard U and Estonian students at U of Tartu.

* + 1. **Enrollment in Applicant’s and Other Programs.** Enrollment in IAUS language, literature, and linguistics courses remains strong with 206 undergraduate and 111 graduate students in AY 2020-2021. During 2020-2021, when all language courses took place through synchronous, online instruction, enrollments increased—twofold in LW. To maximize the range of languages available, students are encouraged to study languages abroad and within the U.S. when local instruction is unavailable. See D.6. Since 1999, IAUNRC has led the Central Asian Language Consortium (CALC) comprised of Russian and East European, East Asian, and Middle Eastern NRCs across the country dedicated to supporting instruction in LW, which attracts students and professionals from across the United States. Summer FLASes are often awarded for the study of IAUS languages at non-IU programs, such as those in Hungary, Kazakhstan, Kyrgyzstan, and Azerbaijan.
		2. **Extent of Language Instruction at Three or More Levels.** CEUS instructors offer three levels of instruction in nine languages, as shown in Table 2. In AY 2018-21, 243 students (including 131 undergraduates) enrolled in advanced or post-advanced level courses in IAU languages. Post Advanced Language Study (PALS) (4th year and beyond) courses have been created for Estonian, Hungarian, Finnish, Mongolian, Tibetan, and Uzbek and are now regularly offered. These courses meet for four hours a week and integrate classroom and online interaction. IAUNRC will continue to support PALS instruction (Table 8, 3.1.2). CEUS recently offered

specialized heritage learner courses in Mongolian, Uyghur, and Estonian. CEUS is committed to tailoring language training to individual needs, as it has done for State Department personnel.

* + 1. **Foreign Language Instruction in Non-Language Courses.** Advanced non-language courses at IU frequently require students to use foreign language texts for research and discussion.

Students often undertake advanced, applied language study as independent readings supervised by IAUS faculty that focus on students’ research materials. Recent examples of these course topics include Hungarian Linguistics as well as Persian Literature and History. In 2018-21, 43 students enrolled in these courses. After a brief hiatus, Media Turkish will be taught again in 2022. CEUS graduate courses taught in English may be supplemented with a one-credit section where students with relevant advanced foreign language skills discuss readings in that language.

* + 1. **Sufficiency of Faculty Numbers.** IU employs eight Senior Lecturers, one Lecturer, one Visiting Assistant Professor, and one Teaching Professor for IAU language instruction, nearly all of whom are native speakers with significant formal training and experience in teaching their languages and an average of 11 years of employment at IU. Several IAUS non-language faculty occasionally teach literary or rare IAU languages, including Chaghatay, Daur, Ottoman, Evenki, Imperial Old Tibetan, and Manchu. The student-to-teacher ratio for language courses is about 9:1. Through Fulbright’s FLTA program, CEUS hosts native speakers who supplement the regular language faculty by providing students with exposure to dialectal variations of native speech and who effectively decrease the student-to-teacher ratio. The FLTAs often participate in IAUNRC- organized outreach, providing authentic cultural experiences for K-12 educators and students.
		2. **Exposure to Current Language Pedagogy Training.** CEUS employs a Language Coordinator (LC) to maintain uniform, high standards in IAU language instruction. The current LC holds a PhD in Applied Linguistics and has more than 20 years of experience in university- level IAU LCTL instruction. The LC regularly observes classes of junior or visiting faculty, holds monthly pedagogy meetings with all instructors and AIs, and makes resources available through the internal CEUS instructors’ website. Recent discussions on pedagogy have included proficiency-oriented curriculum development and hybrid and online instruction. Instructors

participate in intensive pre-semester workshops, which address the curricular and cultural aspects of language teaching, performance-based learning, and technology-based instruction.

Instructors receive training through campus-wide workshops and lectures by the Department of Second Language Studies and Center for Language Excellence (CLE); pedagogy and technology workshops provided by the IU Center for Innovative Teaching and Learning (CITL), CeLT, and the LW; workshops on learning management systems with CeLCAR, CITL, and University Information Technology Services; the IU Foreign Language Share Fair; and state, national, and international conferences, especially the Conference on Central Asian Languages and Linguistics (ConCALL), which IAUNRC will continue to support (Table 8, 3.4.2 & 3.4.1).

During the move to online teaching as part of IU’s response to the Covid-19 pandemic in Spring 2020, the CEUS language faculty quickly adapted thanks to the online and distance teaching experience many already had. In addition, faculty took advantage of several new online training opportunities provided by LW, the University of Chicago Language Center, and CLE. CEUS instructors led some of the IU workshops for professionalizing online instruction.

* + 1. **Use and Development of Performance-Based Instruction.** All language courses utilize theme-based syllabi that specify scope-and-sequence for content, learning outcomes in terms of functional use of the four basic language skills, cultural content/skills to be mastered by the end of each term, and the specific activities that serve as performance measures. All students in second and third year are pre- and post-tested to measure learner development. The current curricula have been developed in line with American Council on the Teaching of Foreign Language (ACTFL) guidelines and aim to take learners to at least Intermediate High level by the end of the third year of language study. To prepare the students for communication with native speakers in professional and everyday situations, CEUS emphasizes teaching spoken language and the use of authentic

materials. The use of Canvas, IU’s learning management system, enhances the accessibility of authentic materials. Instructors and students alike use the built-in recording tools as well as file uploads to practice speaking and listening independently. Students in advanced and post-advanced courses undertake projects creating digital language and content materials such as specialized glossaries relevant to their fields of study. IAUNRC supported creation of teaching modules “Business and Communications” and “Health and Nutrition” (both for advanced Turkish) for the Language for Specific Purposes project. In Y1 of the new cycle we will support a Business

Language module for Uyghur (Table 8, 3.3.5 & 3.4.5).

* + 1. **Adequacy of Resources for Language Teaching and Practice.** IAUNRC plays an important role in the development and acquisition of effective teaching materials. With IAUNRC support, CeLCAR has developed and published textbooks for introductory and intermediate levels of multiple IAUS languages. We will support development of advanced Kyrgyz and Uzbek

textbooks in Y1 and Y2 (Table 8, 3.3.2).

Language faculty frequently utilize the growing IAUNRC multimedia collection. An assortment of national holiday celebrations, film series, and cooking lessons on campus supplements classroom instruction. IAUNRC-organized symposia and book clubs are a valuable resource for language courses. The Estonian, Finnish, and Hungarian governments aid language instruction by providing teaching materials, films, and financial support.

IU’s support of instructional technology has allowed instructors to respond quickly and in creative ways to the need for relevant materials, resources, and practical language experiences (as the transition to online instruction in 2020-21 demonstrated). CeLT provides technical resources to support language instruction (see A3) and CITL runs technology workshops. Conversation sessions with native speakers use technology to provide IU students with a wider community of

language-learning peers. Language classes regularly use applications such as Quizlet, Kahoot, and Padlet to enhance vocabulary learning and collaboration.

* + 1. **Proficiency Requirements.** The language curriculum aims to take students to at least the intermediate-high/advanced low level of proficiency, measured by the ACTFL scale, by the end of the third year. All language programs are proficiency-oriented and focus on all four skills. Language exams are comprehensive and measure student mastery of the four basic skills of language learning as well as cultural pragmatics. Such testing occurs twice a semester. The LC advises on written exams and tasks for oral exams and provides detailed feedback on task design, assessment rubrics, and exam format. The goal is to have prochievement-type testing with increased focus on performance assessment. Exams include tasks to assess performance in interpretive, interpersonal, and presentational modes. Portfolio-type assessment is used in upper- level language courses featuring individual or group projects. In 2022-2026 IAUNRC will fund

Oral Proficiency Interviews (OPIs) to track measurable learning outcomes (Table 8, 3.1.3). All

CEUS language instructors and AIs have received either ACTFL- or Interagency Language Roundtable (ILR)-based training or are certified as testers for ACTFL/ILR-OPI. Moreover, testing is available for students from other institutions for their foreign language proficiency requirements. In AY 2018-21, IAU instructors conducted proficiency exams in Hungarian, Mongolian, Pashto, Persian, and Uzbek. The CEUS department language teaching Canvas site makes past exams available to instructors. Self-testing materials are available from CeLCAR and online in the form of samples for national language exams (e.g. Certificate of European Framework of Reference for Estonian). Several instructors are involved in authoring textbooks for Azerbaijani, Mongolian, Estonian, Uyghur, etc. In 2022-26 IAUNRC will support development of Survival Textbooks for

Dungan and Karakalpak (indigenous languages of Central Asia), Pashto and Dari materials for

Resettlement and Government Agencies, and a Tatar textbook (Table 8, 3.3.1 & 3.3.5).

# Non-Language Instructional Program

* + 1. **Variety of Disciplines Covered.** IAUS faculty offer a variety of courses reflecting their research on IAU topics in numerous disciplines; between 2018 and 2021, IAUS course offerings included 374 non-language courses, with concentrations in anthropology (13), religious studies (13), history (12), public affairs (11), music (9), law (8), and political science (3), as well as comparative literature, economics, information science, international affairs, and linguistics.
		2. **Course Availability in Professional Schools.** IU professional schools offer undergraduate and graduate courses with IAUS content, for example, International Criminal Law (School of Law), Strategic Intelligence (Luddy School of Informatics, Computing, and Engineering - SICE), and NGO Management for International Development (O’Neill School of Public and Environmental Affairs—SPEA). See Course List for offerings in the Schools of Education, Law, SICE, and SPEA. Students in professional schools may also meet specific requirements for regional specialization or enrich their program of study by enrolling in IAUS courses offered through CEUS. Students from professional schools also pursue dual MA programs or PhD minors in CEUS. Since 2018, eight graduate students have or are pursuing dual degrees with CEUS and IU professional schools.
	1. **Depth of Specialized Course Coverage.** The area studies and disciplinary specializations of its faculty allow IU to offer depth as well as breadth in instruction. Courses cluster into several sub-regions of IAUS, including Central Asian, Mongolian, Persian, Tibetan, Turkish, and Uralic studies. See Section D and Course List for more information. The depth of course offerings in each of these regional fields permits students to pursue formal MA and PhD specializations in any of

these regions while receiving a CEUS degree. The courses reflect faculty strengths and offer opportunities for students to pursue a focused course of study by taking increasingly specialized

courses addressing diverse disciplinary perspectives, time periods, and thematic emphases. Courses allow students to understand contemporary social issues, examine periods in IAU history, consider the

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| **TABLE 3** |
| **IAUS area studies and language courses by sub-region** |
| **Sub-region** | **14-15** | **15-16** | **16-17** | **17-18** | **18-19** | **19-20** | **20-21** |
| Central Asia | 40 | 38 | 42 | 38 | 52 | 38 | 37 |
| Mongolia | 19 | 16 | 13 | 15 | 18 | 18 | 28 |
| Tibet | 12 | 13 | 13 | 10 | 14 | 14 | 13 |
| Iran/Persia | 20 | 14 | 16 | 23 | 23 | 19 | 27 |
| Turkey | 21 | 22 | 22 | 23 | 36 | 28 | 21 |
| Uralic Region | 23 | 26 | 35 | 33 | 51 | 46 | 47 |
| Other/trans-regional | 22 | 36 | 33 | 31 | 96 | 66 | 103 |

relationship between religion and politics both historically and in the contemporary world, engage with identity formation and nationalism in the region, critically assess and practice using historical sources, gain mastery of regionally appropriate research methods and resources, and pursue individual research. Graduate students may further pursue their specific academic interests by undertaking directed readings with faculty specialists, including readings in area languages. IAUNRC will enrich non-language instruction with an array of interdisciplinary workshops,

roundtables, and conferences aimed at deepening the knowledge of our region and presenting

diverse perspectives to the IU community and the general public (Table 8, 1.1.1 – 1.1.16).

* 1. **.a Sufficiency of Faculty Numbers.** The total number of courses offered and the low student- to-faculty ratios, attest to the sufficiency of faculty numbers for meeting instructional needs in IAUS (see Course List). In AY 2018-2021, 24 faculty and AIs offered 234 courses with 100% IAUS content. The median student-to-faculty ratio was 15:1, allowing faculty to offer individualized attention to students at all levels.

**C.3.b Pedagogy Training for AIs.** AIs for IAUS courses are trained by the College of Arts and Sciences (COAS). Training includes workshops and departmentally oriented for-credit pedagogy courses. These address course planning, campus policies and climate, classroom management, and assessment methodology. AIs receive mentorship and feedback from the faculty supervisor and receive student feedback through course evaluations. AIs have access to development opportunities offered through CITL and the University Graduate School, including the Graduate Teaching Apprenticeship Program, a multi-disciplinary career development program. IAUNRC sponsored a CEUS faculty member to develop “Teaching Area Studies,” a pedagogy course, since offered biennially, that addresses the challenges and origins of teaching IAUS courses. It includes visits from government employees to explore the practical application of IAUS in government service. Since fall 2018, CEUS has provided support for advanced graduate students to develop and teach 18 IAUS undergraduate courses. PhD students with teaching experience may apply for the competitive IU Future Faculty Teaching Fellowship, which funds them to serve as visiting faculty at IU regional campuses. Since 2014, four IAUS students have participated in this program. One is now tenured faculty at IU East and another served as full-time NTT faculty at Bates College.

* 1. **Interdisciplinary Offerings.** A high proportion of area studies courses offered by CEUS include content and methodology from multiple disciplines. The courses “Prophets, Poets, and Kings: Iranian Civilization,” “Labor and Migration in Central Asia,” “Uralic Peoples and Cultures,” and “Mongolian Folklore” integrate approaches from anthropology, geography, cultural studies, folklore, linguistics, religious studies, and history for their respective regions. In this way, students gain a deep knowledge of their respective regions of study, and an understanding of the different forms of knowledge that inform the study of—and major debates surrounding—those regions.

Other courses, such as “Structure of Turkic Languages,” are cross-listed with disciplinary departments because they combine area studies with a single strong disciplinary focus.

# Quality of Curriculum Design

* + 1. **Incorporation of Area Undergraduate Instruction into the Baccalaureate Degree Program.** Language and area studies instruction in IAUS is available to all undergraduates at IU and formally incorporated in COAS, HLS, and IU’s various professional schools. IAUS courses are incorporated into baccalaureate degree programs primarily through 1) CEUS major, 2) CEUS minor, 3) the Nordic Studies minor, 4) regional or linguistic concentration within the International Studies major, 5) Middle Eastern Languages and Cultures (MELC) major, 6) General Education courses, and 7) the Islamic Studies Certificate. The creation of the undergraduate major in CEUS in 2013-14 demonstrates IU’s commitment to internationalization of the undergraduate curriculum and broadening undergraduate student access to substantive training in IAUS, including LCTLs.

# Appropriateness of Requirements and Resulting Quality of Undergraduate Program.

IU undergraduates enjoy a variety of options to engage with IAUS. Students majoring in CEUS pursue either the Central Eurasian track or the Language and Civilization track, focusing on area studies courses or advanced language study, respectively. These tracks are flexible and allow undergraduates to develop language and area studies skills in critical sub-fields of IAUS.

The International Studies major requires six semesters of foreign language study and three courses with a regional focus at the 300-400 level which may be fulfilled with IAUS content. IU undergraduates may use IAUS courses to fulfill campus-wide gen-ed requirements in cultural studies, foreign language, international studies, social and historical studies, as well as arts and humanities. COAS mandates that all its students enroll in Critical Approaches courses, featuring fundamental disciplinary and methodological questions. In the past four AYs, CEUS Critical

Approaches courses included (with enrollments): Oil, Islam and Geopolitics (58); Prophets, Poets and Kings: Iranian Civilization (117); Intro to Central Asia, Mongolia and Tibet (72); Post-Taliban Afghanistan (52); Introduction to the Ancient Near East (72); and The Civilization of Tibet (68).

IU’s Turkish Language Flagship program (concluded in 2020) prepared undergraduates for careers in areas of national need. It provided students the opportunity to attain professional language proficiency through classroom learning, extracurricular activities, and a year of overseas study language study. IAUNRC-affiliated faculty teach required courses for HLS’s Global Service and Peace Corps Prep certificate which aims to enhance student preparedness for competition in transnational markets and strengthen acceptance rates for students in the Peace Corps. To support

these efforts, on 3/4/22 IAUNRC is organizing a Peace Corps Central Asia recruitment event.

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| **Table 4** |
| **CEUS Undergraduate Program Major Requirements** |
| **Central Eurasian Track** | **Civilization & Language Track** |
| 30 credit hours of CEUS-approved courses including:1. 4 semesters (to intermediate level) study of a Central Eurasian language
2. 1 introductory, regionally-focused course
3. Elective area studies courses including minimum 18 hours at 300-400 level
4. 1 capstone writing and research course
 | 31 credit hours in CEUS-approved courses including:1. 6 semesters (to advanced level) study of a Central Eurasian language
2. 1 introductory, regionally-focused course
3. Elective area studies courses including minimum 18 hours at 300-400 level
4. 1 capstone writing and research course
 |
| **CEUS Undergraduate Program Minor Requirements** |
| CEUS Undergraduate Minor includes 2 tracks:1. Minor with at least 5 area studies courses

Minor with language certification including 2 area studies courses and minimum 2 semesters of Central Eurasian language study beyond the first year |

* + 1. **Variety of Training Options for Graduate Students.** IAUNRC and CEUS provide diverse training options drawn from many disciplines and professional fields, the requirements of which directly contribute to the quality of graduate training. IU graduate students have six IAUS training options: 1) the CEUS MA; 2) the CEUS PhD; 3) the CEUS PhD minor; 4) joint or dual degrees (CEUS degree and a professional school) or a double major degree (CEUS and another COAS department); 5) the Inner Asian and Uralic Studies Certificate; and 6) fulfilling requirements or completing electives using IAUS courses, e.g., International Studies MA/MS. Students in a variety

of professional programs pursue these options. Common interdisciplinary combinations are CEUS with Anthropology, Folklore and Ethnomusicology, Political Science, or History.

* + 1. **Appropriateness of Requirements and Resulting Quality of Graduate Program.** IAUS graduate courses offered in or cross-listed with CEUS, especially language courses, fulfill program requirements or serve as electives for students from diverse fields including public health, law, informatics, history, political science, linguistics, Middle Eastern studies, Russian and East European Studies, and East Asian studies.

The CEUS MA introduces students to IAUS at the graduate level and requires at least intermediate competency in a Central Eurasian language, but most are motivated to continue to the advanced or post-advanced level as shown by the 73 students enrolled in advanced or post- advanced language courses during the present academic year. See Table 2 and Language Course List. CEUS graduate students may choose a thematic focus in Post-Communism and Nationalism or a Region of Specialization (ROS): Baltic/Finnish, Central Asian, Hungarian, Iranian, Mongolian, Tibetan, or Turkish. IU requires all PhD students to complete a minor outside their home departments. Students may fulfill this requirement through the CEUS PhD minor, which entails completing 12 credit hours. The minor attracts students whose research relies on IAUS language and area knowledge, like those in Anthropology, History, Political Science, or Ethnomusicology. Graduate students have increasingly enrolled in dual or joint degree programs that combine study in CEUS with study in a professional school to obtain the following degrees: SPEA (MA/MPA), Kelley School of Business (MA/MBA), School of Public Health (MA/MPH), and SICE (MA/MIS and MA/MLS). These programs require 24 credits of IAUS language and area studies coursework, offering training comparable to the CEUS MA. Graduate students may also major in CEUS and another COAS department, e.g., by pursuing a PhD in Political Science and CEUS. Fulfillment of

standard degree requirements in both departments results in a single degree. Since 2018, 24 PhD students from Political Science, Religious Studies, Folklore, Linguistics, History, and Anthropology have or are currently pursuing a second major in CEUS. An additional graduate option is the IAUS Certificate, which requires 18 credit hours of language and area studies coursework and at least four semesters of language instruction in a Center language.

* 1. **Academic and Career Advising.** IAUS students receive academic advising through CEUS, HLS, and their home departments. Undergraduate students majoring in CEUS meet each semester with the CEUS undergraduate advisor and receive mentoring from the Director of Undergraduate Studies. At the graduate level, CEUS students formally consult a primary faculty advisor each semester to seek advice on course selection and degree progress. A multi-member, interdepartmental advisory committee supervises student academic progress through admission to candidacy, and a research committee oversees completion of a thesis or dissertation. The Director of Graduate Studies provides supplementary academic oversight.

IU offers a comprehensive approach to career advising. IU’s Walter Center for Career Achievement provides courses featuring practical training in job hunting and guidance on career development to undergraduate and graduate students. One of the Walter Center’s ten Career Communities is focused on Government, International Affairs, and Public Policy, offering students specialized training, contacts, and events to connect them to government at all levels. COAS also supports the College Luminaries Program, which connects successful alumni with students. HLS offers access to the school’s in-house career advisor and the Global Leaders and Professionals Program, which provides career counseling, skills development workshops, and networking opportunities, to help students plan for their careers and make professional connections. Other resources include the HLS Professional Mentors Program and the HLS Emerging Leaders Council,

both of which match prominent alumni with HLS students to optimize their networks and career paths. HLS sponsors a residential Living-Learning Center for undergraduates interested in international affairs and provides these students additional professionalization and academic advising opportunities. Students can make other valuable connections through Ascend Indiana, a service that partners with major employers in the state that do business in the global marketplace. Students in professional schools receive program-specific advising from their schools’ career development offices. CEUS and other COAS/HLS departments prepare graduate students for the academic job market through advising, individual and group meetings, and practice interviews/job talks. Additional IU resources include the Graduate Student Mentoring Center, the GradGrants Center, and other PD services. Since 2019 IAUNRC presented two professionalization workshops for academic and nonprofit careers. A career talk by a CEUS alumnus, a retired CIA agent, took place on 1/18/22. We are cosponsoring a panel discussion on international development careers (3/25/22), and a workshop on government careers in IAUNRC series is planned for 4/2022. We

will continue the series by adding the workshop “Applying for Federal Jobs” in Y4 (Table 8, 1.3.1)

IAUNRC publicizes campus visits, recruiting events, and career opportunities.

* 1. **.a Arrangement and Usage of Research and Study Abroad Programs.** IAUNRC, with the support of the Office of the Vice President for International Affairs (OVPIA) and the Office of Overseas Study, promotes formal arrangements for students to study and conduct research abroad. In the last decade, the number of IU students earning credit abroad increased 57%. IU was ranked sixth nationally for study abroad and has the second most semester-long programs in the country as of 2019-20. IU has been a Top 20 Study Abroad Institution for more than 20 years with more than 250 IU-sponsored programs. Since 2019, 20 IU students received external funding—largely

in the form of Fulbright, CLS, and Boren awards—to study in IAU regions. During the same time, minority student participation in study abroad more than doubled from just over 10% to 22.9%.

Engagement with the IAU region is strong, with the number of IU students studying in Inner Asia remaining high. As of 5/2020, 161 IU students studied abroad in Central and Inner Asia. These students have been supported by numerous internal and external award programs, such as ACLS; IREX; Fulbright (including Critical Language Enhancement Awards); Fulbright-Hays DDRA; SSRC; IDRA; Dept. of State (DoS), Title VIII Fellowship; Critical Language Scholarships (CLS); Boren; and IU’s Mellon Innovating International Research, Teaching, and Collaboration Grant. IU supports undergraduate and graduate exchange programs with universities abroad allowing students to pursue IAUS studies at Australian National U; American U of Central Asia in Bishkek; and Peking U. For more information on formal linkages with institutions abroad see A.4.

**D.3.b Student Access to Programs at Other Institutions.** In addition to the programs noted above, IU students have access to courses taught through BTAA CourseShare. PhD students may also spend a whole or partial academic year at other Big Ten institutions to pursue specialized coursework through the Traveling Scholar Program. FLAS and Title VIII awards support IU students studying languages at other U.S. institutions. During the pandemic, the number of these students increased. IAUNRC publicizes external opportunities through electronic distribution lists, newsletters, postings, class announcements, and its website. IAUS students can study Estonian at the Baltic Studies Summer Institute (BALSSI), a consortium of T6 NRCs hosted by member institutions on a rotating basis; BALSSI has been hosted by LW at IU for the last six years.

# Quality of Staff Resources

* + 1. **Qualifications of Teaching Faculty and Professional Staff.** This section provides an overview of the qualifications of Center staff and faculty; the attached bios offer detailed

information. Toivo Raun (PhD in History, Princeton U), a specialist in Uralic history with substantial experience in administering academic units and area studies centers, has served as director since 7/2018. Kasia Rydel-Johnston (MAs in Germanic Studies and Swedish Linguistics), the Center’s assistant director (AD) since 2001, administers all IAUNRC projects and serves as outreach coordinator. She has extensive experience in writing and implementing multi-year grants and has traveled in the IAU region. Megan Immerzeel-Davis (AA in Liberal Arts), Assistant Director of HLS Graduate Student Services and FLAS Administrator, oversees the FLAS application process for all NRCs in HLS. Vesna Dimitrieska (PhD, IU School of Education – SoE) is Director of Global Education Initiatives, a permanent full-time appointment in HLS and SoE that integrates area studies content into international educational programing supported by the IU T6 community. The soon to be hired PRGIM will coordinate outreach for all HLS units. HLS will also underwrite the hire of an hourly Administrative Assistant shared by three NRCs.

With the inclusion of career public servants like former U.S. Representative Lee Hamilton (D) among the HLS faculty and Senator Dan Coats (R) on the HLS Dean’s Advisory Council, IU is home to a lively academic environment, animated by the exchange of diverse views. IAUS faculty are prominent specialists and experienced teachers in their respective fields and members of organizations such as the American Academy of Arts and Sciences, the Hungarian Academy of Sciences (HAS), the Council on Foreign Relations, the Royal Asiatic Society, and the National Humanities Council. All regular non-language faculty and most language instructors have doctorates. They have published numerous scholarly works and received awards from such organizations as the NEH; the MacArthur, Guggenheim, and National Research Foundations; IREX; the National Council for Soviet and East European Research; the American Council of Learned Societies; Fulbright-Hays; the Social Sciences Research Council; the Kennan Institute;

the Woodrow Wilson Center; the HAS; the Association for the Study of Eastern Christian History and Culture; the Library of Congress; the Order of the Polar Star of the Republic of Mongolia; and the National Humanities Center. IAUNRC faculty also have much practical experience as consultants for governmental, non-governmental, and private organizations. Regular faculty are complemented by highly qualified visiting professors and AIs.

* + 1. **Professional Development Opportunities.** IU faculty enjoy many opportunities for professional development. Tenured faculty are entitled to a paid semester for research every seventh year; untenured faculty in tenure-track positions receive similar leave prior to tenure review. HLS, COAS, and the professional schools offer faculty support for a PD trip every year and the OVPIA grants facilitate attendance at conferences abroad. Faculty may also participate in exchange programs organized through OVPIA. IAUNRC travel awards complement these programs. These and other sources of funding permit our faculty to travel regularly to their regions of expertise (often for prolonged stays) and to conduct ongoing research and present their work. In AY 2018-21, internal research and PD support for IAUS faculty totaled more than $415,000, which includes annual faculty allotments for PD travel. The comprehensive services of the CITL support teaching and learning for all IU faculty. IAUNRC staff is represented by the IU Bloomington Professional Council, which provides resources for professional development.
		2. **Commitment to Students.** Most faculty spend one-half to two-thirds of their time teaching and advising students. In addition to typical loads of two (non-language) or three (language) courses each semester, faculty meet with students in weekly office hours. Many non-language faculty conduct directed readings with individual students pursuing research interests. Faculty serve as mentors and members of advisory and research committees supervising the progress of individual graduate students. See D.3. The CEUS Director of Graduate Studies provides guidance

to IAUS graduate students. The CEUS Director of Undergraduate Studies and the CEUS Undergraduate Advisor provide guidance and academic support for undergraduate students. See

C.V. list for details about IAUS faculty teaching, supervising, and advising responsibilities.

* + 1. **Adequacy of Staff Resources.** In addition to the Director and AD, IAUNRC staff currently includes one hourly and three full-time (20 hrs./week) GAs. All assistants are pursuing advanced IAUS degrees and often hold IAUS MAs. The GAs organize program activities, facilitate outreach events, create and maintain website content, curate social media presence, compile and edit the biannual newsletter, and perform various tasks that require specialized skills such as foreign language proficiency. HLS will fully fund one GA (tuition, health insurance, and stipend) and provide a tuition remission for a second. In the summer semesters the Center employs an hourly summer GA. Many GAs serve in the position for two years on a staggered basis, allowing for continuity. The Coordinator of Global Education Initiatives organizes teacher training activities related to curriculum internationalization and global competency. HLS will fund the position of the PRGIM, who will coordinate outreach and programming to the public and private sectors. The Manager will also develop and coordinate statewide initiatives with the Center for Rural Engagement (CRE), IU’s regional campuses, and with other educational institutions.
		2. **Program Oversight.** The Center operates under bylaws and policies that were revised in 5/2013 and most recently updated in 2021. The Director manages the strategic direction of the Center’s activities, represents the Center in administrative and academic contexts, supervises the AD, and reports on Center activities to the HLS Dean. The AD coordinates outreach and other programming and works with the external evaluator to assess Center activities and plan ongoing improvement. The AD is responsible for policy implementation and all budgetary matters in addition to reporting associated with T6 and FLAS. The AD supervises Center staff. IAUNRC

staff meets weekly to discuss Center activities. IU HR oversees performance review of the AD. On the School level the finances of all HLS units are overseen by an HLS fiscal officer.

An Advisory Board, consisting of seven members drawn from different academic units at IU and at least one regional IU campus, supports the Director and AD. Members serve for two-year terms on a staggered basis. The Board convenes biannually to advise on policies, potential projects, and grant and partnership opportunities, as well as to guide and evaluate current projects. The Board also assists in ranking AY FLAS applications and advises the HLS Dean on the selection of a new Director. IAUNRC liaises with other units at IU to deliver high quality IAUS programs and resources, including consulting with HLS on IAUS course offerings and collaborating with the IU Libraries to oversee access, acquisition, and policies that guide IAUS subject librarians.

* + 1. **Involvement of Faculty Affiliates** In addition to CEUS faculty, affiliates involved with Center activities include representatives from many departments, such as Anthropology, Art History, Comparative Literature, Economics, Folklore and Ethnomusicology, Geography, History, Political Science, and Religious Studies, as well as from professional schools including the Kelley School of Business, SICE; SoE; Maurer School of Law, Jacobs School of Music (JSoM), School of Public Health, and SPEA. These faculty assist in planning, publicizing, and facilitating Center activities, such as the recent panel “Ramifications of the Taliban’s Re-Takeover of Afghanistan: Regional Perspectives” and the performance of acclaimed Azerbaijani guitarist Rovshan Mamedkuliev at the International Guitar Festival. The breadth of affiliate faculty expertise provides access to greater academic and professional opportunities for IAUS students.

**E.3 Non-Discriminatory Employment.** IAUNRC and CEUS comply with all federal, state, and local regulations for hiring faculty and staff, to eliminate inequality and discrimination, to foster a climate of tolerance and inclusiveness, and to provide opportunities for full participation in

university life. IU recruits, hires, and promotes all persons according to individual qualifications. IU’s newly announced seven-year, $30 million Presidential Diversity Hiring Initiative will focus on hiring from groups traditionally underrepresented in higher education. Discrimination based on such categories as age, color, disability, ethnicity, gender, marital status, national origin, race, religion, sexual orientation, or veteran status is prohibited. University resources and complaint systems enforcing these policies are easily accessible. IAUNRC adheres to the requirements of the Americans with Disabilities Act, making accommodations for students with disabilities. The Center’s commitment to providing equal opportunity is apparent through its recruitment and hiring practices. Over the last 13 years, IAUNRC hired 18 male and 15 female GAs, as well as members of traditionally underrepresented groups.

# Strength of Library

* + 1. **Holdings.** IU houses outstanding IAUS resources in both the Herman B Wells Library and several specialized collections. The Wells Library’s Mongolian, Tibetan, Hungarian, and Central Asian holdings are among the largest such collections in the United States. IU libraries hold 244,912 IAUS-relevant volumes, 107,000 of which are in IAUS languages, an increase of around 10% since 2017. The Wells Library maintains approximately 200 serial subscriptions and access to approximately 50 databases that are directly relevant to the Center’s work. IAUNRC has

budgeted support for Library acquisitions. The general collection is complemented by 350 rare

Tibetan books including valuable block prints and medieval manuscripts, microform and photocopy holdings of rare publications focused on 19th-century Central Asia, more than 1,000 manuscripts in IAUS languages, and a Turkish Folklore Archive with 130 unique audio recordings. In addition to precious Tibetan and Buddhist books, the Gordon Collection features pieces of art dating from as early as the 15th century, available for viewing and study upon request. Another

valuable resource is the 5,500-volume Hangin Collection, consisting mostly of works in Mongolian. SRIFIAS maintains the foremost collection of its kind in America, with 12,000 volumes. It collaborates with

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| **TABLE 5** |
| **2021 Estimated Library Holdings in IAUS Fields (excludes periodicals)** |
| **IAUS Field** | **Volumes total** | **In regional language** |
| European & Uralic Subtotal: | **88,676** | **55,635** |
| Finnish | 17,503 | 13,345 |
| Estonian | 10,862 | 7,020 |
| Hungarian | 45,414 | 33,700 |
| Other Uralic | 14,897 | 1,570 |
| Inner Asian & Altaic Subtotal: | **156,236** | **51,425** |
| Central Asian | 38,652 | 12,100 |
| Turkish | 80,176 | 15,850 |
| Tibetan | 20,558 | 12,500 |
| Mongolian | 10,705 | 5,250 |
| Other Inner Asian | 6,145 | 5,725 |
| Total Volumes | **244,912** | **107,060** |
| Approx. 44% in local languages, 38% in English, and 18% in other languages (Russian, etc.) |

libraries the world over, most recently the Bodleian Library at Oxford University. Its International Advisory Board includes scholars from Beijing, Berlin, Jerusalem, Princeton, and Warsaw. SRIFIAS maintains and develops

scholarly and technical resources and has an invaluable collection of reference works, monographs, and microfilms of print and manuscript materials on IAAU subjects; many exist solely in SRIFIAS. About 15% of SRIFIAS rare materials are publicly available in digitized form. SRIFIAS recently acquired the late Prof. Elliot Sperling’s collection of thousands of rare materials in Tibetan and Chinese. In collaboration with IU Press, SRIFIAS has embarked on an ambitious publication agenda and translation initiative, both of which IAUNRC is planning to support (Table 8, 1.3.4).

The CEUS library, curated by faculty, holds an additional 2,500 books and bound periodicals focusing on Uralic topics. IU Libraries is a member of the Center for Research Libraries and participates in a project to microfilm and digitize historical and cultural sources related to IAUS. IU’s Lilly Library contains many rare books and manuscripts relevant to IAUS. Additional resources are housed in collections of the JSoM; the Eskenazi School of Art, Architecture, and Design; the Kinsey Institute; and various university museums.

* + 1. **Support for Acquisitions and Staff.** IU supports a Central Eurasian Librarian, three Central Eurasia Cataloguers, a Tibetan Studies Librarian, a Slavic Studies Librarian, and a Senior Collections Reference Assistant, aided by student assistants and library technical service support staff. Middle Eastern, East Asia, and History librarians also provide expertise. Since 2018, IU has acquired more than 5,000 volumes for the IAUS collection. Around 1,500 volumes were added to the IAUS collections during the past year; the budget for Central Eurasian monographs was

$29,800 in FY 2021, and the serials budget was $28,788. The Banda Endowment for Hungarian acquisitions yields $10,000 yearly. The IAUS collection is also supported through exchange agreements with institutions in Hungary, Estonia, and Russia, as well as private donations.

**F.2Availability and Accessibility of Research Materials.** IU libraries hold over 9.9 million books in over 450 languages. IU students, faculty, and staff may access the catalogs of IU and other institutions, major citation indices, full-text periodical articles, statistical databases, and reference materials remotely and in-house. IU participates in cooperative exchanges with other research libraries, and interlibrary loan is free within the Big Ten Academic Alliance. Non-Indiana libraries outside the consortium pay a modest charge. Despite the challenges of the pandemic, in 2020-21 IU was one of the top national lenders in the Interlibrary Loan program. Teachers, students, researchers from other institutions, and Indiana residents can use IU print and electronic resources and access, at no cost, more than 1,871 databases, 60,000 electronic journal titles, and

1.9 million electronic books. During the pandemic, IU faculty, students and staff continued to have full remote access to all Library e-resources. While the collection of print materials was closed for circulation, users had online access to 1.73 million IU-owned volumes through Hathi Trust under Emergency Temporary Access Service (ETAS). From 4/2020, when ETAS became available, through 12/2020, more than 30,000 items were accessed by IU users.

# Impact and Evaluation

* 1. **Impact of Program as Shown by Objective Indices.** Since its inception IAUNRC’s impact on individuals and institutions locally and nationally has been significant. In AY 2020-2021, 276 IAUS courses enrolled 1,608 undergraduate and 363 graduate students. See Course List. CEUS granted 20 MA, 17 PhD and 20 BA degrees during 2018-2021. In addition, 245 students (24 PhD, 37 MA, 184 BA) who graduated in 2018-2021 enrolled in 15 or more hours of IAUS courses to support their non-IAUS degrees. IAUS course offerings support numerous academic units, including Anthropology, History, International Studies, MELC, and the Russian and East European Institute. Since 2018, 32 students have or are pursuing degrees in other departments and in professional schools, including several students who earned joint or dual major degrees (D.4). See G.5 for job placement information, C.1 and C.2 for professional school placement, and B.1 and B.2 for program matriculation information.

IAUNRC outreach programs bring IAU content to thousands of participants annually. During AY 2018-2021 and fall 2021, IAUNRC sponsored 404 events with IAU content in virtual, hybrid, and in-person formats. Attendees at these events included 2,775 educators, 6,825 students, and 7,638 members of the general public. The move to virtual and hybrid formats during the pandemic allowed the Center to reach new audiences. Demand for video conference programming through the Center for Interactive Learning and Collaboration also increased. These bespoke programs are well received by their audiences; more than 80% of program participants between 2018 and 2021 would highly recommend them. See Section H for the scope and impact of outreach programs.

# Placement of Students in Areas of National Need and Efforts to Increase Their Numbers.

An ever-growing pool of qualified area specialists is the most important outcome of IAUNRC’s objectives. Since 1965, CEUS—the home department of most IAUS students—has granted a total

of 284 MA and 119 PhD degrees. IAUNRC programs support the training of area specialists to ensure an uninterrupted pipeline for qualified individuals to meet critical national needs in government and non-profit employment. Alumni surveys of the last four years show a significant

growth in employment in the government sector. Numerous IAUS graduates work for the DoS, including those who have served and continue to serve as Foreign Service Officers in Uzbekistan, Azerbaijan, Estonia, Mongolia,

**IAUS Alumni Employment by**

**Sector**

60%

55%

40%

41%

40%

20%

0%

21%

8%

11%

16%

8%

Government

Service

Non-Profit and

International Orgs.

Private Education (all

Sector/Other levels)

2010-2017 2018-2021

Turkmenistan, Russia, and China. Two recent CEUS PhD graduates are contracted by the DoD to teach critical IAUS to military personnel. Others fulfill or have fulfilled public outreach and security responsibilities for the DoS. One PhD graduate now supports international education programs at DoE. Other IAUNRC alumni have been employed by USAID in Tajikistan, Kyrgyzstan, and Azerbaijan or worked for the UN in Central Asia. Several graduates serve as exchange program officers, interpreters, translators, and consultants for the World Bank and corporations with business interests in Central Eurasia. An LW participant has worked in the Coordinating Office of Terrorism Preparedness and Emergency Rescue for the Centers for Disease Control and Prevention. A current CEUS student received security clearance at Camp Atterbury to meet the unprecedented need for interpreters. Graduates also include a Turkic language expert at the Foreign Service Institute, CIA analysts, NGO staff, and members of organizations whose work involves the IAU region, such as the Jamestown Foundation, the Uyghur Human Rights

Project, and development programs involving Tibet. The current cycle’s ten Boren recipients will increase the number of IAUS students entering government service.

The majority of CEUS PhDs and a large number of MAs, many of whom subsequently earn PhDs at IU or elsewhere, support national needs through their employment in higher education and language services. IAUS graduates hold faculty and librarian positions at approximately 28 major universities such as the U of Pennsylvania, Columbia U, George Washington U, Princeton U, U of Washington, Vassar College, and the Marshall Center for Security Studies. IAUS PhDs have produced Uzbek-English, Kazakh-English, Kyrgyz-English, and Turkmen-English dictionaries, and another is compiling a digital Uzbek-English dictionary. A CEUS alumna wrote a textbook with accompanying multimedia material for the study of Turkish and a Turkish-to- Azerbaijani bridge course textbook. LW trains professionals and students from variety of institutions in IAU LCTLs. LW alumni have won competitive awards such as National Security Education Program (NSEP) (CLS) in IAU languages and serve as faculty at universities like Stanford U and Cornell U, analysts for Radio Liberty, directors for American Councils for International Education, and as Foreign Service and military officers at U.S. embassies. In addition, IAUNRC awarded a FLAS to an IU undergraduate who upon graduation was awarded the most prestigious scholarship in China, the Yenching Scholarship.

IAUNRC encourages students to make use of career advising services on campus (Walter Center; Career Development Center; Graduate Student Mentoring Center) and actively supports efforts to expand career development opportunities for students interested in government service and other careers with an international focus by arranging career-oriented events at IU (see D.3). IAUNRC advertises IAUS-relevant career opportunities in its weekly calendar, including the Center’s professionalization series. See D.2 and Table 8, 1.3.1.

* 1. **Responsiveness to National Needs and Dissemination of Information to the Public.** High quality IAUS training and a strong record of degree-relevant employment attest to IAUNRC’s responsiveness to national needs. According to the FY 2022 DoE Consultation with Federal Agencies on Areas of National Need, 16 IAUNRC languages are designated as priority languages and most of IAUNRC’s region is considered an Area of National Need. IAUNRC awards FLAS fellowships for the following priority languages: Azerbaijani, Dari, Estonian, Finnish, Hungarian, Kazakh, Kurdish, Kyrgyz, Mongolian, Pashto, Persian, Tajik, Tatar, Tibetan, Turkish, Turkmen, and Uzbek. IAU languages are also considered strategic or important by the U.S. Departments of State, Defense, Energy and Transportation, as well as the U.S. Agency for International Development and the Peace Corps. The IAU region includes, in whole or in part, several world regions (Central/Inner Asia, East Asia, Russia/East Europe, Middle East, South Asia) highlighted in the regional component of the DoE consultation. See G.5. Annual survey data indicate that almost all FLAS recipients made above average or significant improvement in all four language skills. IAUNRC will support annual OPI testing for all our FLAS recipients (Table 8, 3.1.3). More

importantly, over two-thirds of annual survey respondents from the last four years who have full- time paid employment report holding jobs that are closely related to their IAUS training (G.2).

IAUNRC actively supports sharing information about the IAU region with non-specialists. 7,638 members of the general public participated in IAUNRC outreach events in 2018-21. Increasing influence in social media further attests to the Center’s prominence. IAUNRC’s website provides a repository of resources, including podcasts, lesson plans, image galleries, event recordings, and other digital content immediately available for free download and fair use. The website attracts users from across the United States and around the world who are seeking information about IAU topics. The website, in conjunction with the Center’s social media presence

on Facebook, Twitter, and Instagram has greatly enhanced our ability to reach the general public. During AY 2019-2021, the Center’s Twitter account often reached over 10,000 impressions per month. Across all platforms, the Center has more than 2,400 followers, making it the most followed center among the IU T6 community. These pages provide additional ways of sharing information about the IAURNC’s activities and IAU content.

IAUNRC disseminates information to government agencies and the public including self-study language materials and IAU cultural knowledge addressing national needs. The Center assisted in supplying translation services and language materials to Camp Atterbury where over 7,000 Afghan refugees were housed as of 12/2021. IAUNRC will support the development of Pashto and Dari

materials for resettlement and government agencies (Table 8, 3.3.3). The Center produced the

series *Music and Culture of Central Asia* and language and cultural materials *Meeting Turkish Students* and *Singing around Turkey*, which have enjoyed popularity for over a decade. These products were developed with T6 funds and are being distributed free of charge. See H.1.c.

**G.4a. Evaluation Plan.** Thomas P. Miller & Associates (TPMA), a nationally recognized independent external evaluator, will again conduct IAUNRC’s external evaluation. TPMA has served as evaluator for multiple grants from the US. Department of Labor, U.S. Department of Education Title III and VI, National Science Foundation, and other government granting organizations. TPMA offers expertise in tracking implementation of grant activities, progress towards outcomes, and fidelity to program models. IAUNRC is collaborating and sharing the costs of the TPMA evaluation with other IU NRCs. Leveraging a single evaluation team for all funded centers, TPMA will be able to efficiently gather and share high-quality data across centers and measure IAUNRC’s progress towards grant goals, as described in Table 6 below. The Center will use data from TPMA evaluations to refine practices and continually improve programs.

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| **Table 6** |
| **IAUNRC Goals for 2022-2026** |
| **1. ENHANCE AND INCREASE THE USE OF INNER ASIAN AND URALIC CONTENT IN K-18 CURRICULA** |
| Coordinate or provide major sponsorships for high impact events promoting dialogue and diverse perspectives as well as promote employment in the public and private sectors |
| Offer K-12 teacher a cycle of development workshops to internationalize curricula with IAU content and to promote the use of deliberation methods in teaching |
| Increase number of K-12 students receiving direct outreach that includes IAU content |
| **2. EXPAND KNOWLEDGE OF INNER ASIAN AND URALIC REGION AND ITS LANGUAGES AT MINORITY SERVING INSTITUTIONS AND COMMUNITY COLLEGES** |
| Collaborate with faculty to promote use of IAU content in higher education curricula and foster collaboration between US faculty and faculty in institutions abroad. |
| Provide IAU-related professional development (PD) for MSI and CC faculty including overseas workshops |
| Provide IAU language instruction at MSI/CCs |
| **3.STRENGTHEN THE TEACHING AND LEARNING OF IAUNRC PRIORITY LESS COMMONLY TAUGHT LANGUAGES** |
| Provide intensive IAU language instruction |
| Develop new teaching materials and textbooks for IAU LCTLs |
| Support PD workshops for IAU LCTL instructors |

Table 7 summarizes the nature and timing of TPMA’s efforts to collect, analyze, and report on evaluation data to determine how IAUNRC is fulfilling these goals. The resulting formative feedback on the preceding year’s activities and outcomes will allow for continuous improvement, ensuring project implementation. Year 4 evaluation will include a final summative component to assess IAUNRC’s achievement of its project goals and the overall impact of grant cycle activities. IU NRCs have distributed among themselves responsibility for joint project evaluations ensuring access to summative and formative reports for each center. In the current grant cycle TPMA provided IAUNRC with a total of 14 IAUNRC-specific and 16 joint project evaluations and frequently discussed the findings with us.

The evaluation will answer the questions in Table 7. The overarching goal is to collect and analyze quantifiable, outcome-measure-oriented data to use for continuous improvement. The methodology includes stakeholder surveys to measure satisfaction and gather feedback, as well as collect and analyze outcomes data, with a focus on the following areas.

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| **Table 7** |
| **TPMA’s Evaluation Methodology and Timeline** |
| **Evaluation Question 1: To what extent do IAUS alumni experience improved academic and career outcomes and to what extent do alumni utilize their language and cultural skills?** |
| **Data Source** | Online survey of IAUNRC alumni, including FLAS alumni, to measure outcomes such as academic degree/program status and employment status/placement (including whether employment is in area of national need) |
| **Analysis** | TPMA will disaggregate and clean data, and conduct a descriptive analysis of data |
| **Schedule** | Annual (Y1-Y4) IAUNRC alumni/FLAS survey |
| **Deliverable** | Annual summary of survey findings report presented to IAUNRC to demonstrate progress towards goals and inform continuous improvement activities |
| **Evaluation Question 2: What are the overall experiences and outcomes for program participants of grant-****related collaborative and internationalization efforts, and how can this feedback be used to facilitate program improvements?** |
| **Data Source** | Online surveys of grant program participants administered through IAUNRC to measure outcomes and satisfaction as well as gather other feedback based on their participation in grant-related collaboration and internationalization efforts. |
| **Analysis** | TPMA will disaggregate and clean data and conduct a descriptive analysis of data. |
| **Schedule** | Annual (Y1-Y4) |
| **Deliverable** | Annual summary of survey findings presented to IAUNRC to demonstrate progress towards goals and facilitate continuous improvementUpdate meetings to discuss findings and areas for continuous improvement |
| **Evaluation Question 3: To what extent do K-12 teacher and Minority Serving Institution (MSI)/Community College (CC) PD workshops and other outreach events improve understanding of the****Inner Asian and Uralic (IAU) region and its incorporation into curricula at K-18 institutions?** |
| **Data Source** | Online survey of K-12 teachers and MSI/CC faculty that attend grant-related workshops and other outreach events to measure their usefulness and relevance as well as the application of IAU content in their classrooms and at their institutions.Focus groups with K-12 teachers in “Global Deliberations” workshops (see H.1.a) will collect feedback for IAUNRC and other participating NRCs |
| **Analysis** | TPMA will disaggregate and clean data and conduct a descriptive analysis. TPMA will clean data and conduct a thematic analysis of focus group data. |
| **Schedule** | Surveys: Annual (Y1-4); Focus Group: Y2 & Y4 |
| **Deliverable** | Annual summary of survey and focus group findings presented to IAUNRC to demonstrate progress towards goals and facilitate continuous improvement. Update meetings to discuss findings and areas for continuous improvement |

**G.4.b Use of Evaluations to Improve Programming.** IAUNRC staff conduct periodic reviews of all summative and formative evaluations, as well as our internal evaluation instruments (e.g. feedback from CILC participants, faculty affiliates, and Global Classroom reports) to locate potential areas for improvement and devise appropriate responses to ensure that the Center is achieving program goals. Based on these indicators, IAUNRC has expanded some activities, such as K-12 PD programs and workshops for MSI faculty. IAUNRC staff are continuously revising activities and presentations to ensure lasting impact. Surveys conducted since 2018, for example,

have highlighted the need to incorporate more interactive pedagogical approaches into programs delivered via video conferencing technology. Accordingly, Center staff have sought guidance from SoE personnel on these techniques and have redesigned this type of programming.

In 2019 CEUS underwent an external review. The review committee emphasized that to maintain its “remarkable strengths,” the Department needed to fill faculty vacancies in Tibetan and Mongolian studies and an upcoming vacancy in Persian Literature and Linguistics. A tenure- track Tibetan studies Assistant Professor has been hired. Mongolian studies is presently staffed by a Visiting Assistant Professor and a search for a tenure track Assistant Professor will be conducted in 2022-23 followed by a Baltic and Finnish Studies hire. A search for a tenure-track Assistant Professor in Persian Literature and Linguistics will also be conducted in 2022-23. The committee also emphasized that the Department should expand its relatively new undergraduate major in conjunction with IU’s core curriculum. CEUS faculty have implemented that recommendation by revising existing courses and constructing new ones that fit the core requirements for all undergraduates. As a result, more students have enrolled in CEUS and IAUS-related courses.

**G.5 Equality of Access and Treatment.** IAUNRC responds to guidance from relevant IU units and appropriately leverages campus resources to promote equity in access to IAUS programs on campus and across the country. The Center takes a proactive approach to developing and delivering programs responsive to the interests of historically underrepresented groups. During the last four years, the Center has partnered with several MSIs and CCs to share the Center’s resources. Five regularly offered courses with IAU content were developed by faculty at MSI and CC institutions. The Center also presented several PD workshops featuring IAU content. Four workshops, attended by 101 faculty, were offered to the ISCG comprised of 17 MSIs (including two HBCUs). IAUNRC sponsored 8 MSI faculty members to attend ICCI. These programs will continue in the next cycle

(Table 8, 2.2.1 & 2.1.3 and LOS from ISCG). Over 100 Eastern Kentucky U (EKU) students and

faculty attended three IAUNRC-sponsored lectures. EKU students in the Homeland Security, Cyber Systems Technology, and Cyber Security programs attended two all-day workshops, “Cyber Security of Elections” and “Nonproliferation in Central Asia.” Another such workshop, “Resource Security in the Former Soviet Space,” will be presented later in the 2022 spring semester. Students from the entire Indiana Ivy Tech CC system (40 colleges) participated in the International Career Fair series presented by the Center and other IU NRCs. In Y1 10 St. Louis Community College (STLCC) faculty members from the Teacher Training Program traveled to Finland to participate in an Early Childhood Education program and observe best practices from a world-renowned educational system. In Y2, one of two scheduled trips for five faculty from EKU and STLCC to attend the NATO Cooperative Cyber Defence Centre of Excellence Conference on Cyber Conflict in Tallinn, Estonia, was cancelled due to the pandemic. The second trip will take place in spring 2022. The collaboration with STLCC will continue in the next cycle (H.1.b and Table 8, 2.2.2 &

2.2.4). IAUNRC also supported the establishment of programs to teach Kurmanji Kurdish during

AY 2021-2022 at Nashville State Community College and Pashto at Morgan State University (an HBCU). We will continue to support these excellent programs (Table 8, 2.4.1 & 2.4.2).

IAUNRC maintains long-term relationships with institutions in its local community to bring IAUS programming to diverse audiences. These institutions include rural schools and elder care facilities in south-central Indiana. In the first three years of the current grant, 39 IAUNRC programs reached 1,642 individuals in these categories, including 768 students and 122 teachers in rural areas of Indiana and nationwide. In the coming cycle IAUNRC will work with CRE, which coordinates collaboration with rural communities (Table 8, 1.2.2, 1.2.3, 1.7.1). IAUNRC has participated in the Bridges language instruction program since its inception in 2009. In the current

grant cycle IAUNRC has provided Persian and Turkish language programming to children of racial and ethnic minority groups in two Bloomington elementary schools in low-income areas. We will

continue these programs (Table 8, 3.2.1 & 3.4.4). IAUNRC sponsors community outreach events

at IU regional campuses including events that bring specialists to public libraries.

IAUNRC advertises employment, relevant courses, programs, and other opportunities through email lists, social media, university calendars, and its website in order to reach the largest possible audience. The Center’s commitment to providing equal opportunity is apparent through its hiring practices (see E.6). These trends also reflect the growing percentage of CEUS degrees granted to women. The number of women among CEUS graduate degree recipients to date in this grant cycle is 42%, which represents a notable increase over the previous cycle (34%).

The Center’s website follows the IU Web Style Guide, including best practices for accessibility; these principles also guide creation and ongoing revisions of the Center’s digital materials. The Center maintains a multimedia lending library in print and digital formats, which makes IAUS content available for diverse public users including auditorily and visually impaired users.

# H-NRC. Outreach

IAUNRC outreach promotes education about and awareness of the peoples, cultures, languages, and perspectives of the IAU region, locally, regionally, and nationally. The programs highlighted here will continue in the new grant cycle, and will be advertised through Access Global, a singular resource for digital global and international content developed by IU NRCs. Access Global connects educators, students, and the general public to information on global issues, curricular content, lending libraries, and other forms of outreach.

* + 1. **Elementary and Secondary Schools.** IAUNRC addresses NRC program priorities at the K-12 level through support for PD workshops, curriculum development, a presence at regional and

national teacher conferences, and live and virtual visits to schools. In the last three years, IAUNRC collaborated with SoE to deliver presentations on IAUS topics in the History and Geography of the World workshop series for 219 Indiana teachers. A new series of PD workshops, “Global

Deliberations,” a joint initiative of IAUNRC and other HLS NRCs, will also utilize IAUS topics

while training teachers to integrate diverse perspectives into their classes (Table 8, 1.4.1).

In 2018-21, IAUNRC and JSoM supported two 2-week National Kodály Summer Institutes, which introduced 55 K-12 music teachers from 12 states to the Kodály method of musical education, as well as Hungarian folk music and culture. IAUNRC will support this program in the

future (Table 8, 1.4.2). In 2019, 28 K-6 Indiana teachers attended the HLS Summer Institute.

Between summer 2020 and 2021, 92 K-8 teachers attended four workshops on UN Sustainable Development Goals. A total of 448 teachers from Indiana, the US, and the world attended “Teaching in Crisis,” two four-part webinars in summer 2020 and 2021. Evaluation surveys show that workshop attendees shared newly gained IAUS knowledge with their students. Summer

workshops will continue in the new cycle (Table 8, 1.4.3 & 1.4.4). In the current grant cycle, 59

IU pre-service teachers participated in the SoE’s Global Competence Workshop series. Since 2017, 38 school principals have taken part in the Principals Academy on Internationalizing Schools. These programs equip educators and administrators with the theoretical foundations and practical approaches for integrating international and area studies content into their schools’ curriculum.

Additional collaboration with SoE led 47 elementary language arts teachers to internationalize curricula using children’s literature from the IAU region as part of the award-winning Global Literacy Invitations project (GLI). A GLI alumna from Bloomington recently received a Fulbright Teachers for Global Classrooms award. During the pandemic online workshops were offered nationally. Support for these programs will continue in the new cycle (Table 8, 1.4.5, 1.5.1 &

1.5.2). Working with SoE, IAUNRC has created 24 free, downloadable K-12 lesson plans with

IAU content in several disciplines; many are aligned with Indiana curriculum standards and Common Core. IAUNRC also makes instructional materials from other sources available on its website. Books, DVDs, and other artifacts are available to teachers through IAUNRC’s website. IAUNRC publicizes its programs and resources at meetings of the Indiana Foreign Language Teachers Association, the National and Indiana Councils for the Social Studies.

In-person and virtual K-12 classroom visits allow teachers to request fully customizable IAU- themed presentations from IAUNRC students and faculty in math, science, history, music, and culture, which will be continued in the new cycle (Table 8, 1.7.1 & 1.7.2). In 2/2019 and 2/2020 the entire cohort of 120 7th graders from Central Middle School in Columbus, IN visited HLS for a half a day of Mongol Invasion-themed activities. During the pandemic the event took place virtually, with IAUNRC delivering artifacts to the teachers. Between special events and school visits, IAUNRC reached 910 teachers and 5,664 students, and video conferences enabled synchronous presentations to 40 teachers and 674 students. More than 1,000 4th-graders from surrounding rural counties participate annually in the two-day International Lotus Blossoms Bazaar, where IAUNRC organizes cultural activities. During the pandemic, these activities were delivered to students remotely. Along with SoE and other NRCs, IAUNRC provides financial and academic support for the Bridges project, which offers Pre-K-8 instruction in IAU languages. In the last eight years, IAUS graduate students working in consultation with CEUS instructors and an SoE specialist taught Uzbek and Persian while receiving training and practical experience in language teaching. Finnish was taught in summer 2021, and Turkish has been offered since 2019.

* + 1. **Postsecondary Institutions.** Outreach to postsecondary institutions takes many forms including expanding IAUS course offerings, supporting curriculum development, and promoting

research through the support of numerous conferences. Most critically, the sharing of IU language- teaching expertise through LW, DL instruction, and IAU online courses allows students outside the institution to receive high quality IAU language training.

In the past four years, outreach activities continued to include both old and new MSI and CC partners. IAUNRC continued collaboration with the Indiana Ivy Tech CC, STLCC, EKU, IU East, and IU South Bend. IAUNRC competitively awarded curriculum development stipends that led to the creation of seven courses, one entirely on Central Asia, the others including 25% or more IAU content, at MSIs. IAUNRC and the U of Arizona Center for Middle Eastern Studies host Curriculum Internationalization Resources for CC Educators—an online repository of curricular materials, many of which were created by MSI/CC faculty or other NRCs. IAUNRC worked in collaboration with an advanced graduate student from the SoE to create an example module for inclusion in this repository. See G5 for more information on MSI/CC outreach. The new cycle

will see several new and continuing projects with our MSI/CC partners. We will assist with a

collaboration between STLCC and International U of Central Asia in Tokmok, Kyrgyzstan. To

create a strong and sustainable relationship between the two institutions, IAUNRC will support

first faculty exchanges and online collaborative projects between STLCC and IUCA faculty and

students. STLCC faculty will also take part in a 10-day study tour in Eastern Europe titled

“Contemporary EU from Eastern European Perspective.”

IAUNRC will contribute to the new Global Studies major at the Huston-Tillotson U (HTU), an

HBCU, by helping to infuse IAU knowledge into course creation and/or revision, by supporting

HTU Library acquisitions, and by supporting the Global Studies Coordinator in the introductory

phase of the major. Another new project will be the Global Classrooms. We will help faculty from

three MSI institutions to build collaborative teaching projects with regional partners in Kazakhstan,

Uzbekistan, and Kyrgyzstan. Finally, together with other IU NRCs, OVPIA and CRE we are

embarking on an ambitious new project of campus and curriculum internationalization at IU

Northwest and other regional campuses, all of which have MSI status. For more continuing and

new MSI/CC projects consult Table 8, 2.1-2.4.

Over 5,500 people on average participate in IAUNRC events at IU each year. During the last three years, IAUNRC has supported 11 conferences, symposia, and workshops that were attended by more than 700 individuals that enabled IAUNRC faculty and students to share their expertise and perspectives and interact with colleagues in their fields of specialization while raising awareness of IAUS. High-profile events that provoked debate and brought diverse vantage points to campus included the annual symposium Networks, Flows, and Displacement Across Eurasia; IAUNRC symposia Perspectives on Central Asia and Perspectives on Environment in Estonia and Finland; Authority in Islam in Muslim Eurasia; and ConCALL. IAUNRC also supports the annual conference of the Association of Central Eurasian Students (ACES), which encourages students to develop regional expertise, and events arranged by student organizations related to IAUS (ACES, the Hungarian Cultural Association, the Baltic and Finnish Studies Association, and the Navruz Student Association). IAUNRC has also sponsored numerous public lectures (on average 25 per year) by IU faculty and visitors. For a full list of planned events see Table 8, 1.1.1-1.3.5.

* + 1. **Media, Business, and the General Public.** Faculty, students, and visiting scholars frequently deliver presentations to a wide variety of audiences, including schools, libraries, youth and professional organizations, lifelong learning communities, and retirement homes. Each year IAUNRC sponsors numerous public cultural events, such as Tsagaan Sar, Losar, Navruz, Naadam, and others. In addition, the Center sponsors and assists with exhibits, film series, and festivals such as Silk Road Bayram and the Lotus Festival, the latter of which attracts upwards of 12,000 people

annually. Extending its reach beyond south-central Indiana, IAUNRC reaches many more remote audiences through its website, social media, and video conferencing. See G.1 and G.5. IAUNRC also produces content for free online distribution. IAUNRC shares news through Facebook and Twitter—promoting exchanges among users from around the world—and publishes podcasts and video recordings from academic talks presented at IU. IAUNRC is restoring access to a collection of Radio Liberty broadcasts in languages of the Central Asian republics, dating back to the late 1980s. The biannual online newsletter publicizes Center activities and reaches audiences nation- and worldwide. IAUNRC’s website has a searchable database with images of artifacts and materials. It is consistently updating cross-platform compatibility to improve accessibility of resources, relevant information, and community events. Working with IU Center for International Business Education and Research (CIBER), IAUNRC has supported the creation and dissemination of culture and language modules on Iran, Turkey, and Kazakhstan for use by business professionals. For joint IAUNRC-CIBER activities see Table 8, 1.4.6 & 1.6.2.

The Center and affiliated faculty also provide rare language resources and expertise to federal agencies, contractors, and the general public. See G.3. IAUS faculty frequently serve as experts for the national media by responding to queries and giving interviews to such publications as *National Geographic*, *The Boston Globe*, *The New York Times, The Washington Post*, *The Atlantic*, and *The Wall Street Journal* in addition to the BBC, History Channel, Discovery Channel, NPR, C-SPAN, and local news outlets. They advise government and public agencies including the World Bank, USAID, the DoS, CIA, FBI, U.S. Broadcasting Board of Governors, and the Schultz National Foreign Affairs Training Center in addition to working with immigration courts and briefing U.S. ambassadors and ambassadors-designate. Faculty serve on the advisory and selection committees of IREX, SSRC, ACLS, OSI, American Councils, Fulbright-Hays, NCEEER, and

NEH; they also serve on editorial boards of periodicals, including *Nationalities Papers*, *Mongolian Studies*, *Journal of Baltic Studies*, *Journal of Asian History*, *Islamic Studies Journal*, *Central Asian Survey*, *Journal of Eurasian Politics & Society*, *Sibirica, Inner Asia* and *Eurasian Studies*.

# H-FLAS. FLAS Awardee Selection Procedure

**H.1: Advertisement.** Early in the fall semester IAUNRC starts promoting FLAS on our website, on social media, and via email distribution lists. HLS is also advertising FLAS through these platforms. Departments, language instructors, academic advisors, and the HLS admissions team promote FLAS to incoming and continuing students. The FLAS coordinator conducts at least two open information sessions per year, one when the application portal opens in October. During the pandemic, these sessions were conducted online. Going forward, they will have a hybrid format (in person and online) to allow participation for students not yet at IU. Targeted materials and information sessions are created to promote FLAS to students with diverse perspectives, such as those from professional schools, from traditionally underrepresented populations, as well as students with financial need (NRC AP1 and FLAS CPP1). Faculty and undergraduate students at partner MSIs receive announcements about eligibility for summer FLAS fellowships at LW. **Application Procedures.** Students complete an online application designed to guide them through the process while confirming their eligibility. Applicants submit general background information, past language training, proposed program of study, and career goals. Students must also submit transcripts and three letters of reference, at least one of which addresses the candidate’s ability to learn a foreign language. AY applicants must indicate their financial need by submitting a Free Application for Federal Student Aid (FAFSA). The FLAS Administrator and IAUNRC AD respond to applicant queries. FLAS awards are generally available only at intermediate and higher

levels, but graduate students who are proficient in one or more language relevant to their plan of study may seek permission to use a FLAS fellowship for an IAU language at the introductory level. **Selection Criteria, Process, and Committee.** The HLS FLAS Coordinator compiles application materials and distributes them to NRCs. The applications are then distributed to the members of IAUNRC Interdisciplinary Advisory Board in three randomized batches with each batch assigned to one of three groups of board members for review and ranking strictly on merit in descending order. The merit determination factors include grade point averages, major field(s) of study, quality of recommendations, quality of statement of purpose, previous commitment to FLAS language or another language of the region, and alignment of professional goals with the purposes of the FLAS program. The Center’s AD and the Director compile the rankings and identify the top 20 candidates. In keeping with FLAS CPP1, the next phase of evaluation utilizes FAFSA forms provided by IU Student Financial Services and delivered to us in the form of a spreadsheet by the FLAS coordinator. The rankings are then adjusted to include the financial need factor and to elevate qualifying applicants to higher levels in relationship to those of equal merit. Both undergraduate and graduate FLAS candidates will be prioritized based on financial need. This process modified the final rankings at least twice in the previous grant cycle. In both cases the students who received a lower ranking through this process received FLAS funding as alternates later in the process.

The same processes are followed for handling applications for summer FLAS awards, except that FAFSA is not required and the number of reviewers involved in the selection process is limited to IAUNRC Directors and a member of IAUS faculty.

**Timing of Selection Process.** The AY and summer FLAS deadline is at the end of January. The selection process begins in mid-February and continues into early to mid-March when students are

notified of awards and asked to decide within two weeks, so alternates can be offered awards. IU complies with the April 15 award acceptance deadline of the Council of Graduate Schools.

**Correspondence to Announced Priorities.** IAUNRC follows a procedure, described earlier in this section, that allows us to identify applicants who demonstrate financial need and to apply ranking mechanism that moves those applicants up in the ranking. All IAUNRC FLAS fellowships are awarded for LCTLs. Additionally, all but one of IAUNRC FLAS languages are designated as priority languages (FLAS CPP2). IAUNRC awards fellowships for the following LCTLs: Azerbaijani, Dari, Estonian, Finnish, Hungarian, Kazakh, Kurdish, Kyrgyz, Mongolian, Pashto, Persian, Tajik, Tatar, Tibetan, Turkish, Turkmen, Uyghur, and Uzbek. See Selection Criteria for the process by which financial need (FLAS CPP1) is determined and applied.

# I. Program Planning and Budget

**I.1&2 Quality, Effectiveness, Relevance, and Timeline of Activities in the New Cycle.** Over the next four years the Center plans to engage in activities aligned with the three priorities of the National Resource Center program. Responding to NRC absolute priorities (AP) 1 and 2, as well as the NRC competitive preference priority (CPP), IAUNRC will enhance and increase the use of IAU content in K-18 curricula locally and nationally. This goal unites teacher training (AP 2), public outreach, scholarly activity, and resource creation that address national needs by training experts with diverse perspectives, a wide range of views, and the capacity to understand and explain the IAU region (AP1). In further response to AP1 and 2, IAUNRC will continue to strengthen the teaching and learning of IAU priority LCTLs, ensuring the United States meets its need for skilled instructors of IAU languages, teaching resources, and expert users of IAU languages. IAUNRC will expand knowledge of the IAU region and languages at MSI/CCs in response to CPP. The external evaluator will assess the implementation and impact of the Center’s

activities, allowing for the diversification and improvement of IAUNRC programs (see G.4). Table 8 (below) lists proposed activities organized by goals and intended outcomes, including relevant NRC program priorities, institutional partners, proposed timing, and budget line references.

The Center will leverage its abundant resources and personnel to obtain maximum value when designing and implementing activities. The Center will combine resources with other units at IU and elsewhere to pursue high impact projects. For example, IAUNRC financially supports IU’s HLS LW by administering contributions from CALC. IAUNRC regularly collaborates with other academic units, centers, and institutes on joint outreach programs and shares administrative costs. The Center draws on the expertise of IU faculty in supervising specialized activities like teacher training programs and language materials development. Table 8 outlines commitments of resources and personnel for specific projects.

Asterisks (\*) denote new activities.

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| **Table 8** |
| **1. ENHANCE AND INCREASE THE USE OF INNER ASIAN AND URALIC CONTENT IN K-18 CURRICULA** |
| **Planned Activities** | **Priority** | **Partners** | **Timeline** | **Budget** |
| **1.1 Promote Debate and Disseminate Research in Inner Asian & Uralic Studies through Sponsoring Interdisciplinary Workshops and Conferences at IU** |
| \*1.1.1 Roundtables on Central Asian and National Security Issues:* Transboundary Water Management in CA
* Labor Migration in and out of Central Asia
* Central Asia’s Role in Global Energy (In)Security
 | AP1 | CEUS | Y1-3 | 8.E.1 |
| 1.1.2 Panel series: Islam in Central Asia | AP1 | IU Islamic Studies Program (ISP) | Y1-4 | 8.E.2 |
| \*1.1.3 Conference: 1991 across Central Asia: The Soviet Break-up, and Central Asian Independencethrough Multi-disciplinary Research | AP1 | CEUS | Y3 | 8.E.3 |
| \*1.1.4 Climate Change Research on the Tibetan Plateau: Roundtables (Y1&Y3); Online Conference (Y2); Symposium at IU and at Columbia U (Y4) | AP1 | Weatherhead East Asian Institute, Columbia University | Y1-4 | 8.E.4 |
| \*1.1.5 Workshop: Overseas Han-Chinese and Chinese Turkic Muslim Perspectives on Xinjiang | AP1 | University of British Columbia | Y1&Y4 | 8.E.6 |
| \*1.1.6 Workshop Series: Rethinking Power and Authority in Inner Asia | AP1 | CEUS | Y1, Y2&Y4 | 8.E.5 |

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| \*1.1.7 Symposium: Interdisciplinary Approaches to Tibeto-Mongol Interactions in Inner Asia | AP1 | CEUS | Y1 | 8.E.7 |
| \*1.1.8 Global Indigeneity Speaker Series and Conference coinciding with UNESCO’s Decadeof Indigenous Languages (2022-2032) | AP1, CPP | IU NRCs, Navajo Technical U | Y1-4 | 8.E..8 |
| \*1.1.9 Speaker Series: Sino-Tibetan Relations | AP1 | CEUS | Y1-4 | 8.E.11 |
| \*1.1.10 Conference: America’s Role in the World | AP1 | HLS, IU NRCs | Y1-4 | 8.E.13 |
| \*1.1.11 Speaker Series: Perspectives on America from the IAU Region | AP1 | IU NRCs | Y1-4 | 8.E.10 |
| \*1.1.12 Roundtable: Perspectives on Literary Translation (Hungary-Estonia-Finland) | AP1 | CEUS | Y1&Y4 | 8.E.12 |
| 1.1.13 Support for the Association of Central Eurasian Students (ACES) Annual Conference | AP1 | ACES, CEUS, Center for the Study of Middle East | Y1-4 | 8.E.14 |
| 1.1.14 America’s Role in the World. An HLS nonpartisan foreign policy conference developed by HLS faculty, former Rep. Lee Hamilton (D) and the late Senator Richard Lugar (R) to debateon critical issues of foreign policy | AP1 | HLS, IU NRCs | Y1-Y4 | 8.E.13 |
| 1.1.15 Conference: Global Perspectives on Afghanistan | AP1 | Political Science, IU NRCs | Y1 | 8.E.9 |
| 1.1.16 Lectures and Special Events on IAU Topics | AP1Core | HLS and IU College ofArts and Sciences (COAS) units | Y1-4 | 8.E.15 |
| **1.2. Use Inner Asian Arts as a Medium for International Education** |
| \*1.2.1 Music of Central Asia (CD) | Core | Center for the Study of the Middle East (CSME) | Y1, Y2,& Y4 | 8.D.9 |
| 1.2.2 International Festivals at Regional Campuses (MSIs) | CPP | IU NRCs, IU Center for Rural Engagement (CRE) | Y1-4 | 8.C.3 |
| \*1.2.3 Rural Community Outreach: Huntington Fourth Friday Multicultural Festival | Core | CRE | Y2-4 | 8.C.3 |
| 1.2.4 Central Eurasian Book Club | AP1 |  | Y1-4 | 8.D.3 |
| 1.2.5 Central Eurasian Film Screenings | Core | IU Cinema | Y1-Y4 | 8.D.6 |
| 1.2.6 Pathways Audio Guide: joint project to assist graduate students in developing the audio descriptions using objects from IAU region and highlight intercultural connections. | Core | IU Eskenazi Museum, IU NRCs | Y1-4 | 1.C.4 |
| **1.3. Make Critical Contributions to Inner Asian and Uralic Studies at IU** |
| 1.3.1 IAUS Careers and Professionalization Workshop Series with successful IAUS alumni, including one on applying for federal jobs | AP1 | CEUS | Y1-4 | 8.D.5 |
| 1.3.2 Fund IAU collections development | Core | IU Libraries | Y1-4 | 5.A |
| 1.3.3 Support buying trips for IU IAUS Subject Librarian to Central Asia | Core | IU Libraries | Y2 & Y4 | 3.A.2 |
| \*1.3.4 Support SRIFIAS translation and publishing projects | Core | SRIFIAS, HLS | Y1-4 | 8.D.7 |
| 1.3.5 Support for IAUS area studies faculty to attend conferences and conduct research | Core | HLS | Y1-4 | 3.A.13.B.1&2 |
| **1.4. Train K-12 Educators in Using Inner Asian & Uralic Content** |
| \*1.4.1 Incorporate IAU topics into Global Deliberations PD workshops for K-12 teachers (4 per year) | AP1 AP2 | IU NRCs, SoE, IU Center on Representative Government, IndianaCouncil of Social Studies | Y1-4 | 8.A.41.C.1 |
| 1.4.2 Support Kodály Summer Institute on the Kodály method of musical education and | AP2 | IU Jacobs School of Music | Y1-4 | 8.A.2 |

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| Hungarian music and culture for K-12 music teachers from around the U.S. |  |  |  |  |
| 1.4.3 HLS Summer Teacher Workshop | AP1 AP2 | IU NRCs | Y1-4 | 8.A.31.C.1 |
| \*1.4.4 Teachers Supporting Teachers: Building Global Connections in Uncertain Times (annual workshop) | AP1 AP2 | HLS, IU NRCs | Y1-4 | 8.A.6 |
| 1.4.5 Expand workshops on curriculum internationalization for school principals in rural school districts (Principals Academy) | AP2 | SoE, IU CRE | Y1-4 | 8.A.81.C.1 |
| 1.4.6 Global Workforce: Integrating global skills across the education and career pipeline of Indiana, with a particular focus on technical andSTEAM programs (PD workshops) | AP1 AP2 CPP | Center for Study of Global Change (CGC) IU NRCs, CIBER, SoE | Y1-4 | 1.C.5 |
| **1.5 Create Inner Asian & Uralic-related Curriculum Materials for In-Service Teachers** |
| 1.5.1 Conduct workshops for K-6 teachers on creating lesson plans with IAU content using children's books and share lessons plans andother materials (K-6 Global Literacy Invitations) | AP2 | SoE, IU NRCs | Y1-4 | 1.C.1 |
| 1.5.2 Purchase children's books from IAU area for instruction (K-6 Global Literacy Invitations) | AP2 | SoE, IU NRCs | Y1-4 | 8.A.7 |
| \*1.5.3 Create curricular materials based on existing presentations from workshops thatcovered standards for the History and Geography course at Indiana high schools | AP2 |  | Y1-4 | 1.C.2 |
| **1.6 Bring Inner Asian & Uralic Content into Summer Programs for High School Students** |
| 1.6.1 Use IAU content in GALACTIC Summer Program for high school seniors from low-income families across U.S. that introduces students to issues of global concern through art | AP1 | SoE, IU NRCs | Y1-4 | 8.D.41.C.1 |
| 1.6.2. Business is Global (BIG) introduces high school students from across the country to LCTLs each summer as part of a globally- oriented business, language, and culture curriculum (Finnish) | AP1 | IU Center for International Business Education and Research (CIBER) | Y2 | 8.B.12 |
| **1.7 Conduct Live and Virtual Visits to K-12 Classrooms to Disseminate IAU Content** |
| 1.7.1 Deliver in-person presentations to students from underserved rural schools in south-central Indiana: storytelling, topics from the Silk Roadand other cultural activities (ex. Mongol Invasion event at HLS) | Core | CRE | Y1-4 | 1.C.2 |
| 1.7.2 Offer customized video conference presentations on IAU topics to K-12 classrooms nationwide | Core |  | Y1-4 | 1.C.2 |
| **1.8 Participate in Internationalization Collaborative Across Bloomington (ICAB)** |
| 1.8.1 Deliver presentations to retirement communities and provide speakers for the Great Decisions Series with Meadowood Retirement Community on IAU content | AP1 | Meadowood Retirement Community | Y1-4 | 8.D.1 |
| 1.8.2 Sponsor musical ensembles from IAUregion at the Lotus World Music and Arts Festival | Core | Lotus Education and Arts Foundation | Y1-4 | 8.D.1 |

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| 1.8.3 Sponsor workshops and provide IAU content for the Lotus Blossoms World Bazaar for elementary school children | Core | Lotus Education and Arts Foundation | Y1-4 | 8.D.1 |
| \*1.8.4 Sponsor “Hero City,” an exhibit of photographs from Ulaanbaatar | Core | Mathers Museum | Y3 | 8.D.8 |
| 1.8.5 Introduce the IAU region at International Festivals in local elementary schools | Core | IU NRCs and community partners | Y1-4 | 8.D.1 |
| **2. EXPAND KNOWLEDGE OF THE INNER ASIAN AND URALIC REGION AND ITS LANGUAGES AT MSIs AND CCs** |
| **Planned activities** | **Priority** | **Partners** | **Timeline** | **Budget** |
| **2.1 Integrate Inner Asian & Uralic Content into MSI/CC Curricula** |
| 2.1.1 Support the National Curriculum Development Stipend Competition to increase Eurasian course content at MSIs; IAUNRC will fund proposed courses with 25+% IAU contentand advertise at partner MSIs | CPP | Robert F Byrnes Russian and East European Institute (REEI) & five Russian and EastEuropean NRCs | Y1-4 | 8.C.1 |
| 2.1.2 Host a repository of curricular materials for MSI/ CCs (Curriculum InternationalizationResources for Community College Educators) | CPP | Middle Eastern Studies Center at U of Arizona | Y1-4 | 8.C.8 |
| 2.1.3 Summer Institutes for Higher Education:\*(Y1&Y3) Global Community Engaged Learning; (Y2&Y4) Institute for Curriculum and Campus Internationalization | CPP | CGC, IU NRCs | Y1-4 | 1.C.5 |
| \*2.1.4 Develop curriculum and collaborate on the new International Studies major at Huston-Tillotson U (HBCU) | AP1 CPP | Huston-Tillotson U | Y1-4 | 8.C.4 |
| **2.2 Disseminate Inner Asian & Uralic Content through Professional Development and International Collaboration** |
| \*2.2.1 Biannual MSI/HBCU faculty PD workshops for the International Studies Consortium of Georgia (two in Y1&Y4 devoted entirely to Central Asia, two on topics from theEuropean and Asian part of the former Soviet Space, and four international workshops in Y1-4) | AP1 CPP | REEI, European Studies Institute, IU NRCs | Y1-4 | 8.C.4 |
| \*2.2.2 Support collaboration between educators at St. Louis Community College (STLCC) andInternational U of Central Asia (IUCA) in Tokmok/Kyrgyzstan | CPP | STLCC, IUCA | Y1-3 | 8.C.2 |
| \*2.2.3 Global Classrooms partnerships for student projects between MSI faculty and faculty at institutions of higher education in Central Asia (IU-East/Kazakhstan; NEIU/Uzbekistan; UT/Kyrgyzstan) | AP1 CPP | MSI partner institutions: IU East,Northeastern Illinois U, U of Texas Arlington | Y1-4 | 8.C.6 |
| \*2.2.4 10-day study tour for MSI/CC faculty: Contemporary EU from EasternEuropean Perspective, (Hungary, Poland) | AP1 CPP | REEI, EURO, Central European U, EötvösLoránd U | Y3 | 8.C.5 |
| \*2.2.5 Internationalizing the Heartland: Sponsor IAU-relevant workshops and lectures at IU North and other regional campuses (MSIs) | AP1 CPP | CRE, IU NRCs | Y1-4 | 8.C.3 |
| 2.2.6 Support programming for the IU Summer Institutes for Higher Education with MSI/CC focus (curriculum internationalization) | CPP | Center for the Study of Global Change and IU NRCs | Y1-4 | 8.C.7 |
| **2.3 Support Faculty Participation in Professional Development Workshops** |

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| 2.3.1 Provide travel awards for MSI/CC facultyto attend Summer Institutes for Higher Education at IU | CPP | Center for the Study of Global Change | Y1-4 | 8.C.7 |
| **2.4 Teach and Publicize Inner Asian & Uralic LCTLs** |
| 2.4.1 Support for Pashto instruction at Morgan State University (HBCU) | AP1 CPP | Center for Languages of the Central Asian Region(CeLCAR), Morgan State University (HBCU) | Y1-4 | 8.B.4 |
| 2.4.2 Support Kurdish instruction at Nashville Community College | AP1 CPP | CeLCAR, Nashville Community College | Y1-4 | 8.B.5 |
| **3. STRENGTHEN THE TEACHING AND LEARNING OF IAUNRC PRIORITY LESS COMMONLY TAUGHT LANGUAGES (LCTLs)** |
| **Planned Activities** | **Priority** | **Partners** | **Timeline** | **Budget** |
| **3.1 Promote High Level Achievement in Inner Asian & Uralic LCTLs** |
| 3.1.1 Strengthen summer language programs by enabling instruction in multiple languages of IAU region as part of IU Language Workshop (LW) | AP1 | LW and Central Asian Language Consortium (CALC) | Y1-4 | 1.A.1 |
| 3.1.2 Fund Post Advanced Language Study(PALS) instruction when AY post-advanced levels are unavailable at IU through CEUS | AP1 | CEUS | Y1-4 | 1.A.2 |
| \*3.1.3 Provide OPI testing for FLAS recipients | AP1 | CEUS | Y1-4 | 8.B.9 |
| \*3.1.4 Support AY Pashto instruction at IU | AP1 | CeLCAR | Y1-2 | 8.B.2 |
| 3.1.5 Support the Baltic Studies Summer Institute (BALSSI) for Estonian instruction | AP1 | Multiple NRCs | Y1-4 | 8.B.1 |
| **3.2 Enable LCTL Learning through Exploratory Language Courses** |
| 3.2.1 Support Bridges: Children, Languages, World program | AP1 | SoE | Y1-4 | 1.C.6 |
| **3.3 Create Course Materials for Instruction in Inner Asian & Uralic LCTLs** |
| \*3.3.1 Develop survival textbooks for Dungan and Karakalpak | AP1 | CeLCAR | Y3-4 | 8.B.3 |
| \*3.3.2 Develop textbooks for advanced Uzbek and Kyrgyz | AP1 | CeLCAR | Y1-2 | 1.A.3 |
| \*3.3.3 Develop Pashto and Dari materials for Resettlement and Government Agencies | AP1 | CeLCAR | Y1-2 | 1.A.4 |
| \*3.3.4 Support Kurdish curriculum and instruction at Nashville, TN area high schools | AP1, | CeLCAR | Y1-4 | 8.B.6 |
| \*3.3.5 Develop textbooks for introductory Tatar and Kurmanji Kurdish | AP1 | CeLCAR | Y1-2 | 8.B.8 |
| 3.3.6 Develop Language and Culture Module: Finland | AP1 | IU CIBER, CEUS | Y1 | 8.B.10 |
| 3.3.7 Develop Language for Specific Purposes Modules on topics including Business Language and Health Care Language for Uyghur | AP1 | IU CIBER, CEUS | Y1-2 | 8.B.11 |
| **3.4 Train and Promote Excellence among Instructors of Inner Asian & Uralic LCTLs** |
| 3.4.1 Sponsor the Conference on Central Asian Languages and Linguistics (ConCALL) and the pre-conference workshop for teachers of LCTLs | AP1 | CeLCAR | Y2 & Y4 | 8.E.16 |
| 3.4.2 Support workshops for language instructorsby the IU Center for Language Excellence (CLE) and Center for Language Technology (CELT) | AP2 | CLE, CELT | Y1-4 | 8.A.9 |
| 3.4.3 Support training of volunteers for the Bridges after school language program | AP2 | SoE | Y1-4 | 1.C.6 |

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| 3.4.4 Provide travel awards for instructors developing Language for Specific Purposes (LSP) Modules to attend the LSP Conference | AP2 | IU CIBER | Y2 | 3.B.4 |

* 1. **Reasonable Costs.** IAUNRC combines resources with other T6 centers at IU and elsewhere to ensure that program objectives are met in the most cost-effective manner. IU provides IAUNRC with both direct and indirect support through CEUS. IU’s purchasing and financial oversight arrangements provide a structure for fiscal responsibility. The Center’s numerous exchanges of personnel and materials with institutions abroad offer and obtain valuable resources at low or no cost (see A.4). Use of online and video resources brings IAU content to larger and more distant audiences while substantially reducing or eliminating travel costs (see G.2, H.1.b). Many Center activities create products that will remain accessible at minimal cost long after the projects end.
	2. **Long-Term Impact on Training Programs**. Over the next four years, T6 support will enable IAUNRC programs to make several types of lasting impacts. Teacher training activities and curriculum internationalization at all levels of educational institutions, and especially at partner MSI/CCs, will ensure that students of diverse backgrounds will have access to high quality IAU content. Support for language and area studies instruction at undergraduate and graduate levels will expand the pool of highly skilled users of IAU languages with the knowledge and resources necessary to study IAU regions and to contribute expertise to government service (see G.5). New library acquisitions and public outreach activities will continue to build awareness of the IAU region in Indiana and throughout the United States (see Section F). All Center programs are designed to be sustainable, particularly those involving collaboration with other institutions, and are thus able to continue as partners increasingly shoulder the responsibility for valued programs.

# I-FLAS/J-NRC. Competitive Preference Priorities

* + 1. **FLAS Competitive Preference Priority 1:** This priority is addressed through a requirement for all FLAS applicants to submit FAFSA. See paragraph on **Selection Criteria, Process, and Committee** in section H-FLAS.
		2. **FLAS Competitive Preference Priority 2:** This priority is addressed in the paragraph

**Correspondence to Announced Priorities** in section H-FLAS.

**J.1.a-b: Response to NRC Competitive Preference Priority.** As demonstrated in the outreach and educational activities detailed throughout the narrative, IAUNRC is dedicated to working closely with MSI/CCs. We have a longstanding relationship with STLCC spanning two grant cycles and are actively expanding the scope of our engagement with such institutions and programs as ISCG, Huston-Tillotson U, IU East, and IU Northwest. Table 9 lists cross-references to the proposed activities listed in Table 8 by competitive preference priority. Section I contains additional information about outreach activities that will continue in the next grant cycle.

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| **Table 9** |
| **References to Activities Listed in Table 8 that Respond to NRC Competitive****Preference Priorities** |
| **NRC Competitive Preference Priority** |
| 1.1.8 | 2.1.2 | 2.2.1 | 2.2.5 | 2.3.1 |
| 1.2.2 | 2.1.3 | 2.2.2 | 2.2.6 | 2.4.1 |
| 2.1.1 | 2.1.4 | 2.2.3 | 2.2.4 | 2.4.2 |