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Indiana University Center for the Study of Global Change Program Officer: Brian Cwiek

**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: Arabic, Bamana, Chinese (Mandarin), Hindi, Italian, Japanese, Korean, Persian, Portuguese, Russian, Swahili, Turkish, and Urdu

**PROJECT DIRECTOR:**

**Elizabeth Konwest, Director Center for the Study of Global Change**

**DATE OF SUBMISSION: February 14, 2022**

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4. Letters of Support

# LIST OF ACRONYMS

|  |  |  |  |
| --- | --- | --- | --- |
| **#K** | *x* thousand | **ICCI** | Institute for Curriculum and Campus Internationalization |
| **#M** | *x* million | **IDOE** | Indiana Department of Education |
| **AY 20-21** | Academic year 2020-2021 | **IFLTA** | Indiana Foreign Language Teachers Association |
| **AAC&U** | Association of American Colleges & Universities | **INTL** | Department of International Studies |
| **ACE** | American Council on Education | **IU** | Indiana University |
| **ACTFL** | American Council on the Teaching of Foreign Languages | **IUN** | Indiana University Northwest |
| **ADA** | Americans with Disabilities Act | **IVY** | Ivy Tech Community College |
| **AI** | Assistant Instructor | **KSB** | Kelley School of Business |
| **ASP** | African Studies Program | **LCTL** | Less Commonly Taught Languages |
| **AY** | Academic Year | **LRC** | National Language Resource Centers |
| **CC** | Community College | **LSICE** | Luddy School of Informatics, Computing, and Engineering |
| **CELT** | Center for Language Technology | **LW** | IU Language Workshop |
| **CGC** | Center for the Study of Global Change | **MA** | Masters of Art |
| **CIBER** | Center for International Business Education and Research | **MS** | Masters of Science |
| **CITL** | Center for Innovative Teaching and Learning | **MSI** | Minority Serving Institutions |
| **CLACS** | Center for Latin American and Caribbean Studies | **NALRC** | National African Language Resource Center |
| **CLE** | Center for Language Excellence | **NPR** | National Public Radio |
| **College** | College of Arts and Sciences | **NRC** | National Resource Center |
| **CRE** | Center for Rural Engagement | **NTU** | Navajo Technical University |
| **CSME** | Center for the Study of the Middle East | **OSPEA** | O'Neill School of Public and Environmental Affairs |
| **CTE** | Career and Technical Education | **OSS** | Office of Overseas Study |
| **EASC** | East Asian Studies Center | **OPI** | Oral Proficiency Interviews |
| **EURO** | Institute for European Studies | **OVPDEMA** | Office of the Vice President for Diversity, Equity, and Multicultural Affairs |
| **FAFSA** | Free Application for Federal Student Aid | **OVPIA** | Office of the Vice President for International Affairs |
| **FLAS** | Foreign Language and Area Studies | **PCP****Certificate** | Global Service and Peace Corp Prep Certificate Program |
| **FMCCS** | Foundation of Monroe County Community Schools | **PRGIM** | Public, Regional, and Global Initiatives Manager |
| **GA** | Graduate Assistant | **REEI** | Robert F. Byrnes Russian and East European Institute |
| **GCELI** | Global Community-Engaged Learning Institute | **SDGs** | Sustainable Development Goals |
| **HBCU** | Historically Black Colleges and Universities | **SOE** | School of Education |
| **HLS** | Hamilton Lugar School of Global and International Studies | **SPH** | School of Public Health |
| **HSI** | Hispanic Serving Institution | **TPMA** | Thomas P. Miller & Associates |
| **IAS** | Institute for Advanced Study | **UG** | Undergraduate |
| **IAUNRC** | Inner Asian and Uralic National Resource Center | **WCC** | Walter Center for Career Achievement |

**Key to Priorities**

|  |  |  |  |
| --- | --- | --- | --- |
| **AP1** | Absolute Priority 1 | **AP2** | Absolute Priority 2 |
| **CPP** | Competitive Preference Priority |  |  |
| **FLCP1** | FLAS Competitive Preference Priority 1 | **FLCP2** | FLAS Competitive Preference Priority 2 |

# COMMITMENT TO THE SUBJECT AREA

The Indiana University (IU) Center for the Study of Global Change (CGC) has been critical to IU’s long-standing commitment to international and global studies. Having developed IU’s first International Studies undergraduate degrees and administering the only PhD degrees in Global Studies, CGC is the university’s principal site for global learning, teaching, and research. Now a cornerstone of the Hamilton Lugar School of Global and International Studies (HLS), CGC directly serves faculty and students in the Department of International Studies (INTL) and is a primary resource for global learning and research across the campus, state, and nation. CGC will leverage its experience, institutional support, and stakeholders to advance global learning and language instruction. It will also leverage these things to improve access and equity so increasing numbers of diverse learners can gain needed language skills and global competencies.

IU’s deep commitment to internationalization has flourished under HLS, which was established

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| **Table A.1. HLS and IU Annual Support of Global and International Studies** |
| CGC Annual Operating Budget | $221,400 |
| HLS Shared Services | $1,985,371 |
| IU Global Studies Faculty Salaries (based on percentage dedicated to international) | $4,655,352 |
| IU Language Instruction Salaries | $12,500,000 |
| Global Studies Collections and Area Studies Library Staff | $1,059,646 |
| OVPIA International Faculty Activities | $475,075 |
| OVPIA International Student Activities (2019-2021) | $161,762 |
| IU Study Abroad Scholarships and Grants | $10.6M |
| HLS Student Support (Direct Admits/GAs) | $3.7M |

in 2012 and draws upon IU’s historic strengths in area studies and world languages. With the construction of a

$52M LEED-certified building, inaugurated in 2015 by Secretary of State John Kerry, and the hiring of over 60 new

faculty members since its inception, recent past IU President Michael McRobbie states that HLS is “one of the most important developments in the nearly 200 years of IU’s history.”

**Support for Operation of the Center:** Annual support for CGC totals $221,400, which includes the salaries of the Director (100% FTE), Associate Director (100% FTE), a half-time graduate assistant (GA), and an administrative assistant. In the past two years, CGC received $130,972 in external grants and development funds for its programs. Because HLS has co-located its

departments and centers together in a singular building, it has developed a high-efficiency shared services infrastructure, an investiture of almost $2M, that staff and faculty can utilize to support programming, research, instruction, outreach, Foreign Language and Area Studies (FLAS) administration, grant compliance, and other fiscal processing. The construction of a new International Center across the street from HLS will continue to connect CGC to important international facing infrastructure including study abroad, institutional partnerships, and international scholar and student services.

**Support for Teaching Staff in Subject Area:** Faculty affiliated with HLS include leading scholars and policymakers, MacArthur Fellows, ambassadors, and legislators. HLS invests in bringing luminaries to work with students, such as Indiana’s former Senator Dan Coats and former Representative Lee Hamilton, who are Distinguished Scholars at HLS. CGC’s 79 affiliated faculty, of which 53 are tenured or tenure-track, represent a collective investment of more than $4.6M of salary in global studies, and IU language programs are supported by instructors earning $12.5M. INTL has hired 15 tenured or tenure-track faculty since its inception as a department in 2013. IU’s Center for Innovative Teaching and Learning (CITL), with an annual operating budget of $1.9M, houses instructional consultants who assist teaching faculty with global pedagogies, and co-facilitates the Institute for Curriculum and Campus Internationalization (ICCI) and the Global Community-Engaged Learning Institute (GCELI) in collaboration with CGC. In 20-21, the Office of the Vice President for International Affairs (OVPIA) provided financial support for IU faculty international activities of around $475K. HLS allots $50K annually in faculty research and travel awards.

**Library Resources Support:** Salaries for area/international/global studies-related library staff in 20-21 were over $1M. The annual acquisitions (monographs and serials) budget for global and international studies is $72,571 (of which $30,806 is for serials) and for combined area and

international/global studies is $1,208,277 (of which $584,147 is for serials). The Libraries have a total materials budget of $17M, and many other acquisitions support interdisciplinary, international research and studies including several cross-disciplinary databases. (See section F.1. for more on library support.)

**Support for Linkages with Institutions Abroad:** OVPIA’s leadership and resources help support the entire university’s international activities, partnerships, and exchanges. IU currently has 260 agreements with international institutions, establishing a framework for a variety of international activities, creating study abroad opportunities for IU students, and opening channels for joint research and teaching. OVPIA provides $2M annually to the Global Gateways in China, Germany, India, Mexico, and Thailand, which provide opportunities for research, partnerships, conferences, workshops, study abroad, and internships (CGC’s proposed workshop on Politics and Regulation of Investment Screening Mechanisms will be at the Berlin Gateway). The Schools of Law; Business; Media; Informatics, Computing, and Engineering; and Public and Environmental Affairs have dual degree programs with universities abroad.

**Support for Center Outreach Activities:** In 2022, HLS will fund 100% of the CGC Associate Director’s and a GA’s salaries, thus supporting key personnel to conduct a wide variety of outreach initiatives with local, state, national, and international impact. Shared personnel dedicated to outreach and internationalization in HLS include the Coordinator of Global Education Initiatives, jointly funded by the IU School of Education (SOE), who overseas Dual Language professional development and the Principals Academy, among other programs.

Starting in AY 22-23, HLS will fund 100% of the Director of International Education Programs & Outreach, which will work to support IU student global community-based projects and the K- 12 Teacher to Teacher project. Also, in AY 22-23, HLS will fund 100% of the Public, Regional, and Global Initiatives Manager (PRGIM) who will coordinate statewide initiatives with the

Center for Rural Engagement (CRE), IU’s regional campuses, and other universities and educational institutions.

**Support to Qualified Students:** IU provides funding for qualified students through the Office of Overseas Study (OOS) scholarships, exchange programs with international universities, pre- dissertation travel grants, and international enhancement grants, totaling $161,762 in 19-21. Last year, IU students accessed more than $10.6M million in grants and scholarships, not including loans, to study abroad. The IU Hutton Honors College offers study abroad opportunities for students through its Hutton International Experiences Program, which offers tailored overseas study opportunities, and a grant program which awards over $900K per year to IU undergraduates (UG). In 20-21, HLS provided $1,945,511 in graduate instructor support,

$131,470 on GA support, and $602,133 for fellowship support for graduate students. In Fall 21, direct admit UG students in HLS were awarded $1,072,625 including Hudson & Holland Scholars, who are underrepresented minority students with records of academic achievement.

Private donations allow HLS to provide $390K annually in fellowships to UG and graduate students. CGC annually supports advanced UG students through David E. Albright Memorial Scholarships of $1K. HLS provides $20K in IU’s Language Workshop (LW) scholarships and has two scholarship funds for HLS students pursuing non-paying and low-paying internships that will advance global careers preparation.

# QUALITY OF THE CENTER’S LANGUAGE INSTRUCTIONAL PROGRAM

* + 1. **Language Instruction and Enrollments:** IU has the capacity to teach over 80 world languages, and in 20-21 it offered instruction in 51 modern languages, including 30 less- commonly taught languages (LCTLs) in HLS alone. IU currently hosts two National Language Resource Centers (LRC) and is home to three U.S. Dept. of Defense Language Flagship programs, which are developing globally-competent professionals in Arabic, Chinese, and

Russian. At the renowned IU Language Workshop (LW), instructors teach African, European,

Asian, Middle Eastern, and Central

|  |
| --- |
| **Table B.1 Language Course Enrollments (2020/21)** |
| **Department** | **UG** | **Grad** |
| African Studies | 265 | 41 |
| Central Eurasian Studies | 274 | 301 |
| East Asian Languages & Cultures | 1542 | 131 |
| European Studies | 55 | 3 |
| French and Italian | 1911 | 196 |
| Germanic Languages | 560 | 87 |
| India Studies | 42 | 8 |
| Jewish Studies | 76 | 38 |
| Latin American Studies | 10 | 2 |
| Near Eastern Languages & Cultures | 325 | 165 |
| Slavic & Eastern European Languages & Cultures | 332 | 244 |
| Southeast Asian Studies | 14 | 2 |
| Spanish and Portuguese | 3285 | 78 |
| **Total Enrollments** | **8,691** | **1296** |

American LCTLs to UG and graduate students and professionals using proficiency- and standards-based approaches. The LW will begin introducing novel summer courses in 2022 that combine a month of intensive online instruction and a month of in-country immersion with a unified curriculum delivered

by a single instructor. The LW also hosts the Language Training Center to train language instructors to deliver critical language and regional expertise courses to the Armed Forces. Due to the deep commitment to language learning at IU, all of CGC’s proposed FLAS languages (Arabic, Bamana, Chinese (Mandarin), Hindi, Italian, Japanese, Korean, Persian, Portuguese, Russian, Swahili, Turkish, and Urdu) are offered through advanced levels and are taught by full- time instructors who are trained in proficiency-based teaching and utilize innovative pedagogies in their language classroom.

* + 1. **Advanced Language Offerings and Languages Courses in other Disciplines:** In AY 20- 21 and 21-22, IU offered 56 modern world languages, of which 37 were available at advanced levels. In total, there were 56 languages in 1st-year courses; 52 in 2nd-year courses; 37 3rd-year courses; and 34 in 4th-year or beyond courses. IU’s Language Flagship programs in Arabic, Chinese, and Russian, offer advanced language study, international internships, and study abroad for students to achieve professional language proficiency in areas critical to U.S. security and business interests. Informal language discussion tables hosted by departments and programs support 32 languages. All proposed FLAS languages are offered at a minimum of three years.

**Languages in the Disciplines:** IU offerings of content courses in world languages include Arabic Women, Business Russian, Chinese for the Social Sciences, and Theater in Portuguese. Discussion sections in Arabic, Chinese, and Russian are further supported by Flagship Programs, which provide content courses or sections where disciplinary content is discussed in the target language. Study abroad programs are offered in Chinese, Arabic, Spanish, French, German, Japanese, Hungarian, and Russian. CGC has supported a Global Environmental Issues course in Russian as well as other Language Across Curriculum courses in Arabic and Spanish.

* + 1. **Language Faculty:** More than 155 IU faculty teach 51 modern world languages, of which 37 were taught at an advanced level. Instructors range from full professors to AIs and are available to teach the languages and levels of instruction described in the application. All proposed FLAS languages are taught by full-time faculty. Language faculty also publish and conduct research on language acquisition and pedagogy (see CVs).

**Pedagogical Training:** At IU, language teaching staff participate in regular training workshops offered by the Center for Language Excellence (CLE), which promotes proficiency-based and standards-based instruction, as well as best practices in curriculum development, planning, assessment, and language teaching. In AY 19-20, CLE served 343 instructors from 84 departments and programs, and held workshops on creating engaging and effective virtual language class meetings, online lesson development, and interdisciplinary curriculum design and implementation. Every semester, a Share Fair connects instructors to share teaching strategies and new activities that can be widely applied in language classes. In the last two years, workshop recordings and other resources have been made available online. IU departments and programs, such as Near Eastern Languages and Cultures and the LW, offer orientation courses or workshops to standardize pedagogical training and approaches to language instruction. Several language faculty are American Council on the Teaching of Foreign Languages (ACTFL) Oral

Proficiency Interview (OPI) certified, with particular strengths in the Slavic and African languages. IU’s LRCs are active participants in national discussions of best practices in language instruction, demonstrated by Center for Languages of the Central Asian Region’s Conference on Central Asian Languages and Linguistics and National African Language Resource Center’s (NALRC) summer workshops. The Center for Language Technology (CELT) provides training on integrating instructional technology. CELT maintains, continuously updates, and actively supports several dedicated technology spaces with digital tools and multi-media equipment, freely accessible for instructors. The LW has a dedicated Curriculum Coordinator, shared with the Language Training Center, responsible for maintaining a high standard of faculty preparedness to teach standards- and performance-based language courses.

* + 1. **Quality of Language Program: Performance-Based Instruction:** Language curricula and assessment tools at IU are performance-based and designed on ACTFL proficiency guidelines as well as on national standards for specific languages when available. Specific performance-based objectives are detailed in the syllabus for each level. Many departments articulate their learning goals as Can-Do statements, modeled after the ACTFL proficiency guidelines, and others, such as Arabic, Russian, and Turkish, test student proficiency using standard assessments. All LW course goals are expressed in terms of proficiency levels and sublevels, as measured by OPI assessment protocol and LW students take certified ACTFL Language Testing International (LTI)-administered pre- and post-tests. Goals vary by language and level, but typically include a minimum standard that all students must achieve and a higher standard that a percentage of students are expected to achieve. Slavic languages has a four-year multi-dimensional assessment protocol that requires students to achieve ACTFL-based standards of intermediate-high level proficiency by the end of their study. All CGC FLAS languages are taught with performance- based instructional methods to achieve reading, writing, listening, and speaking goals.

**Adequacy of Resources:** IU has a vast capacity of language instruction, with an unparalleled range of language offerings, dozens of pathways for advanced training, high-quality language instructors, and extensive pedagogical support and training. CELT manages two computerized Language Laboratories (with 67 workstations), four video conference camera rooms for distance education, a computer media room (with 12 workstations), a multipurpose lab for video equipment, and an audio and video production studio. IU and HLS have launched an effort to offer LCTLs through online and distance learning. Instructors of Dari, Estonian, Hungarian, Mongolian, Pashto, Turkish, Uzbek, and Zulu are paired with teams of technical support and online curriculum designers to produce effective, proficiency-oriented online courses. The LW has an operational budget of $945,376 and the LW Curriculum Coordinator proactively monitors online courses and reaches out to instructors with training recommendations.

**Language Proficiency Requirements:** IU’s general education core requires that all UG students complete six credits in either world languages, world cultures, or overseas study, and the College of Arts & Sciences (the College) requires four semesters of language. Students in IU’s Language Flagships are required to take five years of language study, which includes an intensive summer program and a full year abroad that includes a professional internship. INTL UG students are required to take six semesters of language study and Master of Arts (MA) students must demonstrate advanced proficiency at matriculation and take two additional semesters at IU.

# QUALITY OF THE CENTER’S NON-LANGUAGE INSTRUCTIONAL PROGRAM

* + 1. **Quality and Extent of Course Offerings:** Currently, 34 departments in the College and HLS, and 12 professional schools offer more than 947 UG and 306 graduate level global courses (minimum of 25% global content). These disciplinary and interdisciplinary global courses

are critical pieces of CGC’s mission to develop broad knowledge of global phenomena and trends, as well as deep knowledge of languages and area studies. At IU, all degree-seeking UG

students are required to complete a world language and cultures component as part of General Education requirements. Students can meet those requirements with courses offered by many CGC faculty who have broad expertise in global issues and specific knowledge of world regions.

|  |
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| **Table F.1 Non-Language International and Global Courses Offered from Fall 2020 – Fall 2022** |
| **HLS** | **UG** | **G** |  | **UG** | **G** |
| African Studies | 12 | 2 | International Studies | 80 | 24 |
| Central Eurasian Studies | 29 | 17 | Middle Eastern Languages & Cultures | 24 | 24 |
| East Asian Languages and Cultures | 19 | 7 | Russian & East European Institute | 17 | 11 |
| European Studies | 11 | 5 | Other (Latin America, India Studies, SE Asia, etc.) | 27 | 5 |
| **Total** | **219** | **95** |
|  |
| **College of Arts & Sciences** | **UG** | **G** |  | **UG** | **G** |
| African American & African Diaspora Studies | 31 | 7 | English | 19 | 7 |
| American Studies | 10 | 3 | Folklore | 23 | 12 |
| Asian American Studies | 3 |  | Gender Studies | 19 | 4 |
| Anthropology | 28 | 6 | Geography | 20 | 5 |
| Art History | 25 | 14 | History | 73 | 17 |
| College (COLL) | 29 |  | Honors | 44 |  |
| Collins Living-Learning Center | 6 |  | Human Biology | 11 |  |
| Comparative Literature | 17 | 2 | Latino Studies | 8 | 1 |
| Criminal Justice | 11 | 1 | Political Science | 38 | 8 |
| Cultural Studies | 12 |  | Religious Studies | 38 | 17 |
| Earth and Atmospheric Sciences | 5 |  | Sociology | 23 | 6 |
| Economics | 8 | 3 | Theater and Drama | 4 | 1 |
| **Total** | **505** | **114** |
|  |
| **Professional Schools** | **UG** | **G** |  | **UG** | **G** |
| Art, Architecture, and Design | 6 | 1 | Medicine | 2 |  |
| Business | 40 | 11 | Music | 17 | 25 |
| Education | 13 | 25 | Nursing | 3 |  |
| Informatics, Computing, Engineering | 8 | 2 | Public & Environmental Affairs | 31 | 18 |
| Law | 15 |  | Public Health | 23 | 7 |
| Media | 46 | 7 | Social Work | 19 | 1 |
| **Total** | **223** | **97** |

**Global Curriculum in Professional Schools:** INTL and Maurer School of Law (Law School) partner to offer a BA in International Law, and HLS and the Luddy School of Informatics,

Computing, and Engineering (LSICE) has a newly launched BS in Cybersecurity and Global Policy. The Kelley School of Business (KSB) requires a Global Foundations Core for all UG, which includes coursework on evaluating business in regional contexts, global economic trends, and overseas study. The O’Neill School of Public and Environmental Affairs (OSPEA), School of Public Health (SPH), School of Nursing, and KSB all have dedicated staff for supporting overseas study and international internships. SOE is home to Global Gateway for Teachers, which offers overseas study in 20 locations to provide students with intercultural experiences while fulfilling student teaching degree requirements.

* + 1. **Specialized Courses:** Specialized global courses are found in multiple disciplines and schools (see Table F.1). Over the past four years, CGC has worked with faculty to support the integration of global perspectives in courses in Anthropology, Education, History, International Studies, Linguistics, Middle Eastern Languages and Cultures, Music, Public and Environmental Affairs, Business, Public Health, Spanish and Portuguese, Central Eurasian Studies, and African Studies. IU students can participate in Diplomacy Lab courses, where IU students and faculty work with State Department officials on disciplinary and interdisciplinary projects related to global policy challenges. These specialized courses train students in areas of national need and examine critical topics such as climate disasters and resilience (INTL), economic development, globalization and entrepreneurship (OSPEA), emerging technology and human rights (Law), global navigation satellite systems as a tool to increase global preparedness (Earth Sciences), and disinformation in Sub-Saharan Africa (Informatics).
		2. **Teaching Faculty:** Over 75 faculty, including new hires, are actively involved with CGC programming, and INTL has 30 core and 15 affiliated faculty members. New affiliated faculty join CGC every year. CGC serves these and other faculty across campus to strengthen their global teaching initiatives through activities such as faculty working groups and workshops on

global teaching. These working groups and workshops bring faculty together to consider how to integrate global learning outcomes, interdisciplinary global perspectives, and interactive technology and pedagogies into classroom instruction. CGC’s Global Studies Positioning Series also contributes to instructional programs, as nearly all visiting speakers attend classes and meet with UG and graduate students.

**Pedagogy Training for Instructional Assistants:** In advance of the fall semester, all new Associate Instructors (AI) attend a Classroom Climate Workshop, a requirement from the Bloomington Faculty Council and the University Graduate School, which describes standards of conduct relating to cultural diversity and understanding racial, ethnic, and gender discrimination. The College requires an additional session on Academic Policy and Integrity for all AIs.

Departments and schools train their own AIs, and many require AIs to enroll in courses on teaching, such as the OSPEA’s Seminar on Teaching Public Affairs. Many College departments in global/language studies have mandatory orientation programs for AIs with a pedagogical component. Graduate students are encouraged to complete a Certificate in College Pedagogy, which provides opportunities to develop and document pedagogical knowledge and skill to complement the students’ disciplinary training.

CITL offers resources that support AI teaching, including an online teaching handbook, pedagogy courses, consultations, guidance on assessment, a seminar series, and mentoring opportunities. CITL offers AI workshops on the *how* of teaching: facilitating analysis-based discussions, engaging students through active learning, and technologies to enhance teaching and learning. Faculty and AIs also utilize Bloomington Evaluation Services and Testing, which provides training and assistance on testing, assessment, technology, classroom resources, critical pedagogies, course design, and other methods and tools to enhance teaching and learning at IU. CGC facilitates a Global Studies Graduate Group that supports graduate student instructors

interested in global pedagogy and offers annual workshops and pipelines to campus resources.

* + 1. **Interdisciplinary Courses:** All INTL courses are interdisciplinary, including courses for UG and graduate students, and at least 90 INTL courses are taught each semester. Advancing global and interdisciplinary coursework in the disciplines and professional schools is at the heart of CGC’s mission. Such courses include *Food Security: Global Perspectives* in INTL, *Language Hotspots and Biodiversity* as a College Seminar, *Social Media and Democracy* in the Media School, and *Death & Dying* in SPH. Masters students in INTL are required to take an interdisciplinary seminar in global studies as well as an interdisciplinary research methods course. IU’s area studies centers offer interdisciplinary coursework and the PhD Minor in Global Studies’ core course provides the opportunity for students to explore global challenges from different disciplinary perspectives. Area studies departments also offer a range of interdisciplinary seminars for UG and graduate students. CGC is proposing to develop new, interdisciplinary, semester-long overseas programs launching in 2024, which will interweave disciplines across the liberal arts spectrum and integrate the social sciences, humanities, and natural sciences through intentional collaboration of multi-disciplinary faculty.

# QUALITY OF CURRICULUM DESIGN

1. **1a. Center’s Curriculum, Degrees, Requirements, and Quality of Undergraduate Training Programs:** In 1998, the CGC designed and implemented a UG Minor in INTL and soon began working with the College to develop the INTL Major in 2003. In 2013, CGC assisted the INTL program as it became a department with its own faculty and was positioned as a cornerstone of HLS.

INTL students can choose between ten degree programs, including a BA, a BS, an UG Minor, a new set of graduate degrees (an Accelerated BA/MA, MA, and MS), and two long- standing PhD Minors in Global Studies and Human Rights. The UG degrees combine regional

and global coursework, a senior research capstone, and the BS degree requires additional courses in microeconomics and quantitative reasoning. UG students must select a specific world region and one of six thematic global concentrations, such that their degree provides global competencies and specific deep knowledge and language skills from world regions. INTL UG students are required to take six semesters of world languages and many acquire proficiency in two or three languages. Students pursuing the BA also have the option of applying for the new 5- year BA/MA degree. Students pursuing the BA/BS can pursue Minors and Certificates in nine area studies concentrations.

HLS has two additional UG programs in collaboration with professional schools. Students can earn a BS in Cybersecurity & Global Policy, a joint program with LSICE. Students

* 4 Advanced courses in a global concentration
* 6 Semesters of a world language
* A course on research design
* A course on career preparation
* An international studies course with an advanced writing focus
* 6-week (minimum) of Overseas Study
* A minor that complements their regional or thematic focus
* A Senior Capstone

**Table D.1 Undergraduate (BA/BS) INTL Requirements**

can also earn a BA in International Law & Institutions, a joint HLS and Law School program. The Kelley School of Business offers an International Studies Co-Major. UG students find high- quality training and internship opportunities in the Political and Civic Engagement Program and the Global Service and Peace Corp Prep (PCP) Certificate Program. The PCP Certificate hosted in International Studies and administered by CGC, which requires 21 credit hours, including an internship, service-learning, and sector specific courses, currently serves students in the College, HLS, Public Health, Business, Media, and Public and Environmental Affairs. CGC is proposing to develop a new UG Minor in Cybersecurity to be housed jointly in HLS and LSICE.

**Training Options and Requirements for Graduate Students in Disciplines and Professional Schools:** INTL MA/Masters of Science (MS) students must write a thesis and have required coursework (Table D.2). INTL MA/MS students are also required to have six semesters of world

language coursework at matriculation and are required to take two more semesters as an MA student. They enroll in global and area studies courses and write an MA thesis. The INTL MS has the same requirements, with additional requirements in quantitative methods and analysis, political science, and economics. MA/MS students can add a certificate in four area studies regions to deepen their cultural and language expertise.

CGC developed and has administered the PhD Minors in Global Studies and Human Rights, which require five advanced courses, a capstone, and an interdisciplinary seminar on Global Studies. Students in Education,

* Interdisciplinary seminar in issues and approaches to global studies
* Human Rights Multidisciplinary Graduate Seminar
* Research Methods
* 2 Area Studies courses
* Masters Capstone
* Two additional semesters of a foreign language or Statistical Analysis

**Table D.2 Masters (MA/MS) INTL Requirements**

Philanthropy, Public Health, Media, History, Geography, Journalism, Anthropology, Comparative Literature, and Criminal Justice have taken the PhD Minor, which provides a framework for the interdisciplinary study and critical analysis of global phenomena. Each student develops an individualized program that complements and provides a global context to the student’s disciplinary and professional academic programs and regional interests.

HLS and the OSPEA has a joint Masters of International Affairs. The Global Business and Social Enterprise Program in KSB provides MBA students opportunities to gain international leadership experience by providing consulting services to businesses around the world. SPH Masters students have a range of opportunities for global practicum, and the Law School has strong graduate programs in Global Legal Studies and Constitutional Democracy. CGC’s Global Studies Graduate Group supports graduate students who are engaged in global research from all disciplines and schools.

* 1. **Academic and Career Advising:** CGC provides academic advising to students enrolled in the PCP Certificate and to students in its Global Studies Graduate Group, which connects

students from across campus, interested in global research and careers with university resources and research support. INTL UG students are assigned an advisor when they declare a major, who is specialized in international studies, including two full-time advisors, Emily Williams and Olga Bueva. The Office of Mentoring Services and Leadership Development, under the Office of the Vice President for Diversity, Equity, and Multicultural Affairs (OVPDEMA), advises students on issues of academic leadership and connects students to peer, faculty, and staff mentors with special emphasis on underrepresented populations. The Global Living-Learning Community supports UG students with skills for global leadership.

HLS offers numerous ways for students to plan for their careers and make valuable professional connections. The HLS Global Career Cabinet and Professional Mentor Program match UGs to alumni and professionals in global fields, ranging private, government, and nonprofit sectors. The Global Leaders and Professionals Program offers HLS students customized career counseling, skills development workshops, and networking opportunities. CGC supports this program through inviting guests with global careers to IU to meet with students. UG and graduate students are encouraged to use the services of IU’s Walter Center for Career Achievement (WCC). One of the WCC’s hubs is focused on Government, International Affairs, and Public Policy, offering students specialized training, contacts, and events to prepare and connect them to positions in government, national security, Foreign Service, regulation, and administration at the local, state and, and federal levels. Additionally, the WCC offers two career classes (ASCQ-Q296 and ASCQ-Q299) to provide both exploratory and in-depth, practical guidance on job-hunting. Students can make other valuable connections through Ascend Indiana, a service for HLS students that works with global employers in the state for student placement.

* 1. **Formal Institutional Arrangements for Students:** According to the Open Doors Report, IU ranked second in the nation for semester-long study abroad programs and sixth for the total

number of students studying abroad in AY 19-20. In 18-19, 2,850 UG students and 394 graduate and professional students participated in an overseas program. IUB and university partners abroad offer 18 dual degree programs. IU’s 260 partnership agreements with overseas institutions facilitate student research as semester or short-term programs. 80 formal UG and graduate student overseas institutional exchange programs are available. In 19-20, international exchange funding was awarded to 25 graduate students. HLS has three institutional agreements with Waseda in Japan, Leiden in the Netherlands, and thh National Taiwan University, designed to enhance collaborative research and experiential learning opportunities.

**Access to other Study Abroad and Summer Language Programs:** The IU OOS provides guidance and resources for IU students interested in participating in non-IU or external institutional programs. This includes a web platform that provides information about non-IU programs, financial aid, IU funding towards non-IU programs, pre-departure preparation, reconciling non-IU and IU academic policies, legal and safety issues, and adjustment and cultural differences. In 18-19, 328 IU students studied abroad through non-IU programs. CGC shares information on a variety of IU and non-IU study abroad and summer language programs through weekly opportunity emails and by advising students. CGC works with established advanced language training programs throughout the U.S. and the world to facilitate high-quality summer intensive language instruction for FLAS students, and graduate students can apply for funding through OVPIA and the LW’s Title VIII funding to support intensive language training. The Big 10 Academic Alliance, a consortium of 14 universities, broadens the scope of study abroad programs available to IU students through the Shared Program Abroad.

# QUALITY OF STAFF RESOURCES

* 1. **Faculty and Professional Staff Qualifications:** Due to its commitment to collaboration and diversity of perspectives, CGC draws upon the expertise of faculty and staff from across the

IU campus. Consistent with its effort to work with professional schools, 28% of CGC affiliated faculty are from Business, Education, Informatics, Law, Media, Public and Environmental Affairs, Public Health, and Social Work. CGC faculty are distinguished in their fields, publishing widely, serving on boards of journals and professional associations, and sharing a commitment to global teaching, research, and student advising (see CVs). CGC staff, comprised of a permanent full-time director, full-time Associate Director, and part-time personnel, all have experience in implementing and managing large-scale grant projects.

**Elizabeth Konwest** is CGC’s Director, since 2021, and was previously the Interim Director and Associate Director, since 2016. She is affiliated faculty in INTL and the IU Department of Anthropology. Dr. Konwest has presented on international education and published on pedagogy and global archaeology. She directs CGC’s ICCI and GCELI. **Taurean**

**J. Webb** is CGC’s Associate Director and oversees the PCP Certificate program, serves as CGC FLAS Coordinator, and supervises a variety of CGC’s academic and outreach initiatives. He brings a background of interdisciplinary research, curriculum development and higher education administration. CGC is supported by a full-time Global Studies Librarian, **Charmaine Henriques**, who consults with CGC and INTL affiliated faculty on library acquisitions, supports global research, and organizing professional development opportunities for students. CGC’s Language Consultant, **Nader Morkus**, is an Associate Professor in Middle Eastern Languages and Cultures and directs the Arabic Flagship and Arabic Language Program. He assists in defining selection standards for FLAS, reviews applications, and contributes to CGC’s approach to language pedagogy, instruction, and assessment. CGC hosts a Postdoctoral Fellow in International Issues and Sustainable Development in collaboration with HLS and the Tobias Center for Innovation in International Development.

# Professional Development and Overseas Opportunities for Faculty and Staff: For

professional development, CGC staff attend national conferences and improve technical and leadership skills through regular IU trainings on topics such as Website Creation Using the IU Framework and Leading at IU Competency Development. IU also offers a wide variety of professional development training relating to financial administration and use of technology for research, teaching, and administration. CITL, which in 2020 provided 263 events including webinars, learning communities, and guest speakers, and held 1,370 consultations with instructors. CGC has collaborated with CITL on a global learning community, ICCI, the newly developed GCELI, as well as individual workshops. IU’s Institute for Advanced Study (IAS) supports the research and creative activity of faculty, and brings to campus distinguished scholars, scientists, public figures, and artists to deliver lectures, meet with students, and collaborate with faculty. CGC will collaborate with IAS on the Bloomington Symposia to bring international researchers to IU for annual cross-disciplinary workshops focusing on key topics of mutual concern such as Migration and Contagions.

For overseas experiences, faculty can apply to several university divisions to support international travel, course development, partnerships, trainings, and global collaborative research. Examples include the President’s International Research Awards, College Arts & Humanities Institute travel grants, IU OOS Program Development Grants, Global Gateway Grants, and OVPIA funding for language learning and overseas conferences. IU has Gateway Offices in China, Germany, India, Mexico, and Thailand to support research, study abroad, and other cooperative engagement. CGC has coordinated with the Gateway offices for conference opportunities, curricular development and research support, and outreach. The Office of the Vice Provost of Research, HLS, and academic departments provide grants to support international research, and CGC supports domestic and international travel for faculty and staff for professional development and research.

**Faculty and Staff Participation in Teaching, Supervision, and Advising of Students:** Full- time CGC staff oversee the Global Service and Peace Corps Prep Certificate, supervise students in a credit-bearing practicum for preventing human trafficking, and teach several topical short format courses on various global issues and career competencies. Dr. Elisheva Cohen, CGC Postdoctoral Fellow, teaches courses in INTL including “Refugees and Displaced People” and “The Sustainable Development Goals: Opportunities and Challenges.” Through its Global Studies Graduate Group, CGC staff connect students from across campus interested in global research and careers with university resources ranging from the Graduate Grants Center to the Global Studies Librarian. CGC also oversees and advises academic UG interns.

CGC affiliated faculty teach courses in 30 departments and 8 schools. CGC faculty play important roles advising INTL students, including Shruti Rana’s leadership of the Global Leaders and Professionals Program, Stephen Macekura’s role as Director of Graduate Studies, and Jessica Steinberg’s position as Director of UG Studies. UG HLS students are advised by three full-time student advisors, who guide course choices, language learning, overseas study, internships, and degree completion. CGC works with INTL advisors Sarah Lucas and Olga Bueva on the PCP Certificate and other UG initiatives.

* 1. **Adequacy of Staffing for Administration and Outreach:** CGC reports directly to the Dean of HLS and Director Konwest has regular meetings with the HLS Assistant Dean for Curricular and Undergraduate Affairs. CGC relies on the staff and centralized services provided by HLS’s fiscal offices, human resources, web management, and communications. In Fall 2022, CGC will work with the HLS Director of International Education Programs & Outreach and the PRGIM to develop global outreach opportunities for K-12 audiences, Minority Serving Institutions (MSI) and Community Colleges (CC), and other members of the public. The Director oversees all CGC programs and curricular initiatives, maintains internal and external

collaborations and partnerships, guides evaluation, and provides expertise and guidance on professional development workshops, global studies research initiatives, and CGC publications and provides oversight of operational and grant budgets. The CGC Associate Director oversees the Global Workforce Initiative, K-12 world language programs, collaborations with the SOE Director of Global Ed. Initiatives, FLAS, and supervision of part-time and student personnel.

CGC works with folklorist and global teaching expert, Amy Horowitz (Roadwork Center), to coordinate the internationalization efforts with Navajo Technical University (NTU) and to lead Global Arts programming.

**Faculty Involvement in Center:** CGC is guided by an advisory board of 10 scholars and leaders from IU and beyond, which meets every semester to advise on overall policy, curriculum development, and collaborations with academic departments and professional schools, and assists with networking and facilitating institutional partnerships. Members include the Associate Vice President for Overseas Study, professors in Law, Education, Business, and INTL, and the Vice President in the Office of Global Citizenship for Campus, Community and Careers at AAC&U. Faculty from a range of departments and schools will guide proposed projects, such as Sarah Bauerle Danzman, INTL (Investment Screening Mechanisms Workshop); Pedro Machado, History (Unfreedom speaker series and course development); Shruti Rana, INTL and Law (Reconceiving Engagement with International Law Career events); Deborah Getz, Public Health (Preventing Human Trafficking Practicum); Martha Nyikos, Education (Bridges); Stephanie Serriere, Education (Deliberations); and Todd Burkhardt, Criminal Justice and CRE (ASPIRE study abroad project). Muslim Voices and the Global Service and Peace Corps Prep program have faculty advisory boards. Librarian Charmaine Henriques collaborates on making CGC resources available on publicly accessible databases and leads workshops for graduate students on conducting global research. Many other individual faculty members volunteer for outreach,

presentations, and events from HLS, the College, and professional schools.

* 1. **Non-Discrimination Employment Practices:** IU is committed to promoting the achievement of equal opportunity within the university and throughout American society and requires all units to recruit, hire, promote, educate, and provide services to persons based upon their individual qualifications. IU prohibits discrimination based on characteristics such as age, color, disability, ethnicity, sex, gender identity, marital status, national origin, race, religion, sexual orientation, or veteran status. In the interest of fostering a campus climate in which diverse influences are respected and valued, IU’s Faculty Senate policy prohibits discrimination based on citizenship, familial obligations, gender expression, ancestry, or socio-economic background. IU’s commitment to diversity extends beyond a set of ideas or nondiscrimination policies; IU has an Office of Institutional Equity to protect the rights of each individual and to ensure their equal access in all aspects of employment, education, and participation within the university. That Office has trainings for Title IX and a Legal Compliance Series for Supervisors, including sessions on Equal Employment Opportunity, and the Americans with Disabilities Act, which CGC Director Konwest has completed. IU’s OVPDEMA cultivates a diverse, inclusive environment that supports equal access, participation, and representation on all IU campuses. In September 2021, IU President Pamela Whitten announced a $30 million fund to accelerate IU’s efforts to hire a more diverse mix of faculty, including researchers. The seven-year Presidential Diversity Hiring Initiative will focus on hiring from groups traditionally underrepresented in higher education, with the ambition of increasing their representation among faculty. CGC recognizes the diversity and worth of all individuals and is committed to achieving equal opportunity in recruiting, hiring, promoting, and provision of services. CGC and HLS post job announcements in nation-wide venues to ensure reaching a large pool of potential applicants, including traditionally underrepresented groups. CGC and the HLS building are completely

accessible and CGC’s revised website is designed to comply with Americans with Disabilities Act (ADA) guidelines.

# STRENGTH OF LIBRARY

* 1. **Strength of Libraries’ Holdings:** IU Libraries supports interdisciplinary research in International and Areas studies as well as many other subject areas. According to the Association of Research Libraries statistics, IU Libraries ranks number 12 out of 116 member libraries for collection size. The library holds 11,496,451 items, over 1,871 databases, 2,279,707 electronic books, 269,019 e-journals, 434,998 serials titles, 99,505 maps, 38,572 microfilm, and 77,427 microfiche. Furthermore, it has developed noteworthy collections in African Studies, Russian and Eastern European Studies, Uralic and Altaic Studies, East Asian Studies and European Studies, and has materials in 501 languages. On the IUB Campus, the library system includes 19 libraries including the main flagship, Wells Library. The Lilly Library houses rare books, manuscripts, and special collections, many of which are now digitized and available publicly. The Archives of Traditional Music is an audiovisual archive that houses 100K recordings from all over the world. The International Government Organization and Foreign Documents Collections housed in Government Information & Maps and Microform Services is free, open to the public and has documents and publications on Labor, Education, Human Rights, Status of Women, Economics, and Migration. IU Libraries supports access to collections for UG, graduate students, and faculty through a range of services including instant messaging help, research guides, consultations, and pop-up reference tables throughout campus, including in HLS. **Financial Support for Library Acquisitions and Staff:** For 21-22, the IU Libraries’ acquisitions budget (monographs and serials) for Global and International Studies is $72,571 (of which $30,806 is for serials) and for combined Area/International/Global Studies it is $1,208,277 (of which $584,147 is for serials). The Libraries have a total materials budget of $17M and many

other acquisitions support interdisciplinary and international research and studies, including several cross-disciplinary databases. IUB Libraries has negotiated and renewed its Elsevier contract that covers a significant portion of science content, including themes related to the United Nations Sustainable Development Goals-SDGs (Climate Action, Sustainable Communities and Cities, Affordable and Clean Energy, Zero Hunger, and Good Health).

The Libraries’ Area Studies Department consists of two Senior Collection/Reference Assistants and seven librarians (six regional specialists and a subject specialist dedicated to Global/International Studies). Employees in the Technical Services Department spend a percentage of their work time processing, cataloging, searching, and ordering/acquiring Area Studies, Global Studies, and International Studies materials in all formats. Currently, staff salaries in support of Area Studies, Global Studies and International Studies are over $1M.

* 1. **Cooperative Arrangements and Access to Library Holdings:** IU Libraries is prolific in open access publishing, hosting 40 open access journals and additional Open Education Resources. IU Libraries offers IU students and faculty access to various subscription and open access databases, digital archives, and documentary/news streaming video collections. Some of these resources include Modern Genocide: Understanding Causes and Consequences; Immigration, Migrations and Refugees: Global Perspectives, 1941-1966; Refugees, Relief, and Resettlement: Forced Migration and World War II; Environmental Issues Online; Revolution and Protest Online; Security Studies Online; and Environmental Studies on video. IU Libraries staff works with their counterparts at other institutions, libraries, and agencies to provide reference, research support and access to each other’s collections. IUB Libraries is a member of HathiTrust who has the largest set of digitized books managed by academic and research libraries. During the pandemic, IU students, faculty, and staff were able to use HathiTrust to access copyrighted titles in the collection that IU Libraries owns in print format. IU Libraries is also a member of the

Center for Research Libraries granting IU students and faculty access rare and uncommon primary source materials from all world regions.

Through its website, the IU Libraries system provides access to collections around the world. Interlibrary loan is free and library staff work with colleagues at other institutions, libraries, and agencies to provide reference and research support. Teachers, students, and faculty from other institutions worldwide can access its holdings via the online library catalogue, the Center for Research Libraries’ catalogue, IU Scholarworks and HathiTrust. IU has vast publicly accessible digital collections including archives, images, media, and other materials including the African Ephemera Collection, collections from the Lilly Library of rare books and manuscripts, Cultural Linguistic Archive of Mesoamerica, Cyrillic Map Collection, Letopis' Zhurnal'nykh Statei: Russian Periodical Index, and the Victorian Women Writers Project.

# IMPACT AND EVALUATION

1. **1a. Impact on University, Community, Region, and Nation:** CGC’s impact on IU is wide, from helping develop internationalized curriculum across campus to supporting the Global Studies PhD Minor. CGC has supported INTL as it grew from a program into HLS’s core department, with majors increasing by 53% over five years to the current 489 majors. INTL UG alumni from 2020/21 are employed in various sectors, including 5% in the military, 5% in local, state or federal government, and 45% in private and non-profit fields, 29% are in graduate school, and 16% doing service, applying to graduate school, or seeking employment. (See PhD placement in G.2.) 2021 graduates are matriculating into advanced language and international and professional programs at Syracuse University, the University of York, American University, Columbia University, Johns Hopkins University, and more. CGC’s dedicated events for interdisciplinary graduate students on theoretical and methodological aspects of global studies reached 371 students at IU since 2018.

Community impact is shown by the more than 1,900 local K-12 students who encounter global learning in classes internationalized through the CGC Global Grants Program since 2018, and the thousands of visitors to the Lotus World Music Festival’s Global Education Pavilion, funded by CGC, that attend from across the region. CGC affiliated faculty participate in the Great Decisions series, which highlights current foreign policy issues for local public audiences; from Fall 2018-Spring 2021, we had 1,137 attendees. CGC’s Indiana Language Roadmap, which is advancing language learning in Indiana, has a network of over 225 individuals from business, education, government, healthcare, law enforcement, and other sectors.

Since 2018, CGC has reached over 10,000 K-12 teachers and administrators across the nation through its K-12 professional development activities (see Table H.2). CGC impacts colleges and universities across the nation through its professional development efforts. In the past nine ICCIs, faculty and administration participants have hailed from 39 US states and territories and 15 non-US countries; of the 474 participants, 217 were from CCs and MSIs. In 2019, 96% of ICCI participants surveyed stated that ICCI met their expectations and gave them ideas to take back to their home institutions. CGC’s Framing the Global book series, published by IU Press, has published 22 books since 2014, sold over 4,300 volumes, and is having a national impact in global studies and with the general public. CGC’s social media sites are reaching readers across the U.S. and globe, such as its Muslim Voices Twitter account with over 128K followers and our YouTube channel with over 1,000 views in the last year.

* 1. **Student Placement in Areas of National Need**: IU’s WCC annually surveys INTL UG Majors, Minors, and Certificate graduates for placement data and plans. IU has been refining the survey tool and survey responses rated have increased over the past three years. In partnership with Thomas P. Miller & Associates (TPMA), CGC surveys other alumni, including FLAS fellows, to measure outcomes, such as academic degree/program status and employment

status/placement (including whether employment is in area of national need). Finally, CGC has access to Academic Analytics which tracks placements of graduate students.

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| **G.1. CGC Alumni Placements** |
| **Status or Sector** | **2020****graduates** |
| Continuing studies | 12% |
| Higher Education | 44% |
| Private Sector (for-profit) | 19% |
| Federal Government | 7% |
| Private Sector (non-profit) | 7% |
| International Organization (outside U.S.) | 4% |
| State or Local Government | 4% |
| U.S. Military | 4% |

In addition to the INTL UG placement data described in G.1a. and the CGC alumni described in Table G.1., PhD Minors in Global Studies and Human Rights have found positions in higher education at Wheaton

College, Liverpool University, the University of Richmond, Weber State University, the University of New England, and more.

Recent HLS and FLAS fellow graduates have found employment in areas of national need, such as government fields, like the Federal Housing Finance Agency and the Department of State; education, like the Defense Resources Management Institute and Miami University; businesses, like Deloitte and AT&T; and non-profit organizations, like Girls Inc. and the Smart Water Networks Forum.

**Efforts to Increase National Need Placements:** CGC’s Global Employability Project has increased career pipelines for international skills in areas of national need at the secondary and postsecondary levels through Career and Technical Education educator professional development and collaboration on Ivy Tech Community College’s Global Workforce Skills Certificate. This project will expand as the Global Workforce Initiative to meet demands nationwide at the secondary and postsecondary levels. CGC trains UG students at IU through administration and advancement of IU’s Global Service and Peace Corps Prep Certificate, which prepares students for careers of national and global service with international, area studies, and service-learning coursework. CGC also supports the HLS Global Leaders and Professionals Program. CGC trains graduate students to be specialists in global studies in the PhD Minors in

Global Studies and Human Rights, which currently have 10 graduate students enrolled and who will be seeking employment in the fields of philanthropy, education, criminal justice, and informatics, among others. Of CGC alumni surveyed, 92% said they have had, currently have, or expect to have positions that require the global competencies they obtained while affiliated with CGC. CGC has also utilized its FLAS awards to contribute to an improved supply of global specialists. FLAS fellows have access to career related programming through CGC, HLS, and the LW no matter what school or institution they are from. CGC students attending the LW are directed to apply for Department of State Title VIII funding, designed to increase the supply of students for government careers in foreign policy and national security.

* 1. **National Needs and Public Dissemination:** CGC addresses national needs in its choice of interdisciplinary research topics it supports (recent topics include Global Environmental Communication and Policy, Sustainable Development and the UN Sustainable Development Goals, Displaced Persons and Environmental Refugees, Policy and Law of the Sea); by fostering a new generation of citizens and employees to be more globally aware and skilled (like support for the 157 graduating UG and graduate students in INTL last academic year); by expanding awareness of diverse populations about how global issues impact local communities; and by developing increasing numbers of individuals with proficiency in LCTLs (all CGC FLAS languages satisfy critical national needs). CGC is dedicated to disseminating information to the nation through its online resources, educational curricula, social media platforms, conferences, workshops, and publications. CGC regularly posts professional development opportunities, new curricular resources, and global learning opportunities to the network of 921 educators on our dedicated teacher listserv. Over the next four years, CGC will enhance these efforts by having students and faculty contribute to Muslim Voices and Access Global websites, as well as by bringing global issues to communities through the collaborations with the Center for Rural

Engagement, and by encouraging government service through career preparation programs for secondary students, UG, and graduate students. CGC’s Language Roadmap is disseminating information about world languages across IN through its regional committees of business, non- profit, and education leaders, distribution of 1,200 hard copies of the roadmap plan, promotion of online resources, and activities including community speakers. Evaluation will allow CGC to continue tracking the impact of its outreach, social media resources, programs, and conferences and to track the use of LCTL languages in careers and research. CGC’s formative evaluation will also help determine the most effective modes of dissemination which will ultimately lead to more successful and sustainable programs and initiatives. Declared interest in government service and proposed research and careers that serve national needs are competitive criteria in CGC’s FLAS selection process, and all 13 currently proposed FLAS languages are considered priority languages of national need.

* 1. **Evaluation Plan:** The proposed evaluation plan will allow CGC to use qualitative and quantitative outcomes data for continuous improvement of programming. The evaluation structure will have internal, collaborative, and external components designed to access if CGC is meeting its four project goals (see Table I.1).

**Use of Recent Evaluations to Improve Program:** CGC uses evaluations from independent TPMA as well as internal collection tools to improve programming. Annual ICCI evaluations led to increased marketing to and attendance from MSIs and CCs. Bridges World Language evaluations helped spur more diverse languages offerings at different community locations. A survey of members of the Rural Schools Network of Indiana in 2018 led to targeted professional development in subsequent years, including the development of asynchronous online content for teachers. Surveys and focus groups of stakeholders including students, faculty, and Indiana employers have guided the creation and promotion of the IVY Global Workforce Skills

Certificate. Since 2018, quarterly meetings between TPMA and CGC contributed to a regular cycle of feedback and improvements by suggesting programmatic changes based on performance measures and evaluation results. CGC also regularly seeks the counsel of center-wide and program specific Advisory Boards that have IU faculty and external experts and community members to enhance programming, increase CGC networks, and ensure that we are meeting national needs and including diverse perspectives. Building on data collection and lessons learned during the current cycle, CGC will conduct rigorous, ongoing data collection and analysis throughout the grant period to measure program impact and implementation.

**External Evaluation:** Thomas P. Miller & Associates (TPMA), a nationally recognized independent external evaluator, will act as the third-party evaluator for CGC’s Title VI grant and will measure progress toward key goals that are specific and measurable. TPMA has served as a third-party evaluator for 36 federal grants, including from the U.S. Department of Education. TPMA employs a Utilization-Focused Evaluation (U-FE) framework to build a highly functional relationship between the Evaluation Team, CGC, and other stakeholders in the process, including institutional leadership and staff. While the Evaluation Team considers evaluation to be a tool for continuous improvement, technical assistance, and stronger project implementation, TPMA will also prioritize delivering independent and objective findings. They will employ a mixed-methods approach, using qualitative data to substantiate and contextualize quantitative data collected throughout the evaluation. 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, focus groups and interviews, as well as collecting and analyzing outcomes data. CGC will have quarterly calls with the TPMA teams to discuss findings and areas for continuous improvement. TPMA will also conduct evaluations and analyses of joint-National Resource Center (NRC)

activities, including the Bridges program, the Global Workforce Initiative, the Global Indigeneity project, Internationalizing the IU Heartland, Global Deliberations, and collaborations with NTU. **Internal and Collaborative Evaluation:** Instruments will include surveys, peer observations and reports, enrollment data, student course evaluations, and solicited reports from program participants and stakeholders. Specialists at IU’s Social Science Research Commons, which provides research consultation, infrastructure, support, and training, will work with CGC staff to develop survey instruments and measurement of outcomes. To monitor and continuously improve new courses developed at IU with T6 funds we will elicit enrollment data and student course evaluations each time the course is taught. The CGC Director will conduct annual faculty peer observation of courses developed by the Postdoctoral Fellow in International Issues and Sustainable Development, in accordance with guidelines provided by the OVPFAA. All these curricular-focused evaluations will assess the extent to which course learning goals are met and will suggest enhancements. CGC staff will continue to meet with the CGC Advisory Board as well as the Advisory Board for the Indiana Language Roadmap and Muslim Voices project.

These combined evaluation activities, together with CGC’s ongoing collection of institutional data and other outreach data, will measure progress towards CGC’s goals and priorities annually and longitudinally over the four years of the grant.

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| **Table G.2: Project Goals & Measurement Indicators** |
| **Goals and Questions** | **Measurement and Data** |
| **CGC Goal 1: Promote and improve global studies, global teaching, proficiency-based world language instruction, and global career readiness at Indiana University** |
| To what extent do CGC alumni, including FLAS recipients, experience improved academic and career outcomes, particularly in areas of national need? | * Annual TPMA online survey of alumni to measure outcomes such as academic degree/program status and employment status/placement
* Annual IU Walter Career Center surveys will track INTL alumni career and higher education placements
 |
| To what extent do alumni utilize their language and cultural skills gained as a result of their participation in CGC in their employment and other areas? | * Annual TPMA online survey of CGC alumni, including FLAS alumni, to measure outcomes such

as utilization of language and other relevant cultural skills in their career and other areas |

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| Are CGC programs and activities for IU audiences in line with IU institutional goals and student needs?What are emerging needs for IU faculty/students? | * CGC will consult at minimum biannually with

Advisory Board for timely feedback and formative program planning |
| Are new curricular offerings (courses, overseas experiences, and credit bearing programs) reaching an interdisciplinary and diverse student body? | * On semesterly basis, CGC will collect course enrollments on new courses and programs
* CGC Director will conduct peer observations of courses developed by CGC Postdoctoral Fellow on semesterly basis
 |
| * **CGC Goal 2: Support global teaching, learning, and workforce skills within higher education institutions, especially Minority Serving Institutions and community colleges**
 |
| To what extent do MSI/CC faculty/staff professional development workshops improve understanding of global studies and incorporation of content into curriculum at Higher Education Institutions? | * Annual TPMA Online survey of MSI/CC faculty/staff that attend grant-related workshops to measure usefulness and relevance of the workshop and the application of information in their classroom
* TMPA online survey conducted after each ICCI to

access outcomes of the institute for participants (twice over grant period) |
| How many MSI/CC courses are enhanced with internationalization and how many students arereached? What are other methods of collaboration could be explored in the future? | * CGC will request short faculty reports from MSI/CC faculty/staff receiving course development and curricular linked travel grants.
 |
| To what extent does the GCELI improve understanding of global studies and incorporation of community- engaged learning into curriculum? | * CGC, in collaboration with CITL, will conduct post- institute surveys after each institute (twice over grant period)
* On semesterly basis, CGC will collect course

enrollments on new courses developed as result of the institute |
| * **CGC Goal 3: Advance and diversify access to global teaching, proficiency-based world language instruction, and workforce skills within K-12 schools**
 |
| To what extent do K-12 teacher and administrator professional development workshops improve understanding of global studies and incorporation ofcontent into curriculum at K-12 schools? | * Annual TPMA online survey of K-12 educators that attend grant-related workshops to measure the usefulness and relevance of the workshop and the

application of information in their classroom |
| To what extent does the Bridges World Language Program meet language learning and cultural competency goals for learners and advance the skillset of volunteer instructors? | * Semesterly TPMA online survey of parents/guardians of students attending Bridges
* Semesterly survey conducted by area studies centers of volunteer IU instructors
 |
| * **CGC Goal 4: Advance and diversify access to global programming, materials, and content on global and international themes for various general publics**
 |
| What is the overall experience and outcomes of partners and program participants of grant-related collaborative and internationalization efforts, and howcan this feedback be used to facilitate improvements for participants? | * Annual TPMA Online surveys of grant program participants administered to measure outcomes and satisfaction as well as gather other feedback based on

their participation in grant-related collaboration and internationalization efforts |
| To what extent are online resources developed by CGC utilized? | * CGC will collect internal data website analytics including views, lengths of stay, and click-throughs.
 |
| Is CGC collaborating with diverse organizations and meeting internationalization and language learning needs across the state and country? | * CGC will consult at minimum biannually with Advisory Boards for the Indiana Language Roadmap

and Muslim Voices for timely feedback and formative program planning |

* 1. **Equal Access:** CGC consciously strives to make its programming accessible to diverse groups of students, faculty, and the public. Its building is fully ADA accessible, and its website is

compliant with ADA guidelines for the sight impaired (meets GEPA requirements, Section 427). Web content is developed to be accessible to all audiences and ADA compliant. CGC hires and provides services based upon qualifications and prohibits discrimination based upon age, color, disability, ethnicity, gender, marital status, national origin, race, religion, sexual orientation, or veteran status. (For more on non-discriminatory hiring, see Section B.3 and GEPA Statement.) IU’s Office of Institutional Equity monitors university policy and assists with questions about discrimination. IU's OVPDEMA oversees implementation of IU's commitment to equal access for traditionally underrepresented groups. As an applicant to the Department of Education, the CGC will comply fully with section 427 of the General Education Provisions Act (GEPA). CGC has awarded 50% of its FLAS fellowships and curriculum stipends to highly qualified women and underrepresented minorities, and many outreach programs serve underrepresented populations, including rural residents (e.g., Language Roadmap), retirees (e.g., Great Decisions), and underrepresented students (e.g., GALACTIC summer program). The Women Engaging Globally scholarships of the IU Language Workshop support undergraduate women preparing for international careers. First- and second-generation students, students from rural areas, veterans, and economically disadvantaged students receive extra points in competitive rankings for Hamilton Lugar School scholarships for summer language study. CGC proposed programming will include even more diverse stakeholders, including ethnic minorities, first- generation students, low-income students, and faculty from MSIs and CCs.

# NRC OUTREACH ACTIVITIES

* + 1. **Elementary and Secondary School Outreach:** At the K-12 level, CGC advances global teaching and learning by working with the Coordinator of Global Education Initiatives, a joint appointment between HLS and SOE that internationalizes K-16 education in IN and across the country. It does so by offering professional development workshops and institutes for in-service

and pre-service teachers and elementary and secondary school leaders, like the Principal’s Academy on Internationalization. CGC, with other Area Studies Centers, IU faculty, and IN teachers, have developed instructional resources that are available on the Access Global website and CGC website, including *Internationalizing the Academic Standards: Indiana,* lesson plans, and other curricular resources. In collaboration with faculty from the KSB and IU Center for International Business Education and Research (CIBER), since summer 2019, annual summer workshops were conducted for Career and Technical Education (CTE) high school educators. In 2020 and 2021, our workshops on proficiency-based language teaching had to go online and we formed a partnership with the Indiana Foreign Language Teachers Association, which increased the breadth and diversity of our participant population, raising attendance from 33 in 2019 to 5981 in 2020. Due to this success, we have planned more high quality, interactive webinars with synchronous and asynchronous components for future outreach.

At the regional level, CGC partners with the Foundation of Monroe County Community Schools (FMCCS), which has supported local educators to internationalize teaching through 18 educator led projects. CGC is also dedicated to reaching underserved populations of students through its outreach, such as its art-based global programming at the Balfour Pre-College Summer Academy, a SOE summer academy for underrepresented minority high school students.

Over the next four years, CGC will expand its K-12 outreach to rural schools through a combination of joint efforts with the IU Center for Rural Engagement (CRE) and joint programming with the Director of International Education Programs & Outreach, a position that will be fully funded by HLS. CGC will expand on our long-time partnership with NTU to work with K-16 educators in the Navajo Nation for professional development and arts-based global competencies projects and will expand our global competencies workshops with CTE high school programs

with the additional focus on STEM.

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| **Table H.1 Sample Recent Projects and Programs for K-12 International Outreach** |
| **Programs** | **Period represented** | **Participants** |
| Global Competence Workshop Series (SOE pre-service teachers) | Fall 2018 - Fall 2020 | 79 |
| Social Studies Teachers Workshops (in-service teachers) | Fall 2018-Spring 2021 | 249 |
| Global Literacy Invitations Workshop (in-service elementary language arts teachers) | Fall 2018 - Fall 2021 | 65 |
| Global Competencies for Indiana Career and Technical Education Programs | Summer 2019, Summer2020, Summer 2021 | 119 |
| Dual Language Immersion Workshops (teachers and administrators) | Fall 2018 - Fall 2021 | 479 |
| Principals Academy on internationalizing schools (principals and administrators) | Fall 2019- Spring 2020; Fall2021-Spring 2022 | 21 |
| Global Infusion for Pre-College Academy for Underrepresented students | Summer 2019, 2020, 2021,Spring 2020 | 197 |
| Indiana Foreign Language Teachers Association annual statewide conference exhibition | Fall 2018, 2019, 2020, 2021 | 1308 |
| Monroe County Global Grant to Educators | Fall 2018-Spring 2021 | 1985 |
| Lotus World Music & Arts Festival Orientation (high school students) | Fall 2018 | 419 |
| Lotus Blossoms World Bazaar and Take-Home Global Activity Kits (4th grade students and publics) | Spring 2019, Fall 2019,Spring 2020, Spring 2021 | 2471 |
| Project School International Night (K-12 students and their families) | Fall 2018, Fall 2019 | 366 |
| Summer Institute for K-8 Educators: Internationalization & The UN Sustainability Goals | Summer 2019, 2020, 2021 | 119 |
| Teaching in Times of Crisis Online Workshops for K-12 Educators | Summer 2020, 2021 | 448 |
| Webinars for Language Instructors in partnership with the Indiana Foreign Language Teachers Association | Summer 2019-2021 | 7410 |

* + 1. **Postsecondary Institutions:** CGC has an exceptional record of outreach to higher education. CGC’s 4-day Institute for Curriculum and Campus Internationalization (ICCI) annually draws dozens of faculty and administrators from universities and colleges across the nation. In partnership with other Area Studies Centers, and relying on IU faculty expertise,

including faculty from Business and Law, CGC administers ICCI for 40-60 faculty and staff annually, with increased recruitment from and travel grants for teams from MSIs, CCs, and

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| **Table H.2. ICCI Data (2011-2019)** |
| # U.S. states (incl. IN) and territories | 39 |
| # Participants | 474 |
| # Institutions represented (incl. IU) | 175 |
| # Community Colleges | 36 |
| # Minority Serving Institutions | 27 |
| # Title 3 & 5 Eligible Institutions | 29 |

Historically Black Colleges & Universities (HBCUs). Impacts have included the development of study abroad programs, new global studies degrees, global courses, faculty international working groups, new language instruction offerings, and other results.

CGC, Center for the Study of the Middle East (CSME), and Center for Latin America and Caribbean Studies (CLACS) have a long-standing collaboration with NTU, a federally designated Tribal University, to internationalize their curriculum and faculty. Since 2018, through workshops, professional development opportunities, and faculty travel support, CGC has provided paths toward the internationalization of the campus, including graduate programs in indigenous studies. CGC proposes to build on past success by developing new initiatives and by expanding the number of IU NRCs involved. We will also incorporate NTU faculty and students into the new cross-center Global Indigeneity Project, bringing global scholars to IU and NTU for lectures, faculty collaboration, and a culminating conference.

Through a CGC led initiative and collaboration of forty-two faculty and administrators at IVY and IU, the Global Workforce Skills certificate was launched at IVY and approved by the Commission for Higher Education as a standalone credential in August 2020. 46 students have enrolled in the newly created Global 101 certificate introductory course since its creation. The certificate is available for students at all 40 of the IVY campuses across IN.

Over the next 4 years, CGC will partner with MSIs or CCs to help them meet their unique internationalization goals, including: IVY, the largest singly accredited CC in the nation; Fort Valley State University, an HBCU in Georgia; Indiana University Northwest (IUN), a regional IU campus designated as a Hispanic Serving Institution (HSI); the Georgia Consortium for International Studies, with 16 MSI members; and NTU. CGC will also support a faculty exchange with the U.S. Naval Postgraduate School.

* + 1. **Business, Media, and the General Public:** Table H.3 outlines recent initiative for

international outreach to business, media, and the general public.

**Business:** CGC is currently leading the Indiana Language Roadmap initiative, which developed

and distributed a state plan for language learning by working with educators, business, government, law enforcement and healthcare. Its statewide summits and regional workshops have engaged over 356 people in those fields in discussions of how to strengthen language learning opportunities to advance economic

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| **Table H.3 Recent Projects and Programs for Outreach to Businesses, Media, and the General Public** |
| **Programs** | **Period offered** | **Number Reached** |
| Lotus Global Education Pavilion | Fall 2018,2019 | 4600 |
| Bridges: Children, Languages, World | Fall 2018-Spring 2022 | 437 |
| Great Decisions at Meadowood Retirement Community | Fall 2018-Spring 2022 | 1277 |
| Arts & Refugees Public Events | Spring 2019 | 794 |
| IN Language Roadmap plans, distributed to community andbusiness partners | Fall 2019 | 1200 |
| Muslim Voices Twitter | ongoing | 128K |
| Global Career Videos | ongoing | 396 |

competitiveness and cultural diversity. The Indiana Economic Development Corporation, the two largest Indiana-based companies, Eli Lilly and Cummins, and bipartisan legislators, have been actively involved in this work. CGC has been partnering with CIBER on a series of YouTube video highlighting the importance of language and culture across the spectrum of careers.

**Media:** CGC oversees Muslim Voices, which is an online, public and media facing initiative that provides diverse perspectives about Muslims and Islam in global context. Currently with 128K followers on Twitter and the 2018 edited volume *On Islam: Muslims and the Media*, CGC serves media professionals and the general public. Established partners include IU Public Radio, the local NPR affiliate, who assist with production and reaching journalists. Faculty and students provide content for the Muslim Voices website, including blog posts and targeted social media stories. Media professionals have benefited from CGC supported faculty research on Global Environmental Media and Communication, including recently published volume “The Handbook of International Trends in Environmental Communication,” (2021, Routledge). CGC staff and affiliated faculty have made themselves available for media interviews through a searchable,

online, public “Find an Expert Database” hosted by IU Communications.

**General Public:** CGC regularly engages the general public at community-facing events that encourage explorations of the world through art, music, language, and culture and through public scholarship talks where community members can discuss topics with IU experts. CGC supports educational outreach to the general public by supporting the Global Education Pavilion at the Lotus World Music and Arts Festival and by supporting LCTL instruction for local youth at community organizations through the Bridges: Children, Languages, World Program. During the pandemic, CGC shifted to take-home activity kits and online programming for Lotus and Bridges audiences, allowing us to reach new audiences. The Great Decisions Talk Series at the Meadowood Retirement Community regularly engages community members with IU experts on a range of topics, while the Spring 2019 programming and exhibition on Art and Refugees connected publics across Indiana to global artists exploring the timely and historic issue of refugeeism. New collaborations with the CRE will explore how local communities interact with the world and reach underserved communities across IN. Faculty will contribute to the online platform, *Access Global*, which will provide information on current global issues for students, teachers, and the general public.

# FLAS Awardee Selection Procedures

CGC is requesting 8 Academic Year (2 UG and 6 graduate) and 8 Summer (mixed UG and graduate) fellowships in each of the next four years. The eight summer fellowships will allow CGC to provide FLAS awards for the IU Language Workshop and other quality programs, especially in languages of national need, and to provide opportunities to study languages overseas for students with financial need. After consultation with faculty and Area Studies Centers, CGC requests approval for the following FLAS languages: Arabic, Bamana, Chinese (Mandarin), Hindi, Italian, Japanese, Korean, Persian, Portuguese, Russian, Swahili, Turkish,

and Urdu. These languages are transnational in use, meet national critical needs, and are currently taught at IU by full-time instructors with curricular pathways enabling students to gain high levels of proficiency, with extremely high-quality classroom instruction. CGC is committed to biennially tracking FLAS alumni for language use and career applications.

* 1. **FLAS Procedures: Competition Advertisement:** Materials describing the FLAS program and eligible languages are distributed campus-wide and nationally through the CGC and HLS websites, emails, listservs, social media, ads in the IU student newspaper, and other HLS and IU communications. CGC and the HLS FLAS Administrator work with graduate and UG offices in all professional schools, academic departments, OVPDEMA, Office of the Vice Provost for Undergraduate Education, Academic Advisors, and individual faculty and language instructors to publicize, recruit, and improve and diversify the applicant pool. Along with other FLAS Programs, CGC offers annual FLAS information sessions, including a recorded session available to view on the HLS YouTube channel, multiple IU webpages, and social media links. Potential applicants are reminded to complete a Free Application for Federal Student Aid (FAFSA) application at several points during the application process, so that CGC can integrate financial need (FLCP1) in the selection process. Promotional materials encourage applying for the many LCTLs offered at IUB (FLCP2).

**How Students Apply:** Students apply through a secure online system shared by all HLS FLAS Programs. The online application is designed to guide students through the application process while confirming applicant eligibility. Applications include transcripts, Expected Family Contribution from the FAFSA, two letters of recommendation, and a statement of purpose, describing the student’s research plans, past language instruction and proficiencies, and career goals. In the statement of purpose, students describe how their academic research and career goals align with CGC’s global academic mission. CGC staff, HLS FLAS Administrator, and

HLS shared services work together to respond to all applicant queries and technical problems. **Selection Criteria and Process:** The HLS FLAS Administrator reviews all application components to confirm technical eligibility. All complete applications are reviewed and scored by the CGC’s FLAS Selection Committee, which includes three CGC faculty from different

**Table J.1 FLAS CGC Selection Criteria Basic Application Components (1-5 Points)**

* Statement is high-quality, organized, well-written
* Statement reflects global approach to research and careers
* Proposed research/careers is feasible and will have impact
* Proposed research requires the proposed language of study
* Academic Potential (includes GPA and coursework)
* Letters of Reference

**Priority Points (2 Points Each)**

* Student is interested in government service
* Research and/or career goals supports critical global issue or national need
* Award will support Intermediate and Advanced levels
* Award will support LCTL languages
* Demonstrated ability in learning languages

disciplines (including at least one from a professional school) and two faculty from different departments who teach LCTLs. The committee’s rankings are reviewed by CGC Director, FLAS Coordinator, and the Language Consultant, who collectively determine

rankings for the top 16 AY applications and 16 Summer applications. CGC staff then communicates with professional schools and departments to confirm that applicants are accepted into IU. After consulting with home departments and schools, CGC staff and language consultants create a list of offers and alternates. The FLAS Coordinator will communicate with other FLAS awarding centers at IU to maximize the number of FLAS awards if a student has applied to two centers. The CGC director notifies students of their selection. Once accepted, the HLS FLAS Administrator contacts home departments to determine student eligibility for any fee agreements in place, though this is not taken into consideration during the selection process. The FLAS Administrator checks summer awardees to ensure their acceptance and enrollment in summer programs.

**Timeline:** Promotional materials are available year-round, with increased distribution from October through January. The online application portal becomes active no later than October, at which time all HLS FLAS programs begin accepting applications. FLAS Information Sessions

are conducted in November and early January. Electronic applications for both the summer and academic year competitions are due at the end of January. The CGC selection committee reviews applications in February, and awardees are notified in early March. April 15 is the deadline for the acceptance of fellowships. **FLAS Competitive Priorities:** The selection criteria follow Title VI guidelines. Points are assigned based on the quality of application components and priority points are assigned for the alignment with Title VI priorities and potential to serve the nation.

CGC gives priority to students studying LCTLs at intermediate or advanced levels of proficiency and those interested in government careers (FLCP2 and AP1). CGC is also committed to providing awards to students that represent various disciplines, professions, careers, languages, and backgrounds, so diversity plays a role in final overall rankings and selection of alternatives. Diversity is facilitated by agreements between HLS and Professional Schools to share remaining tuition costs not covered by FLAS awards. Priority points are assigned on financial need, which is determined as Expected Family Contribution on the student’s FAFSA form, sensitive information for which IU has safe and secure procedures for sharing (FLCP1). CGC will provide networking opportunities and access to special career focused events and speakers to current and past Fellows. Fellows are strongly encouraged to complete follow up surveys from external evaluators and IFLE, to use CGC, HLS, and IU career services like the WCC, and to join the FLAS LinkedIn network (AP1). Declared interest in government service and careers that serve national needs are competitive criteria in CGC’s FLAS selection process, and all currently proposed FLAS languages are priority languages of national need. Approximately 35% of CGC’s previous FLAS awards were given to students who reported career goals in government, Foreign Service, and international non-profit sectors. Since 2018, 100% of the languages supported through CGC’s 64 FLAS awards have been for LCTLs, of which 97% were national priority languages. Recent CGC FLAS fellows have studied topics of national interest, including

refugee resettlement, psychological health, economic relations, non-profit management, and global counterterrorism. IU’s LW provides career services and U.S. government recruiting services to FLAS students.

# PROGRAM PLANNING AND BUDGET

CGC has proposed the following new and enhanced programs and initiatives to meet all components of the national resource centers’ mission with special attention to absolute and competitive priorities. Programming is based on four overarching center goals.

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| **Table I.1: CGC Project Goals** |
| 1. Promote and improve global studies, global teaching, proficiency-based world language instruction, and global career readiness at Indiana University, including other professional schools, with a particular emphasis on diverse perspectives and national need |
| 2. Support global teaching, learning, and workforce skills within higher education institutions, especially Minority Serving Institutions and community colleges, through collaboration, professional and curricular development,and outreach activities |
| 3. Advance and diversify access to global teaching, proficiency-based world language instruction, and workforce skills within K-12 schools through collaboration, educator professional development, and outreach |
| 4. Advance and diversify access to global programming, materials, and content on global and international themes for various general publics including businesses, rural communities, and online audiences |

* + - 1. **Development Plan:** Table I.2 outlines CGC’s proposed activities and their implementation plans over the 4 years. Also included are the requested funds over 4 years and partners. **Effective Use of Resources and Personnel:** Project personnel fully funded by HLS include a full-time CGC Director, a full-time CGC Associate Director, a full-time PRGIM, and one half- time graduate assistant (GA). For further program support, Title VI funds will partially contribute to salaries of a half-time GA, a 25-hour/week Global Employability Coordinator, a Postdoctoral Fellow in International Issues and Sustainable Development, the full-time HLS/SOE Coordinator of Global Education Initiatives, and the half-time Bridges Coordinator. Shared support service staff in HLS for fiscal processing, grant compliance, event planning, marketing, and course registration support CGC activities and programs. CGC partners with on- campus and off-campus collaborators to maximize CGC resources, diversify programming, and ensure the implementation and quality of programs. The Quality of Staff section, Table I.2, and

Budget, have more on how resources are allocated to achieve proposed objectives.

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| **Table I.2 Development Plans** | **Y1** | **Y2** | **Y3** | **Y4** |
| **Budget** | **Program Components (and Partners)** | **D = Develop****√ = Implement** |
| *Global Workforce Initiative: Indiana and the Nation: strengthens workforce development by integrating global skills and competencies across the technical education and career pipeline of Indiana (IVY, IDOE, CTE Programs, CIBER, Hoosier Hills CTE Program, Asia Society, NALRC, CeLT, and HLS Area Studies Centers)* |
| $66,124 | Professional development and faculty exchanges for higher education including IU, MSI, and CCs, focus on professional and technical programsand Science, Technology, Engineering, Art, and Math (STEAM) | **√** | **√** | **√** | **√** |
| Support IDOE in creation and implementation of six career skills focused microcredentials for high school students | D | **√** | **√** | **√** |
| Annual summer workshop for CTE and STEAM educators to integrate global competencies into K-12 Employability Skills curriculum | **√** | **√** | **√** | **√** |
| Global Leaders and Professionals Program Speakers | **√** | **√** | **√** | **√** |
| Job portal for Indiana careers that benefit from world language proficiencies and global competencies, promoted by Language Roadmap networks | D | **√** | **√** | **√** |
| IU Business Language Course Development: foreign language educator to add business-language dimensions into teaching and research |  | D | **√** | **√** |
| Business in Language Training Workshop for MSI and CC faculty: annual week-long training workshop on how to develop learning plans using theWorld Language Curriculum Framework that incorporates business | **√** | **√** | **√** | **√** |
| Language and Culture Modules: Develop online, accessible language andculture modules for LCTLs that will serve as a resource to faculty, students, and business travelers throughout the U.S. |  |  | D | **√** |
| *Coordinator of Global Education Initiatives is a joint appointment between the HLS and SOE, which will develop and deliver multiple initiatives to enhance global learning and language proficiency across K-12 schools in**Indiana, the nation, and the IU SOE (SOE, HLS, IDOE, HLS Area Studies Centers, AFS-USA, University of Indianapolis, IU Center on Representative Government and IU’s Center for Rural Engagement, ICSS)* |
| $112,781 | Global Literacy Invitations: Annual series of six workshops for elementary educators and online publication of GLI teacher projects for global readiness in teachers/students | **√** | **√** | **√** | **√** |
| Faculty Internationalization of SOE: Globalizing science teacher education and professional development for SOE faculty and teachers integratingglobal STEM for middle school students in Indiana’s rural schools | **√** | **√** | **√** |  |
| Principals’ Academy: The director will provide professional development around global learning to principals in Indiana and surrounding states |  | **√** |  | **√** |
| Annual Dual Language Immersion workshops for educators in K-12 schools | **√** | **√** | **√** | **√** |
| Global Deliberations: Teacher professional development integratingdeliberation into the classroom including multiple perspectives on an international and/or regional issue | **√** | **√** | **√** | **√** |
| Global K-12 Classrooms & Teaching Awards: Facilitating virtual exchanges, awards for top lessons plans with global competencies | D | **√** | **√** | **√** |
| Global Readiness in Indiana Towns (GRIT): In partnership with secondaryschools hosting foreign exchange students, offering PD to educators and presentations to community members on area-specific content | **√** | **√** | **√** | **√** |
| *International Issues in Sustainable Development: This project is about global sustainability and international development and includes hiring a Postdoctoral Fellow in International Issues; will impact IUB, K-12 Indiana schools, and the nation (Tobias Center for Innovation in International Development, SOE, and HLS)* |
| $167,584 | Sustainable International Development Courses at IU: will develop and teach two courses |  | D | **√** | **√** |

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| **Table I.2 Development Plans** | **Y1** | **Y2** | **Y3** | **Y4** |
| **Budget** | **Program Components (and Partners)** | **D = Develop****√ = Implement** |
|  | Development of SDG curricular modules for high schools, which will be made available on Access Global website for nation-wide impact |  | D | **√** | **√** |
| Y2-Y4, Annual K-12 Teacher Workshop on SDG Curriculum |  | **√** | **√** | **√** |
| Research Support and Mentoring of UG and MA Students provided by CGC/Tobias Center Postdoctoral Fellow |  | **√** | **√** | **√** |
| Area Studies and Sustainable Development Conference: for researchers and educators on integrating regional perspectives into the teaching ofdevelopment; resulting white paper authored by Postdoc Fellow and conference presenters |  |  | D | **√** |
| *Language Roadmap: Strengthen language skills and global awareness across Indiana’s citizenry with a focus on regional diversity and public/private partnerships. Projects selected with aid of governing board of state business, education, and non-profit leaders. (Multiple IU campuses, OVPIA, IDOE, HLS Area Studies Centers)* |
| $78,134 | Internationalizing the IU Heartland: Internationalization initiatives to advance existing IU MSI campus goals including research opportunities forfaculty and student retention through workshops and curricular development | D | **√** | **√** | **√** |
| Roadmap Community Projects: Outreach materials and speakers for communities and K-16 schools to complete projects supporting increasedworld language use | **√** | **√** | **√** | **√** |
| Global Indiana Speaker Series: Quarterly speaker series for businesses andmedia professionals about Indiana’s global engagements, in collaboration with organizations that support manufacturing & logistics industries | **√** | **√** | **√** | **√** |
| LCTL Proficiency Testing Support: Reimbursements for LCTL proficiency testing fees to support Indiana high school students obtaining Certificates of Multilingual Proficiency | **√** | **√** | **√** | **√** |
| K-12 Professional Association Conferences: Present internationalization efforts and benefits at Indiana Association of School Principals, Indiana CTEDirectors Association, and more, one conference per year | **√** | **√** | **√** | **√** |
| *Global Studies Curriculum Development and Enhancement at IU: CGC will support curriculum development to develop new global courses and enhance global studies across campus; priority for courses that use innovative**pedagogies and/or interdisciplinary approaches, make global/local connections, and explore timely global issues* |
| $43,166 | ASPIRE project: Development of two immersive, interdisciplinary, site- specific, study abroad programs taught by IU faculty in the College | D | D | **√** | **√** |
| ASEAN Studies Certificate: Develop semester abroad with Coral Bell School of Asia and Pacific in support of new Southeast Asian StudiesCertificate (with the Southeast Asian program) |  | D | **√** | **√** |
| Cybersecurity Minor and Capstone: Course development assistance to develop new Minor program and Capstone course in HLS and Informatics | D | D | **√** | **√** |
| HLS Alternative Spring Break: Develop two short term travel programs offering students insights into world cultures and LCTLs |  |  | *D* | **√** |
| Unfreedom Overseas Study: Develop study tour in eastern and south Africawith virtual exchange component with South African students (with the Dept. of History) |  |  | *D* | **√** |
| *Global Studies Research: CGC is dedicated to supporting IUB faculty and student research in interdisciplinary global studies; these proposed colloquia, working groups, speaker series, and conferences support faculty from multiple schools and departments and emphasize interdisciplinary and practical solutions to global issues* |
| $47,800 | Global Indigeneity Project: Workshops and seminars on questions of indigeneity culminating in conference at NTU (Joint with NTU, IU First Nations Center and HLS area studies centers) | **√** | **√** | **√** | **√** |
| Jewish-Shia Legal Dialogue Project: Annual colloquium of scholars in intra- religious legal dialogue (joint with CSME) | **√** | **√** | **√** | **√** |

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| **Table I.2 Development Plans** | **Y1** | **Y2** | **Y3** | **Y4** |
| **Budget** | **Program Components (and Partners)** | **D = Develop****√ = Implement** |
|  | The Americanists: International academics invited to present on global perspectives on the United States (joint with IAUNRC and REEI) | **√** | **√** | **√** | **√** |
| The Bloomington Symposia: Bring international researcher to IU for annual cross-disciplinary workshops focusing on topics of mutual concern such asmigration and contagions (with IU’s Institute for Advanced Study) | **√** | **√** | **√** | **√** |
| America’s Role in World: Student-focused, bipartisan conference addresses the major foreign policy challenges (with HLS and HLS area studies centers) | **√** | **√** | **√** | **√** |
| The Politics and Regulation of Investment Screening Mechanisms Workshop with resulting journal special issue and public dissemination of results toIndiana-based businesses (with INTL faculty, IES, and Princeton University) | **√** | **√** |  |  |
| Unfreedom speaker series on the histories of slavery and its legacy in a global context (with IU History Dept) |  | **√** | **√** | **√** |
| Global Islam and the Movement of Peoples, Practices and Ideas: Campus lecture series with corresponding interviews for Muslim Voices publicplatforms, six total (with Islamic Studies Program) | **√** | **√** | **√** | **√** |
| Pedagogy in Practice: Teaching in International Development Studies, open access edited volume (with Tobias Center) | D | **√** |  |  |
| Reconceiving Engagement with International Law in a Populist Era: Workshop series to enhance civil leadership for and foster multilateral engagement by state and community actors with diverse perspectives onglobal governance, career workshops for UG and graduate students (HLS, Law School, CRE, CIBER, Tobias Center) |  | **√** |  |  |
| ***Additional Programs for Expanding and Diversifying Global Studies, LCTL Language Learning, and Global Career Preparation at IU and HLS*** |
| $24,000 | Language Workshop: CGC will annually support new LCTL intensive offering at advanced levels | **√** | **√** | **√** | **√** |
| $26,000 | Faculty Travel Grants: Eight awards to support international travel to enhance global research and/or to internationalize classrooms and curriculum | **√** | **√** | **√** | **√** |
| $16,000 | Global Studies Positioning Series: Speaker series on global issues from diverse perspectives | **√** | **√** | **√** | **√** |
| $22,000 | Library acquisitions to support global and international studies collections, including, but not limited to, the IU School of Education library | **√** | **√** | **√** | **√** |
| CGCresources | Global Studies Graduate Group: Student support and workshops for interdisciplinary students across campus including professional schools | **√** | **√** | **√** | **√** |
| ***Additional Programs to Support Internationalization of Higher Education, specifically at MSIs and CCs*** |
| $36,000 | Navajo Technical University: Internationalization of general education and support BA and PhD degrees on global indigenous studies (CSME, CLACS) | √ | √ | √ | √ |
| $12,000 | Fort Valley State University: Support professional development travel (including international experiences), course development grants, and internationalization workshops | √ | √ | √ | √ |
| $4,000 | Naval Postgraduate School Faculty Exchange: IU faculty exchange to provide area and global understanding on critical issues (CSME, REEI) | √ | √ | √ | √ |
| $10,000 | The Institute for Curriculum and Campus Internationalization (ICCI): Assists higher education institutions (especially MSIs and CCs) to internationalizecampuses, programs, curriculum, and courses (HLS Area Studies Centers, CIBER, CITL, OVPIA, ACE, and AAC&U) |  | √ |  | √ |
| $40,000 | Global Community-Engaged Learning Institute: Summer-long curriculum development program for IU faculty including MSI campuses (with CITL) | **√** |  | **√** |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Table I.2 Development Plans** | **Y1** | **Y2** | **Y3** | **Y4** |
| **Budget** | **Program Components (and Partners)** | **D = Develop****√ = Implement** |
| $16,000 | Ivy Tech Community College: Supporting the internationalization of professional and technical field through curricular support and facultylearning community and professional development | √ | √ | √ | √ |
| $1,500 | Oakton Community College: Supporting virtual exchange initiative and course development for Global Studies Certificate | D | √ | √ | √ |
| $8,375 | Georgia Consortium of International Studies Annual Conference for CC and MSI Educators: Annual virtual conference on internationalizing business studies, teacher education, the humanities, and health sciences for faculty;Visiting diplomat panels for students | √ | √ | √ | √ |
| ***Additional Programs Proposed to Expand and Diversify Access to Global Studies and Language Learning through Outreach to K-12*** |
| $11,000 | Bridges: Children, Language, World provides language instruction to young learners in community settings, while also offering professional development opportunities for IU LCTL students (SOE, HLS Area Studies Centers) | √ | √ | √ | √ |
| $4,000 | Access Global: CGC will expand web platform where teachers, students, and the public have access to current issues and educational content to promote language learning, global, and international understanding | √ | √ | √ | √ |
| $8,000 | Global Grants: CGC will support the local school foundation to provide 16 global grants to local K-12 teachers in support of global learning andlanguage instruction; FMCCS matches CGC contributions | √ | √ | √ | √ |
| $4,000 | Advanced College Project Internationalization: Global curricular support including speakers as part of IU’s high school program, supporting development of an Introduction to International Studies course | √ | √ | √ | √ |
| $6,000 | Language Educator Professional Development Webinars: Virtual proficiency-based pedagogy workshops organized with IFLTA | √ | √ | √ | √ |
| $2,800 | Teachers Supporting Teachers: Workshops for teachers from across the United States and around the world for cultural exchange, intentional conversation, and collaborative curriculum development | D | √ |  | √ |
| $6,000 | K-12 Educator Study Tour Abroad: One organized tour in collaboration with ASP and EURO |  |  | D | √ |
| ***Additional Proposed Programs to Advance and Diversify Global Education Outreach to the Public, Media, Government, and Business*** |
| $2,000 | Art and Refugees: Hosting performance and art exhibit that explore the holocaust and global forced displacement in New York City (Columbia University Middle East Institute, CSME) | √ |  |  |  |
| $2,000 | Muslim Voices: Create online content about Islam and Muslims in a global context; teachers will have access to podcasts and videos | √ | √ | √ | √ |
| CGCResources | Internationalization Collaborative Across Bloomington: Local outreach that includes a speaker series with Meadowood Retirement Community and other requests from organizations for global speakers | √ | √ | √ | √ |
| $6,000 | Lotus Festival Global Education and Lotus Blossoms: CGC will support the Global Education Pavilion, provide orientation and instruction to 150-200 high school students, and lead international activities at Lotus World Bazaar | √ | √ | √ | √ |
| CGC & CIBERresources | Career Video Series: An online video series to the value of language and culture learning in careers. | √ | √ | √ | √ |
| $4,000 | Genocide Podcast: Podcast developed by INTL faculty for the general public | √ | √ | √ | √ |

* + - 1. **High-Quality Activities and Relation to Purpose of NRC Program:** CGC’s proposed activities fulfill needs of schools, employers, students, and faculty at IU and across Indiana and the nation. The activities support areas of national need in government service, business, education, and non-profit sectors, and directly support the purpose of Title VI NRC as laid out by the Department of Education and the NRC absolute and competitive priorities.

**CGC Goal 1: Global studies, curriculum, language learning, and career readiness across IU** (AP1, AP2, FLCP2)**:** CGC supports diverse interdisciplinary research that is faculty-driven, has practical and global application, and will serve students with curricular and co-curricular opportunities to engage with critical global issues. Over the next four years, CGC will work with faculty in INTL, History, SOE, Islamic Studies, interdisciplinary faculty affiliated with IAS, Russian and East European Institute (REEI), CSME, and East Asian Studies Center (EASC), to support conferences and international speaker series designed to generate debate on international affairs, including Global Indigeneity, Global Perspectives on the United States (The Americanists), trans-disciplinary topics like migration (the Bloomington Symposia), interfaith conversations through the Jewish-Shia Dialogue and Global Islam projects, bipartisan foreign policy at America’s Role in the World, and perspectives of slavery (Unfreedom). Conferences will produce policy briefs, books, and other publications that will enhance the impact of these scholarly conversations, and IU students will have opportunities to meet with visiting experts.

New programs, courses, and curriculum will be developed with faculty from Criminal Justice, Anthropology, INTL, LSICE, SOE, and others through curriculum development institutes, funding travel for curricular linkages, and course development stipends. New curricula include a Minor and Capstone course for the Cybersecurity and International Affairs program, a certificate in Southeast Asian Studies, interdisciplinary semester long study abroad programs (ASPIRE), study tours for alternative spring break, and the Unfreedom project. Faculty will apply for

curriculum development funds to engage in teacher training activities, to design new global courses, or enhance existing courses with emphasis on timely global issues, interactive technology, and innovative and collaborative approaches for teaching globally. Language learning is supported by funding for the LW to teach additional priority LCTLs at advanced levels. CGC will collaborate with NALRC and CIBER to host the Business in Language Training Workshops, an in-person week-long workshop on proficiency-based pedagogical training for LCTL instructors at IU and other postsecondary institutions, including MSIs and CCs, to develop learning plans using the World Language Curriculum Framework that incorporates business. CGC will also collaborate with CIBER on developing a new business language course in a LCTL. Several initiatives will enhance career advancement and workforce skills development for IU students, particularly in areas of government service, business, non- profit, and education work, including the annual Global Leaders and Professionals Program, the annual America’s Role in the World which has dedicated networking opportunities with guest experts, and in YR2 through Reconceiving Engagement with International Law events.

**CGC Goal 2: Global teaching, learning, and workforce skills within higher education institutions** (AP1, AP2, CPP): CGC will work CC and MSI partners to internationalize their curriculum, provide faculty development, and assist them in meeting their intuition’s goals. The Institute for Curriculum and Campus Internationalization (ICCI) relies on faculty and national experts to provide professional development about campus internationalization and global learning to faculty and staff from across the country, with an emphasis on recruitment from MSI and CCs. In partnership with IU’s CITL, CGC will organize two summer-long Global Community Engaged Learning Institutes for IU faculty with a focus on IU regional MSI campus faculty. As part of the Internationalizing the Heartland project, CGC will work with the IU regional campuses designated MSIs, including Northwest (HSI) and Kokomo, East, Southeast,

and South Bend, to integrate internationalization efforts into the campus infrastructure and existing campus goals, thereby creating long-lasting and sustainable efforts. With the Georgia Consortium for International Studies, which has 16 MSI member institutions, CGC will organize annual virtual workshops and events for faculty and students, culminating in a YR4 study tour abroad for faculty professional development. CGC will also partner with MSI and CC institutions NTU, Fort Valley State University, and Oakton Community College to provide professional development opportunities and curricular enhancement with a focus on technical and professional programs and STEAM. At IVY, we will partner with Asia Society’s Center for Global Education to facilitate a professional learning community around internationalization and promotion of the newly developed Global Workforce Skills Certificate.

**CGC Goal 3: Advance and diversify global teaching, language instruction, and workforce skills in K-12 Education** (AP1, AP2, FLCP2)**:** Through the Global Workforce project, CGC will support the Indiana Department of Education (IDOE) in the creation and implementation of six career skills focused microcredentials for high school students. With CIBER and other area studies centers, CGC will offer annual global teaching workshops for Career and Technical Education secondary school educators where they will design Employability Skills curriculum around global competencies. In the Global Deliberations project, facilitated by CGC and in partnership with HLS area studies centers, the IU Center on Representative Government, and the Indiana Council for the Social Studies (ICSS), teachers will be trained to teach and integrate deliberation into their classes and to show its career relevance. In this deliberation process, students identify multiple, diverse perspectives on an international and/or regional issue, research and present each perspective, discuss the issue from all perspectives, create a personal perspective, and plan a related action.

The Coordinator of Global Ed. Initiatives, a dual appointment with HLS and SOE, will

work with the IDOE and CGC to create a stronger infrastructure for proficiency-based language instruction across the state, including webinars on proficiency-based instruction with Indiana Foreign Language Teachers Association (IFLTA), supporting the Certificate of Multilingual Proficiency through language proficiency exams funding, and dual-language immersion workshops for educators.

**GCG Goal 4: Advance and diversify access to global programming and content for various publics** (AP1, AP2)**:** Access Global is digital educational platform and will be a key component for interfacing with the public and educators. It will allow HLS and IU faculty and students to disseminate public-facing scholarship and stories about contemporary world issues, careers in areas of national need, and world languages. Content will include blog pieces, current news, issue briefs, and short videos of faculty and students (particularly students who study languages and have studied overseas) and will provide diverse insights into global issues, competencies, and careers. A subproject, the Digital Toolbox, will digitize global content from museums and repositories at IU and make them publicly available with corresponding lesson plans. CGC’s Muslim Voices project will offer information and transnational understanding about Islam and Muslim communities in an accessible format. IU faculty and graduate students will contribute stories and public scholarship through the blog site and active social media platforms that will provide diverse perspectives, current news, research, personal experiences, and original pieces about Islam and Muslim communities in a global context. CGC will work with the HLS PRGIM to create international content for CRE initiatives, including Discovery Café (public lectures and programs in rural libraries), K-12 school program on arts with the Eskenazi Museum of Art, and other local rural events and festivals. Targeted outreach to businesses will occur through the Global Indiana Speakers Series and the Indiana Language Roadmap Community projects. CGC will build and regularly update a publicly accessible LinkedIn Group that showcases job

openings that require or would benefit from world language proficiency, building awareness of

U.S. jobs in areas of national need.

* + - 1. **Reasonable Costs**: CGC is proposing high-quality and sustainable activities that will have significant impact at IU, in Indiana, and across the nation. Due to strong institutional commitment and because it can leverage many partnerships at IU and beyond, CGC is able to keep costs low and impact high. The many collaborations with HLS area studies centers, IU CIBER, and other IU units are particularly advantageous for keeping costs reasonable, as are the shared institutional support and centralized staff structures available for HLS units. Table I.2 and Budget Narrative contain a full review of activities, funds requested, and partners.

**I.4a. Long-term Impact**: All proposed CGC initiatives have significant impact including long- term impact on multiple programs across IU. CGC will aid in the creation of new curricular offerings across at least five schools (counting professional schools) and eight departments/programs, including a new Minor and Certificate, new internationalized courses, new business language courses, and the development of several overseas study options. CGC will track these programs for number of times they are offered and the student enrollments. CGC will also create long-term impact at IU by promoting curricular development funds for faculty and professional development funds for staff to further enhance the quality of staff resources and international studies and language teaching at UG and graduate student levels. Through the International Issues in Sustainable Development project, the CGC Postdoctoral fellow will create and implement a mentorship program for UG and graduate students interested in international development. CGC will also have sustained impact on students by strengthening career services at IU through its Global Workforce Initiative, which prepares UGs for global careers through activities including networking events, specific career focused speakers, and a portal for post- graduation career searches with jobs in Indiana for people with language proficiency and global

competencies. Muslim Voices will be established as an opportunity for IU graduate students to produce public scholarship on issues about Islam and Muslims in a global context. The global studies library acquisitions will provide lasting support for UG, graduate, and professional training programs at IU through new collections, journal subscriptions, and databases. All UG, graduate, and professional students are encouraged to attend CGC’s proposed research colloquia, speaker series, and conferences, which contribute to a foundation of interdisciplinary global learning at IU by providing high-quality discussions with diverse groups of scholars and practitioners, around critical global issues. CGC’s Global Studies Graduate Group provides workshops on research skills, events for career advancement, and networking for interdisciplinary groups of students interested in global studies, including professional school members. All students employed by CGC including GAs and UG interns are given training and support to build career and research skills while actively working on the proposed projects. The impact of CGC’s proposed activities on UG, graduate, and professional training programs at

non-IU institutions, such as at IVY, NTU, and Fort Valley State University, is equally profound, with internationalized general education requirements and new global courses that will transform learning at these institutions.

# FLAS COMPETITIVE PREFERENCE PRIORITIES

* 1. **FLAS Competitive Preference Priority 1:** CGC is firmly committed to prioritizing the financial need of UG and graduate students in the FLAS selection process. During the application process, including at information sessions and in online materials, all applicants are strongly encouraged to fill out their FAFSA form. During the selection process, priority points are assigned on financial need, which is determined by Expected Family Contribution on the student’s FAFSA form and regardless of other financial aid. IU has safe and secure procedures for sharing this sensitive information. Applicant financial need will be prioritized along with

other selection criteria, such as academic potential, national need, recommendation letters, career plans, and the statement of purpose. (See page 40.)

* 1. **FLAS Competitive Preference Priority 2:** CGC guarantees that more than 25% of its Academic Year and Summer FLAS Fellowships will be awarded to students to study LCTLS. All proposed FLAS languages (Arabic, Bamana, Chinese (Mandarin), Hindi, Italian, Japanese, Korean, Persian, Portuguese, Russian, Swahili, Turkish, and Urdu) are LCTLS that are languages of national need. Support for critical LCTL languages will be near 100% (AP1) as students are also encouraged to apply to CGC for additional LCTL languages, which we would seek DOE permission to include at a later date.

# NRC COMPETITIVE PREFERENCE PRIORITY

* + - 1. **NRC Competitive Preference Priority (CPP):** CGC meets CPP through multiple activities with MSIs and CCs. Concentrated efforts to internationalize learning at MSIs and CCs are with NTU, Fort Valley State University, IVY, IUN and other Indiana University campuses designated as MSIs, and Oakton Community College. We will also be partnering with the Georgia Consortium for International Studies which has among its members, HBCUs, an HSI, and other institutions designated as MSIs. CGC hosts the Institute for Curriculum and Campus Internationalization that serves CCs and MSIs, including HBCUs and HSIs. Language pedagogy workshops will provide CC and MSI faculty training in high-quality LCTL instruction. These initiatives will be sustained by these institutions after the grant period concludes. (See pages 25, 31, 34-35, 42-45, 47-48.)