

**1. A. Commitment to Subject Area:** The University of Minnesota recognizes that a great university builds and extends its service, its potential for research, its scholarly understanding, and enhances its contribution to the education of students and citizens of the state by providing an international dimension in its educational programs. In all fields of study the Institute for Global Studies (IGS) is one of the entities at the forefront in carrying out the Board of Regents' mandate on international education on the UofMN campus. IGS' primary mission is providing students and faculty across the University with the opportunity to study the interconnectedness of the modern global community. This means focusing on the political, economic, social, cultural, and language structures which impact many different actors on multiple levels, from local communities to nation states to transnational and global entities and movements. It also means exploring how these entities have unfolded in time and space, and how they continue to shape societies, polities, and individual livelihoods.

A two-year series of intellectual and conceptual discussions, initiated by IGS and involving faculty and staff across the university has led IGS to focus its efforts for the next Title VI grant cycle under the framework of **“The Changing Interaction of Nation-States and Global Movements.”** Building on areas of existing strength in comparative and regional study and on emerging programs, work will center on four strands of intellectual inquiry that will utilize the expertise we have in studying and critiquing the processes of globalization and living in an international world. The innovative and institution-building projects in our proposed plan of action (see Section 8) will greatly enhance our ability to address these issues and IGS' ability to carry out our mandate.

Minnesota is well positioned to implement these initiatives. The University is a global leader in teaching, research, and public service. It consistently ranks among the top 20 public universities

in the United States. Moreover, the UofMN is a truly comprehensive institution with 162 undergraduate and 388 graduate and professional degree programs. The University's recognition of the importance of IGS' mission is reflected in the direct support it receives. CLA, the administrative home of IGS, annually commits \$1,245, 296 (FY04) in support. The University also provides ample support in other areas related to International Studies. Table 1 has a more detailed listing of the specific financial commitments:

<b>Table 1: Estimated Current University Financial Commitment to International Studies</b>				
Area of Investment	Salaries/Fringes	Student Support	Faculty Initiatives	Other
IGS Direct Funding (excl external funding)	\$1,245,296	\$295,000	\$247,551	\$110,636
UofMN Teaching Staff				
Non-Language	\$31,680, 344		\$404,000	
Language	\$8,890,807		\$160,000	
Library Resources	\$800,000		\$620,000	\$2,570,000
International Linkages (198)				\$2,100,000
Language Center	\$250,000			\$350,000
Outreach	\$120,747			\$225,000
OIP	\$2,100,000	\$785,000	\$112,500	\$425,000
<b>Total (minus IGS direct Funding)</b>	<b>\$43,841,898</b>	<b>\$1,080,000</b>	<b>\$1,544,051</b>	<b>\$5,780,636</b>

In terms of teaching staff, the survey conducted for the compilation of Appendix III: Biographies shows that 289 non-language and 160 language faculty members are engaged in international research and teaching. This group comprises 23% of all faculty at the University. The University maintains approximately 198 official linkages agreements with sister institutions around the world (Africa: 6; Americas: 24; Asia/Oceania: 67; Europe: 101) ranging from individual student and faculty exchanges on the departmental level to large research collaboratives involving several colleges and research units. In addition, the University is an active partner in many multi-institutional agreements such as International Student Exchange Program and Institute of International Education.

1. B Institutional Support for Graduate Students. As a major research university, providing adequate support for graduate students is essential to staying competitive and attracting the best and brightest students. A majority of that support comes in the form of teaching and research assistantships (72.9% in FY04/05) and fellowships (16.8%). In total numbers, this amounts to an estimated support of \$15 million in assistantships and \$2.8 million in fellowships. Specific fellowship opportunities administered by the Graduate School are listed in Table 2.

Graduate School Fellowships	Torske Klubben Fellowships	Dunn Peace research Fellowships
Zolati Graduate School Fellowships	Mark and Judy Yudof Fellowships	Education Opportunity Fellows
Doctoral Dissertation Fellowships	Leonard Memorial Fellowships	MacArthur Fellowships
Endowed Fellowships	Louis T. Dosdall Fellowships	Departmental Endowed Fellowships
Fulbright Program	Graduate Humanities Fellowships	Meares Fellowships
DAAD Fellowships	Judd International Fellowships	Thomas F. Wallace Fellowships
Luce Scholars Program	NSEP David L. Boren Fellowships	Stanwood Johnson fellowships
Smith International Graduate Fellowships	Studienstiftung des Abgeordneten Hauses von Berlin	Special Fulbright for Norway

**2. Quality of Curriculum Design.** 2. A. Undergraduate Instruction in International Studies: The most prominent international studies programs are found in the following colleges at Minnesota:

**CLA:** In academic year 2004-05, some 2700 undergraduate students graduated from CLA, the largest college at the University. All CLA students must demonstrate command of at least one foreign language by taking 4 semesters of a second language or attaining Certified Proficiency, demonstrated by passing the Language Proficiency Exam (LPE). This examination tests writing, speaking, reading, and listening skills at a level usually attained after four semesters of study of a target language. **Global Studies Major:** The core of international studies in CLA is Global Studies--the largest and one of the most demanding interdisciplinary programs offered by the University. It is currently home to 425 undergraduate majors and 87 minors; in 2004-5 114 students graduated with a major in Global Studies. All Global Studies students must choose a theme and a regional concentration. The 5 themes are: “Culture, Power, Place,” “Environment and Sustainable Development,” “Governance, Peace, and Justice in a Global Context,”

“International Political Economy,” “Population, Migration, and Identity.” The 6 regions are: Europe, Russia, Africa, Latin America, East Asia, and South Asia. Through the support of previous Title VI funding IGS has begun building a regional concentration in the Middle East. Besides the Global Studies core courses required for the major, students draw from some 1540 undergraduate international studies courses offered across all Colleges. Global Studies students must also complete a senior paper project and participate in study abroad, an internship, or the Foreign Language Immersion Program (FLIP). Global Studies majors are required to take 4 semesters of a foreign language in their region of choice independent of the language of their LPE. This serves to encourage the study of a second, ideally less commonly taught, foreign language in addition to the language of their LPE.

**Political Science Program:** Students completing a major in Political Science may choose a concentration in Comparative Government or International Relations (IR). Once a concentration is declared, Political Science majors must take at least 32 credits in the major with 24 of those credits at the upper-division and complete a senior paper. Students in these tracks must also meet CLA's language requirements. Last year, 45 students graduated from the Political Science department in both of these concentrations.

Drawing on the department of **History's** record of strong scholarship, undergraduates can choose a concentration in early modern or modern Europe, Africa, Asia, Latin America, or a newly conceived concentration in the Middle East. Coursework requires a chronological and geographic distribution as well as at least three courses, 3000-level or higher, representing a geographical area, a chronological period, or a unifying theme. Lastly, students are required to pass language proficiencies and produce a 20-30 page senior paper based on research in both primary and secondary sources produced during a one-semester, 4-credit senior paper course.

Other programs of note with international studies content are the **Geography's** City Systems track and **Cultural Studies and Comparative Literature's** burgeoning program in the film and literature of the Middle East. Both majors require upper-level course work on a geographic area, language skills, and a senior paper.

**Foreign Language Programs:** CLA offers instruction in 24 modern foreign languages and full major programs in Chinese, French, German, Italian, Hebrew, Hindi and Urdu, Japanese, Korean, Portuguese, Scandinavian (Danish, Norwegian, Swedish, Finnish), Spanish, and Russian. A minor is offered in Dutch. In addition to extensive coursework that draws on multiple disciplines and gives these students a grounding in regional studies, these programs mandate that students graduate with language skills beyond those required for other CLA majors.

Table 3 describes other opportunities for majors and minors with international studies content in CLA:

<b>Table 3: Other CLA Majors and Minors</b>	
<b><u>Area Studies</u></b>	<b><u>Foreign Studies Minor</u></b>
<ul style="list-style-type: none"> <li>-Majors in African and Afro-American Studies, Jewish Studies, Asian-American Studies, Austrian and Central European Studies, Chicano Studies</li> <li>-Minors in East Asian, European, Latin American, Russian, and South Asian/Middle Eastern Area studies</li> </ul>	<ul style="list-style-type: none"> <li>-Most often done in conjunction with another major</li> <li>-Study abroad experiences integrated with coursework from a variety of disciplines</li> <li>-Courses on country of study; study abroad for at least 8 weeks; 2 years of foreign language, pass the LPE</li> </ul>

All Colleges have instituted an international perspective requirement to satisfy the Liberal Education component of every major at the University. This initiative guarantees that every student at will have had exposure to the people, culture, and language of other parts of the world when they graduate with a degree from the UofMN. In addition, there are several outstanding undergraduate international programs in other Colleges:

**CSOM: International Business Major:** The major in International Business allows students to combine study abroad experiences with coursework in international business and economics, and language. The major consists of a minimum of 16 credits and must focus on a specific

geographic area. Coursework (which may be completed abroad or at the University) must be 3000-level or higher and must focus on the economic environment in which global business operates and on the economic environment, legal systems, or trade issues of international business. Students must incorporate courses from the social sciences and humanities into their study and complete at least four semesters of a second language related to the identified geographic area. Lastly, students must complete a study abroad experience of at least one semester in length.

**COAFES: International Agriculture Minor:** Students with an interest in international agriculture can choose a minor that is structured to include a general overview of international agriculture, followed by area, culture, or language studies; expanded coursework in agriculture; and an international experience. Students are required to travel outside the United States for a minimum two-week academic experience. Two popular study abroad programs for COAFES students are The National Security Education Program (NSEP) in Ukraine at L'viv State Agricultural University and the Minnesota Studies in International Development programs in Ecuador, Ghana, India, Kenya or Senegal. COAFES makes travel grants for overseas experience available through the Academic Enrichment Program. **The MAST Experience Abroad (MEA)** program is an international agricultural exchange program in COAFES providing practical and academic training in international agricultural and horticultural production. A typical program begins with a five- to twelve-month practical training experience with a production farm, ranch or horticultural operation. The MEA program has placed students in Argentina, Australia, Denmark, Estonia, Finland, France, Germany, Greece, Hungary, Morocco, Netherlands, New Zealand, Norway, South Africa, Spain, Sweden, Switzerland, and the United Kingdom. Other opportunities for COAFES students include **Agriculture and Food Business Management in**

conjunction with an International Business minor; and the **Trade and Development** track in the Applied Economics department.

2. B. Graduate-Level Instruction in International Studies. All graduate and professional programs at the University strongly support students’ interest in the international dimensions of their field or profession. Foreign language requirements in graduate programs vary across the University ranging from knowledge of the language of the world area of study to requiring certified competency in two foreign languages. Students wishing or required to pursue foreign language study have access to instruction in 24 languages; with 7 of those available through the advanced level (see Table 5 and Section 4 below). **CLA:** In CLA the departments of **History, Geography, Economics, and Cultural Studies and Comparative Literature** have graduate programs with strong international studies components.

<b>Table 4: Opportunities for Graduate-level International Studies in CLA at the MA and PhD level</b>	
<b>History:</b> fields in early modern or modern Europe, Africa, Asia, Latin America, or a newly conceived concentration in the Middle East	<b>Geography:</b> fields in Cultural Studies of ohe Environment, Cultural Geography, Economic Development, Geography of the Developing World, Historical Geography and Regional Analysis, Regional Economic Development, and Society-Environment Relations
<b>Economics:</b> fields in International Economics and Economic Development	
<b>Cultural Studies:</b> National Cinemas & Media Culture with courses in African, Arab, Indian, & Chinese cinema	

**Foreign Language Programs:** The UofMN offers 7 graduate degree programs involving 22 foreign languages. See Table 5 and Section 4 below for a description of Foreign Language Programs at Minnesota.

<b>Table 5: Foreign Language Graduate Degree Programs</b>		
	<b>MA and PhD</b>	<b>MA Only</b>
Asian Languages and Literatures (Japanese, Chinese, Hindi/Urdu) Comparative Literature	German French Hispanic/Luso Brazilian Lit	Italian Scandinavian Studies

**HHH: M.A. Degree Concentration: Global Public Policy:** One of the tracks that students pursuing a master’s degree in Public Affairs at the Humphrey Institute can choose is the “Global

Public Policy” concentration. Courses in this area explore foreign policy and international relations. Courses explore general foreign policy issues, international development, international conflict, cross-cultural communication, international economic policy, and the management of international organizations with electives taken in other Colleges. Students are required to complete 8 core courses, 7 courses in international studies, 15 credits in a secondary concentration, a policy research paper, and an internship.

**CEHD: Comparative & International Development Education:** This program gives students an opportunity to study the relationship between education and development around the world. Available at the MA and PhD levels, students study education's role in economic, political, and social/cultural development, as well as take courses on education policy and the internationalization of education.

**CSOM: Global Executive MBA Programs:** These executive MBA programs are the product of powerful partnerships between highly respected business schools, which bring together cutting-edge business perspectives and top faculty from around the globe. Executive MBA students at the U can complete their required residency abroad, giving them a deeper understanding of emerging and mature markets abroad. Students choose from programs with partners: Lingnan (University) College of Sun Yat-sen University, Wirtschaftsuniversität Wien in Austria, or the Warsaw School of Economics.

**SPH: Global Health Interdisciplinary Concentration (GHIC):** The GHIC provides graduate students pursuing an M.P.H. a unique opportunity to explore the relationships between health, environment, politics, culture, economic pressures, and profound demographic changes in developed and developing nations. A total of 12 credits and a field experience are required to

complete the GHIC. SPH has collaborative agreements with several international sites where students may elect to do internships.

For all Graduate and Professional students a wide variety of research centers with international studies or foreign language focus also support and disseminate research and teaching at the University (Table 6):

Humphrey International Fellows	Ames Library of South Asia	China Center
Intn'l Women's Rights Action	Center for Labor Policy	Center for German/Euro Studies
Holocaust/Genocide Studies	Center for Modern Greek Studies	European Studies Consortium
Human Rights Center	East Asian Library	Center for Nations in Transition
Minnesota Population Center	Center for Austrian Studies	Immigration History Research
Freeman Center for Intn'l Economic	CARLA	

**Cross College Opportunities:** Some of the most exciting research and teaching takes place across colleges at the U of MN. **ICGC:** The central aim of the MacArthur Program is to integrate students and faculty sharing common interests and commitments concerning the developing world into an interdisciplinary community of study, discussion and research. The Program emphasizes study and research on global governance and transnational norms; environmental sustainability and social justice; war and peace in historical context; and production, performance and representation of identities. MacArthur Scholars enroll in widely differing graduate programs in the social sciences, biological sciences, humanities, agricultural sciences, public health and public affairs; they are required to have competency in the languages of their geographic area of study.

There are other cross-college opportunities for studies at the Graduate minor level. Because they are conceived as interdisciplinary opportunities, students from across the University opt for these minors:

<b>Development Studies/Social Change</b> -Focuses on the social basis of change in the developing world	<b>International Education</b> -Focuses on critical issues in international education, foundations of international education, and area-specific
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<ul style="list-style-type: none"> <li>-Must complete requirements of degree program plus 3 designated graduate-level program courses</li> <li>-Draws on courses from social sciences, humanities, and biological sciences</li> </ul>	<p>coursework</p> <p>-9 credits for master's level, 12 credits for doctoral level plus requirement of home department</p>
<p><b>Human Rights</b></p> <ul style="list-style-type: none"> <li>- Interdisciplinary foundation in human rights studies and practical experience in human rights work</li> <li>- 2 common core courses, a relevant internship, and relevant graduate-level courses outside their major field from a designated course list</li> </ul>	<p><b>The Population Studies minor</b></p> <ul style="list-style-type: none"> <li>-Provides solid grounding in the theories and methods of demography</li> <li>-Specialized training in historical demography, population geography, economic and public health demography, and family and life course demography</li> </ul>

Academic and Career advising for Students: Advising at the UofMN takes place on a multi-tiered system. As students fulfill their general education requirements and narrow down their choice of major, they make use of the system of lower-level advisors that each college employs. The largest college at the UofMN, CLA, has 58 advisors to help students craft their course work. In addition, every college and department has made available via the web the ability to schedule advising appointments, student handbooks that describe major requirements and courses that count towards the international perspective theme of the liberal education requirements. Advising units also have list-servs that advertise new courses, walk-in advising hours, job recruiting opportunities, and skill development courses. Once students declare a major, departments have specialized advisors who are familiar with the upper-level curriculum and the requirements for their department, and that help students prepare for graduate school or employment. Because of the interdisciplinary nature and number of majors, IGS has a full-time advisor and two part-time peer advisors to advise and monitor the progress of students in the Global Studies program. They also offer career counseling and work with students to locate internship opportunities. In support of its career counseling, the IGS advising office subscribes to several publications including Jobs International and International Career Employment Weekly. IGS advisors maintain a list-serv for Global Studies majors and minors to inform them of international activities on campus, course and major information, and internship and study abroad opportunities. The advisors supplement the work of some 289 non-language and 160

language faculty who regularly teach international studies courses and who are available to provide additional academic and career counseling.

Research and Study Abroad Arrangements: A vital part of any international studies major or degree is a study abroad experience. The Learning Abroad Center (LAC) is the main office for helping students prepare for and participate in experiences abroad. Unique among major universities, the center offers study, work, intern, volunteer, and travel opportunities for undergraduate and graduate students. The center offers more than 250 programs in 60 countries, and its Global Experience Program combines quality professional experience with academic merit in an international internship designed for graduate and professional students. About 1,150 Twin Cities undergraduates (21% of graduating seniors) studied abroad in 2002-03.

<b>Table 8: Top Destinations for University of Minnesota Students</b>		
Western Europe: 620	Central/Eastern Europe: 24	Asia - South and Southeast: 27
Australia/New Zealand/Canada: 101	Latin America/Caribbean: 268	Middle East/North Africa: 4
Africa: 33	Asia - Pacific and East: 86	

The University has made a broad effort to incorporate international education into the undergraduate experience by encouraging the integration of study abroad across the curriculum and integrating international perspectives into on-campus courses. Study Abroad Major Advising Sheets have been developed for 75 majors. The study abroad initiative is supported by grants from the Minnesota-based Bush Foundation and the US/ED’s Fund for the Improvement of Post-Secondary Education (FIPSE) and administered by the LAC. The goal of both grants is to address issues students must face when contemplating experiences abroad: curricular fit, support of faculty and advisers, and finances. In addition, most financial aid can be applied to study abroad, and the University and the LAC have made available more than \$250,000 in study abroad scholarships. LAC maintains an extensive library of reference books, program brochures, and evaluations on both UofMN and other institutions' programs. Students receive counseling

directly on the 264 programs in 12 nations in the Middle East and Africa, 16 in the Americas, 16 in Asia and Oceania, and 26 in Europe. LAC assists students in registering for their study abroad program and advises on issues of financial aid and the transfer of credit. Because of its long tradition of study abroad excellence, the UofMN is the school of record for students studying abroad on Institute for the International Education of Students (IES) programs. As the school of record, Minnesota has a seat on the IES Curriculum Committee to ensure that all programs meet University standards.

The University is especially proud of its strengths in providing students with intensive short-term language programs and academic field study programs. Half of our students studying abroad choose these types of programs. No other institution can boast the variety of academic field study programs available to our students. Minnesota is home to several noteworthy programs:

<b>Table 9: Selected Study Abroad Opportunities</b>	
<b>Minnesota Studies in International Development</b>	-Preparatory courses on international development and intercultural research and learning -Field study in Senegal, Kenya, Ghana, Ecuador, or India. - 95 students function as entry-level professionals in the developing world
<b>Selected Short Term Global Seminars</b>	-Environmental business strategy and sustainable business in Costa Rica Seminar -Music & Culture in Ghana -Understanding Southeast Asia -Community Involvement in Water Resources Issues in China -Global Studies Practicum in Senegal: Crossroads of the Transaharan and Atlantic Worlds -From Cod to Crude: International Business in Norway
<b>Custom Programs</b>	“Community Involvement in Water Resource Issues in China,” sponsored by the Department of Forest Resources “Architecture in Oaxaca, Mexico,” sponsored by the College of Architecture and Landscape Architecture

Graduate Study Abroad: Table 10 highlights formal opportunities for study abroad at the graduate level, especially for professional school students:

<b>Table 10: Study Abroad Opportunities for Graduate and Professional Students</b>	
<b>FLAS language Fellowships:</b> Summer and year-long opportunities for graduate and professional students to study in intensive language programs abroad	<b>Minnesota Studies in International Development:</b> Semester or Year-long graduate-level programs in Ecuador, Ghana, Kenya, India, and Senegal
<b>UofMN Global Experience Program</b> Internships for graduate and professional school students in Australia, American Samoa, Ecuador, Ghana, UofMN Global Experience Program Medical School Internships in Ecuador, Oregon International Education, Experience	<b>Other semester or year long graduate-level programs:</b> Integrated Graduate Studies in Australia/AustraLearn; University of Lancaster, England; ISEP/IRSEP Exchange Programs: enroll directly at a foreign university for a semester or year

and Employment (IE3) Program Internships (available to UofMN graduate students). Many of these programs require language proficiency.	through reciprocal scholarship exchanges to China, Germany, Iceland, Malaysia, Senegal and Tanzania; Environment & Natural Resources Exchange in Norway; Denmark International Study Program.
<b>Semester Exchange: CSOM</b> Semester Exchange Programs allow students to choose from one of the Carlson School's top-notch, international partner universities and literally exchange places with a student from that university for a semester.	<b>Global Enrichment Electives: CSOM</b> Global Enrichment Electives are short-term programs designed for MBA students seeking meaningful international experience, but who are not able to study abroad for an extended period of time.
<b>Law Student Exchange Programs:</b> University of Uppsala, Uppsala, Sweden; Universite Jean Moulin, Lyon, France; Germany, Spain, Holland, and Ireland. Students participating in any of the following semester exchange programs can earn 12-14 semester credits toward the total credit requirements for the juris doctor degree from Minnesota. No additional tuition is required for many of these opportunities.	<b>Global Executive MBA Programs:</b> These executive MBA programs are the product of powerful partnerships between highly respected business schools, which bring together cutting-edge business perspectives and top faculty from around the globe. Programs available at Lingnan (University) College of Sun Yat-sen University, Wirtschaftsuniversitat Wien, and the Warsaw School of Economics.
<b>Judd Fellowships:</b> The Walter H. Judd International Graduate & Professional Fellowships are designed to increase opportunities for master's and professional degree students at the University to study, undertake internships, and conduct research projects abroad. An average of 20 students receive awards each year.	

### 3. Quality of the Non-Language Instructional Program. 3. A. Scope and Breadth of

International Studies Non-Language Courses. Courses containing significant international content are found across the undergraduate, graduate, and professional school curricula at the University. Some 1145 non-language international studies courses are offered across 15 Colleges and these courses inform the 162 undergraduate and 388 graduate and professional degree programs available at Minnesota. Appendix II demonstrates that international content is broadly distributed and is especially prominent in the core liberal arts disciplines which serve programs across the University.

Discipline	U	U/G	G	All	Discipline	U	U/G	G	All
Afro & Afro-Am	36	12	5	53	Humanities	22			22
Am Indian Stud	1			1	Italian	3	2		5
Am Studies	4			4	Jewish Stud	15	2		17
Anthropology	33	9	12	54	Journalism	3	4	3	10
Arabic	8	11		19	Korean	1			1
Art	1	3		4	Latin Am Stud	13			13
Art History	22	20	9	51	Linguistics	5	4		9
Asian Am Studies	1			1	ME Lang/Cult	12	4		16
Asian Langs & Lit	39	13	1	53	Music	15	7	6	28
Cent Asian Studs	9	4		13	Philosophy	42	7	16	65
Chicano Studies	6			6	Polish	2			2
Chinese	5			5	Political Sci	33	21	31	85

Classical Civ	8	1		9	Portuguese	2			2
Cult S/Comp Lit	29	13	10	52	Religious Stud	1	1		2
Dance	13			13	Russian Stud	7	6		13
E Asian Studies	16	1		17	Scand Stud	18	6		24
Economics	23		6	29	Sociology	9	1	5	15
English	43	12	9	64	S Asian Lang/Cult	3	6		9
English as SL	2			2	Spanish	2	3	1	6
French	2			2	Speech Comm	2	2		4
French & Italian	3	1		4	Theatre Arts	10	1	5	16
Geography	26	9	14	49	Turkish	2	1		3
German	3	3		6	Urban Studies	2	1		3
Global Studies	48	14		62	Women's Stud	32	13	8	53
History	86	48	15	149					
					<b>Totals</b>	<b>723</b>	<b>266</b>	<b>156</b>	<b>1145</b>

International Studies in the Professional schools: Unlike other schools, the University is well positioned to provide strong international coverage throughout its professional school curricula owing to a unique concentration of professional schools and disciplines on its Twin Cities campus. Thus Minnesota boasts significant international studies capacities that cannot be found elsewhere in the nation. At present, 395 international studies courses are offered in the professional schools/colleges, and the overwhelming majority of them are available to students enrolled in programs outside of the schools that sponsor these courses.

<u>College</u>	<u>Intn'l Courses</u>	<u>Open to all</u>	<u>College</u>	<u>Intn'l Courses</u>	<u>Open to all</u>
COAFES	49	40	IT	44	32
CSOM	81	26	HHH	22	17
CALA	43	41	Nursing	6	5
CBS	9	7	Law	30	30
CHED	35	32	Medical School	25	15
CHE	10	9	Grad Sch/CCE	9	5
CNR	14	13	SPH	18	6
			<b>TOTALS</b>	<b>395</b>	<b>278</b>

3. B. Specialized Offerings in International Studies: As Tables 11 and 12 above illustrate, Minnesota offers 1540 non-language international studies courses across 12 colleges. A useful way of measuring the extent to which colleges, departments, and programs at the University have invested in specialized offerings relating to the non-language international studies curriculum is to review the numbers of courses offered at the 5000-level (open to graduate students and

advanced undergraduate students) and at the 8000-level (courses designed for advanced study and open only to graduate students). Some 266 non-language international studies courses are offered at the 5000-level and 156 such courses are available at the 8000-level.

Interdisciplinary Offerings in International Studies: Colleges and programs at Minnesota have allocated considerable monetary and intellectual resources to the development of interdisciplinary international studies courses and formal programs of study. Some 571 interdisciplinary courses are found throughout CLA, CEHD, HHH, the Graduate School, the Medical School and IT (See Appendix II for individual course designations).

The Non-Language International Studies Faculty: Minnesota has one of the largest international studies non-language faculty in the nation, currently at 289. 198 non-language faculty teach international studies courses in CLA each year, with 119 of these having tenure homes in the social sciences and 91 in the humanities. Outside of CLA, 90 non-language faculty teach in the Professional Schools and other colleges. This faculty is growing rapidly, with several dozen new non-language international studies hires in CLA in the past three years.

Pedagogical Training for Instructional Assistants: The Center for Teaching and Learning Services (CTLIS) is a university-wide center that promotes effective teaching and learning by supporting graduate students, instructional staff, faculty and administrators throughout their teaching careers. CTLIS runs workshops where teaching assistants learn pedagogical strategies to make their teaching more effective and ways to comply with the University’s policy on accommodation for students with disabilities. See Table 13 for a selection of the most recent workshops:

<b><u>Table 13 : Pedagogical Training Workshops for Instructional Assistants</u></b>	
Teaching First-Year Students	Engaging Students in Large Classes
New Teaching Assistant Orientation	Working with “Under-Prepared” Students
Presenting Content: Lively & Practical Approaches	Leading Discussion Sections
Dealing with Difficult Classroom Situations	Teaching Your First Day of Class

Teaching on the Web for the First Time	Leading Recitation Sections in Science & Technology,
Strategies for Work with Non-Native English Speakers	Online and Other Resources for Preventing Plagiarism
Creating Writing Assignments for Undergraduates	Bringing International Perspectives to Your Teaching
Fostering Critical Thinking	Fostering Dialog Using Online Discussions

In addition to these orientation programs, Teaching Assistants receive continual oversight through weekly meetings and 2 classroom visits per semester by the supervising professor. The CTLS also runs a Preparing Future Faculty program which provides a year-long teaching and learning forum for graduate students.

<b>Table 14: Professional Development Opportunities in Preparing Future Faculty</b>	
<b>Course work:</b> learning theory and strategies, develop teaching and assessment skills, create classroom materials, and work with faculty mentors	<b>Web-based Resources:</b> Designing Smart Lectures, Active Learning with PowerPoint, customized teaching workshops, TA Handbook, Syllabus Tutorial, Teaching Guides, ability to schedule teaching consultations and to "Ask a Quick Teaching Question"
<b>Graduate Level courses:</b> Teaching in Higher Education, Practicum for Instructors in Higher Education, and Teaching and Learning Topics in Higher Education	

**4. Quality of Language Instruction** A. Scope of Language Offerings. The UofMN is a leader in the development and implementation of proficiency-based instructional methodologies, and has had enormous success in integrating languages into undergraduate and graduate curricula and in professional programs. Furthermore, it is the only major university in the nation where graduation language skills are ascertained through a graduation proficiency test administered by an independent Testing Office. The University offers an average of 439 courses in 24 modern languages, 20 of which are less or least commonly taught. The most recent enrollments are some 4787 undergraduate and 239 graduate students (see Table 15 below).

4. B. Level of Language Instruction and Integration in Non-Language Curricula. 10 languages are offered beyond the advanced or 3rd year level and 19 are or will be offered beyond the intermediate 2nd year level. Turkish, Urdu, and Vietnamese were added to the roster of languages taught at Minnesota in 2004, and we will have added a 3rd-year sequence in fall 2006. The UofMN regularly offers intensive summer instruction in European languages through its European Summer Language Institutes and in all the major Asian languages.

<b>Table 15: Recent Enrollments in Foreign Languages and Scope Foreign Language Instruction</b>											
NOTE: These numbers do not include beginning & intermediate courses in the more commonly taught languages.											
<b>Language Enrollments</b>	<u>Ugrd</u>	<u>Grad</u>	<u>Total</u>	<b>Scope</b>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Intensive</u>	<u>Distance</u>	<u>Special Offering</u>
Arabic	297	15	312		X	X	X				
Chinese	510	21	531		X	X	X	X	X		
Danish	48	1	49		X	X	X		X		
Dutch	68	6	74		X	X	X		X		
Finnish	72	10	82		X	X	X		X	X	
French	406	33	437		X	X	X	X	X	X	X
German	246	16	262		X	X	X	X	X	X	X
Greek	43	4	47		X	X	X				
Hebrew	120	6	126		X	X	X	X			
Hindi	138	8	146		X	X	X				
Hmong	186	8	194		X	X			X		X
Icelandic	11	2	13		X				X		
Irish	8	11	19		X	X					
Italian	651	15	666		X	X	X	X	X		X
Japanese	547	15	562		X	X	X	X	X		
Korean	223	13	236		X	X	X				
Norwegian	112	6	118		X	X	X	X	X	X	
Polish	37	4	41		X	X	X				
Portuguese	87	1	88		X	X	X	X	X	X	X
Russian	249	15	264		X	X	X		X	X	
Spanish	561	14	575		X	X	X	X	X	X	X
Swedish	123	5	128		X	X	X	X	X	X	
Turkish	6	8	14		X	X					
Urdu	9	2	11		X	X					
Vietnamese	20		20		X						
<b>TOTALS</b>	<b>4778</b>	<b>239</b>	<b>5016</b>								

In the summer of 2004, 10 intensive languages were offered with a total enrollment of 465.

Furthermore, 8 languages are available as independent or distance learning modules through the CCE. In the MCTLS (French, German, and Spanish), many language courses for special purposes, such as for business and health care fields, are available for professionals to acquire specialized vocabulary. Heritage learners in Hmong and Korean can take advantage of accelerated language classes. Lastly, the University regularly offers reading classes for graduate students who need this skill for research purposes.

Two far-reaching and ambitious programs, the FLAC and FLIP program, serve the integration of foreign languages into the non-language curriculum, particular in the social sciences. IGS has supported the development of some 26 FLAC and 16 FLIP courses in the social sciences and humanities.

**Table 16: Foreign Language Immersion Program (FLIP) Courses**

<u>German Courses</u>	<u>French Courses</u>	<u>Spanish Courses</u>
Berlin as a Modern Metropolis	Legacies of French Colonialism	Art Expression/Repression Lat Am
Life Stories/Lived History	Images of America in French Media	Social Movements and Democracy
German Colonial Imagination	N. African Immigration to France	Hispanics, Chicanos. Latinos
Conversation and Composition	Mixed Identities in the Caribbean	Advanced Communication Skills
German Media	Lang & Cult of Business in France	Advanced Business Spanish
Read & Analysis of German	Introduction to French Literature	Analysis and Interpret of Texts
Modern German Drama	Medieval Stories	Intro Study of Hispanic Civ
German Civ and Culture	Topics in Lit: French Short Stories	Intro Study of Hispanic Linguistics
Writings in German Hist	Writing Crisis in Postmod Times	Literary Discourses of Mod Spain
German Medieval Literature	French Civilization and Culture II	Nation Building in Latin America
History of German Language	Seminar in French Studies	Service Learning Chic/Latino

From 2002 until 2004, 179 undergraduates from a variety of disciplines participated in FLIP and the opportunity to take all of their coursework in the target language.

4. C Strength of Foreign Language Faculty and Pedagogy Training. The UofMN has 160 language faculty and teaching specialists who offered some 439 courses in 24 modern world languages. See Appendix III for more information on their relevant strengths and expertise.

Given the fact that all language classes at the UofMN are taught based on a communicative approach and in a proficiency-oriented context, language instructors are required to complete extensive pedagogy training. All TAs and faculty slated to teach language skills courses attend an intensive, one-week orientation seminar before fall semester that focuses on proficiency-oriented instruction and assessment as well as on communicative language teaching and the incorporation of technology in the language classroom. All language instructors attend mandatory workshops during the year focusing on proficiency and technology in language teaching and are trained in proficiency testing in accordance with ACTFL Proficiency

Guidelines. On the departmental level, language instruction is directed by a designated Director of Language Instruction (DLI) or Lead Teacher often assisted by Assistant DLIs and supported by CARLA, a National LRC.

4. D. Performance-Based Instruction/Adequacy of Resources. Language faculty and teaching assistants are trained in proficiency-oriented language instruction and assessment. Language instruction at Minnesota, and particularly its language proficiency-testing program, is a national model. We are the only major university in the United States that can make that claim.

Researchers at Minnesota's CARLA wrote the handbook for this: *Proficiency-Oriented Language Instruction and Assessment: A Curriculum Handbook for Teachers.*

In addition to CARLA, one of the most important language teaching resources on campus is the Language Center (LC). In 2003, the Minnesota legislature appropriated \$ 8.5 million to remodel Jones Hall and build a state-of-the art new LC which opened in fall 2004.

**Table 17: Language Center Resources**

-2 digital language labs with 40 stations each, a computer classroom, a portable wireless laptop 'room,' a multi-purpose classroom with videotaping capability and sound studio, a multi-media lab for individual use with 30 stations, international satellite TV access in all classrooms and labs, small rooms fully equipped for individual or group use, and a multi-media development lab for faculty and instructors  
-A computer lab with 25 networked computers, video and laserdisc players, overhead projection systems, Robotel system, and laser printers)  
-Language Software Library with thousands of programs in 33 languages in a variety of computer platforms, instruction and help in incorporating these tools in the language classroom, and online tools for language teachers, such as their interactive exercise makers  
-Staff of 14, annual operating budget of \$550,000, the LC serves an estimated 9,000 students and 700 instructors

Language Proficiency Requirements. The UofMN is an undisputed leader in the adoption of proficiency-based second language requirements and the development of proficiency tests designed to support those requirements. All students who graduate from CLA are expected to have a minimum proficiency level of Intermediate Mid for the active modalities (speaking and writing) and Intermediate High for listening and reading at the end of two-years of language learning in one language. The University's Testing Office has developed the most extensive

library of proficiency tests in the world and has made a sustained commitment to the nation's most ambitious proficiency testing program including pioneering a proficiency exam for Hmong.

**5. Strength of the Library** 5. A. **Strength of Library Holdings:** The UofMN Libraries are one of the University's and the State's greatest intellectual and capital assets. Housed in six major facilities and eleven branch sites, the University Libraries' (UL) collections are comprised of nearly 6.5 million print volumes, 36,000 serial subscriptions including over 23,000 electronic journals, over 400 electronic reference sources and databases , 6.5 million microforms, over 2.6 million government documents, and 427,000 maps. Overall, the UL rank 19th among the 123 members of the Association of Research Libraries, according to *ARL Statistics 2004*. The UL circulate more than 700,000 items annually to students, faculty, and staff and rank first in the nation in inter-library lending of materials. The intensely active interlibrary loan program demonstrates a deep commitment to outreach and service to both the academic community and the general public. Global Studies holdings are substantial within the UL. The Libraries have very strong human rights and area studies collections, in addition to political science, economics and geography collections.

<b>Table 18: Overview of the University of Minnesota Library System and Holdings</b>	
<b>Memberships in National Library Consortia</b>	Association of Research Libraries (ARL), Center for Research Libraries (CRL), Center for Library Initiatives, the (CIC [Big Ten]), Online Computer Library Center (OCLC), and the Research Libraries Group (RLG).
<b>Wilson Library</b>	Humanities & Social Sciences, International Business Reference Library, Ames Library of South Asia, East Asian Library, Special Collections, such as: Government Publications Library (depository of EU documents); Borchert Map Collection; James Ford Bell Collection on the Expansion of Europe, 1400-1800; World Wars I & II Poster Collection
<b>Bio-Medical Library</b>	Biomedical Sciences, Veterinary Medicine
<b>Walter Library</b>	Science and engineering, Digital Media Center (educational technology), Learning Resource Center (audio-visual research and instructional materials, including foreign films and documentaries, dramas, readings of major works, and language study)
<b>Law Library</b>	Law materials with strong collections pertaining to China, the Middle East, Scandinavia. Largest collection of core human rights documents in the United States and on the web.
<b>St Paul Library</b>	Food & Agriculture, Agricultural Economics, Forestry, Wildlife, Fisheries, Rural Sociology
<b>Anderson Library</b>	Archives & Special Collections, MINITEX, Immigration History Research Center, The Tell G. Dahllöf Collection of Swedish Americana, The Robert A. Kann Collection of Austrian History and Culture, The Basil Laourdas Modern Greek Collection, World War I pamphlet collection

5. B. Institutional support for Library acquisitions: The international component of the humanities/social sciences budget for 2005/06 totals almost \$800,000. Most of these monies are allocated to area-studies bibliographers (for Western Europe, South Asia, East Asia, Latin America, Russia and Eastern Europe, the Middle East and Central Asia, and Africa). These funds are used to purchase printed materials and electronic databases in languages other than English. In addition, a significant number of English-language resources, acquired through the general humanities/social sciences materials budget, cover the non-English world extremely well. The Scandinavian and South Asian collections are two of the strongest in the country and are perhaps the best known. The collections support instruction in and study of the less commonly taught languages (LCTL). Following recent new hires in CLA, the Libraries have increased and strengthened the collection of books and journals in Turkish, Arabic, Hebrew, and other languages of the Middle East. Wilson Library has eight subject librarians for area-studies acquisitions, who also serve as instruction and reference specialists for students and faculty in international studies.

5.C. Research materials and on-line databases: MNCAT, the UofMN's online catalog has grown to over 4,102,000 records. The Libraries also provide access to over 415 databases and online reference sources through OCLC First Search, RLG Eureka, and dozens of other systems. The expenditure for electronic content, and database subscriptions for 2003-04 was some \$4 million. The 2005-2006 acquisitions budget for area studies (except the US and Canada) comes to almost \$620,000. The UL purchases many databases relevant to Global Studies and through effective use of web-based technology, the staff of the Libraries create general research guides as well as course-specific guides. All course-specific content is then delivered to the University students through the University's MyU portal based on that student's class schedule each semester. The

University's subject librarians have developed an extensive array of library-instruction programs, reference services, and web resources in direct support of the teaching, research, and service mission of the University. For the 2004-2005 academic year, humanities and social-sciences librarians presented 286 instruction and orientation sessions to over 7,900 students, of which 80 sessions were given to over 1,340 graduate students. In addition, University area librarians offer a broad array of course-specific web sites.

Teachers, students, faculty from other institutions access to library holdings: The Libraries are the leading member of MINITEX, a network of libraries in Minnesota, North Dakota, and South Dakota, and whose catalogs and electronic resources are mutually accessible through the Minnesota Library Information Network. MnLINK is a shared library automation system for the University, state colleges and universities, state agencies, several private colleges, public libraries, K-12 school libraries, and special libraries and is funded with a standing annual appropriation from the Minnesota Legislature. Most of the collections and many services are available to any patron including K-12 teachers and students. Alumni and Friends have borrowing and some remote-access privileges. Area-studies librarians also actively participate in following organizations and projects:

<b>Table 19: Library Participation in professional organizations and other project</b>	
<b>Professional Organizations</b>	
Members of American Association for the Advancement of Slavic Studies, Association for Asian Studies, Seminar on the Acquisition of Latin American Library Materials, and Society for the Advancement of Scandinavian Studies	Members of the American Library Association's Asian, African, and Middle East Section (AMES), the Slavic & East European Section (SEES), the Western European Studies Section (WESS), and the International Relations Round Table (IRRT)
<b>Other Projects</b>	
-Work with the Center for Research Libraries on microfilming projects -Collaborate with Association for Research Libraries to establish the German-North American Resources Partnership and the Collaborative Initiative for French and North-American Libraries with extensive interlibrary-loan and collection-development networks -Attend book fairs and library meetings	-Grant from the Andrew W. Mellon Foundation for jointly developing a multi-dimensional model for assessing library support for scholarship and research in the context of a large research campus. -16 humanities and social-sciences departments examine information resources, infrastructure services, and research behaviors in order to advance and strengthen the Libraries' direct role in research and teaching.

**6. Quality of Staff Resources.** 6. A. Quality of Teaching and Other Professional Staff Members:

In all, 449 faculty and teaching specialists teach some 1540 non-language international studies courses and language courses at the UofMN; an estimated 99 percent of these instructors have earned PhDs, and almost all have at least one master's degree. All graduate teaching assistants receive pedagogical training from their individual departments as described in Tables 13 & 14 and Section 3 above. IGS is the administrative home for the current NRC in International Studies, and of the 37 staff and faculty employed by the Institute, 33 are full time and 27 have advanced degrees (including 23 Ph.D.s). See Table 20 below for listing of IGS Professional Staff and Appendix III pp. 24-39 for more in-depth information on IGS staff.

6. B. Professional Development Opportunities: OIP administers an annual competition for \$515,000 in travel funds to support international faculty research. Approximately 125 faculty from a wide variety of disciplines draw on these funds each year and travel to 40 different countries. In addition, the international studies faculty are allocated money each year from their home departments to support their professional activities. The University also awards tens of thousands of dollars annually to international studies faculty through the Office's other programs such as McKnight and Grant-in-Aid Fellowships. IGS also provides approximately \$10,000 per year for international faculty initiatives. To encourage teaching and research abroad the University has developed 198 official linkages agreements with sister institutions around the world (Africa: 6; Americas: 24; Asia/Oceania: 67; Europe: 101).

Commitment to the Teaching, Supervision, and Advising of Students: As described in section 2.C. above, the University and IGS have a comprehensive advising structure in place for international studies students. Also, faculty members are expected to hold regular office hours and have a clearly defined teaching load each year. Information relating to the percentage of time

Minnesota faculty devote to international studies can also be found in Appendix III starting on page 40.

6. B Oversight Arrangements and Staffing Plans for the Center: The administrative home of the proposed NRC in International Studies is IGS, the principal international unit within CLA. The NRC draws regularly on the support staff available there. For full biographies see Appendix III, pp. 24-39:

<b>Table 20: Faculty and Staff Resources Directly Supporting the Institute for Global Studies</b>					
<u>Staff Member</u>	<u>Degree</u>	<u>% Time</u>	<u>Staff Member</u>	<u>Degree</u>	<u>% Time</u>
<b>IGS Core Staff</b>					
Evelyn Davidheiser, Director	PhD	100%	Allison Lindberg, Student Asst		50%
Edward Farmer, PI	PhD	100%	Ava Schrenk, Student Asst		50%
Laura Sayles, NRC Coord	MA	100%	Brian Kuzel, Advisor	BA	100%
Sarah Herzog, Outreach	BA	100%	Jennifer Hoffman, Peer Advisor		50%
Linda Arcand, Accountant	BA	100%	Laurel Johnson, Peer Advisor		50%
Charlene Powell, Exec Sec		100%	April Knutson, FLIP/FLAC Coord	PhD	100%
Amy Selvius, Principal Sec	BA	100%	Donald Johnson, Librarian	PhD	100%
<b>IGS Affiliated Faculty</b>					
Daphne Berdahl, Assoc Prof	PhD	100%	Helga Leitner, Professor	PhD	100%
Susan Craddock, Assoc Prof	PhD	100%	Stewart McLean, Asst Prof	PhD	100%
Elizabeth Boyle, Assoc Prof	PhD	100%	Gloria Raheja, Professor	PhD	100%
Jeffrey Broadbent, Professor	PhD	100%	Abdi Samatar, Professor	PhD	100%
Vinay Gidwani, Assoc Prof	PhD	100%	Ajay Skaria, Assoc Prof	PhD	100%
Michael Goldman, Assoc Prof	PhD	100%	Rachel Schurman, Assoc Prof	PhD	100%
Amy Kaminsky, Professor	PhD	100%	Tom Wolfe, Assoc Prof	PhD	100%
<b>Human Rights Program (HRP)</b>					
Barb Frey, Director	J.D.	100%	Rochelle Hammer, Program Coord	B.A.	100%
<b>European Studies Consortium (ESC)</b>					
Carol Klee, PI	PhD	100%	Klaas Van Der Sanden, NRC Coord	Doctoral	100%
<b>Center for German and European Studies (CGES)</b>					
Eric Weitz, Director	PhD	100%	Sabine Engle, Coord	PhD	100%
<b>Modern Greek Studies Program (MGSP)</b>					
Theo Stavrou, Director	PhD	100%	Soterious Stavrou, Editor	M.A.	100%
<b>Consortium for the Study of the Asias (CSA)</b>					
Joseph Allen	PhD	100%			

The Directors of IGS, HRP, ESC, CGES, MGSP, CSA, and the international studies librarian meet regularly to provide long-term intellectual stewardship for the Institute. The IGS faculty holds regular faculty meetings to work on integrating international studies into the research, teaching, and outreach of the University, as does the Curriculum committee and the Director of Undergraduate Studies.

6. C. Nondiscriminatory Practices (GEPA): IGS abides by University policies regarding non-discrimination. Searches are subject to careful scrutiny. (See Table 21)

<b>Table 21: Search Committee Procedures</b>
1) Committee designed to be gender balanced and to have strong representation from ethnic and racial minorities, verified by College 2) Chair of committee develops job description, which is reviewed to make certain that it is neutral in terms of gender, race, disability, and ethnicity 3) Position announcement is published broadly and in specialized newspapers serving ethnic and racial minorities and women 4) Identified individuals from under-represented populations contacted personally and encouraged to apply 5) IGS works with the College to make certain that the pool is as racially, ethnically, and gender diverse as possible 6) Search committee reviews all candidates' applications and selects a small group for interviews 7) Applications from underrepresented populations receive special review reasons for exclusion documented 8) Candidate is selected. If this person is not a member of a minority or a woman, written justification must accompany the IGS' request to the College to extend an offer of employment

All classes offered at Minnesota must comply with the University policy that requires reasonable accommodation to be made for students with disabilities on an individualized and flexible basis. The Disability Services Center assists in ensuring equal access for students with disabilities by documenting disabilities and providing or arranging reasonable

accommodations, academic adjustments, auxiliary aids and services, training, consultation, and technical assistance. All on and off campus programs that IGS sponsors must provide these same accommodations. IGS will ensure equitable access to and participation in its programs for teachers and other outreach audiences by stating on all promotional materials and applications that IGS does not discriminate on the basis of gender, race, national origin, color, disability, or age; and by working with Minnesota Department of Education to target schools and teachers identified as being historically under-represented.

**7. Outreach Activities:** As a major land grant university, the UofMN has historically paid significant attention to its responsibilities involving the community at large and pursued ambitious outreach agendas. While it is impossible in an institution of this size to capture all of the outreach initiatives in international studies, a sampling below highlights the diverse outreach efforts here:

<b>Academic Unit</b>	<b>Est. # of Participants</b>	<b>Academic Unit</b>	<b>Est. # of Participants</b>
IGS	12,500	Humphrey Institute	9,000
CARLA	2,500	Medical School	4,500
Carlson Management	4,500	College of Agriculture	9,500
Coll. of Natural Resources	45,500	College of Liberal Arts	85,500

University faculty are frequent speakers for a wide variety of community groups. Faculty regularly act as resource people for K-12 educators and groups focused on education. Through the Minnesota International Center, faculty regularly reach diverse business groups. The University Relations office links faculty with international expertise to the local media. Acting in its role as the hub for international studies outreach in CLA, and under the guidance of Sarah Herzog, Outreach Coordinator, IGS has organized the following Outreach activities:

Elementary and Secondary Outreach: IGS informs, educates and organizes professional development opportunities for K-16 teachers on global and international topic through a series of summer and in-service workshops. Of special note, IGS selected six Minnesota teachers to participate in the “International Agriculture” Summer Institute, a collaboration with The Center for the Study of Global Change at Indiana University with instruction from UofMN scholars.

Postsecondary Institutions: IGS continues its successful collaboration with Education for Global Learning, a consortium of 13 area community and technical colleges and 2 state Universities focused on fully integrating international studies into the curricula with faculty at these institutions.

Business, Media and General Public Outreach: IGS sponsors numerous events for both the University and general public, ranging from individual lectures to multi-day symposia. During 2004-2005, IGS sponsored 28 events with an international focus. See the Table 23 for a selection of outreach activities:

<b>Audience</b>	<b>Title</b>	<b>Attendees</b>
K-14	<b>Teacher Summer Institutes:</b> "Islam in Global Context", "Teaching Genocide & Human	77

Educators	Rights", "Teaching Asia with Film", "Examining Population History", "Equity in Education" Teachers from Arizona, Colorado, Massachusetts, Michigan, Minnesota, Missouri, North Dakota, New York, Pennsylvania, and Wisconsin attended	
K-14 Educators	<b>Teacher Seminars:</b> "Islam in Global Media," "The Peace Process in the Middle East," "Human Rights Education"	278
K-14 Educators	<b>Teacher Resource Library and "Connecting the Dots: Weaving Human Rights into Curriculum":</b> K-12 teachers seminars and support for development of human rights resource curriculum kit	130
K-14 Educators	<b>Education Conferences:</b> state-wide Education Minnesota Professional Conference, Midwest Global Educators Conference organized by Americans for Informed Democracy, Minnesota Council on the Teaching of Languages and Culture, and the Minnesota Conference for Social Studies	1500
K-16 LCTL Educators	<b>CARLA workshops:</b> IGS stipends for teachers to attend workshops	79
K-12 Educators	<b>"Global Education: Raising Global Awareness in Students":</b> Seminar at state-wide Education Minnesota Professional Conference	45
Post secondary	<b>Education for Global Learning conferences:</b> "Knowing Our World: Impacts of Global Media and Cultural Change", "Rethinking Bridges Across Borders: The United Nations, NGOs & Nations As Agents of Change" , "Building Real Security and Well Being for World Citizens: The Challenges of Science, Human Rights & Ethics"	325
Post secondary/ General Public	<b>Latin American Brown Bag Series:</b> 9 talks for faculty, students and the general public on Latin American issues "The Good News in Iraq: Reporting on the War"	95 40
General Public	<b>Community Forums:</b> Human Rights Watch Film Festival; "Lost Boys of Sudan", <b>Conference</b> "History, Healing, and the Human Spirit: Ten Years After the Rwanda Genocide"	325 235 215
Business	<b>CLE Session for lawyers:</b> "Business and Tourism: Dealing with the Dutch" "Emerging Issues in Human Rights: International Law in Areas of Conflict"	35 12
General	<b>IGS Newsletter</b>	1200
All Categories	<b>IGS Website (since January 2004):</b> information on the Global Studies degree programs, FLIP, the Modern Greek Studies Program, the Center for German and European Studies and the European Studies Consortium	105,000 visitors

**8. Program Planning and Budget:** In light of the on-going intellectual and conceptual work of international studies scholars on the UofMN campus, IGS has decided to focus its efforts for the next Title VI grant cycle under the framework of **“The Changing Interactions between Nation-States and Global Movements.”** Building on areas of existing strength and emerging programs at the University, work will center on four themes. The first, Transnational Movements and Migrations, will critically engage with population and migration issues across the globe. Scholarly research will focus on such topics as immigration policy, preparing for the next pandemic, the tragedy of genocide, demographic history, multicultural encounters in ethnic

borderlands, and changing technologies of population surveillance and administration. The second theme, Global Media, National Audiences, will explore forms of communications that relay information and create vicarious experiences that shape political processes in concrete ways and how media generate expertise that is offered to the political sphere. The third theme, Transnational Markets and Politics will address the changing nature of global trade and commerce, the increased roles played by global institutions in markets and politics, and the rising significance of transnational policy and social networks. The last, Bio-Politics and Environment, revolves around the politics of biological modification and the relationship between science, disease, and questions of commodification. Research and teaching will focus on such topics as competing claims over natural resources and the environment, the privatization of water and other natural resources, environmental social movements, struggles over GMOs and the commodification of life forms, and the politics of AIDs and pharmaceutical access in the global South. Under the overall direction of **Professor Edward Farmer** [CLA Match], and with the assistance of **Dr. Evelyn Davidheiser** (Director, IGS) and **Ms. Laura Sayles (project coordinator)** [Budget Line I. a. 2], the Center proposes the following initiatives:

a. Enhancement of LCTL Offerings and Enrollments. In collaboration with its partner NRCs in Western European (ESC) and Asian Studies (CSA), IGS requests funding to strengthen its **Turkish language program** in fall 2005 [Budget Line I. b. 1]. This meshes with ongoing initiatives in the Department of History with its recent hiring of Ottoman and Modern Middle East specialists, the Department of Geography's concentration on immigration and transnational movements, the Cultural Studies' department's new hires in Middle Eastern literature and media, and the migration literatures studies in the European languages and literatures departments. In collaboration with the CSA we are asking for money to guarantee the teaching of **advanced**

**levels and dialects of Arabic** [Budget Line I. b. 3]. Because of the increased demand from students and newly arrived African communities to offer Swahili, IGS requests funding to begin a **Swahili language** program [Budget Line I. b. 2] to compliment our strengths in African studies. We are proposing to employ Title VI support to guarantee the instruction of **advanced levels of Korean and Hindi/Urdu** [Budget Line I. b. 4 and 5]. IGS proposes to sponsor the development of an **LCTL resource library** to be housed in CARLA [Budget Line V. d]. Working with CARLA, IGS proposes to develop a cost-effective post-secondary model to support an immersion project that creates a volunteer conversation pair (**tandem instructional model**) [Budget Line VIII. c. 1] in which international and American students meet in pairs weekly to practice each other's language. Patterned on an "intercultural mediation model of Content Based Instruction", a structured website supporting content-based learning of any LCTL will be developed. IGS also requests funding for a **project for K-8 immersion teachers** [Budget Line VIII. c. 3]. IGS will offer a series of weeklong summer institutes that address the unique pedagogical and language proficiency needs of K-8 immersion teachers.

b. Foreign Language Integration. IGS requests funding to aid the administration and the expansion of its very successful **FLIP initiative**. Continued success requires additional support to facilitate the extensive coordination and collaboration between and across language, social sciences and humanities departments [Budget Line I. b. 6]. In collaboration with ESC, IGS further plans to expand FLIP with the development of a new 3xxx level **News Coverage course** in Spanish [Budget Line I. c. 1]. This course is intended for students with an advanced proficiency in the language to push them to superior proficiency levels, while at the same time offering them greater and concentrated insights into contemporary society and culture of Spanish speaking countries.

c. Development of Freshman Seminars linked to LCTL learning and enhancement of International studies content in the social sciences and professional programs through course development. IGS requests funding for the development of four **Freshman Seminars** [Budget Line I. c. 2, 5, 8, 11] that directly address the four themes described above. The goal is to draw more students into international studies early in their undergraduate careers. The seminars will conclude in a capstone experience abroad and are linked to learning of LCTL. The OVPUE will make available scholarships for students who participate in these programs and who continue with LCTL learning after the conclusion of the seminars. We propose to follow up this initiative by supporting the **development and/or redesign of 8 international studies courses** in these same thematic areas [Budget Line I. c. 3-4, 6-7, 9-10, 12-13]. Courses will be in CLA (Global Studies, History, Geography, Sociology, Art History, Languages and Literatures, Cultural Studies Comparative Literature) and the professional schools (HHH, CHE, COAFES, CSOM). With 4 recent hires in Middle Eastern History, literature, and media; the new Global Studies and History tracks in Middle Eastern studies; the beginning of a Turkish language program; and vigorous interest in the area on the part of UofMN students, we propose to develop **4 new courses in the Islamic World** [Budget I. c. 14]. Lastly, we propose to develop **4 new courses to bolster the graduate minor in global studies** that is currently being developed and build on new hires who work in population studies and food studies [Budget I. c. 15]. All of these courses will be developed at the 5XXX level meaning that they are open to undergraduate, graduate, and professional school students.

d. Library Support. IGS requests support for bibliographers at Wilson Library as they seek to build on the library strengths in International Studies and address deficiencies identified during

the project period, especially those in **Turkish and Arabic language sources** [Budget Line V. b].

e. Enhancing Intellectual Strength in International Studies: Working closely with faculty from Global Studies, History, Geography, Sociology, HHH, CHE, COAFES, CSOM, Art History, Languages and Literatures, and Cultural Studies and Comparative Literature, IGS will build the University's capacity to teach and promote scholarship in the areas identified by organizing three-year cycles of symposia which consist of workshops, colloquia, and capstone conferences. IGS proposes a three year focus on the issues of **Transnational Movements and Populations**. The first two years will include a workshop on **Empire and Globalization: The Movements of Labor Across Continents** and a year long Symposia **Literature of Migration and Exile in the World**. Year 4 will see a major conference on **Ethnicity, Identity, and Conflict** [Budget Line VIII. a. 1]. On the theme of **Global Media, National Audiences**, IGS proposes a yearlong colloquium on the **Production of National Cultures and the Creation of Identity** (year 2), and a seminar on **Media Integrations and Disintegrations** (year 3), and a major conference on **Media Systems Across Continents** (year 4) [Budget Line VIII. a. 2]. Focusing on **Global Capitalisms and their Alternatives** and integrating existing programmatic strengths and faculty expertise in these areas, we envision a symposium on **Comparative Economics** in year 1, a conference on **Post-Socialist Societies as a Global Phenomenon** in year 2, and a colloquium on **Social Movements and Radical Politics** in year 3 [Budget Line VIII. a. 3]. IGS will be the home of a three year focus on **Bio-Politics and the Environment**. Year 1 will see a conference on **the Bio-Politics of Risk: Migration, Climate Change, and the Environment**. IGS will host two year-long symposia that draw together faculty with a common research interest in **Comparative Food Representations** in year 2 and **Population, food and the environment** in

year 4 [Budget Line VIII. a. 4].

f. Outreach Projects. **Sarah Herzog** [Budget Line I. d. 1] IGS is proposing an annual series of **teacher workshops** tied to the grant themes including an emphasis on the Islamic World for K-14 educators. We request funding for instruction costs [Budget Line I. d. 2 and 3] and Professional Services costs for teachers [Budget Line VIII b. 1 and 2]. We also request funding to support K-16 LCTL teachers with **stipends to participate in the CARLA Summer Institutes** for language teachers. [Budget Line VIII. c. 2] In an effort to engage undergraduate, graduate, and professional school students from a variety of colleges and universities, the general public, and K-16 educators in discussions on International Studies, IGS will integrate the symposia and conference described in 1.e above even more fully into our outreach plans by facilitating **Community and Teacher Dialogues** [Budget Line VIII. a. 1-4] and supporting the development of K-14 curriculum related to the themes. IGS is planning an annual **Midwest Global Educators Summit and Conference** [Budget Line V. c]. The program will bring teachers and education, school district, and state curriculum leaders for a Summit to start a state-wide dialogue and strategic plan for teaching international studies in the K-12 education. We also request funding to build a **World History website for K-12 teachers** that has primary sources and lesson plans available for download [Budget Line V. e]. Lastly we request support for the **International Agriculture Summer Teacher workshop** in conjunction with the International NRCs at Indiana University and University of Illinois. The workshop, which has been held at Indiana, will rotate between the three campuses each year of the grant [Budget Line VIII. b. 3].

g. Faculty initiatives: IGS will sponsor a competition among University faculty to submit proposals to pursue projects abroad designed to strengthen international studies. These awards

will encourage new initiatives in study abroad programs, interdisciplinary courses, approaches to integrating foreign languages into the non-language curriculum, and other projects [Budget Line III. a. 1].

8. B. Development Plan. The proposed plan sets ambitious goals that, over four years, will greatly enhance international studies at Minnesota with the addition and/or redesign of 16 courses, the organization of 8 Teacher Workshops, advanced and/or intensive instruction in 5 LCTLs, and improved immersion and LCTL teaching at the K-12 level. A time line is provided in Appendix I.

8. C. Program Costs. IGS is proud of the degree to which CLA, the Graduate School, OVPUE, OVPR and OIP have committed resources to the activities proposed here. Almost all of the administrative costs associated with the grant are covered by the University, as are almost all costs associated with the institutionalization of the courses to be developed with Title VI monies. The professional programs involved in this proposal will sustain the courses which have an international dimension as long as it is appropriate for their curricula. IGS is combining its resources with those of CARLA to effectively use scarce resources to offer an innovative outreach program to K-12 language teachers in the LCTLs. Great care has been taken throughout this proposal to ensure that all curricular initiatives developed here will be firmly institutionalized and become a permanent part of the undergraduate and graduate International studies curricula.

8. D. Long-Term Impact. This proposal is designed to build on existing strengths and to have a balanced impact on an international studies curriculum that is becoming increasingly integrated across disciplines, schools, collegiate units, and levels of instruction:

<b>Table 24: Table Anticipated Long-Term Impacts</b>
<u>Undergraduate Programs</u> * enhanced capacities for students to use French, German, and Spanish in FLAC and FLIP courses

- \* more students being better prepared to study the less and least commonly taught languages, particularly on the advanced levels, and the nations where they are spoken.
- \* more opportunities for students for intensive LCTL instruction to facilitate enhanced enrollments in advanced level of instruction in Korean, Hindi/Urdu, Arabic, Swahili, & Turkish
- \* more interdisciplinary courses in international studies, particularly geared towards freshmen
- \* better articulation of study abroad programs with the International Studies curriculum

Graduate Programs

- \* enhanced capacity for students to use French, German, and Spanish in FLAC and FLIP courses
- \* more students better prepared in less and least commonly taught languages, particularly on the advanced proficiency levels
- \* more opportunities for students for intensive LCTL instruction to facilitate enhanced enrollments in advanced level of instruction in Korean, Hindi/Urdu, Arabic, Swahili, & Turkish
- \* Intellectual engagement in areas and topics related to International Studies

Professional School Programs

- \* significant increase of International Studies content in professional school curricula
- \* more students being better prepared to study the less and least commonly taught languages, particularly on the advanced levels, and the nations where they are spoken.
- \* more opportunities for students for intensive LCTL instruction to facilitate enhanced enrollments in advanced level of instruction in Korean, Hindi/Urdu, Arabic, Swahili, & Turkish
- \* more interdisciplinary courses in International studies, particularly geared towards freshmen and sophomores

K-14 Educators & Students

- \* more opportunities for teachers to attend language teaching workshops organized by CARLA
- \* increased understanding of International Studies content which will be passed on to K-14 students
- \* increased abilities of K-8 immersion teaching skills, better language and content skills for immersion students

General Public

- \* Intellectual engagement in areas and topics related to International Studies

**9. Impact and Evaluation.** 9. A. Wider impact of Center: One of the chief strengths of IGS is its location at a comprehensive University located in a major metropolitan area. With a breadth of programs ranging from law and business through agriculture and medicine; the social sciences, humanities, and the creative arts through public health, IGS is well positioned to reach a very broad audience. As a land grant university, we are tasked with outreach to the community broadly and have long established networks ensuring that this service is provided. The impact of our programs is presented in Table 25:

<b>Activity</b>	<b>Impact</b>	<b>Indicies</b>
<b>Language Instruction</b>	Increase national capacity in foreign languages	
MCTL	Increase number of proficient speakers	MCTL enrollments -3325
LCTL	Increase breadth of languages offered	LCTL enrollments – 1658
	Increase opportunities for the study of LCTLs	19 LCTLs offered
FLIP & FLAC	Integrate language learning across the curriculum	12 courses enrollments -144

FLAS	Increase language skills, both number and competency, of area specialists and professionals	2000-05: 79 languages awarded at the intermediate and advanced level
Cooperate with CARLA on language pedagogy	Expand the number of K-16 educators with CBI competency	75 teachers 7500 students reached
<b>Curricular Support</b>		
<b>Undergraduate training</b>		
Provide Global Studies major & minor	Train students for life's work in an increasingly globalized world	425 Global Studies majors 39 Global Studies minors
<b>Graduate training</b>		
CLA MA/PhD. programs	Train students for careers in higher education	1048 MA/PhD Students
<b>Professional training</b>		
MPA: Train students for careers in government service		176 MPA Students
MPH: Train students for careers in global health issues		223 MPH Students
MBA Train students for international business careers		1104 MBA Students
<b>New course development</b>		
Course development in targeted thematics	Increase international content across the curriculum	44 courses developed 1200 enrollment
<b>New program development</b>		
<b>Course Development</b>	Create meaningful clusters of courses and create cohorts of students and faculty with common interests	23 courses develop in clusters with Med School, HHH, MPC, and Middle Eastern Studies
<b>Study Abroad</b>	Broaden the number of students with international experience and intercultural competence	1150 students abroad in Asia
<b>Outreach</b>		
<b>Public Events</b>	Broaden public awareness of critical global issues	35 events with approx. 2000 total attendees
<b>Teacher workshops</b>	Internationalization of K-16 curriculum	5 events with approx 278 attendees
<b>summer</b>		77 participants in summer teacher workshops 11,550 students reached through teachers
<b>academic year</b>		278 participants in academic year teacher workshops 41,700 of students reached through teachers
<b>Travel</b>		
<b>Curricular development</b>		12 trips resulting in new course
<b>New projects</b>		23 trips resulting in new projects
<b>Workshops, Symposia, &amp; Conferences</b>	Enhance interdisciplinary capacity of faculty and graduate students	19 events 225 faculty participants 345 graduate student participants 28 resulting research projects 12 resulting course projects 16 resulting Ph.D. theses

Equal access to these programs is ensured in a number of ways. In addition to the UofMN's office of Equal Opportunity, which monitors and ensures compliance with University policy (see Section 6. E. above), a wide range of programs exist to reach underrepresented audiences. The UofMN monitors unit level contributions to the institution's goal of increasing diversity by establishing unit level goals in hiring. CLA has increased the diversity of its student body over the last several years, while simultaneously increasing quality. In the newly admitted class of 2009, students of color represent 15% of students compared to 10% a decade ago. 32% of the class ranked in the top 10% of their high school compared to 24% ten years ago. The Global Studies major is drawing an increasingly diverse group of students. Whereas students of color accounted for only 3% of students the international relations major ten years ago, this pool of students now encompasses 20% of global studies majors. We have developed study abroad activities in Senegal in order to encourage study abroad by groups previously underrepresented in study abroad programs. Similarly, we have proposed revitalizing the Swahili language program at Minnesota and have partnered with the Department of African-American and African studies for this purpose. The vast majority of students in that department's programs are minority students, and they are increasingly benefiting from the programs that we offer. The decade long "MacArthur Pipeline Program" of the ICGC has played an instrumental role in increasing the pool of qualified students of color applying to graduate programs across the country. These students enroll in Global Studies honors courses and are recruited and trained with an eye toward graduate school application in the area of international studies. In selecting FLAS fellows or faculty recipients of course development funds and travel grants IGS convenes a diverse committee. Finally, we have made a special point of developing outreach activities targeting K-12 educators in the Minneapolis and St. Paul public schools, in which 72% of the school

population is students of color. Students in this underserved and under-resourced audience are a new target of recruiting emphasis for the UofMN. By increasing outreach to teachers of these students, we improve the quality of the pool from which future students are recruited.

9. B. Evaluation Plan Evaluation of the center is conducted in two ways – internal and external.

As Table 25 indicates, quantitative and qualitative data is routinely collected internally which allows timely monitoring and adjustment of programming. CLA centers are reviewed by the Budget Advisory Committee every three years to determine whether activities should be continued, changed, or further developed. Data specifically related to project activities are regularly gathered. For example, participants at teacher training workshop submit detailed course evaluations that measure strength of instruction and outcome goals to improve course content to meet the needs of teachers and their students and strengthen future programming. Written reports that detail results are also required from faculty implementing various portions of the program. Faculty developing new courses supply syllabi and student course evaluations. Faculty receiving travel funds submit reports on project outcomes.

Similarly, external reviews are solicited to provide recommendations on program process, progress, and effectiveness. In 2005, the US/ED conducted an on-site review of the International Studies NRC. The reviewer's comments were extremely favorable and a recommendation for ensuring that sponsored project oversight at the University is fully versed in project goals and activities was implemented. In the next four years, we will take this to a new level. The UofMN is currently in the midst of developing a major new strategic plan, which includes increasing emphasis on measures of effectiveness. A Metrics and Measurement task force has been created for developing performance indicators and reporting mechanisms for measuring goals. Building on this and working with the evaluation program in the CEHD, IGS will develop a new

evaluation regime. We consider this a model program that could be adopted by other NRCs. We continue to gather data which allows us to measure the impact of our programs (see above, Table 25), and the list of relevant data to collect will grow as programming expands. In year three we will bring in an external evaluation team to assist us in 1) assessing evaluative needs, 2) convening focus groups with stakeholders to provide qualitative assessments of programs as well as to contribute to decisions about the overarching direction of the center, 3) working with center staff on the continued development of measures of impact, and 4) interpreting the data collected and producing a report that will serve both as an assessment and as a blue print for further development. The evaluation team will consist of an area specialist, language specialist, and evaluation specialist to ensure that both content and process will be part of the evaluation activity. **FLAS** assessments are part of this overarching process. Proficiency will be tested pre- and post- award to assess language acquisition. Minnesota is a leader in such assessment and full use of the resources of CARLA and the language testing center will be employed for this purpose.

**10. FLAS Awardee Selection Procedures: Publicity:** Each November, information and application materials and follow-up letters are sent to all DGS'. Information about the awards is posted on the IGS, OIP, and Graduate School web sites, on graduate student departmental listservs, and announcements are distributed around campus. Application materials can be downloaded from the IGS web site or picked up in person at the IGS main office. In early December, the FLAS coordinator organizes a series of informational meetings at three different sites on campus to inform graduate students about the application procedure, and purpose, selection criteria and the priorities for FLAS awards. Two of those meetings are aimed specifically at graduate students in the professional fields.

Submitting Applications: DGS' consult with their faculty and forward the applications of 3 FLAS nominees to IGS with a letter from the nominating department highlighting the applicants' strengths. Applications also include each applicant's proposed list of courses, an essay explaining how the fellowship will advance their study, transcripts, and a letter of recommendation from a faculty advisor.

Selection Criteria: Students must be graduate-level, degree-seeking American citizens, nationals, or permanent residents. Candidates are ranked on the following established priorities: 1) evidence that language training is needed to further the applicant's study of international issues and problems; 2) the extent to which the applicant's academic program is focused on international issues; 3) the applicant's academic performance to date; 4) the persuasiveness of the applicant's letters of recommendation; 5) proposed LCTL study at the advanced level receives a competitive priority. Graduate students who major in French, German or Spanish are eligible to study a language other than their major.

Who Selects the Fellows: Dr. Evelyn Davidheiser, Director IGS, convenes a gender-balanced committee consisting of a social scientist, a foreign language specialist, and a professional school faculty member. This committee reviews the applications, and each member fills out a detailed scoring sheet on each applicant according to the guidelines and competitive priorities outlined above. The FLAS coordinator is also present to help answer questions concerning eligibility and competitive priorities.

When the Selection Process takes place: Information and application materials for FLAS awards are made available in November with a deadline in mid-February. Letters are sent to the awardees in early March with a deadline to accept or reject their awards no later than the last

week of March. Each awardee's DGS is notified of the awards. An orientation session is held in mid-April to acquaint awardees with the rules and regulations of the FLAS Fellowship program.

**11. Competitive Priorities:** IGS proposes the following projects in response to the US/ED's Invitational Priorities. Note that these projects are already an integral part of IGS' plan of action for the 2006-10 grant cycle and as such they do not represent new line items in the budget.

<b>Table 26: Overview of Center Initiatives Directly Addressing Announced Priorities</b>	
Absolute Priority: Teacher Training	<ul style="list-style-type: none"> <li>- 8 teacher workshops in the social sciences related to the themes, International Ag workshop</li> <li>-CARLA workshop for K-8 immersion teachers</li> <li>-World History website</li> <li>-Annual Midwest Global Educators Summit and Conference</li> <li>- Facilitating Community and Teacher Dialogues with CEU's for teachers</li> </ul>
Competitive Priority: Language Proficiency Measurement in LCTLs	<ul style="list-style-type: none"> <li>- Language Proficiency Exams that measure student achievements and proficiency levels objectively and independent of 'seat time' are a <u>standard</u> feature of the language programs at Minnesota. Levels are ascertained in accordance with Proficiency Guidelines of the ACTFL</li> <li>-Development of Hmong proficiency test</li> </ul>
Invitational Priority 1: Promotion of Undergraduate LCTL Learning	<ul style="list-style-type: none"> <li>- Early intervention in the curriculum with Freshman Seminars to start LCTL learning.</li> <li>- Scholarship support for UG students who elect to study a LCTL</li> <li>-Support for Arabic, Turkish, Hindi/Urdu, Korean, &amp; Swahili</li> <li>- LCTL Immersion project with volunteer conversation pairs</li> </ul>
Invitational Priority 2: Increased Study of Areas vital to National Security, Islamic Societies	<ul style="list-style-type: none"> <li>- Enhancement of the study of Turkish language, culture and society</li> <li>- Development of Islamic World courses</li> <li>- Support for Arabic language program</li> <li>- Development of Arabic sources in library</li> <li>-Support for advanced instruction in Swahili, Korean, Hindi/Urdu</li> <li>- Study of migrations of peoples from Islamic countries</li> </ul>
Innovational Priority 3: Linkages with Schools of Education	<ul style="list-style-type: none"> <li>- IGS is teaming up with ESC, CEHD and CARLA in collaboratives that enhance the LCTL teaching and LCTL curricula through the development of a LCTL teacher resource library</li> <li>-Work with CEHD to develop World History website for K-12 teachers, CARLA workshop for K-8 immersion teachers</li> </ul>
Invitational Priority 4: Collaboration with LRC/NRC	<ul style="list-style-type: none"> <li>- Collaboration with NRCs at IU and U of I on Summer teacher workshop</li> <li>- Collaborate with CARLA on project for K-8 immersion teachers, and Annual Midwest Global Educators Summit and Conference</li> <li>- LCTL Teacher Stipends to attend CARLA educational workshops</li> <li>- Turkish Language instruction with ESC and CSA</li> <li>- Arabic, Korean, Hindi/Urdu instruction with CSA</li> </ul>
Invitational Priority 5: Enhance Outreach to K-12 Constituencies	<ul style="list-style-type: none"> <li>- Work with CEHD to develop World History website for K-12 teachers</li> <li>- Facilitating Community and Teacher Dialogues</li> <li>- LCTL Teacher Stipends to attend CARLA educational workshops</li> <li>- Project for K-8 immersion teachers</li> <li>- Annual Midwest Global Educators Summit and Conference</li> </ul>
FLAS Invitational Priority 1: Advanced LCTL Instruction	<ul style="list-style-type: none"> <li>- Funding of students wishing to study advanced levels of LCTLs the highest award priority. See Section 10, p.38-40.</li> </ul>
FLAS Invitational Priority 2: Government Service	<ul style="list-style-type: none"> <li>- Encourage and prioritize advertisement of FLAS fellowships among HHH and Law students.</li> </ul>

