Individuals using assistive technology may not be able to fully access the information contained in this file.

For assistance, please send an e-mail to: NRC-FLAS@ed.gov and include “508 Accommodation” and the title of the document in the subject line of your e-mail.

Penn State University The Center for Global Studies

# TABLE OF CONTENTS

SF 424

ED Form 524 Budget Grants.gov Lobbying Form GEPA 427 Statement

ED Supplemental Information for SF-424 Abstract

**Project Narrative**

Title Page

Table of Contents

1. Institutional Commitment to the Subject Area 1
2. Quality of Language Instructional Program 6
3. Quality of Non-Language Instructional Program 15
4. Quality of Curriculum Design 18
5. Quality of Staff Resources 24
6. Strength of a Globally-Focused Library 28
7. Impact and Evaluation 31
8. Outreach Activities 39
9. Program Planning and Budget 41
10. Degree to Which Priorities are Served 50

**Other Attachments:**

List of Acronyms

Appendix 1: Letters of Support Appendix 2: List of Courses Appendix 3: Curriculum Vitae Appendix 4: Position Descriptions

Diverse Perspectives and Areas of Need Application Profile Form

ED 524 Budget Narrative Disclosure of Lobbying Activities

**A. INSTITUTIONAL COMMITMENT TO THE SUBJECT AREA**

Encouraging global citizenship and promoting global understanding have long been core values

at Penn State. Now with approximately 46,554 students enrolled at the UP campus, including over 7,097 international students or 15.2% of the total resident enrollment, globalization of our curriculum and community is of the highest priority for the University. The 2016-25 strategic plan weaves foundational elements such as “Fostering and Embracing a Diverse World” and “Enhancing Global Engagement” throughout its thematic priorities. As evidence of progress towards these goals, in 2019 Penn State was recognized by the Association of Public and Land- grant Universities with the Gold Level Award in Leadership and Pervasiveness, which honors the degree to which an institution’s leadership, at the president and provost level, has made internationalization a priority for the institution and the degree to which internationalization pervades the culture across campus. Penn State’s commitment to global education is evident in its seed grant initiatives, burgeoning international curriculum, event programming, collaborative international research, undergraduate and graduate program growth, and study abroad. This commitment to internationalization is further demonstrated via the support and establishment of new programs and centers including the African Feminist Initiative, Peace Corps Fellowship Program, and the Masters of Public Policy (MPP).

* + 1. **Center and Program.** In 2010, when Penn State was awarded one of 11 international

NRC grants, the University responded by committing significant financial and human resources to found the Center for Global Studies (CGS). Having been awarded an NRC from 2010-2018 and FLAS from 2014-2022, the CGS is the only federally-funded unit at Penn State that supports research, teaching, and outreach in global studies. In our first three 4-year cycles, we worked with academic departments and administrative units to expand Penn State’s commitment to

global studies. We supported over 100 events annually and collaborated with Penn State Global (PSG) on multiple global initiatives. During the proposed cycle, Penn State has committed at least $343,577 **annually** towards faculty, administrative, graduate assistant support, discretionary spending, and student support. See §I.3 and 4 for details on **resource leveraging** and the financial resources committed to CGS by Penn State.

* + 1. **Teaching Staff.** The School of Global Languages, Literatures and Cultures (SGLLC),

which houses CGS, all modern language and literature departments, GLIS, the Less Commonly Taught Languages Initiative, and administers the Summer Intensive Language Institute, has 188 faculty members, including both tenure and non-tenure line instructors and cross-listed faculty. The Center for Advanced Language and Proficiency Education and Research (CALPER) has 15 faculty. Departments including Comparative Literature, Asian Studies, and Geography, and globally-oriented programs, such as the International Program in Aging Research in the Department of Human Development and Family Studies demonstrate the wide presence of global interests (Table A.1). For financial support for faculty and quality of staff resources, see § E.

|  |
| --- |
| **Table A.1. Summary of Select Departments and Faculty Numbers** |
| **Unit** | **Faculty** | **Degrees** |
| **School of International****Affairs (SIA)** | 16 tenure-track Master’s in International Affairs (M.I.A.), Integrated2 non-tenure Undergraduate/Graduate (IUG) Programs, Joint JD/M.I.A. 36 affiliate |
| **Dept. of Comparative Literature** | 23 tenure-track Major, minor, M.A. & Ph.D. 7 non-tenureaffiliate post docs |
| **Penn State Law** | 34 tenure-track Joint JD/M.I.A.; Concentration in International Law (JD and LL.M.) 7 non-tenure11 affiliate14 adjunct |
| **Dept. of Asian Studies** | 31 tenure-track Major and minor, dual degree Ph.D.; Chinese major &minor; Japanese16 non-tenure major & minor; Korean major and minor; IUG with SIA17 affiliate |
| **School of Information Science& Technology (IST)** | 33 tenure-track IST B.A. M.S., Ph.D.; Security and Risk Analysis B.S.; Cybersecurity 22 non-tenure Analytics and Operations B.S. with Geopolitics concentration; Global 20 affiliate Security minor (offered jointly with Political Science); Master ofProfessional Studies in Homeland Security |

|  |  |  |
| --- | --- | --- |
| **Dept. of Political Science** | 35 tenure-track8 non-tenure6 affiliate | Political Science B.A./B.S., minor, M.A., & Ph.D.; Social Data Analytics B.S.; International Politics B.A.; Global Security minor (offered jointly with IST), IUG with SIA |
| **Dept. of Comparative &International Education** | 16 tenure-track14 affiliate | Dual-Title Comparative & International Education M.S. & Ph.D. |
| **Dept. of Geography** | 25 tenure-track20 non-tenure | Geography B.A./B.S.; minor; undergraduate certificate in Environment and Society, Human Society, and Justice, Ethics, Diversity in Space;M.S. & Ph.D.; Master of Geographic Information Systems; graduate certificates in Geographic Information Systems; Remote Sensing and Earth Observation; and Geospatial Intelligence |

* + 1. **Library Resources.** In AY 2020-21, the library purchased $24,108,915 in acquisitions of

which approximately 30% were global studies related. Total salaries and wages for professional staff during this same period were $29,767,734, an increase of 37% in the last five years. Library expenditures in global studies materials have grown due to increased hiring of multilingual faculty and greater international collaboration. Penn State has a number of librarians dedicated to acquisitions in major global regions. For example, Penn State employs full-time librarians for Asian Studies, Middle East Studies, and Germanic and Slavic Languages and Literatures in addition to a Global Partnerships and Outreach Librarian. During AY 2014-18, the CGS contributed $36,172 in NRC funds towards enhancing the library’s holdings related to our core themes and languages. For more information, see § F.

* + 1. **Linkages with Overseas Institutions.** PSG is actively pursuing innovative ways to

expand and enhance international partnerships in order to realize the University’s strategic goal of building a “Global Penn State.” Penn State currently has 298 active agreements with 221 international institutions in 70 countries with an additional 46 agreements in development.

For students, Penn State offers over 300 study abroad programs each year to locations across six continents. In Asia, for example, PSG offers 31 study abroad programs in China, Bhutan, Cambodia, Japan, Singapore, South Korea, Taiwan, and Thailand. Penn State is committed to increasing the diversity of students participating in international experiences.

During the 2018-19 academic year, Education Abroad saw a 22% increase in students of color as well as a 21% increase in first-generation students. Regarding faculty, Penn State has regularly been recognized as a top U.S. producer of faculty Fulbright Scholars by the U.S. Department of State’s Bureau of Educational and Cultural Affairs, ranking #1 in 2019-2020 for faculty scholars.

|  |
| --- |
| **A.2. Sample International Agreements with Overseas Institutions** |
| * Direct enroll undergraduate program with University College Dublin (UCD) in Ireland
* Dual degree programs with Chung Yuan Christian University (CYCU) School of Law in Taiwan
* An internship program with the Institute for Field Education (IFE) in France & Belgium
* Summer undergraduate program with the University of Limpopo in South Africa
* Undergraduate reciprocal exchange agreement with Jönköping University in Sweden
* A research partnership in biosensing with National Taipei University of Technology (MOU)
 |

A major focus of PSG is the Water-Energy-Food Systems initiative that aims to create research and faculty exchanges and student experiences within and across a network of academic, public and private sector institutions in the U.S. and Sub-Saharan Africa. WEFS seeks to address the significant scientific, social, environmental, and engineering challenges at the water-energy-food nexus. Penn State partners include Agricultural Sciences, Earth and Mineral Sciences, the Sustainability Institute, and CGS.

* + 1. **Outreach Activities.** As a public land- grant university, Penn State has always viewed

outreach as part of its core mission. Penn State Outreach, the largest outreach organization in higher education today, applies research and knowledge to meet the social, cultural, and economic issues facing Pennsylvania, the nation, and the world by reaching learners in all 67 Pennsylvania counties, 50 states, and 62 countries. This is achieved, in part, through Penn State’s World Campus with over 150 online degree and certificate programs enrolling nearly 18,000 students.

Outreach to regional high schools and colleges encourages students to learn new foreign languages and explore internationally-focused area studies; these interests are further supported through the Summer Language Institute and the CGS. Table H.1 highlights outreach activities.

* + 1. **Undergraduate Students in Fields Related to Center.** Penn State remains strongly

committed to the notion that all undergraduates should gain international knowledge and experience during their collegiate career. The general education requirement includes a three- credit “International Cultures” course with explicit cross-cultural content. Study abroad programs offer real-world educational vehicles to gain exposure to learning situations that necessarily involve cross-border and/or multinational interactions. The CGS’s proposed core themes align well with the interests of several undergraduate majors, including the five tracks of the Global and International Studies (GLIS) program, to provide those students and others with enhanced programming, networking, and research support. See § D.1.a. for more information about GLIS.

Penn State offers 17 different languages including LCTLs such as Korean, Hindi, and Portuguese. The University offers several scholarship options for students interested in language learning; for example, students in the federally-funded STARTALK Arabic Academy received tuition coverage of up to 90%. Similarly, the Summer Language Institute offers scholarships for students of Chinese, Korean, Hindi, Portuguese and Russian.

In AY 2019-2020, according to the Institute for International Education's *Open Doors* database, Penn State ranked 23rd among U.S. research universities for study abroad enrollment, with 1,189 students in 53 countries. Penn State offers a range of financial support for students with a focus on increasing access and diversity of participants. In AY 2019-2020, Penn State awarded $431,488 pre-pandemic in study abroad scholarships, 20% of which was for students with high financial need. Students can also access funding through the Paterno Fellows Program and Schreyer Honors College, which holds “building a global perspective” as a key part of its mission. All students in the CLA may apply for enrichment funds of up to $2,500 for education abroad, participation in faculty research, or internships. GLIS majors who study abroad can receive CLA enrichment funds. Study abroad funding is also available to students in several

colleges including Engineering, Business, and Science.

* + 1. **Graduate Students in Fields Related to Center.** Approximately 4,000 graduate students

are funded by assistantships annually. Stipend levels vary by appointment; for example, a 50% Grade 13 assistantship provides a stipend of $21,780 while a University Graduate Fellowship is funded at $30,000, in both cases with benefits. The Graduate School offers special funds for students from underrepresented groups, such as Bunton-Waller Graduate Awards, which give four years of approximately $45,000 in support annually for graduate study. Most Ph.D. candidates have multi-year funding (stipend, grant in aid, and health insurance). The CLA has increased graduate support by more than $2 million over the last decade offering enhanced financial packages for about 50% of all students. In addition, graduate students in CLA can apply for up to $2,000 for research-related expenses or $5,000 for release time. Graduate students in SIA receive a number of forms of support, including a robust scholarship program of over

$500,000 supporting 52% of the entering class of 2022, international embedded courses, and funding for study abroad. Over half of the SIA class of 2020 participated in study abroad.

**B. QUALITY OF LANGUAGE INSTRUCTIONAL PROGRAM**

* + 1. **Extent of Language Instruction. *Overview of the Language Program***: As a

graduation requirement, all B.A. and some B.S. degrees, totaling 32% of baccalaureate degrees awarded, require 12-credit level proficiency in a language other than English; this usually equates to three semesters and/or equivalent summer intensive study or study abroad. Penn State regularly offers instruction in 17 languages. Majors are available in Chinese, French, German, Italian, Japanese, Korean, Russian, and Spanish, with minors available in these same languages plus Arabic, Greek, Hebrew, Latin, Portuguese and Russian translation. In addition, MAs and Ph.Ds. are available in Comparative Literature (which requires proficiency in two or more

languages), French, German, Russian, and Spanish. The study of languages is encouraged through numerous initiatives including PSG’s programs abroad, the Summer Language Institute, STARTALK Arabic Academy, and the Big 10 Academic Alliance CourseShare. Enrollment in the Summer Language Institute, which offers about a dozen languages, grew by 71% from 2017 to 2020 (Table B.3 provides 2020 enrollment data). Penn State offers 119 study abroad programs specifically conducted in foreign languages. See Table B.1 for programs related to our LCTLs.

|  |
| --- |
| **Table B.1. Study Abroad Programs Related to CGS-supported LCTLs** |
| **Language** | **Program** | **Provider** | **City** | **Country** |
| **MANDARIN** | CRCC Asia: Shanghai Internship Program (Summer)CIEE: Shanghai, Accelerated Chinese Language CIEE: Shanghai, Accelerated Chinese (Summer) CIEE: Shanghai, Business, Language & Culture CIEE: Shanghai, China in a Global Context CIEE: Taipei, Intensive Chinese & Culture Chinese University of Hong Kong (Exchange) | CRCCCIEE CIEE CIEE CIEE CIEE PSU | ShanghaiShanghai Shanghai Shanghai Shanghai Taipei Hong Kong | ChinaChina China China China Taiwan China |
| **ARABIC** | CIEE: Amman, Arabic LanguageCIEE: Amman, Arabic Language (Summer) CIEE: Amman, Middle East StudiesCIEE: Amman, Middle East Studies (Summer) IES Study in RabatIES: Rabat, Arabic Language (Summer) | CIEECIEE CIEE CIEE IESIES | AmmanAmman Amman Amman RabatRabat | JordanJordan Jordan Jordan MoroccoMorocco |
| **KOREAN** | CIEE: Seoul, Arts and SciencesCIEE: Seoul, Korean Studies (Summer)Dept. IST: Seoul, Sungkyunkwan University(Exchange)Seoul: Sogang University (Exchange) | CIEE CIEEPSUPSU | Seoul SeoulSeoulSeoul | S. KoreaS. KoreaS. KoreaS. Korea |
| **RUSSIAN** | CIEE: St. Petersburg, Russian Area Studies (Summer)CIEE: St. Petersburg, Russian LanguageCIEE: St. Petersburg, Russian Language (Summer) | CIEECIEE CIEE | St. PetersburgSt. Petersburg St. Petersburg | RussiaRussia Russia |

***CGS-supported languages****:* During the proposed cycle, the CGS will focus on **seven LCTLs of global importance** – Arabic, Chinese, Farsi, Hindi, Korean, Russian and Swahili. We have chosen these languages for their strategic connection to global studies research and for our ability to enhance them at distinct degrees of curricular development and institutional support. We will adopt a three-tiered agenda 1) take a strong program and help elevate it to Flagship status (Chinese, Korean), 2) take a developing program and help it expand course offerings (Russian) and possibly a major (Arabic), and 3) support the strengthening and expansion of new or smaller

LTCL offerings (Farsi, Hindi, Swahili). This approach builds directly into our mission of *crossing boundaries and building bridges* by enhancing the University’s commitment to key global regions of increasing geopolitical relevance, advancing the level and content of LCTL instruction, and intersecting language instruction with research and career development. The CGS will work with SIA, Schreyer Honors College, AFROTC and CLA’s Career Engagement Network to host career sessions that address the national need for expertise in these LCTLs and their world regions.

**Chinese.** The Chinese major requires at least 35 credits of study of which at least 21 credits must be at the 400 level. The minor requires a minimum of 18 credits. Independent and individual studies are available on demand. Students are strongly encouraged to take at least 12 credits as part of a study abroad program in a Chinese-speaking location. The Chinese program has been growing steadily, including two new hires for AY 2022-2023, and intends to apply for Flagship status through the Department of Defense. There are six full-time instructors dedicated to teaching Chinese. With Title VI support, CGS would enhance an already robust program by conducting language trailer courses in Chinese at the 400 level and tied to courses in a range of disciplines including business. (For details see Appendix 1.)

**Korean.** PSU recently launched the major in Korean and is seeking to apply for Flagship status for the program due to its strong success. The Korean major requires 35 credits of study. At least 22 credits must be at the 400 level. Students are strongly encouraged to take at least 12 of their credits as part of a study abroad program in a Korean-speaking location. There are four full-time instructors dedicated to teaching Korean. With Title VI support, CGS would enhance an already successful program by facilitating more Korean upper-level course offerings in other disciplines and an additional new hire for the program. (For details see Appendix 1.)

**Arabic.** The Department of Comparative Literature and the CGS have been working cooperatively to increase capacity in Arabic to support the University’s goal of promoting diversity in the range of languages and cultures that students can study. The Arabic minor provides students with a solid working knowledge of modern Arabic language, cultures, and societies.

Students undertake three years of language study in which education abroad can be incorporated. CGS supported the program from 2011-2018 and helped to develop additional courses for the new Arabic minor: the number of sections offered increased from 23 in AY 2015-16 to 27 in AY 2016-17. Penn State offers Arabic in the summer through the Summer Intensive Language Institute. The first and the second level of Arabic are offered for a period of four weeks each, preparing students to take Arabic 003 in the fall. For 12 years a summer offering of Arabic 001 has been supported by the federal STARTALK initiative that provides high school and college students, including under-served students, with an intensive program. Title VI support will allow CGS to expand upper-level course offerings and position Arabic to potentially become a major. **Russian.** Penn State offers students many options for Russian language study including a B.A., a

B.S. in translation, a language minor, an area studies minor, and an IUG degree with SIA. The Russian minor requires a minimum of 19 credits while the major requires at least 28 credits of which at least 18 must be at the 400 level. Independent and individual studies are available. Students are advised to combine their study of Russian with another modern language, English, History, Political Science, the Russian Area Studies minor, the Business/Liberal Arts minor, or the Linguistics minor. Title VI support will assist in the development of further upper-level trailer courses in areas such as business, history, political science, and security studies, facilitating wider course offerings that can position students for careers in the national interest. **Farsi.** Title VI support will allow PSU to develop its first program in Persian/Farsi, a language

of critical need included on the list of linguistic needs generated by every US agency. The development of this program coincides with an area of significant national need and a field where PSU has seen growth. PSU has made job offers to two Afghan scholars at risk who will be able to teach Farsi.1 We have also seen a burgeoning interest in courses on Iran, Central Asia, and the Middle East. CGS plans to host a symposium on “Afghanistan in Global Perspective” in year one to draw even greater attention to the value of studying of Farsi. (See Table I.1. on Farsi) **Hindi.** PSU’s program in Hindi and South Asian Languages and Cultures is designed to help students navigate the cultural and linguistic diversity of the Indian subcontinent and beyond with confidence. This is a small program that will greatly benefit from Title VI support, which will offer cost-share for a new hire. Resources will be used to ensure that fourth semester Hindi is offered all four years, positioning students to be able to apply for FLAS opportunities that can prepare them to use their skills in their careers. (For details see Appendix 1.)

**Swahili.** Swahili is a language that PSU has long offered as a complement to African area studies. We are presently facilitating access for students in a collaborative mode via the CourseShare initiative of the Big Ten Academic Alliance (BTAA). Title VI funding would support a return to in-person instruction, a delivery mode of great benefit for successful language

acquisition. Title VI support would help offer students 4 semesters of Swahili, therefore allowing them to apply for FLAS opportunities in the language.

|  |
| --- |
| **Table B.2. 2020-21 LCTL Enrollment by Student Level** |
| **Language** | **UG****Enrollment** | **Graduate****Enrollment** | **Total** |
| **Arabic** | 307 | 10 | 317 |
| **Chinese** | 621 | 35 | 656 |
| **Hindi** | 51 | 1 | 52 |
| **Japanese** | 517 | 39 | 556 |
| **Korean** | 354 | 2 | 356 |
| **Polish** | 11 | 0 | 11 |
| **Portuguese** | 48 | 5 | 53 |
| **Russian** | 212 | 7 | 219 |
| **Swahili** | 0 | 9 | 9 |
| **Ukrainian** | 48 | 0 | 48 |

* + 1. **Enrollment.** As shown in Tables
	1. and B.3, enrollment in language

1 We have not included them in our CV appendix to protect their identities since they are not currently in the US.

courses (headcounts by section) varies according to student and course level with

higher enrollment in the lower level sequence of language courses (001-003). Overall there has been considerable growth in enrollments. Enrollment in the Summer Language Institute grew by 71% from 2017 to 2020. Penn State is committed to offering LCTLs as well as more commonly studied languages and plans to launch a new pilot in Yoruba in AY 2022-23. LCTLs in highest demand include Arabic, Chinese, Japanese, Korean, and Russian.

|  |
| --- |
| **Table B.3. 2020 Summer Language Institute Enrollment for LCTLs by Student Level** |
| **Course Number** | **UG** | **GRAD** | **TOTAL** |
| **ARAB 001** | 8 | 1 | 9 |
| **ARAB 002** | 8 | 0 | 8 |
| **ARAB 003** | 9 | 0 | 9 |
| **ARAB 110** | 6 | 0 | 6 |
| **CHNS 001** | 7 | 0 | 7 |
| **CHNS 002** | 8 | 0 | 8 |
| **CHNS 003** | 8 | 0 | 8 |
| **CHNS 110** | 9 | 0 | 9 |
| **CHNS 410** | 2 | 0 | 2 |
| **CHNS 497** | 19 | 0 | 19 |
| **HINDI 001** | 3 | 0 | 3 |
| **JAPNS 001** | 11 | 1 | 12 |
| **JAPNS 002** | 19 | 1 | 20 |
| **JAPNS 003** | 26 | 1 | 27 |
| **JAPNS 110** | 17 | 1 | 18 |
| **JAPNS 410** | 10 | 0 | 10 |
| **KOR 001** | 7 | 0 | 7 |
| **KOR 002** | 5 | 0 | 5 |
| **RUS 001/051** | 6 | 0 | 6 |
| **RUS 002/052** | 4 | 0 | 4 |
| **RUS 003** | 5 | 0 | 5 |
| **TOTAL** | **197** | **5** | **202** |

* + 1. **Extent of Language Training.** Arabic, Chinese, French, German, Greek, Hebrew, Italian,

Japanese, Korean, Latin, Portuguese, Russian, and Spanish are taught at the advanced level; Chinese, French, German, Korean, Italian, Japanese, Latin,

Portuguese, Russian and Spanish also offer advanced literature courses. Penn State offers intermediate Hindi, Polish, Swahili, and Ukrainian.

## Courses in Disciplines Other than Language, Linguistics, and Literature. A

substantial number of content-driven courses delivered in the target language are available across

the language curriculum. The Arabic, French, Chinese, German, Greek, Italian, Japanese, Latin, Polish, Portuguese, Russian, and Spanish programs/departments all offer courses that focus on culture or history delivered in the target language. Business courses are taught in Chinese, French, German and Spanish. With previous Title VI support, the Chinese program developed

and offered five language trailer courses in diverse disciplines. Our current proposal expands trailer options in disciplines other than language and literature to include Korean and Russian.

* + 1. **Faculty.** Faculty and instructors are selected and supervised by the relevant world

language department. Students have additional opportunities for interaction with native language speakers through conversation groups, coffee hours, and other extracurricular activities. Basic courses in some languages such as Arabic and Chinese are

|  |
| --- |
| **Table B.4. Language Faculty Distribution AY 2020-21** |
| **Language** | **TT** | **NTT** | **TA****s** |
| **Arabic** | 2 | 3 | 0 |
| **Chinese** | 10 | 7 | 1 |
| **French** | 11 | 7 | 21 |
| **German** | 9 | 4 | 10 |
| **Greek** | 2 | 1 | 0 |
| **Hebrew** | 0 | 1 | 0 |
| **Hindi** | 2 | 1 | 0 |
| **Italian** | 2 | 10 | 0 |
| **Japanese** | 5 | 5 | 1 |
| **Korean** | 4 | 5 | 0 |
| **Latin** | 3 | 2 | 0 |
| **Polish** | 0 | 1 | 0 |
| **Portuguese** | 2 | 1 | 0 |
| **Russian** | 4 | 3 | 0 |
| **Spanish** | 12 | 33 | 17 |
| **Swahili** | 0 | 0 | 1 |
| **Ukrainian** | 2 | 0 | 1 |

typically staffed by lecturer faculty and doctoral students in a language-related field. For Arabic, the CGS will continue to apply for the Fulbright FLTA grant, which, for several years, has enabled us to expand the Arabic program by supporting a visiting graduate student in an assistantship position. Title VI funding would enable us to supplement staffing for seven LCTLs as previously described. Penn State has a large number of tenured/ tenure-track and non-tenure track faculty and

instructors teaching world languages. Non-tenure track faculty and instructors are generally responsible for language instruction at the 001-003 and 100 levels while tenure-track faculty usually teach 200-level content courses and above. Table B.4 highlights the 2020-2021 faculty.

* + 1. **Pedagogy Training for Performance-Based Teaching.** At the start of each AY,

incoming graduate teaching assistants and part-time instructors attend mandatory

orientation sessions in performance-based teaching organized by the faculty supervisors for each language department. All new TAs are also required to take a pedagogy course in the fall to provide additional training for performance-based teaching. TAs can receive subsidies to attend summer workshops run by Penn State’s Title VI LRC, which address current concepts in

research, assessment, and pedagogy. The performance of language instructors is evaluated annually in three ways (1) through student assessments of the effectiveness of teaching, (2) through instructors’ self-reports, and (3) through a written evaluation by the department head or immediate supervisor. Full-time and some part-time faculty are encouraged to attend ACTFL or other conferences for professional development. Many faculty are leaders in performance-based training. From 2010-21 Dr. Reham Aly, coordinator, instructor, and curriculum developer for Arabic (levels 100-400), trained teachers for the STARTALK Arabic Academy and presented at NCOLCTL (2013-18), ACTFL (2016-18) and STARTALK (2016, 2018). She is training as an

ACTFL-certified proficiency tester for Arabic. In 2017-18 five LCTL instructors attended conferences and workshops on language training and assessment using Title VI funds. The CGS will continue to support the professional development of LCTL instructors **(AP2)**.

* + 1. **Performance-Based Instruction.** SGLLC implements performance-based methods and

outcomes in the context of the ACTFL-sponsored World-Readiness Standards for Learning Languages. The interrelated emphasis on the five goals of communication, communities, comparisons, cultures, and connections reflects the concept of language pedagogy initially identified in the 1993 federally funded initiative to “educate students who are linguistically and culturally equipped to communicate successfully in a pluralistic American society and abroad.” Through our partnership with CALPER, CGS supports innovation in performance-based language instruction and the integration of that innovation into our language instruction.

CALPER is currently conducting 7 new instructional initiatives including one in Concept-based Language Instruction, a pedagogical approach that connects explicit instruction and communicative practice.

* + 1. **Adequacy of Resources.** Penn State’s language facilities and campus-wide

educational technology infrastructure support language teaching at every level. All of our language courses are multimedia-enhanced. Class sizes range from 10 to 22 (typically smaller in LCTL sections) and average around 19 in the lower levels of instruction and from 7 to 35 at upper levels. All classes use the University’s online learning management system where teachers and learners can post video, audio, and written materials; interact in online discussion groups; and evaluate progress. The UP campus includes many technology classrooms, with multimedia podium and projection screen, and sometimes with individual student computers and high-tech equipment. Foreign-language newspapers are available online and in the University Library. Numerous cultural clubs, such as the Asian Student Association, Korean Student Association, the Penn State Association of Students in Russian, and the Egyptian Student Association, engage students both socially and intellectually. For more on the strength of library resources see § F.

* + 1. **Language Proficiency Requirements.** *Undergraduate Degree Requirements.* As an

entrance requirement, all baccalaureate programs require students to show world language proficiency at the level of two Carnegie units, equal to two years of high school coursework, of a single world language other than English, or to show similar proficiency by successfully completing a three- or four-credit college-level world language at Penn State or via transfer credits or demonstrating equivalent proficiency by other means including being native speakers. Once students are admitted to Penn State, some 32% of all baccalaureate degrees require twelfth- credit proficiency in a foreign language to graduate; this includes all B.A. degrees, IST majors, and Business majors. Students majoring in a language typically must complete 36 credits of study; 24 in the target language. Minors typically complete 19 credits in the target language.

|  |
| --- |
| **Table B.5. Select Graduate Degree Requirements in Areas of Global Studies** |
| **Comparative and International Education (CI ED**): Ph.D.; D.Ed.; M.A.; M.S.; M.Ed. – includes 12 credits in CI ED content courses for Master’s programs and 27 CI ED courses for Ph.D. programs; and 6 credits in research methods. Additionally, Ph.D. candidates may minor in CI ED for 15 credits. Students must demonstrate reading competency in a language relevant to the country or geographic area they are studying. |

|  |
| --- |
| **Comparative Literature:** Ph.D.; M.A. – the M.A. includes at least 21 credits in literature courses, and proficiency in 2 languages. The Ph.D. requires 33-48 credits in languages and literatures or topics relating to the student’s research interests including course work in 3 languages with emphasis on the student's primary literature. |
| **International Affairs: M.I.A.; J.D./M.I.A.** – The core curriculum provides students with a strong foundation in the ethical dimensions of international exchange, with skills essential to perform quantitative and qualitativeanalysis in cross-cultural contexts and with leadership training designed to understand and bridge the culturaldifferences. Students must demonstrate proficiency in a language other than English. |
| **Geosciences: M.S.; Ph.D.** – All graduate students acquire a breadth of knowledge in the geosciences, a fundamental and advanced knowledge of their sub-discipline, and skills in the areas of data collection andquantitative analysis. Ph.D. candidates may be required to demonstrate foreign language competency as determined by the doctoral committee. |
| **Asian Studies:** Dual-title Ph.D. degrees with Applied Linguistics, Comparative Literature, History, and Political Science – Students must demonstrate strong proficiency skills in one Asian language and either two years' college study (or equivalent) of another Asian language or an alternative proficiency appropriate to the student's field. |

*Graduate Degree Requirements.* Select graduate programs require foreign language proficiency when there is an important benefit to students and it is appropriate to the field. See Table B.5 for information on language requirements for select globally-focused graduate programs.

**C. QUALITY OF NON-LANGUAGE INSTRUCTIONAL PROGRAM**

1. **1.a. Course Offerings in a Variety of Disciplines.** Appendix 2 illustrates the wide range of

non-language courses available across diverse disciplines. Table C.1 is a snapshot of a select set

of non-language undergraduate courses pertaining to CGS areas of focus.

 **C. 1.b. Course Offerings in Professional Schools.** As Table C.2 shows, the professional schools of Smeal Business, PSU Law, Health Policy and Administration, and SIA offer a range of courses with a global focus. Global studies courses are available tostudents in

|  |
| --- |
| **Table C.1. Select Non-Language Global Studies Courses** |
| **Subject** | **Hum** | **Arts** | **Social Science** | **STEM** | **Total** |  |
|  | Chinese | 3 | 1 | 3 | 0 | 7 |  |
|  | Russian | 10 | 1 | 3 | 0 | 14 |  |
| Korean | 4 | 1 | 3 | 0 | 8 |
| Mid-East | 45 | 2 | 6 | 0 | 53 |
| Studies |  |  |  |  |  |
| Sustainability | 9 | 3 | 77 | 33 | 122 |
| Migration | 14 | 0 | 35 | 2 | 51 |
| Health | 8 | 0 | 63 | 9 | 80 |
| Rights/Sec | 32 | 1 | 47 | 12 | 92 |
| Other | 323 | 53 | 43 | 12 | 431 |
| **Total** | **448** | **62** | **278** | **68** | **858** |

professional schools in their areas of concentration, as general education international cultures courses, or as technical and free electives. General education courses are typically not restricted.

* 1. **Depth of Specialized Course Coverage.** Penn State’s greatest strengths in global studies

appear in the departments that offer advanced degrees in their fields, with structured curricula addressing both breadth and depth. Undergraduate students majoring in Global and International

Studies (GLIS) begin by taking core courses on globalization and the pathways to Global Studies before specializing in one of five thematic areas. In the School of International Affairs (SIA), students (graduate and IUG) begin by completing a core curriculum that grounds them in the mechanisms, institutions, and traditions of international exchange. In their second year,

|  |
| --- |
| **Table C.2. Select Professional School Courses in Global Studies** |
| **School of International Affairs (SIA)** |
| INTAF 501: Water and Sustainable Development INTAF 503: Hazards, Disasters, and International Affairs INTAF 510: Cross Cultural Conflict Resolution |
| **Smeal College of Business** |
| MGMT 561: Global Strategy and OrganizationIB 497: Sustainability and International Business MKTG 445: Global Marketing |
| **Penn State Law** |
| INTR 961: Asylum and Refugee LawULWR 986: International Human Rights SeminarIHSCD 900: International Sustainable Developments Law Clinic |
| **Health Policy and Administration** |
| HPA 532: Global Health and Mortality HPA 403: Comparative Health SystemsHPA 853: Leadership Ethics in Health Services |

they take courses specific to their concentration and complete a capstone experience. Penn State’s Master of Public Health (MPH) offers a Global Health certificate that allows students to participate in a specialized 12 credit curriculum in order to demonstrate their knowledge of (1) major issues in global health, (2) how various global health systems interact, and (3) the social, political, and cultural determinants related to health and health systems. Every student in the program participates in an internship and a capstone experience.

* 1. **a. Teaching Faculty Associated with Center Programs.** Over the last decade, Penn State

teaching faculty, both tenure-track and fixed term, have become increasingly internationally- engaged by virtue of their own research and scholarly interests and due to the impact of globalization on scholarship. Faculty across Penn State collaborate with international partners as part of cross-border, cross-cultural teams and research alliances. In addition, faculty hiring over recent years has become more oriented towards ensuring a global focus, especially in the Liberal

Arts, Business, and Law.

The CGS boasts over 280 affiliated faculty members at various stages in their careers

who conduct globally-focused research and teach global studies courses (Appendix 2). All of our faculty team leaders are full professors. As an example of the faculty range within one of the academic programs with which the CGS is associated, SIA has 16 core faculty and 36 affiliate faculty. Current faculty include a retired Vice Admiral, two former senior CIA officials, two former ambassadors, a legal adviser to the Office of the UN High Commissioner for Human Rights and the current Deputy Assistant Secretary for Health Security at the U.S. Department of Homeland Security.

**C.3.b. Pedagogy Training for Teaching Assistants.** There are many resources and training

opportunities for TAs at Penn State. TAs are trained through departmental orientations, regular instructor meetings, professional development opportunities, and mentorships with faculty. In the Department of Health Policy and Administration (HPA), for example, TAs go through a standardized orientation with faculty providing mentorship, supervision, and evaluation. HPA TAs attend the department’s Teacher and Learning seminars and use resources offered by the Schreyer Institute for Teaching Excellence.

TAs in the Department of Comparative Literature participate in an annual orientation and are required to take a semester-long pedagogy seminar in which they are trained on theories and practices of teaching, including topics such as academic policies, professional ethics, diversity and inclusion, assessment, and strategies for teaching success; additionally, they work with a faculty mentor who provides guidance and observes and evaluates their teaching. TAs in all units have orientation and pedagogy coursework requirements, and most use online resource-sharing and discussion groups on best pedagogical practices.

The Schreyer Institute for Teaching Excellence (SITE) offers online and in-person resources for instructors in all fields. Additionally, TAs can complete the “Instructional Foundations Series” certificate program, which incorporates workshops, group discussions, and classroom observations to assist new instructors or SITE’s “Course in College Teaching,” to receive feedback on their teaching, discuss pedagogical research, and develop effective lessons. SITE consultants work with TAs on a range of pedagogical issues from course design and teaching strategies to course evaluations. They also provide customized pedagogy workshops to departments. Other College- or University-based certificates for teacher training are available.

## Interdisciplinary Course Offerings for Undergraduate and Graduate Students.

Internationally-focused and area studies programs at Penn State thrive on their interdisciplinary curricula and resources. Faculty affiliated with Asian, Latin American, and African Studies, for instance, typically have joint appointments with other academic departments. Almost all degrees that are international in content, such as Global Health and International Agriculture, are interdisciplinary even when housed in specific disciplines. Courses in Global and International Studies (GLIS) take an interdisciplinary perspective on global studies, utilizing the humanities and social sciences to explore topics like globalization and language policy. In addition, the Gen Ed program recently launched inter-domain courses in integrative studies. Each Inter-Domain course integrates and meets the criteria of two Knowledge Domains. In Spring 2022, Penn State UP offered 86 interdomain, international Gen Ed courses. At the graduate level, PSU offers 18

dual-title graduate degrees that combine disciplines. Certain programs, like the MIA in SIA require an interdisciplinary core for all students.

**D. QUALITY OF CURRICULUM DESIGN**

* + 1. **Undergraduate Baccalaureate Degree Programs.** Penn State offers students a rich

array of undergraduate majors and minors that relate directly to international studies, broadly

defined (Table D.1). During AY 2022-26, CGS programming will be aligned with the Global and International Studies (GLIS) program which offers a

|  |
| --- |
| **Table D.1. Select Internationally-Focused Baccalaureate Programs** |
| **Majors** | **Minors only** | **UG Certificates** |
| African Studies | Arabic Language | Africana Studies Earth Sustainability Engineering and Community Engagement Environment and Society Geography Global Awareness Holocaust and Genocide Studies Honors Globalization: IndiaHuman Geography International Engineering InternationalScience Justice, Ethics, Diversity in Space Physical Geography |
| Asian Studies | Black Diaspora |
| Chinese | Diversity andInclusion |
| Comparative Literature | Global Health |
| French and Francophone Studies | Global SecurityGreek |
| German | Hebrew |
| Global and Int’l Studies | Int’l Agriculture |
| International BusinessInternational Politics | Int’l BusinessAdministration |
| Italian | Int’l Engineering |
| Japanese | Latina/ Latino Studies |
| Jewish Studies | Middle East Studies |
| Korean | Russian AreaStudies |
| Latin American StudiesRussian | Russian Translation World Literature |
| Spanish |  |
| World Languages Education |  |

B.A. and B.S. degree, promotes an interdisciplinary approach to global studies and provides students with opportunities to engage with world issues. The

B.A. requires six credits of foreign-language study beyond the 12-credit proficiency level or in a second foreign language. The B.S. requires six credits in technological and quantitative competencies appropriate to the social sciences. Both degrees may include a significant engaged scholarship experience (an internship or employment, for example) either abroad or in a majority non-English-speaking part of the U.S. Students typically pair the GLIS major/ minor with another related major. They can choose one of five thematic options as their concentration; those with a 3.5 GPA can create a customized focus area. Currently, over 30% of all majors are in the Schreyer Honors College, allowing them to self-design a concentration and requiring a senior thesis.

Penn State also offers a number of internationally-focused integrated undergraduate/ graduate (IUG) programs, in which students complete an undergraduate and a Master’s degree in five years. As an example, students from 16 different units may complete an IUG with SIA,

including, for example, combined degrees in Political Science, International Politics, Computer Science, Health Policy and Administration, Security and Risk Analysis, Asian Studies, Chinese, Japanese, German, and Russian. Customized IUG programs are available for students University-wide through the Schreyer Honors College.

## b. Appropriateness and Quality of Undergraduate Student Training. Each of the

programs offering degrees in global studies-related areas has rigorous standards. Many undergraduate programs have “embedded” programs, involving work in a foreign country. See headings § D.3.b. and § D.3.c. for elaboration on these programs. Table D.2 provides an overview of select undergraduate degree programs related to our LCTLs and core themes.

|  |
| --- |
| **Table D.2. Select Undergraduate Degree Requirements in Areas of Global Studies** |
| * The major in Chinese requires 35 credits, study abroad is encouraged for 12 credits and four years of language study is required in addition to courses on history, literature, film, etc.
* The major in Comparative Literature requires 36 credits, 6-18 language credits. Study abroad is not required, but strongly recommended.
* The Asian Studies minor requires 21 credits. Study abroad is not required, but strongly recommended.
* The Arabic minor requires 21 credits. Students undertake three years of language study (or equivalent); study abroad can be included.
* The interdisciplinary Global and International Studies (GLIS) major reflects a “One World” concept that emphasizes the importance of global perspectives, foreign language study, and education or working abroad experience. The major requires 36 credits, and six credits of language study beyond the 12-credit proficiency level.
* The Korean major requires a minimum of 35 credits of which at least 22 must be at the 400 level. Study abroad is strongly encouraged.
* The College of Health and Human Development offers a Global Health minor, which requires 21 credits and international fieldwork.
 |

Service learning is often an essential part of undergraduate training at Penn State. PSG assists students in identifying global service learning opportunities. Similarly, students can pursue service learning through recognized clubs such as Global Brigades, a student-led global health and sustainable development movement that participates in service trips abroad and volunteer projects in the local community. International service learning opportunities are also available through PSG, third party providers, student organizations, and student self-design.

A number of other programs have career training initiatives that highlight globally-

oriented professional experience: the Global Teach Ag program develops globally competent AgroSciences teachers and leaders through immersion programs and special coursework while the Global Leadership Initiative (in the College of Health and Human Development and School of Nursing) prepares academically talented and highly motivated students for leadership in areas related to global health, human development, and sustainability.

* 1. **Graduate Student Training Across Disciplines.** The School of International Affairs (SIA)

(Table B.5 above) provides graduate students training in careers in international affairs with an interdisciplinary, intellectually rich and flexible curriculum taught by world-class faculty. The SIA has developed curricular synergies with similar programs including the College of Education on the dual-title degree in Comparative and International Education. SIA offers 4 graduate certificates and 12 optional concentrations including Humanitarian Response and Human Rights, International Business and Economics, Data Analytics, International Public Policy and International Security Studies to prepare graduates for careers in international affairs. Placement statistics (Table G.4) are regularly at 90% or higher in government, non- governmental organizations, the private sector, and other positions in the national interest.

There are a number of other hubs of international research and graduate training on campus. The Center for Language Science conducts cross-disciplinary research in language learning and bilingualism in collaboration with institutions worldwide. The Global Health Center is a gathering point of multidisciplinary approaches, all of which seek to better understand and address health issues that transcend geographic borders. The Africana Research Center supports research and scholarship on Africa and its Diaspora.

The availability of coursework, as well as internship and research experiences, aims to provide students with both international awareness and the necessary skills and tools to deliver

value in their careers. Though requirements differ by department, all students pursuing advanced degrees in global studies fields combine global studies courses, language requirements and core requirements. Table B.5 offers a sample of degree requirements, including language requirements, for graduate programs with a global focus.

* 1. **Academic and Career Advising.** Penn State is committed to giving its students an

excellent advising system that is highly attuned to our students’ interests in global perspectives and international careers. Each College has dedicated academic advisors to aid students in making scheduling decisions, locating internship and study abroad opportunities, and providing career counseling. Advisors have extensive resources, including an academic advising portal and the annual academic advising conference. Liberal Arts students can participate in the College mentor program, which provides one-on-one guidance from an alumnus in their field. The Career Services Center assists all students with identifying and achieving their individual career goals.

Of the 2018-19 PSU employed graduates, 65.32% had an internship, 10.76% conducted undergraduate research and 23.92% had an international experience. SIA has a full-time career advisor, who coordinates training, networking trips, career talks and more. Many of these events, especially those supported by CGS, are open to the larger PSU community. CGS academic and career training support is focused on high-impact events and measurable success especially for careers in areas of national need. See §G for more on academic and career advising impact.

* 1. **a. Research and Study Abroad Opportunities.** Penn State encourages participation in off-

campus opportunities and programming; over 1,000 students in the Liberal Arts participate annually in meaningful enrichment opportunities, including study abroad, service learning, an internship, or supervised research with faculty. In AY 2019-2020, according to the Institute for International Education's *Open Doors* database, Penn State ranked 23rd among U.S. research

universities for study abroad enrollment, with 1,189 students in 53 countries. Colleges sending the largest numbers of students to study abroad included Business (25.3%), Liberal Arts (16.9%), and Engineering (10.4 %). PSG also promotes non-traditional study abroad locations in East Asia, Africa, the Middle East, Eastern Europe, and Latin America. Education Abroad is committed to increasing the diversity of students participating in study abroad as well as the range of global experiences available. During the 2018-19 academic year, Education Abroad saw a 22% increase in students of color as well as a 21% increase in first-generation students. In addition, PSU offers more than 50 embedded undergraduate or graduate courses. In one example, Dr. Dennis Jett, former ambassador to Peru, takes students enrolled in his SIA elective on international diplomacy and development to Peru where they visit a USAID-funded development project in Cusco, the U.S. Embassy, the American-Peruvian Chamber of Commerce, the Peruvian Foreign Ministry, and two of Peru’s top museums. Students also meet with Peruvian lawyers, professors, and students, and attend a special reception at the residence of the U.S. ambassador to Peru.

Penn State provides undergraduates with many international internship and research opportunities. The Center for Language Science matches students with projects affiliated with the Partnership for International Research and Education program. College of Nursing students have uniquely-designed study abroad opportunities for nursing experience in Hong Kong, South Africa, Sweden, India, Ireland, and Honduras. The Schreyer Honors College offers service-learning opportunities and financial support for international travel and research.

## D.4.b. Access to Study Abroad and Language Programs Sponsored by Other Universities/

**Summer Language Programs.** Penn State has affiliations with many universities that accept

students into study abroad programs. There are over 240 such programs, which offer financial

aid and credit transfers. Students benefit from numerous study abroad alliances, including the BTAA’s Expanded Study in Overseas Programs, the Institute for the International Education of Students, and the Council on International Educational Exchange. Additionally, students have access to summer language opportunities through the Summer Language Institute (Table B.3 for enrollment data). Students interested in summer language programs abroad may participate in a variety of affiliate programs (Table B.1 for a sample).

**E. QUALITY OF STAFF RESOURCES**

**E.1.a. Qualifications of Faculty and Staff.** The CGS is led by a director and NRC activities will

be managed by a full-time assistant director. The director (tenured full professor) and assistant director will coordinate CGS outreach activities. The FLAS program has a faculty coordinator (Dr. Caroline Eckhardt) and co-coordinator (Dr. Elena Galinova) who support the program throughout the year. The CGS also receives staff, event, and budget administration support from its full-time program coordinator and the 12-person administrative staff grouping of SGLLC.

Center Director Dr. Sophia McClennen is an established scholar in the fields of globalization, human rights, and media studies. She holds a joint appointment between the School of International Affairs and the College of Liberal Arts. She has published 12 books, has edited 8 special issues of journals and published over 70 scholarly essays. She serves on the editorial boards of over 10 journals and regularly peer reviews for academic publications and government agencies in the U.S. and abroad. She has held two Fulbright Research awards and raised over $4 million to support international education. Since her tenure at Penn State, she has developed 19 programs in international education/global studies and 8 courses, each of which she has personally taught.

Program Assistant Dr. Suparna Dutta has a Ph.D. in Public Policy and Administration and

an M.S. in Sustainability Management and has worked supporting CGS operations in a range of ways from grant writing to outreach and event planning to marketing and communications.

Project Assistant Josh Flores has a Masters in International Affairs. All three core staff of CGS speak at least two languages and can read at least three. NRC funding will facilitate strengthening the CGS staff with two new full-time hires (an Assistant Director and Outreach Coordinator, and a Program Assistant) and an additional graduate student intern. See §Appendix 4 for position descriptions.

Overall, the more than 280 faculty associated with global studies and international affairs have a long record of achievement and extensive publications. They also have a long record of public engagement: our core faculty include a Nobel Prize recipient in climate science (Richard Alley), a retired Vice Admiral (James Houck), a former Barrister who worked in human rights (Jonathan Marks), the current Deputy Assistant Secretary for Health Security at the U.S. Department of Homeland Security (Herb Wolfe), an award-winning immigration lawyer (Shoba Whadia), and a full member of the Club of Rome (Paul Shrivastava). See § Appendix 3 for information on lead faculty and details on our wide range of affiliated faculty.

**E.1.b Professional Development Opportunities.** Penn State has a strong commitment to the

professional development of its faculty. The CLA offers significant research support, including packages of $10,000 to new tenure-track faculty for major project support. Additionally, all new CLA tenure-track faculty members are eligible for a two-course reduction in their third year, pending a successful second-year review and commitment to returning to Penn State in the year following the release. The CLA also offers incentive programs and significant staff support to faculty who successfully apply for external grants.

Faculty who have served the University for at least six years of full-time service are

eligible for sabbatical leaves. Additional awards and fellowships are available through PSG, the Humanities Institute, and the Social Science Research Institute (SSRI). The CGS offers career development awards to faculty to help seed international research. To date, we have provided

$184,524 in funding to 72 ABDs and faculty and an additional $16,327 to eight faculty at Commonwealth campuses (**CPP1**) for research, linkages, and/or curriculum internationalization.

Support for faculty innovation comes from a variety of sources, including the University’s Strategic Plan seed grants, Provost grants, CGS, CALPER, the Humanities Institute, SSRI, PSG and the Schreyer Institute for Teaching Excellence. These programs offer grants and/ or teaching releases for team-teaching, learning and outcomes assessment, pedagogical development, and projects focused on pedagogical research. As an example of departmental commitment, the Department of Asian Studies awards $5,000 seed grants each year to support collaborative work in Asian Studies either at Penn State or with other institutions. Additionally, faculty and staff can access professional development resources through the University’s Learning Resource Network. CGS staff are required to conduct professional development activities annually as they relate to

the Title VI mission.

**E.1.c. Commitment to Students.** Tenure-line faculty at UP typically teach two courses a semester

and are expected to devote approximately 30-40% of their time to teaching, advising, overseeing independent studies, supervising undergraduate and graduate theses and doctoral dissertations, and being involved in graduate student committees.

One of the most exciting aspects of the faculty-student interface involves embedded learning experiences that create a seamless connection between the traditional classroom and international cultures through short-term fieldwork projects. In 2019-20, 1,278 students had education abroad experiences, many of which were faculty-led programs and all of which had to

be creative and flexible due to the pandemic. In 2021-2022 faculty will lead 58 different embedded course experiences for students. In addition, EDGE, a project-based international virtual exchange program, provides international education and global accessibility regardless of student resources or limited, unpredictable mobility. From 2018-2021 there have been 24 EDGE opportunities and with Title VI support that number will double by 2023. University commitment to students is further evidenced by the wide array of student support offered to offset the expenses of international experiences. In 2019-20, education abroad participants were awarded $431,488 in financial support pre-pandemic.

The School of International Affairs is committed to innovative pedagogy where students learn by doing. Each year, for example, SIA hosts a school-wide simulation with the Army War College to help train students for careers in foreign service, public policy, military and intelligence. With CGS support, SIA career placement is exceptional with 92.3% of 2019 MIA graduates employed, 18% of which are in government jobs.

**E.2.a. Adequacy of Staffing for Administration and Outreach.** Staffing for the CGS has been

highly efficient with the successful support of 100+ events annually pre-pandemic, LCTL and research initiatives, including FLAS administration, career services and more. Our staff will be enhanced by NRC funding to include two additional full-time staff (an assistant director and a program coordinator), a half-time graduate assistant, and undergraduate interns. Additional staff members in the SGLLC backstop the CGS as needed. See § E.1a.

**E.2.b. Program Oversight.** The CGS has two evaluative boards to oversee and provide

feedback on its programs and activities. These board members – faculty, administrators, and K- 16 educators – include representatives from five colleges (including Education), three administrative units, two Title VI centers (Penn State’s LRC and U of Pittsburgh’s Global

Studies unit), three professional schools, two on-campus institutes, two faculty of Penn State Libraries, and one MSI institution are among the board members ensuring diverse perspectives (**AP1**). See Appendix 3 for their profiles.

**E.3. Non-Discriminatory Employment (GEPA).** Penn State is committed to and accountable

for advancing diversity, equity, inclusion, and sustainability in all of its forms. We value inclusion as a core strength and an essential element of our public service, land grant mission. Each academic unit, as part of its strategic plan, has a diversity, equity and inclusion plan with specific policies and programs to achieve predefined objectives such as recruiting and retaining a diverse workforce. Penn State demonstrates this commitment to diversity in its hiring practices, with racial/ethnic minorities representing 24% of full-time faculty, and 11% of full-time employees. The University has many programs to assist employees such as affinity groups, mentoring programs, and other sources of support managed by the Vice Provost for Educational Equity. (For more see our GEPA statement).

* + 1. **Library Holdings.** Penn State University Libraries ranks 10th among US research

**F. STRENGTH OF A GLOBALLY-FOCUSED LIBRARY**

libraries, based on the Association of Research Libraries (ARL) Library Investment Index Rankings for 2020. In FY 2020, PSUL spent $24,108,915 on acquisitions. As of AY 2021-2022, there were 9,481,893 volumes in our collection along with 2,735,983 electronic books, and over 870 online databases. In AY 2020-2021, PSUL’s circulation was 192,248 and the Libraries fulfilled 4,225,603 full-text article requests; with a professional faculty and staff of 588, PSUL handled 45,773 reference transactions. One of the key missions of the library has been to acquire one of the strongest international document collections in the country. During AY 2014-18, the CGS contributed a total of $36,172 in NRC funds towards enhancing the library’s holdings in

our core themes and languages. PSUL has materials in over 150 languages including Russian, Korean, and Tagalog, Armenian, Persian, Basque, and Swahili. For more information on how the CGS supports library acquisitions for faculty and students, see §I.1.

* + 1. **b. Institutional Financial Support for Globally-focused Staff.** In FY 2020, the library

spent $29,767,734 on salaries and wages for staff; due to privacy restrictions, however, we are unable to determine the amount dedicated to LCTL and area studies librarians. PSUL supports Penn State’s World Campus and Continuing and Distance Education students via the electronic delivery of materials, including those from Project MUSE, JStor, the Digital Resources Center, and the Library Distance Learning delivery program.

The University has a number of full-time librarians dedicated to acquisitions in major global regions such as Asian Studies, Slavic Languages and Literatures, and Middle East Studies. Additionally, in 2016, PSUL created a new position, a Global Partnerships and Outreach Librarian, which supports international library acquisitions, international education, and international students. This position was transitioned into a Global Engagement Initiatives department for the Libraries in 2020 with the addition of a second faculty position to the department. The Libraries’ Global Engagement Initiatives department coordinates the application of the Libraries’ expertise, resources, and services to the advancement of Penn State’s global engagement goals and works to further elevate the Libraries’ presence and reputation within the international library community through close alignment to the Penn State Global strategic plan.

Working collaboratively across the university’s 24 campuses and Libraries, the Global Engagement Initiatives department cultivates strong relationships with internal and external stakeholders (including international sister-libraries), develops intercultural programming and training for both Libraries-focused and university-wide audiences, coordinates the Libraries’

efforts in international partnerships and forums, and establishes innovative initiatives and resources for international populations at the university. The Head of Global Engagement Initiatives and International Partnerships Librarian, who serves on the CGS advisory board, also acts as a liaison to Penn State’s Global Engagement Network. The program has garnered praise at both the institutional and national levels, having been selected for the 2019 Advancing a Global Penn State Outstanding Achievement Award and the 2021 Association of Public and Land-grant Universities Michael P. Malone International Leadership Award.

**F.2. Reciprocal Access to Information.** PSUL has one of the strongest and most active

interlibrary loan systems in the country, granting the same access to materials to all students and faculty. In AY 2020-2021, PSUL filled 51,186 requests from other libraries. Important consortia memberships include the Center for Library Initiatives within the Big 10 Academic Alliance (BTAA), the Pennsylvania Academic Library Consortium, and Lyrasis, which enable reciprocal borrowing and provide support for consortia licensing of electronic resources and programs for the advancement of scholarly communication ventures. The Libraries also participate in international lending at a high level, participating in the International Federation of Library Associations’ Resource Sharing in the Times of COVID-19 program and establishing several no- fee interlibrary loan arrangements with Global Engagement Network partners.

The libraries of the BTAA have partnered with Google to digitize a comprehensive collection of U.S. federal documents accessible through Google Book Search, with copies being returned to the HathiTrust Digital Repository, where the materials can be universally accessed. Penn State is also a member of the Center for Research Libraries, the Association of Research Libraries, International Federation of Library Associations, the Association for Information Science and Technology, and the Association of College and Research Libraries’ Diversity

Alliance. In 2016, PSUL became the first educational institution to partner with Short Edition, a French company that supports global arts and humanities by sharing original creative writing in print and online. In 2018, PSUL began collaborating with the community library on a reciprocal materials service program to benefit town and gown while saving costs for both institutions.

**G. IMPACT AND EVALUATION**

## Demonstrated University, Community, Regional, National and International Impact

From 2017-2019, the most recent compilation of data, Penn State researchers published almost 13,000 research papers with international collaborators at over 3,600 institutions worldwide, showcasing our broad faculty connection to researchers in almost every country in the world. Penn State has partnerships with 221 international institutions in 70 countries with 31 new partnerships in 2020 and 46 currently in development.

Penn State was **ranked third in the U.S. and 35th in the world** out of 767 international institutions in the Times Higher Education (THE) **University Impact Rankings**. The global rating is a broad multidimensional assessment of a university’s research, community outreach and education and campus operations. The criteria used in the assessment are linked to the United Nations 17 Sustainable Development Goals (SDGs), global goals adopted by all United Nations Member States to improve life for all people and protect the planet.

The research agenda of the CGS includes extensive support for lectures, symposia, and workshops designed and implemented by faculty associated with our research teams. Through this broad, decentralized approach, in AY 2017-18, the

|  |
| --- |
| **Table G.1. Select Global Studies Activities at a Glance** |
| **Activity** | **Year 1:****2010-11** | **Year 7:****2016-17** | **Year 10:****2019-2020** |
| CGS faculty research grants | $6,000 | $16,330 | $22,500 |
| Enrollment inInternational Studies/ GLIS Courses | 108 | 671 | 2063 |
| Ranking in Faculty Fulbright Awards | #1 | #2 | #1 |
| Students studying abroad 2,087(UP) | 2,290 | 2,599 |
| Students studying abroad 2,667(all Penn State campuses) | 2,756 | 3,040 |

last year we had NRC funding, the CGS designed, organized, sponsored, and collaborated on 103 events that served the Penn State, K-16, and regional community. This represents significant growth in the Center’s presence on- and off-campus, if measured against the 46 events during its first year

* Partner with CERIS to support five events that drew 349 university faculty to facilitate program development and disseminate information on Middle East/Islamic Studies to students, faculty, and the public. (**AP1, AP2)**
* Partner with PACIE for their annual conference and mini-grants for lesson plans, reaching over 250 educators (**AP1, AP2**)
* Partner with Penn State Commonwealth campuses (**AP1, AP2, CPP1**) to develop courses and fund faculty travel for research, professional development, and international linkages.
* Partner with the MIIIE on summer workshops for community college and MSI educators to develop globally focused curriculum, which are available online (**AP1, AP2, CPP1**)

**Table G.2. Sample Regional & National High Impact Activities**

of operations in 2010. (For participation in events see Tables

* 1. and G.2). Beyond events that bring some of the foremost U.S. and international scholars to UP, the CGS has supported student

and faculty research in global studies through awards and travel grants. To date, we have provided $184,524 in funding to 72 ABDs and faculty and an additional $16,327 to eight faculty at Commonwealth campuses (**CPP1**) for research, linkages, and/or curriculum internationalization.

Since the founding of CGS in 2010 enrollments and study abroad have shown measurable

growth (See Table G.1.) (For placement see §G.2.). The CGS is strongly committed to

undergraduate education and training for global careers and global competency in areas of national need. We mentor undergraduates through our internship program and by sponsoring and organizing events that help prepare them for global careers in government service, business, and non-governmental organizations. In 2017-18, the CGS co-hosted workshops on jobs and internships in the government, creating a federal resume, careers in diplomacy, and marketing one’s study abroad experiences, which reached 513 students University-wide. With CGS support, SIA career placement, for example, is consistently above 90%, approximately one-

quarter of which are in government jobs (Table G.4). The unique connection between SIA and Penn State Law helps prepare law graduates for careers in the national interest with 19% of law graduates in government positions. Over 30% of GLIS majors graduate with honors, positioning them well for the global job market.

CGS partner CSRE, directed by former Vice Admiral and CGS executive board member James Houck, offers a set of grants to support interdisciplinary research and education addressing threats to human security, public safety, and democratic institutions. Their education grants are designed to support interdisciplinary, security-related curricular or educational program development or enhancement, e.g. the creation of a multi-college, security-related course or the enhancement of an existing, interdisciplinary, security-related course. In addition, their director grants are designed primarily to support interdisciplinary security-related public service, outreach, and education programs.

In 2016 Penn State started a LaunchBox initiative designed to encourage entrepreneurship, innovation, and career success. In 2021 the project has grown to 21 locations across Pennsylvania. LaunchBox has supported 3,325 community entrepreneurs, launched 164 new Pennsylvania companies, created 247 new products, and created 195 jobs. CGS Advisory board member Mark Brennan, the UNESCO Chair for Community, Leadership, and Youth Development and Professor of Leadership and Community Development, has led a Youth as Researchers LaunchBox program designed to prepare students to engage in research questions of pressing national need. Brennan is just one example of many CGS faculty affiliates dedicated to supporting students for future global impact in their employment, education and training.

Additionally, the CGS has supported the development and instruction of new LCTL courses, the purchase of library materials, LCTL workshops, co-curricular activities such as

language film series and cultural events, and professional development opportunities for language instructors. We have also hosted speakers to provide real-world applications of language education. Our director regularly presents to professional programs such as AFROTC on the benefits of language and cross-cultural competency for global careers. The

Center’s impact reaches well beyond the borders of the Centre Region. Through a robust partnership with the Global Studies Program at U Pittsburgh, we have reached the tri-state area (OH-PA-WV) and plan to expand our joint outreach collaboration through the GALA initiative to the entire Appalachian region (For more on GALA see I).

* 1. **Undergraduate and Graduate Placement Data.** A survey of AY 2015-17 undergraduates

enrolled in NRC supported programs (with a 57% response rate) showed that their degrees enabled them to pursue a range of activities from graduate study to careers in K-12 education,

U.S. government, higher education, international organizations in the U.S. and abroad, the U.S. military, and the private sector. Graduate placement in SIA is extremely strong with over 90% placement and with a high percentage of graduates serving in areas of critical national need (Table G.4.) Almost 40% of FLAS graduates are in key sectors such as higher education, international

|  |
| --- |
| **Table G.3. FLAS Placement AY 2015-21** |
| **Sector** | **ARAB** | **CHNS** | **JAPNS** | **KOR** | **PORT** | **RUS** | **TTL** |
| **Undergraduate** |
| Graduate study | 3 | 3 | 2 | 1 | 1 | 17 | 27 |
| Higher education | 2 |  |  |  |  |  | 2 |
| Private sector (non-profit) | 1 | 6 | 1 | 1 | 3 | 5 | 17 |
| Private sector (for profit) | 2 | 1 | 1 | 1 | 1 | 5 | 11 |
| U.S. military | 1 | 1 |  |  |  | 2 | 4 |
| **Graduate** |
| Federal government | 2 |  |  |  |  |  | 2 |
| Higher education | 1 | 1 |  |  | 2 |  | 4 |
| Private sector (non-profit) | 7 | 2 |  |  | 1 | 1 | 11 |
| Private sector (for-profit) | 2 |  |  |  |  |  | 2 |
| **TOTAL** | 21 | 14 | 4 | 3 | 8 | 30 | 80 |

organizations, non- profits, the federal government, and the

U.S. military. Three undergraduate FLAS fellows were awarded

Fulbright fellowships to Bulgaria, Azerbaijan, and the Czech Republic (Table G.3). CGS career

initiatives, such as our collaborations with AFROTC and CSRE, strive to increase the number of students that seek careers in areas of national need.

## Addressing National Needs and Dissemination of Information. See §I.1. for

information on the degree to which proposed CGS activities meet national needs. CGS disseminates information through media outreach and publications (both virtual and print) as

well as through collaboration with University and community organizations. See §H.2.

|  |
| --- |
| **Table G.4. SIA Placement** |
| Year 2018 2019 2020 |
| **Overall placement rate** | **92%** | **92%** | **90%** |
| Government | 11% | 17% | 18% |
| For-Profit Sector (including government contractors) | 37% | 37% | 30% |
| Multilateral Organizations | 9% | 0% | 5% |
| Non-Profit Sector | 34% | 43% | 35% |
| Further Education | 9% | 3% | 12% |

FLAS fellows represent 52 distinct majors and all 12 colleges at University Park, come

from a diverse range of academic, ethnic, and socioeconomic backgrounds, and study critical LCTLS. Over 90% of undergraduate FLAS fellows have paired a LCTL major or study with another discipline such as political science, history, international affairs, or security and risk analysis; they continue to improve their language proficiency beyond their fellowship years as they make progress toward graduation, enter graduate programs, and/or enter into professional roles. Some fellows (e.g. Russian, Arabic, Japanese, and Korean) teach the languages and cultures they studied (See table G.3)

* 1. **a. Comprehensive evaluation plan.** The CGS will continue to use a comprehensive logic

model evaluation plan that draws on a variety of assessment tools to measure and demonstrate impact. Our goal is to serve as a model in assessing impact for sister programs.

|  |  |
| --- | --- |
| **Table G.5. Evaluation Metrics and Methods** | **Performance Data** |
| 1. Is CGS accomplishing its target goals as measured by its mission, budget allocations and strategic plans? | Annual review of all measured metrics (see table G.6) and report on future plans. |
| 2. Has CGS succeeded in supporting the diversification and expansion of international studies and LCTL teaching learning and research at PSU, with partner institutions and beyond? | Annual review of events, attendance, post-event surveys, website statistics, course enrollments, FLAS applications, courses developed, library acquisitionstatistics, as well as publications, presentations, policy proposals, fellowships and grants seeded. |

|  |  |
| --- | --- |
| 3. Have students supported by CGS succeeded in using their language and global studies skills in their careers and in the service of national needs? | Placement data, alumni surveys, employer interviews, and alumni networking events. |
| 4. Has CGS played a role in advancing international education at MSIs and community colleges in a way that is significant and substantial? | Grants awarded, post-grant surveys, publications and/or presentations, courses developed, number of students impacted. |

While performance measures are not officially included in the grant application as in the past, CGS has developed PMFs which will assist in reporting on grant impact. We plan to measure results against them as part of our annual review process. See Table G.6 for a sample of what we plan to track with the assistance of our partner units.

|  |  |  |
| --- | --- | --- |
| **Table G.6. Project Goals** | **Activity** | **Evaluation metrics** |
| **1:** Support LCTL training by (1) expanding Penn State’s course offerings and curricular options for target LCTLs (Arabic, Chinese, Korean, Hindi, Swahili, Farsi & Russian), increasing 4th semester LCTL offerings by 33%, 400 level offerings by 27% and total FLAS LCTL languages offered by 28% during the four-year grant period and (2) attracting a strong, diverseapplicant pool for FLAS awards. (**AP1**) | * Course development
* FLAS promotion, advising, and selection
* Program development (including publicity and marketing)
* Program support
* Events and symposia connected to LCTLS
* Info sessions on how to find funding for LCTL learners
* Global career talks that highlight the value of LTCL training
* Funding for LCTL instruction and professional development
 | * # Courses developed
* Total enrollments
* Flagship status for Korean and Chinese
* # of Events sponsored
* Event Attendance
* Post-event surveys
* Career placement
* Total applications and diversity of FLAS awardees
* Post-funding outcome surveys for LCTL grantees
* LCTL language skill metrics
 |
| **2**: Support K-16 teacher training in global studies including selected LCTLs, their regions, and the Center’s thematic focus (**AP1, AP2**) | * Host K-12 teacher workshops
* Support Summer LCTL training
* Support an annual area studies and curriculum development workshop with the MIIIE for MSI and community college educators
* Partner with U Pittsburgh to launch GALA
* Partner with PACIE for curriculum dev mini-grants
* Partner with College of Ag to support GLAG initiatives
* Offer Fac dev awards to MSIs esp PSU-Abington and Lincoln U
* Publish and publicize workshop materials including videos
* Support a summer institute on LCTL training and assessment with Penn State’s Title VI Language Resource Center (CALPER)
 | * Event attendance
* Post-event impact surveys
* # of PACIE grants with a goal of 100% increase per year
* # of teacher instruction materials developed and web analytics
* # of teachers supported
* Post awards reports
* # Courses developed
* Course enrollments
* Track creation and distribution of curricular materials
* Track partner institutions in GALA
* Track MSI prof dev support especially with post-award reports
* Track community college and MSI support, especially the # of educators reached via GALA,
 |

|  |  |  |
| --- | --- | --- |
|  | * Support workshop attendance for LCTL instructors
* Support workshop development on LCTLS with PSU’s Language Teaching and Learning group
* Support teacher training for online course development for LCTL instruction
 | MIIIE and GLAG programming* Track GLAG collaboration results
 |
| **3:** Support global studies education through program support, faculty development, and student opportunities with higher education institutions, especially Minority Serving Institutions and community colleges, through outreach and collaborative activities (**AP1, AP2, CPP1**) | * Enhance global studies research and dialogue for faculty and students around core themes focused on critical areas of national need
* Acquire library materials to support LCTLS, their regions, core themes and global studies
* Partner w EDGE to support virtual international collaborations
* Support research and teaching in global studies to Penn State UP faculty and Commonwealth faculty with the goal of funding 5-10 faculty annually
* Organize collaborative conferences, lectures and symposia
* Organize research venues for students
* Offer mobility grants to support research and the integration of global content into the curricula
* Increase global connections between Penn State and international institutions
 | * Post-award reports by Global Faculty Fellows and faculty research grantees
* Track grants, presentations and publications seeded
* Track Library acquisition expenditures
* Track international collaborations and institutional linkages supported
* Track number of courses using EDGE
* Track events sponsored and event attendees
* Conduct post-event surveys
 |
| **4:** Enhance research and collaboration in global studies at Penn State with an emphasis on supporting diverse perspectives, a wide range of views and debate (**AP1**) | * Acquire library materials to support LCTLS, their regions, core themes and global studies
* Organize collaborative conferences, public lectures and symposia
* Offer mobility grants to support research and the integration of global content into the curricula
* Support the WEFS initiative to develop linkages with institutions in Sub-Saharan Africa.
* Develop linkages with institutions in areas of critical need with the goal of establishing research collaboration
 | * Post-award reports by Global Faculty Fellows and faculty research grantees
* Track grants, presentations and publications seeded
* Track funded courses developed
* Track library acquisition expenditures
* Track international collaborations and institutional linkages supported
* Track events sponsored and event attendees
* Track web analytics on research materials and event media posted on-line
* Conduct post-event surveys
 |
| **5:** Collaborate with PSU career services, professional schools, academic units, andentrepreneurial initiatives to effectively support global | * Develop career toolkits
* Host resume workshops
* Host career workshops
* Sponsor alumni networking events
* Support career trips to Washington,
 | * Event attendance
* Post-event surveys
* Placement data
* Career spotlights
* Alumni surveys
 |

|  |  |  |
| --- | --- | --- |
| studies students to seek careers in the national interest (**AP1**) | DC and New York in collaboration with SIA* Support research symposia to hone professional skills
* Offer career mentoring
* Collaborate with SIA, SPP, CSRE and AFROTC to host career events focused on jobs in government and the military
 |  |

While this is a wide range of material to track, CGS has a long history of effective impact evaluation. For example, to track the effects of **K-12 OUTREACH EVALUATION** CGS uses pre- and post-workshop evaluations (to measure knowledge gained) and follows up with educators to measure the extent to which the curricular materials disseminated through and developed for workshops were integrated into the classroom. **OVERALL EVALUATION**. CGS administration will compile a report at the end of each fiscal year to document progress in achieving the NRC goals described in Table I.2. This annual report will be reviewed by our advisory boards (§ E.2.b). Our goal is to develop a quantitative and qualitative evaluation tool that will enable board members to provide feedback to allow us to determine the value of the Center for faculty, students, K-16 teachers, the community, the general public, and the national interest. **EXTERNAL EVALUATION**. The CGS has budgeted funds in Year 3 to support an external evaluation of its curricular, research, and training initiatives. The evaluator will be a faculty member who has experience directing an NRC. All components of the evaluation process will be ongoing from the start of the project, thus providing periodic feedback for improvement.

**G.4.b. Use of Recent Evaluations.** Annual feedback from our evaluative boards offers the

core guidance used for future operations. In addition, event evaluations have been used for planning and implementing future programming. For example, participants in previous K-12 teacher’s workshops requested increased interaction in future workshops and increased focus on their specific disciplines. We applied this feedback: finding current full-time teachers to lead workshops and planning for small group activities and breakout sessions. Feedback from the

2018 undergraduate research symposium was positive, with 90% of the presenters indicating that the event met their expectations, helped them improve their presentation skills, and enabled them to learn more about different topics.

**G.5 Equal Access.** Penn State is committed to equal opportunity without regard to race, color,

religion, age, sex, sexual orientation, gender identity, national origin, disability or protected veteran status in all aspects of employment and to foster diversity. In order to attract a diverse student population, Penn State has admissions offices in Philadelphia and Pittsburgh (as well as pipeline programs with schools and HBCUs) to offer admissions, financial aid, and career counseling to local college-bound students. Targeted recruiting, the prospect for degree completion, career development and placement, strong faculty engagement, a challenging and dynamic curriculum attuned to evolving societal needs, and financial assistance are all critical to the recruitment and retention of outstanding students. Every unit at Penn State, including the CLA, which houses the CGS, has a plan to foster diversity, equity and inclusion. The CLA’s 65- page plan includes strategies for developing a shared and inclusive understanding of diversity; recruiting and retaining a diverse student body and workforce; and developing a curriculum that fosters the U.S. and international cultural competencies. The CGS, through its programming and dedication to the professional development of students, faculty, and staff, is committed to diversity and equal participant access. Our redesigned website complies with accessibility standards, allowing access to all users and across devices. Furthermore, CGS events are largely free and open to the public and all event publicity includes an ADA statement and contact information for accommodations or questions about access. (For more see our GEPA statement).

**H. OUTREACH ACTIVITIES**

* 1. **Faculty and Professional School involvement in Outreach**. The CGS supports research,

teaching, and outreach in global studies and, as such, continues to enhance global studies throughout Penn State and the local and K-12 community. At Penn State, our varied initiatives and programming have reached faculty, staff, graduate and undergraduate students. Faculty serve as an integral part of CGS outreach to the general community and to area K-12 schools. For example, faculty have presented at CGS teacher training workshops for the College of Education and for CALPER, panel discussions at the State Theatre, and developed curriculum for community college and MSI educators. Additionally, the CGS publishes videos of lectures and workshops presented by Penn State and visiting faculty on its YouTube channel; the videos of our events have garnered over 18,338 views. In outreach, the CGS serves as a source of cultural programming to the general community and to area K-12 schools. Table H.1 highlights the Center’s diverse outreach focus and scope.

|  |
| --- |
| **Table H.1. Sample CGS Outreach Activities** |
| **OutreachFocus** | **Program Content** | **Scope** |
| **Elementary & Secondary Schools** | * CGS K-12 teacher training workshops, including the “French Headscarf Law” with Pittsburgh’s NRC, “Teaching Japan” with Japan Foundation, “Developing Content-based Thematic Units to Enhance Curricula” conducted with Penn State’s LRC
* Curricular materials developed by the CGS available via its website
* Curricular Materials developed w PACIE
* Curricular materials developed by CERIS for K-12 educators – <http://www.cerisnet.pitt.edu/resources>
* CGS intern-led weekly after-school clubs at the K-8 Young Scholars of Central Pennsylvania Charter school
* On-site in-service training on global competency for K-12 educators
* Cultural showcases at local schools (e.g. Chinese New Year, Turkish Night, Touch of Culture)
* Co-Sponsor Pennsylvania High School Model UN Conference (PHUNC)
 | NationalGlobal Global GlobalRegionalRegional RegionalRegional |
| **Post-Secondary Institutions** | * Scholarly lectures to the Penn State and general community
* Academic conferences
* Pedagogical support for global education, especially in sustainability
* Undergraduate internship program
* Student-organized events
* Global careers workshops with professional schools – SIA, Law School, Public Policy, Smeal College of Business
 | Regional Global Regional Regional Regional Regional |

|  |  |  |
| --- | --- | --- |
|  | * Global career panels with AFROTC, FBI, NCIS, and CIA
* Conferences on internationalizing the curriculum – PSG Co-curricular programming (film series and invited speakers) for LCTLs
* Student-organized cultural events at Penn State
* Global studies research conferences
* Scholarly lectures, conferences, & film screenings, with CERIS
* Curricular materials developed by CERIS for post-secondary educators
* Curricular materials developed by educators at community colleges and MSIs for post-secondary educators
* Curricular Materials developed w PACIE
* Teacher Training events with community college educators with MIIIE
* Global Ag teacher training and curricular development activities
* Penn State-U Pittsburgh global studies programming
 | Regional RegionalRegional GlobalOH, WV, PAGlobalGlobal NationalNational Regional |
| **Business, Media, & General Public** | * World on Trial “French Headscarf Law” broadcast on PBS (available on YouTube) with CGS-created curricular materials
* Recorded CGS events available through YouTube
* *World Stories Alive! f*oreign language story time series for children
* Cultural booth at local festivals
* Film screenings and international film festivals at the local theatre and on campus
* Scholarly lectures and events open to the public
 | GlobalGlobal Regional Regional Regional Regional |

* 1. **Significant and Measurable Regional and National Impact**. See §G.1 for details. The

community at large is kept well informed of CGS events and activities through the Center’s monthly newsletter, weekly listserv announcements, social media (Facebook, Twitter, Instagram), and press releases. Together with publicity in our local *Centre Daily Times*, *Town and Gown*, *Daily Collegian*, and *Penn State Live*, CGS events have also been broadcast via radio, most notably for our foreign language story time series *World Stories Alive*.

1. **PROGRAM PLANNING AND BUDGET**

## Proposed Activities and Goals are of High Quality. (Timeline in I.2) During the

proposed funding period (AY 2022-26), Title VI support will be used to meet ALL absolute and

competitive priorities of the NRC and FLAS programs and to enhance the Center for Global

Studies’ mission of advancing global studies at Penn State, in K-16, the local community, and beyond. The proposed globally-oriented activities, programs, and related initiatives focus on developing national expertise in critical languages and area studies, expanding accessibility to global studies for a diverse community of educators, students, professionals and the general

public, and developing research, policy and teaching materials that can productively address a series of pressing global challenges. An award of NRC funding to complement FLAS funding will allow us to strengthen initiatives previously and currently funded by Title VI, develop a range of entirely new projects and advance our commitment to shaping a globally competent

society, a global workforce, and active citizens ready to address our most pressing global challenges. The substantive academic content and focus of the Center’s activities emphasize four core interdisciplinary themes, support for seven LCTLS and the areas where they are spoken, and one common approach that *complex global problems require complex global solutions*.

**Foundational funding** focuses on creating academic opportunities and building the support network necessary to enhance and sustain global studies at Penn State and beyond. One key area of focus is language instruction. With NRC support, we will build directly into our mission of crossing *boundaries and building bridges* by enhancing the University’s commitment to four key global issues of increasing geopolitical relevance, advancing the range and content of seven LCTLS (Chinese, Arabic, Korean, Russian, Hindi, Swahili and Persian/Farsi), and intersecting language instruction with global studies education, research and career development.

Our mission includes enhancing student and faculty engagement by building overseas institutional linkages and developing programming that highlights relevant global developments. In collaboration with partners from the Sustainability Institute (SI) and PSG, the Center will build meaningful partnerships with universities and private and public sector institutions, for example, in sub-Saharan Africa through the WEFS initiative to develop student and faculty exchanges as well as research collaboration.

Outreach is a key aspect of Penn State’s land-grant mission and the CGS is committed to further globalizing its activities. We will use Title VI support to (1) host K-16 teachers’

workshops around core themes, LCTLs, and/or the regions where the LCTLs are spoken (**AP1; AP2; CPP1**), (2) support the development of K-16 curriculum, especially via partnerships with PACIE and MSIs PSU-Abington and Lincoln U (**AP1; AP2; CPP1**), (3) enhance global studies programming for K-16 students **AP1; CPP1**, (4) support professional development for LCTL instructors (**AP1; AP2; CPP1)** and (5) internationalize education at campuses across the Appalachian region as part of a new PSU-University of Pittsburgh co-sponsored Global Appalachian Learning Alliance (GALA) with a focus on supporting the ten Appalachian community colleges located in Pennsylvania (**AP1; AP2; CPP1**). Furthermore, we will use this grant to support summer LCTL training (**AP2**) for K-12 teachers and university-level teaching assistants partnering with Penn State’s Title VI LRC. In addition, the CGS will partner with the Midwest Institute for International/Intercultural Education (MIIIE) – a consortium of two-year colleges – to offer summer area studies workshops at Kalamazoo Valley Community College (Michigan) and other community colleges (**AP2/CPP1)**. Previous collaborations with MIIIE reached instructors at 118 Title III and Title V-eligible institutions in 22 states.

The CGS will also serve as an important vehicle for intra-university, globally-oriented activities by collaborating with career enrichment offices, Schreyer Honors College, SIA, the CSRE, the SPP, and AFROTC to organize global career workshops, which will include informational and resume workshops for government service positions (**AP1/HEA**). These career sessions will address the national need for the study of LCTLs and the regions where these LCTLs are spoken **(HEA)** and open up new vistas for students as they prepare for future careers in government service in areas of national need. An additional component of our foundational activities addresses the need to further grow and deepen our global studies library materials. The

proposed acquisitions include digital materials to increase access while supporting research in our core themes and LCTLs.

**Thematic Funding** will define the intellectual content and academic focus of the CGS. Our four research themes were selected based on two considerations: (1) their presence as part of Penn State’s institutional mission and academic initiatives; and (2) the salience of these topics in terms of the evolving global agenda and the strategic needs of the United States. In keeping with the Department of Education and the State Department’s “Joint Statement of Principles in Support of International Education,” each of the four designated subject areas will serve as intellectual platforms and catalysts for enhancing the discourse and exchange of ideas about the broad implications of the fact that “many of our most pressing challenges are inherently global in scope.” CGS is committed to supporting cutting-edge, policy-driven research that reflects the increasingly interconnected globalized world of the 21st century.

Each multidisciplinary initiative will share a basic core structure regarding the use of NRC funds by bringing together senior and junior faculty members in the form of an interdisciplinary team. Using academic colloquia, public lectures, and seminars that can showcase research, professional development and pedagogical innovation, each team will organize an annual series of gatherings to provide on-going dialogue about the issues relevant to the theme’s focus (**AP1**). Each core theme incorporates three key research areas placed in an

innovative, interdisciplinary dialogue with one another in order to address *complex problems with complex solutions*. And in order to *cross boundaries and build bridges* each research team

will partner with the College of Education to offer teacher training workshops on how to

effectively bring these issues into the K-16 classroom (**AP1/AP2//CPP1**).

The **Rights, Security, Conflict** initiative explores how security depends on the protection

of human rights and the reduction of conflict. Led by Center Director, Sophia McClennen, a scholar of human rights, and with Jim Houck, Interim Dean, Penn State Law and SIA, Vice Admiral (Ret), JAG Corps, and Director of CSRE this team brings wider perspectives to traditional security studies to explore better strategies for advancing human rights.

Responding to the fact that the 21st century has witnessed unprecedented levels of human displacement, the **Migration, Displacement, Refuge** initiative involves collaboration between CGS, SIA, and Penn State Law. The research team, led by Shoba Whadia, Penn State Law’s Associate Dean for Diversity, Equity, and Inclusion and Director of the Center for Immigrants’ Rights, will focus on the ethical dilemmas brought on by the rise in forced and voluntary migration. This research collaboration will host at least one major annual event per year that offers opportunities for dialogue and debate about these issues for the broader public. It will also partner with legal law clinics to offer students hands-on opportunities to work in this field.

The third theme responds to the global challenges put into stark relief by the COVID-19 pandemic to explore the connection between **Bioethics, Health, Wellbeing**. Directed by Jonathan Marks, director of PSU’s newly launched Bioethics Program and affiliate in Law and SPP, this initiative examines the relationship between the bioethical complexities caused by globalization, the health of various world populations and ideological concepts of wellbeing. In addition to bringing together scholars from across a range of disciplines, the focus of this group will be on exploring research outcomes with potential policy impact.

The fourth initiative, **Sustainability, Peace, Nonviolent Activism**, led by Chief Sustainability Officer and Professor of Management at the Smeal College of Business, Paul Shrivastava, in collaboration with Nobel-prize winning climate scientist Richard Alley, will work to advance the notion that sustainability requires developing peaceful, nonviolent initiatives

and collaborative policy-minded teams that have scientific knowledge and global expertise in international policy and geopolitical dynamics. Partnering with research groups in energy and the environment, two areas of strength at Penn State, this theme emphasizes the fact that sustainability requires new models for climate action and environmental policy.

Each CGS initiative will bring top researchers from across Penn State together to share

insights, collaborate on future projects, develop partnerships nationally and internationally (**AP1/CPP1**), produce impact-oriented research and create classroom activities that can be used

by K-16 teachers (**AP2**). In order to launch these initiatives and to demonstrate the ways that

they combine to address critical global challenges, in year one we will host a symposium on “Afghanistan in Global Perspective,” which will give our research teams a chance to work together on a common topic of critical

* Farsi (Persian) was included as an area of national need by ALL Federal Agencies for FY 2022
* PSU has seen increased enrollment in classes on Central Asia, Afghanistan and Iran
* PSU has recently made offers to two new faculty who can teach Farsi for AY 2022
* Farsi skills are sought after in a range of careers in government, education and business
* Many Afghan refugees are resettling in Central PA and many more are expected
* Persian/Farsi is the second most spoken language in Central Asia and has an estimated 110 million speakers
* The regions where Farsi is spoken are of critical interest both globally and for the United States

**Table I.1. Why launch PSU’s first Farsi program?**

national significance. Penn State has made job offers to two Afghan scholars at risk and we plan to use Title VI support to launch Penn State’s first program in Farsi

/Persian, a language spoken by 77% of all Afghans. We will leverage these initiatives to bring together scholars to address how

the crises in Afghanistan are of global significance. This initiative will also offer a model for Center impact by translating the event into both a scholarly volume and a website with teaching modules that can be used around the world.

In addition to programming organized around these themes, the CGS will foster global citizenship and cross-cultural competency through support of the following activities:

 **Table I.2. Penn State CGS-NRC Goals**

|  |
| --- |
| Enhance collaboration between the many PSU academic units engaged in global studies with **new partnerships**with GLAG, CSRE, EDGE and Penn State Abington (**AP1**; **CCP1**); |
| Enhance library resources for LCTL and area studies instruction (**AP1**); |
| Support undergraduate and graduate student training in global studies in GLIS, SIA and through the virtual global collaborations of EDGE (**AP1**); |
| Improve the range of LCTLs (Farsi, Arabic, Chinese, Russian, Hindi, Swahili and Korean) at Penn State bysupporting language instruction and library acquisitions, supporting an increase in 4th semester LCTL offerings by 33%, 400 level offerings by 27% and total FLAS LCTL languages by 28% during the four-year grant period (**AP1**); |
| Partner with SIA, SPP, CSRE and AFROTC to host workshops on careers in the national interest with focus on careers related to our LCTLs/regions where they are spoken and areas of national need (**AP1**; **HEA**); |
| Promote cutting edge global studies research, teaching and outreach by 1) Supporting cross-disciplinary research teams that will incorporate research, teaching, and outreach across four themes relevant to global issues; 2) Sponsoring a Global Studies Faculty Fellow for each theme; 3) Launching a global studies Impact Award to promote research outcomes and 4) Hosting an Afghanistan in Global Context symposium and disseminating findings and 5) Offering faculty mobility to seed innovative research and teaching (**AP1**); |
| Collaborate with the University of Pittsburgh’s GSC on the Global Appalachian Learning Alliance (GALA) to globalize the curriculum at Appalachian campuses, esp. at ten PA community colleges (**AP1**; **AP2**; **CPP1**); |
| Host workshops for K-12/pre-service and in-service teachers with 1) the College of Education on teaching selected LCTLs, the regions where the LCTLs are spoken, and/or global issues related to our core themes, 2) the SI on bringing global perspectives to STEM and science teaching, 3) PACIE to support teacher training and global studies curriculum development for in-service teachers, and 4) GLAG to develop instructional capacity on global food, fiber and natural resources (**AP2**; **AP2**; **CPP1**); |
| Collaborate with Penn State’s LRC to support an annual LCTL instruction and assessment workshop (**AP2**; **CPP1**); |
| Support global studies at community colleges and MSIs by 1) Collaborating with the MIIIE to offer area studies summer workshops at up to 231 Community Colleges; 2) Partnering with 2 (Lincoln U and PSU Abington) out of 7 PA MSIs to support international education and 3) Partnering with Global Ag Extension to be a Global Learning Partner supporting teacher training, especially at Hawkeye Community College, University of Maryland – EasternShore, Tuskegee University (**AP1**; **AP2**; **CPP1**); |
| Support LCTL instruction by 1) Supporting travel to LCTL focused meetings, 2) Increasing LCTL programming of the Language Teaching and Learning Group by 100%; and 3) Funding LCTL course development (**AP1**; **AP2**); |
| Provide outreach programming to Penn State, the Appalachian region, the local community, the nation, and beyond (**AP1**); and |
| Increase global connections between Penn State, PA and international universities by supporting faculty travel, hosting international scholars, and supporting other forms of collaboration (**AP1**; **CPP1**). |

Finally, in AY 2022-26, the CGS will support the GLIS major (BA/BS) and minor and the Professional Masters of International Affairs (MIA) offered through SIA, including their joint integrated undergrad/MIA program. Both programs expect students to demonstrate foreign language competency and complete related advanced coursework, all of which are integrated around a thematic or geographical focus. Through this initiative, the CGS will (1) support course development and co-curricular activities, (2) enhance professional development of students through workshops, career presentations, and faculty and staff mentorship, (3) promote global

studies opportunities (internships, LCTL funding, and research symposia) to supplement their academic experience and (4) offer faculty professional development opportunities.

* 1. **Timeline of Proposed Activities.** Upon announcement of NRC awards, CGS will conduct

immediate searches to fill the two new, NRC-supported full-time staff positions so that hires are in place by August 1, 2022. Activities have been selected with careful consideration for their timeline for implementation and impact. Year 1’s “Afghanistan in Global Perspective” event is designed to launch a series of NRC funded activities and to draw interest to new initiatives. The AY 2022-26 budget provides an overview of the timeline of activities and related goals. See Table I.4 and §E.1.a for effective use of resources and personnel.

|  |
| --- |
| **Table I.3. Collaborating Units at Penn State** |
| **CGS initiative (Title VI priority)** | **Penn State partner** |
| LCTL training, K-12 teacher workshops, and curriculum development (**AP2**) | CALPER, College of Education, CLA, PSG, SI, College of Ag, SGLLC |
| Careers in Government and Areas of NationalNeed (**AP1/HEA**) | CLA, PSU Career Services, SIA, Schreyer Honors College,School of Public Policy, CSRE, AFROTC |
| Internationalization of PA MSIs, Midwest Community Colleges and Appalachian campuses(**CCP1**) | PSG, EDGE, SI, CLA, SIA |
| Research, Programming & K-16 instruction in LCTLS across core themes (**AP1/AP2**) | SIA, Penn State Law, CLA, World in Conversation, Rock Ethics Institute, CSRE, SPP, College of Health and Human Development, SI, College of Earth and Mineral Sciences, College of Ag Sciences, SIA, CLA, College of Engineering,Eberly College of Science |

* 1. **Reasonable Costs Related to Program Objectives.** The CGS expressly developed this

cycle’s partnerships and programming with the goal of leveraging Title VI funds against existing

institutional support to get the most value from budgetary resources (Table 1.4). We will conduct all programming with other units to achieve common

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Table I.4. Cost share by Year** | **1** | **2** | **3** | **4** |
| ***A. FACULTY AND******ADMINISTRATIVE******SUPPORT*** (Director, Global Studies Fellows, staff salary, LCTL instructors, fringe) | $183,577 | $186,292 | $189,074 | $191,848 |
| ***B. DISCRETIONARY******SPENDING*** (Faculty and ABD student research, travel, miscellaneous expenses) | $110,000 | $110,000 | $110,000 | $110,000 |
| ***C. STUDENT SUPPORT***(study abroad, research awards, thesis prize) | $75,000 | $75,000 | $75,000 | $75,000 |
| **TOTAL** | **$343,577** | **$346,292** | **$349,074** | **$351,848** |

goals and help ensure the sustainability of initiatives at the end of the four-year cycle (Table I.3).

Cost-sharing will support salary and fringe for the Center’s administrative staff, course release for the Center director and faculty fellows, resources for the graduate assistant, discretionary spending, and student support (Table 1.4). Penn State will also provide office space and significant staff support for programming, grant administration, financial management, and language instruction.

* 1. **Long-Term Impact.** Title VI funding will further catalyze global studies at Penn State,

building on all that has been accomplished in terms of crystallizing the already significant array of internationally-focused faculty, student, and library resources on campus. Thematic faculty teams will help drive cutting-edge research, building on existing faculty strengths in important fields and enhancing the level of integration and array of bridges between departments and colleges. By the end of the grant period, we expect the curricular effects to be substantial, with new embedded learning experiences emerging to complement existing classroom offerings. The NRC-funded courses in Farsi, Arabic, Chinese, Korean, Hindi, Swahili and Russian will expand FLAS LCTL language opportunities by approximately 30%, help position Korean and Chinese for Flagship status, open up Swahili for FLAS opportunities, and launch PSU’s first program in the strategically critical language of Farsi.

Faculty mobility support will help push knowledge about and interest in global issues beyond faculty who already make this their research priority. With a focus on junior faculty, this support is intended as seed grant opportunities for larger projects. Our enduring goal is to expand the range and impact of global studies within Penn State contexts. Given the close linkages between town and gown that already exist in State College and given PSU’s strategic role in supporting the PA economy, we also intend to bring this enhanced level of programming to serve local, statewide and regional interests of tourists, business people, and entrepreneurs.

Beyond Penn State, Title VI funding will produce major impact locally, statewide, and nationally as we collaborate with K-16 teachers (including community colleges and MSIs), and promote globally-oriented programs. Our colloquia and research-oriented events will bring national and international audiences to Penn State, help students prepare for careers in areas of national need in a complex, globalizing world, and connect local communities to the world. See

§ G.1 for demonstrated impact.

**J. DEGREE TO WHICH PRIORITIES ARE SERVED**

All budgeted activities have been carefully selected to offer comprehensive and creative support

of each NRC priority with activities that can have significant and measurable impact (See our budget narrative for details). **CPP1**:

* 2 out of 7 MSI’s in PA
* 231 community colleges in the MIIE consortium
* 32 community colleges in the GLAG network
* 10 community colleges in Appalachian, PA
* MSI and CC faculty and students who participate in symposia, workshops, career development events, use lesson plans and online resources, and apply for travel support

**Table J.1. CGS CPP1 Initiatives Will Reach:**

Through a number of entirely new

collaborations with PSU-Abington, Lincoln University, GLAG, and U Pitt (GALA), CGS will increase collaboration with MSIs by 1) offering travel support to faculty and staff to attend domestic global studies professional development conferences and workshops, 2) offering international travel grants to faculty for curriculum internationalization, 3) supporting research in global studies through symposia for faculty and students, and 4) supporting curriculum development and area studies workshops (**AP2)**. Finally, the CGS will collaborate with the MIIIE to offer area studies workshops for MSI and community college educators (**AP2**). (See letters of support from MIIIE, PSU-Abington and Lincoln U for details on our commitment to **CPP1**). While these are our central initiatives to meet **CPP1**, our proposed budget weaves **CPP1** into 20 different activities.