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# COMMITMENT TO THE SUBJECT AREA

* 1. **Institutional Support for Center Operation, Teaching Staff, Library, Overseas Linkages, Outreach, and Students.** Pitt’s commitment to research, teaching, and outreach on global and international issues is clear in its 2025 Global Plan, ***Embracing the World***. PittGlobal is the “nerve center” of these efforts; under the leadership of the Vice Provost (**§E**), Pitt invests significant resources in supporting global programs. PittGlobal houses six academic centers (Center for African Studies (CAS), Asian Studies Center (ASC \*NRC), including the National Consortium for the Teaching About Asia (NCTA), Center for Latin American Studies (CLAS), Center for Russian, East European, and Eurasian Studies (REEES \*NRC) and the European Studies Center (ESC \*NRC). The Global Studies Center (GSC), the sixth and newest center yet, has become the epicenter of PittGlobal for faculty research, student learning and outreach. GSC supports Pitt faculty to develop innovative courses and research; facilitates collaboration with international scholars through institutional partnerships; and sponsors cutting-edge lectures, conferences, and outreach programs for higher education, K-12, and public audiences locally, regionally, and nationally. These efforts prepare and encourage students to pursue careers in government, education, business, and the nonprofit sector (**AP1**). They involve robust collaborations with K- 12 educators, Community College (CC), Minority Serving Institutions (MSI), and other University faculty members and community partners on a range of pedagogical and professional development opportunities related to our thematic concentrations and our less-commonly taught languages (LCTLs) (**AP2**, **CP1**, **FLAS-CP2**).

**Operations**. Pitt’s annual direct and indirect support of PittGlobal totals over $59 million in funding for faculty and staff salaries, language and non-language instruction, scholarships, library

acquisitions and staff, global operations, and administrative support. PittGlobal’s endowment incomes generate over $45 million annually (**Table A1**).

**Teaching Staff**. Pitt’s annual support for the Global Studies Center’s **183** affiliated faculty is over

$10 million. Since FY18, the university has hired at least **13** new global-related faculty. Pitt has also hired **four** full-time LCTL instructors (outside the tenure stream) in languages previously supported by NRC through GSC (Hindi, Persian, Turkish and Swahili), bringing annual support for LCTL instruction to over $4

|  |  |
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| **Table A1: University Support for PittGlobal, FY21** | |
| **Salaries and fringe** |  |
| Less Commonly Taught Language (LCTL) | $4,072,072 |
| Commonly Taught Language Instruction | $6,075,387 |
| Global Studies Faculty (Non-language) | $10,366,876 |
| PittGlobal (Area Studies) Faculty | $25,719,801 |
| PittGlobal Staff | $ 4,238,783 |
| GSC Center Staff | $ 228,125 |
| Library PittGlobal related Staff | $1,047,249 |
| PittGlobal- GEO (study abroad staff) | $769,867 |
| **Travel/ Research Grants** |  |
| Faculty Travel and Research | $290,465 |
| **Student Aid** |  |
| Language TA and TFs | $2,675,304 |
| PittGlobal Undergrad/Grad Student Support | $2,333,660 |
| FLAS Top Offs | $370,099 |
| Nationality Room Scholarships | $3,375,369 |
| GEO Scholarships | $52,000 |
| **Administrative Costs** |  |
| PittGlobal Operations, Supplies, etc. | $5,910,648 |
| Endowment Income for Global Programs | $45,314,688 |
| Endowment for Global Studies Center | $2,150,383 |
| Library – Non-NRC Funded Acquisitions (ULS, Health Sciences, Law) | $25,917,746 |
| Language Proficiency Assessment | $7,509 |
| **TOTAL:** | **$59,298,532** |

million. The Provost provides PittGlobal centers with nearly

$200,000 in faculty grants annually. **Library Resources**. Since FY18, Pitt’s support for global resources in the University Library System (ULS), the Health Sciences, and Law libraries reached nearly $5,000,000 for acquisitions and $1,050,000 for staff (**§E** details the strength of Pitt’s libraries in areas supporting PittGlobal).

**Institutional Linkages**. PittGlobal has over 166 institutional partnerships in 53 countries. Many of these are strategic partnerships forged through our Global Academic Partnership (GAP) and Faculty Fellow programs, and through our ongoing collaborations with the Global Studies Consortium. GSC now houses the Secretariat of that consortium and plays a leading role in

coordinating its activities among US and global partner institutions (**§G1c**). For example, PittGlobal’s work with Newcastle University (UK) explores the notion of place-based universities and their unique contributions to their communities and to global education.

PittGlobal provides administrative support to units across campus seeking to formalize international partnerships and assist faculty and staff with travel, research, export control, and other partnership needs. Its Nationality Rooms and Intercultural Exchange Program (NRIEP) fosters global linkages through annual fellowships that bring international researchers to campus. Our extensive study abroad/away and global internships program through the Global Experiences Office (GEO, formerly study abroad) prepares our students for global careers in areas of national need. PittGlobal academic centers partner with professional associations to bring both conferences and the associations themselves to the University; this includes the annual Soyuz meetings, the World Historical Association, and the Comparative & International Education Society, helping to further solidify global linkages and cement Pitt’s status as a leader in global and international education.

**Qualified Students.** In 2019, Provost Cudd launched the Pitt Success Pell Match for students who qualify for the Department of Education (ED) Pell Grant program which ensures these students will have federal funds matched dollar for dollar by Pitt. PittGlobal seeks to ensure that all our funding supports students with the greatest demonstrated financial need (**FLAS-CP2**). Support for qualified students occurs in various ways. In FY21, tuition remission, travel grants, TA/TF positions, scholarships, and other support totaled over $8 million. These funds assist students enrolled in certificate programs; GSPIA students studying LCTL languages, and students studying Arabic and Turkish through the Summer Language Institute (SLI). Additional Pitt funding from the NRIEP and GEO scholarships programs totaled $75,900. PittGlobal funds grants for graduate

and undergraduate research abroad (**§D4**) and Pitt provides full tuition and fees above the ED institutional payment level and stipend supplement for graduate Foreign Language and Area Studies Fellows (FLASF) to ensure parity with other University fellowships and assistantships. (**Table A1; §J**) (**FLAS-CP2**).

# QUALITY OF LANGUAGE INSTRUCTION

* 1. **Languages and Enrollments**. Of Pitt’s 30 modern languages, GSC puts special emphasis on strategic languages that support its research themes of Global Health, Migration, Critical World Ecologies, and Contested Cities. These priority languages, housed in the Less Commonly Taught Language Center (LCTLC) within the Department of Linguistics, are Arabic, Chinese, Haitian Creole, Hindi, Persian, Portuguese, Swahili, and Turkish (**FLAS-CPP2**). The LCTLC currently offers 13 languages; this was an increase of three additional courses from FY18 (adding Amharic, Haitian Creole, and Quechua (from distance learning to in person). Pitt’s language offerings attracted 4,077 enrollments in FY 21 (Table B1) and 345 courses were offered. Those numbers increased slightly over the previous two years, despite pandemic-imposed remote modalities. Students often sought additional language competency; 38% of GSC Certificate graduates studied more than one language. With support from PittGlobal over past grant cycles, the LCTL center has hired **10** full time non-tenurable positions in Arabic, Greek, Hindi, Hungarian, Irish/Gaelic, Persian, Quechua, Swahili, and Turkish. From AY16-17 to AY20-21, total enrollments in LCTLS increased 7%, including significant increases in 11 priority languages, as defined by the Department of Education (ED): Bosnian /Croatian/Serbian (BCS) (+27%), Czech (+25%), Modern Greek (+157%), Hungarian (+320%), Gaelic (+29%), Polish (+39%), Portuguese (+79%), Slovak

(+39%), Swedish (+37%), and Turkish (+11%).

Summer Language Institute (SLI) enrollments range from 120 to over 140 students annually, nearly all of whom receive financial aid through Foreign Language and Area Studies (FLAS), Project GO, or tuition remission from PittGlobal centers. In summer 2020, all classes occurred remotely due to COVID-19. In 2021, the SLI was the only unit in the U.S to offer summer language classes in-person, hybrid, and

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| **Table B1: Language Courses offered FY21** | | | | |
| **Lang** | Yrs Offered | #  Sctns | # Instr | Enroll. |
| Arabic\* | 3 | 16 | 5 | 111 |
| BCS | 3 | 10 | 2 | 52 |
| Chinese\* | 3 | 9 | 4 | 188 |
| Creole | 1 | 1 | 1 | 4 |
| French | 4 | 44 | 18 | 547 |
| German | 4 | 31 | 3 | 338 |
| Hebrew | 2 | 4 | 1 | 25 |
| Hindi\* | 2 | 5 | 2 | 21 |
| Hungarian | 2 | 4 | 2 | 12 |
| Irish Gaelige | 3 | 7 | 4 | 39 |
| Italian | 3 | 18 | 8 | 325 |
| Japanese | 3 | 7 | 4 | 181 |
| Korean | 3 | 6 | 3 | 183 |
| Mod. Greek | 3 | 6 | 1 | 40 |
| Persian\* | 3 | 7 | 2 | 26 |
| Polish | 3 | 8 | 2 | 45 |
| Portuguese\* | 4 | 8 | 5 | 106 |
| Quechua | 2 | 4 | 2 | 13 |
| Russian | 4 | 11 | 5 | 112 |
| Slovak | 2 | 9 | 1 | 25 |
| Spanish | 4 | 103 | 27 | 1,555 |
| Swahili\* | 3 | 6 | 2 | 15 |
| Swedish | 4 | 7 | 2 | 54 |
| Turkish\* | 4 | 8 | 3 | 30 |
| Ukrainian | 1 | 2 | 1 | 4 |
| Vietnamese | 2 | 4 | 2 | 26 |
| **Total** | **4,077** | | | |

remotely. Around 70% of SLI students came from non-Pitt institutions (over 50 colleges and universities in 2021), many lacking the resources to offer LCTL instruction.

PittGlobal offers another summer language institute, the Summer East Asian Language Studies (SEALS) program administered by the East Asian Language and Literature (EALL) department. The Provost’s Office charges all out-of-state SEALS students in-state tuition which makes the program more affordable to more students. PittGlobal offers eight full tuition scholarships to attend SEALS for both Pitt and non-Pitt students.

\*GSC Priority Languages

* 1. **Levels of and Language Across Disciplines.** In AY121, Pitt offered a total of 108 courses at the advanced level: 44 courses to the sixth semester and 62 to the eighth semester (Table B1). The Arabic Program has increased its Arabic Certificate proficiency level from the sixth to the eighth

semester (of its eight courses, six are taught in Arabic). Intensive language instruction is offered in Chinese, Japanese, Portuguese, Spanish, and Swahili, as well as 14 additional languages in SLI.

Since FY17, GSC FLAS languages (Arabic, Chinese, Hindi, Persian, Portuguese, Swahili and Turkish) have been taught through the eighth semester. GSC will continue to add depth to Hindi, Persian, and Swahili in the creation of additional advanced language and culture courses taught solely in the target language (**FLAS-CP2**). GSC will also continue its scholarship program for students taking Arabic in the SLI and will add Turkish and Persian, with priority awarded to applicants from three Pitt regional campuses, member institutions of the Consortium for Educational Resources on Islamic Studies (CERIS) and community college members (CC) (**CPP1**). Since 2015, GSC has used tuition remission to help Graduate School of Public and International Affairs (GSPIA) students advance in their language studies by covering tuition overloads, thereby **creating more language experts**.

In the recent cycle, Pitt significantly strengthened its world language offerings in disciplines other than languages, literature, and linguistics through the efforts of a new **Languages Across the Curriculum** (**LAC) Coordinator** working with PittGlobal, non-language departments, and language departments. GSC supports 1-credit foreign-language-taught discussions sections (language trailers) attached to GSC content courses. Newly created courses that support GSC’s research foci are a French trailer attached to a large enrollment Introduction to Environmental Sciences course; one-credit Spanish language trailer in Political Science on U.S./ Latin American Relations; Reading Historical Russian in the History Department focusing on transnational readings of the region; and one-credit Anthropology trailers for Asia Now.

Pitt’s professional schools are particularly strong in LAC. The Joseph M. Katz Graduate School of Business (Katz) offers courses for professional business communication in French,

German, Portuguese and Spanish. The Swanson School of Engineering offers specialized 3rd semester courses in both German and Portuguese for Engineers. Since 1996, Pitt Law has offered “Language for Lawyers”, including Arabic, French, German, and Spanish. A French-language Arbitration course is routinely offered for advanced French-language speakers. Language courses for pre-med and medical students/professionals are offered by the language departments and complement the new Global Health certificate.

* 1. **Faculty and Pedagogy** 69 faculty and 33 Teaching Assistants/Teaching Fellows (TA/TFs) provide language instruction. Native speakers, highly trained in pedagogy, make up a large portion of the foreign language instructors, including all LCTL teaching staff. All language faculty receive support from their home departments and the Kenneth P. Dietrich School of Arts and Sciences (DS) for professional development. In addition, PittGlobal offers travel and curriculum grants for professional development for all language instructors, especially LCTL and priority languages. (**AP1**). These expanded during the pandemic, as instructors sought additional training to adapt their teaching methods to fully virtual classrooms.

In addition, PittGlobal met its goal of having at least one instructor (more in larger programs) certified to conduct Oral Proficiency Interviews (OPI) in every language taught at Pitt. In May 2022, PittGlobal centers will sponsor another **OPI training workshop** specifically for instructors in the SLI and plan to continue to support these instructors as they complete the process of certification so that OPIs can be conducted for every student who attends. In the upcoming cycle, PittGlobal will organize another OPI training workshop in year three for recently hired language faculty.

Professor Donato (School of Education), a nationally known applied linguist, has provided over-all direction for **performance-based language pedagogy** at Pitt (Appx.3). Dr. Heather

Annegan leads the foreign language program in teacher training. Dr. Na-Rae Han (Director, Language Media Center), a specialist in computational linguistics and computer-assisted language learning, leads national workshops supporting American Council on the Teaching of Foreign Language (ACTFL) standards. Dr. Brett Wells, a certified OPI language coordinator and recipient of the Chancellor’s Distinguished Teaching Award, leads immersion workshops for K-12 teachers (**AP**). Under their leadership, faculty at 2- and 4-year colleges in the region have also been impacted. Initiatives between Pitt and the Community College of Allegheny County (CCAC) and the Community College of Beaver County (CCBC) and Pitt’s regional campuses include professional development workshops; OPI training and/or certification; purchase of authentic materials; grants to participate in conferences; and weekly multimedia language teaching workshops (**CP1**). Many of the part-time faculty at Pitt also teach at local community colleges.

All Teaching Fellows (TF) attend the Center for Teaching and Learning’s (CTL) orientation, teaching workshops, and weekly meetings with the relevant language coordinator; they also complete a language pedagogy workshop. All language teaching staff are encouraged to attend LAC pedagogy workshops and language faculty oversee the development and first year teaching of all LAC courses.

Language coordinators in all the departments and the LCTL Center lead training workshops, conduct classroom observations, and assess teaching portfolios for all instructors. The LCTLC and English Language Institute (ELI), with the support of PittGlobal and NRC funds, has developed a series of text and video resources (targeted listening activities, etc.) for LCTL instructors based upon performance-based language pedagogy methods. These resources have already proved useful during the pandemic when new instructors had to be trained remotely.

In the upcoming cycle, PittGlobal will partner with CTL, the LCTLC, and ELI on a new **LCTL wiki Pedagogy Project**, which will make these resources available to language instructors nationwide as an **Open Education Resource (OER).** The wiki will encourage other LCTL instructors to contribute additional resources about how to teach language, thereby significantly increasing the amount of available material. The finished product will fill a void in LCTL pedagogy, offering a comprehensive, at-your-own-pace online/digital resource manual for any new LCTL instructor. NRC funds will be used to support the LCTL and ELI Coordinators as project leads (and curators of new content submissions), development grants for language instructors proposing new modules to add to the wiki, and on-going technical support and server storage for the wiki, offering new pedagogy support for instructors at Pitt and at any other university, especially in the Appalachian region.

* 1. **Performance-Based Instruction, Resources, and Proficiency**. All language classes are designed based on the five major goal areas of the World Readiness Standards for Learning Languages: Communication, Culture, Comparisons, Connections, and Communities. Instruction is student-centered and performance-based and is taught in meaningful contexts such as cultural products, practices, and perspectives and academic content (content-based instruction). All courses emphasize the development of the World Readiness Standards’ three modes of communication: interpersonal, presentational, and interpretive.

Instructors in several languages (Arabic, French, German, Hebrew, Italian, Portuguese, and Spanish) worked with Prof. Donato to develop testing protocols based on ACTFL OPI guidelines

for assessing various modes of communication for students completing the second semester of language courses. Additional assessment occurs annually as a part of the certificate student’s e- portfolio evaluative process and student learning outcomes assessment. Each language department

has also created its own detailed plan for **continuous and rigorous evaluation** and assessment of proficiency of its majors/minors. GSC will cover the costs of administering OPIs or similar exams for all FLASF recipients and for students completing a GSC certificate who wish to have their proficiency evaluated. In addition, the GSC advisor encourages students to include language proficiency examination results as part of their publicly-accessible e-portfolios. **Outcome measures** are linked to ACTFL’s Guidelines for Language Proficiency and **proficiency levels** will be converted to the Interagency Language Roundtable (ILR) for reporting to the US Department of Education (ED).

# QUALITY OF NON-LANGUAGE INSTRUCTIONAL PROGRAM

* 1. **Variety of Course offerings** In FY21, 615 global-content courses were offered by 27 DS departments and programs and 10 professional schools; total enrollment in these courses was 25,068 (21,844 undergraduates). Professional schools offered 384 courses, or 35 % of the total, led by Graduate School of Public and International Affairs (GSPIA), Graduate School of Public Health (GSPH), Katz, and School of Education (SoE) (**AP1**). In the coming cycle we will further broaden course offering through substantial expansion of our unique GXC (Global Across the Curriculum) course incubator, with special seminars devoted to globalizing SoE curriculum for pre-service teachers and graduate degree students. In addition to our global content courses, which **grew by 51 percent** from FY18, GSC has dramatically expanded its micro-course offerings. Our one-credit weekend micro-course allows deep dives into specialized topics, while our pop-up courses offer timely responses to salient global themes. Students in our undergraduate and graduate programs can count these one-credit courses toward their credential requirements. Through a partnership with the Center for Urban Education (CUE), we will further expand our growing one- credit catalogue in the coming cycle through the Practices of Freedom. These courses aim to

contribute to the building of a more just global education through an interdisciplinary approach to help transform curricula in Western Pennsylvania and Appalachia more broadly.

Pitt’s first year Living Learning Communities (LLCs) help students transition to college life while building ties on campus and in Pittsburgh. The Global Village LLC allows first-year students interested in international perspectives to live and study with like-minded students, participate in programs that explore critical global issues, and engage perspectives from popular culture, historical contexts, and current events. Students take advantage of reserved seats in our popular Intro to Global Studies course (paired with rotating global-content courses each year). LLCs are open to all students at no additional cost.

* 1. **Interdisciplinary Courses.** Interdisciplinary coverage is aided by cross-listing of courses (**Appx. 1**). GSC has consistently championed transnational and interdisciplinary education. The required introductory courses anchor our Center’s certificate programs as thoroughly interdisciplinary, and the credentials themselves (Global Studies, Global Health) are structurally interdisciplinary as each credential contains distribution requirements to ensure that students earn their credits in at least three distinct disciplines (in addition to core and language courses). The proposed Human Rights Certificate will add to this interdisciplinarity, allowing us to bring Law courses to undergraduate students at scale for the first time (**§D1a**).

The majority of GSC courses are cross-listed. Departments and schools frequently offering interdisciplinary global content courses include: Africana Studies (7), GSPIA (5), History (13), Political Science (7), and Religious Studies (8). Our **micro-courses** (**§H2**) are led by prominent international scholars and practitioners from multiple fields and promote diverse perspectives on complex issues. They attract many students from STEM backgrounds, biological sciences, business, nursing, social science and education as well as from MSI partners and the local

community (**AP1**, **AP2**, **CP1**). Enrollments are robust: in FY21, 96 students participated in *Cities and Social Justice* and 120 in *Global Health and Climate Change*. Our **pop-up courses** are built around PittGlobal programs that are fundamentally transnational and interdisciplinary.

In the next cycle, numerous programs will augment existing interdisciplinarity; our

**Table C1: New GS Courses, FY18-22**

|  |  |  |
| --- | --- | --- |
| *Title* | *Department/School* | *Undergraduate/Graduate* |
| Classics Capstone: Fragments and Absences\* | Classics | UG- Upper Division |
| Contemporary US History\* | History | UG – Upper Division |
| Global Architecture 2\* | HAA | UG – Upper Division |
| Global Fictions of Climate Change\* | French | UG – Upper Division |
| Global Health and Climate Change- SDG 13&15 | PS & CMU | UG – Upper Division |
| Global Health and Gender Equality- SDG 5 | PS & CMU | UG - Upper Division |
| Global Health and Clean Water – SDG 6 | PS & CMU | UG – Upper Division |
| Global Health and Wellness – SDG 2& 3 | PS & CMU | UG – Upper Division |
| Introduction to Feminist Theory\* | GSWS | UG – Upper Division |
| Introduction to Global Studies | GSPIA | G |
| Global Perspectives on Food Security\* | Anthropology | UG – Upper Division |
| Global Studies Capstone\* | Political Science | UG – Upper Division |
| Mental Health and Alternative Therapies\* | Biology | UG – Upper Division |
| Neoliberalism\* | GSWS | UG – Upper Division |
| Public Speaking\* | Communication | UG – Upper Division |
| Thinking the Earth: Theories of the Environment\* | French | UG – Upper Division |
| Transgender Studies\* | GSWS | UG – Upper Division |
| Transforming Cities: Global Cities | PS & CMU | UG – Upper Division |
| Writing for the Public: Global Publics\* | English | UG – Upper Division |

\* Courses created through Global Across the Curriculum Seminar

expanded GXC course incubator ((**§I1**) (**AP1**, **CP1**); our faculty development seminar, **Being in Place,** with the Humanities Center (**§I1**) (**AP1**); various programs in our **Global Appalachian Learning Alliance** (**GALA)** initiative (Table I1) (**AP1, AP2, CP1**); our support for **Team Taught Courses** (**§xx**) (**AP1);** and our Learning Innovations for Global Studies (**LIGS)** program for global studies pedagogy ((**§I1b**) (**AP1**). The proposed Global Studies Certificate for in-service teachers will encourage interdisciplinarity in K-12 education, alongside other K-12 curricular and professional development efforts such as Interdisciplinary Global Educators (**IGE)** and Summer Institute for Global Educators (**SIGE**) (**§H1d**) (**AP2**).

# Quality of Teaching Faculty. GSC has 183 faculty based in 25 DS departments and

**programs and 10 professional schools,** the latter accounting for 32% of the total (Table C2). Over 80% are in the tenure stream, and over 94% of the full-time faculty hold a PhD or professional degree (others hold terminal degrees in their disciplines). The faculty boasts three Mellon Professors, six Distinguished Professors, 15 endowed chairs, and 25 center and institute directors. Virtually all GSC courses are taught by tenured or tenure- stream eligible faculty. These faculty teach courses that range from introductory level undergraduate courses to PhD and professional school seminars. Current and future hiring efforts are committed to an expansion of broad global talent; Pitt’s Global Plan emphasizes transnational, comparative, and interdisciplinary research and teaching in faculty hiring. Recent cluster hiring in Latinx Studies and Race and the Social Determinants of Equity and Well-being will assist in recruiting and retaining high quality faculty with global and interdisciplinary expertise (**§A3**).

Graduate students very rarely teach in the non-

**Table C2: GSC Affiliated Faculty**

(by school/department)

|  |  |
| --- | --- |
| School of Arts & Sciences |  |
| Africana Studies | 6 |
| Anthropology | 8 |
| Biological Sciences | 1 |
| Classics | 3 |
| Communication | 5 |
| East. Asian Lang. & Lit. | 4 |
| Economics | 5 |
| English | 8 |
| Film Studies (joint appts.) | - |
| French and Italian | 6 |
| Gender Studies | 1 |
| Geology & Environ. Sci. | 3 |
| Germanic Lang. & Lit. | 2 |
| Hispanic Lang. & Lit. | 3 |
| History | 16 |
| History & Phil. of Science | 1 |
| History of Art & Architecture | 6 |
| Linguistics | 15 |
| Music | 2 |
| Political Science | 7 |
| Religious Studies | 5 |
| Slavic Lang. & Lit. | 3 |
| Sociology | 5 |
| Theatre Arts | 2 |
| Urban Studies | 2 |
| School of Business | 7 |
| School of Education | 8 |
| School of Engineering | 5 |
| School of Computing & Info. | 2 |
| School of Law | 10 |
| School of Medicine | 1 |
| School of Nursing | 1 |
| GSPIA | 16 |
| School of Public Health | 7 |
| School of Social Work | 2 |
| University Library System | 2 |
| Total: | 183 |

language curriculum, though many lead small discussion sections in larger courses. These instructors receive support from CTL. Each fall, new TA/TFs receive extensive training, consisting of orientations and discipline-specific workshops. All TA/TFs are observed and meet regularly

with and review student teaching evaluations with faculty mentors. Many CTL programs strengthen classroom teaching, including workshops and individual consultations to aid with instructional technologies, classroom management, and learning outcomes assessment. It also offers seminars and accredited courses on teaching methodologies to enhance graduate students’ pedagogical skills. ELI tests the English competency of non-native speakers and provides appropriate follow-up support. All international TA/TFs receive mandatory cross-cultural teacher training.

* 1. **Depth of Specialized Course Coverage**. GSC has funded the creation or revision of 22 new courses since FY18, including 13 through GXC (Table C1). Of the 615 “global” content courses, offered AY20 and AY21 approximately 53% had 100% global. Unsurprisingly, many courses with global content are in the usual disciplines: Anthropology, History, Political Science and Sociology. Recently, however, more departments than ever (including those not traditionally rich in global content courses) are globalizing their curricula with our support; this includes Gender Studies, Music, English, Economics, Urban Studies, and Public Health (GSPH). Most of these courses, and of all our course offerings, are advanced undergraduate seminars with small enrollments and specialized coverage of specific global topics.

# QUALITY OF CURRICULUM DESIGN

* 1. **Undergraduate Baccalaureate Programs** PittGlobal offers a comprehensive program of undergraduate global education that is rigorous and prepares students from all majors or professional degree programs **for careers in areas of national need**. At the undergraduate level, we offer **11** interdisciplinary credentials, along with the option for students to complete a research- intensive Bachelor of Philosophy (BPhil) degree in international and area studies offered in cooperation with the University Honors College (UHC) (Table D1). At the undergraduate level,

we offer **13** interdisciplinary credentials, along with the option for students to complete a research- intensive Bachelor of Philosophy (BPhil) degree in international and area studies offered in partnership with the University Honors College (UHC) (Table D1). GSC’s two globally themed credentials in Global Studies and in Global Health are PittGlobal’s most popular, with **109** and **247** students enrolled respectively. The core elements of all our undergraduate programs, which have more rigorous language and GPA requirements than a Pitt Bachelor of Arts (BA) degree, are thematically and regionally relevant coursework, language training, study abroad, professional career readiness, and co-curricular engagement.

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| --- | --- | --- | --- |
| **TABLE D1. GSC UNDERGRADUATE STUDENT CREDENTIAL PROGRAM REQUIREMENTS** | | | |
| **Program** | **Language Study** | **Content Courses** | **Capstone and Other Requirements** |
| **Certificate in Global Studies** | 2 years of university level instruction or equivalent proficiency | 6 courses: Intro to Global Studies; 5 courses in one of 5 concentrations, in at least 3 different departments | Digital portfolio. 2.5 GPA in Global Studies courses |
| **Certificate in Global Health** | No language required, but highly recommended | 6 courses: Intro to Global Health, 2 core courses and 3 elective courses | Digital Portfolio. 2.5 GPA in Global Health courses |
| **BPhil Degree in International Area Studies/Global Studies** | 3 years of university level instruction or equivalent proficiency | 7 Global Studies content courses in  3 disciplines; research methods course in major, Capstone Course | Writing and successful defense of honors thesis; digital portfolio, at least  4-week study abroad experience; 3.5 minimum GPA |

**a. Requirements and Quality**. To ensure disciplinary breadth and topical depth, all Global Studies Certificate students must complete the required core (Intro) course plus five courses in one global concentration based on their professional interest: Critical World Ecologies; Cultural Dynamics; Health and Well-Being; Politics and Economy: and Peace, Conflict, and Security. These certificates are interdisciplinary (**§D4; Appx 1, Table D1**) and obtainable by students of any major or undergraduate school: of GSC’s FY21 graduates (62), 37% majored in a STEM field. Global Studies certificate students must also attain intermediate-low to intermediate-mid

language proficiency; BPhil students must reach at least intermediate-high. BPhil students must also complete an original research-focused, writing-intensive Capstone Seminar (funded by Benter Foundation). With mentorship from relevant faculty, students submit and publicly defend their research. Students pursuing the Global Health Certificate must take Intro to Global Health (originally funded by Title VI; now supported by GSPH), five courses from a highly curated and interdisciplinary menu selected from Nursing, School of Health and Rehabilitation Science (SHRS), Business, GSPH and DS. Demonstrating their global and professional readiness, all PittGlobal students assemble a digital portfolio, a public, online resume of their **global coursework**, **language proficiency**, **research**, **experience abroad**, **internships and community engagement**, PittGlobal provides extensive advising to assist students in creating portfolios that help them reflect on their global experiences and articulate their **global readiness** and skills to prospective employers.

The Global Health credential has grown to **274** students in just two years and will be a critical component of the new undergraduate Public Health degree program offered by the GSPH. NRC funds will help us to respond to the skyrocketing demand for courses. Special Topics in Global Health, taught by faculty from GSPH, will cover climate change and health, a GSPH focus and a growing national concern (§I1a). Our proposed Human Rights Certificate will expand our interdisciplinary offerings, initially at the undergraduate level, where we will bring Law courses to students at scale for the first time. Adding to the extensive courses available for the new certificate are the micro-courses on *Technology, Humanity and Social Justice*, offered in collaboration with Carnegie Mellon University (CMU), and an annual pop-up course in collaboration with PittGlobal area studies centers, addressing a current societal concern.

* 1. **Graduate Program**. PittGlobal offers 8 graduate certificates to accommodate students in a two-year master’s program and those in a professional degree program and 8 advanced graduate certificates for PhD students. Both programs are structurally interdisciplinary, with at least two courses from outside the student’s home discipline, **requires intermediate language proficiency** and a capstone project. All GSC graduate students take the interdisciplinary **core seminar in global studies,** and doctoral students must also take at least one **advanced pro-seminar** as part of their degree requirement (Table D2). These inherently interdisciplinary required courses introduce students to key debates and to research strategies and methods in global studies and offer opportunities for in-depth study and original research. To support intellectual engagement and

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| **TABLE D2 PITTGLOBAL GRADUATE STUDENT CREDENTIAL PROGRAM REQUIREMENTS** | | | |
| **Graduate Certificate (Professional School Focus)** | | | |
| **Program** | **Language Study** | **Content Courses** | **Capstone and Other Requirements** |
| **GSC: Graduate Certificate in Global Studies** | 2 years of university level instruction or equivalent proficiency | 4 graduate courses: 1 Global Studies Core Seminar and three courses with at least one outside the student’s major | Digital portfolio focusing on global concentration |
| **Advanced Graduate Certificates (PhD Focus)** | | | |
| **GSC: Advanced Certificate in Global Studies** | 3 years of university level instruction or equivalent proficiency | 6 graduate courses: 1 Global Studies Core Seminar and five courses in three disciplines | Digital portfolio focusing on global concentration |

professional development, NRC funds will support an annual **graduate student conference** organized around a global theme. After completing the graduate certificate program, students pursue Ph.D. level study, or work in government, teaching, business, and research. Those students graduating with the advanced certificate find placement as faculty in higher education, research or in government. GSC’s current enrollment cohort has 82% of students from professional schools, and of the total, 41% are doctoral students including DS and three professional schools. GSC works closely with the SoE;s Institute for International Studies in Education) through coursework and opportunities; with GSPIA (Ford Institute for Human Security, the Ridgeway Center for

International Security Studies, and Center for Governance and Markets) by offering $20,000 in tuition money for students to study languages critical for national security; the Katz School; the Law School, and the GSPH (Center for Global Health) to expand curricula and programming for graduate students.

* 1. **Academic and Career Advising**. All students enrolled in a PittGlobal certificate program receive academic advising from their major department, Career Services and individualized advising from a PittGlobal advisor. GSC Asst. Director Linn, a member of the PittGlobal Advising team, provides academic advising through progress reviews and guidance on course selection, research opportunities, study abroad options, pre-professional training, internship placement, and post-graduate career goals. She also assists in job application and interview preparation, contributing to consistently outstanding graduate and professional placements. GSC hosts the Global Career Guide site, an accessible online search tool posting internships and jobs domestically and abroad, established the International Career Toolkit Series (includes 25 workshops introducing students to career opportunities with government agencies and the private sector. The Toolkit has been a valuable series for both undergraduate, graduate and PhD students. A new international study-focused internship program and one-credit professional development course that focuses specifically on area/global studies expertise at the undergraduate and graduate levels have also been developed to build professional experiences into students’ academic curriculum. These courses give students personalized opportunities to work and network with PittGlobal related organizations in our area and beyond, while guiding students in building a professional identity and portfolio. PittGlobal hosts two annual career networking trips to Washington DC (recently converted to a global virtual career week) and utilizes GSC’s portal for students (Canvas) where Linn posts announcements for internships and research opportunities and

provides access to a wealth of resources including a pool of 100 alumni who mentor current students. GSC welcomes all students, making our programming accessible to Pitt’s professional schools, DS and Pitt’s regional campuses, as well as CCAC, CCBC, Georgia Consortium, and GALA schools.

To help ensure superior placement of new graduates, the Career Development and Placement Assistance Office (CDPAO) emphasizes experiential learning designed to meet employers’ demand for graduates with **work- and language-related experience**. Every student who completes the Internship Preparation Program is guaranteed a placement (**AP1**). UHC and the Office of Undergraduate Research facilitate student research and engagement with local organizations, and Pitt’s College of Business Administration facilitates student placement from all disciplines in internships overseas. Pitt’s new Community Engagement Initiative is creating centers in three Pittsburgh neighborhoods, offering opportunities for research, service-learning, and improved outreach and cooperation (**AP1**). In partnership with GSPH, GSC hosts an annual Global Health Case Competition with 45 undergraduate and graduate students representing five professional schools and DS in October 2021. GSC will expand this learning opportunity by funding a course that will prepare students for the case study competition.

* 1. **Research and Study Abroad, Summer Language Programs, and External Study Abroad** GSC strongly supports student research and study abroad. In the last year of study abroad before the pandemic, 92% of GSC students studied abroad. Annual enrollments in study abroad programs, overseen by Pitt GEO, averaged 2,087 pre-pandemic, making Pitt 37th in sending institutions.

**GEO**, with a full-time staff of 19, two graduate student interns, and several undergraduate peer mentors, oversees study and research abroad programs and global internship opportunities for Pitt students on all campuses. GEO offered 270 programs in 75 countries with 2,087 students

participating in AY19. To maintain the high quality of the experience, GEO runs Pitt-organized “Panther Programs,” which are developed, organized, and led by Pitt faculty. PittGlobal provides scholarships through the International Studies Fund, the NRIEP, and GEO to study abroad or conduct research. GEO alone awarded over 200 scholarships to professional school students (Business, Engineering, SHRS, Nursing) in FY18. Pitt’s Vira I. Heinz Program for Women and Marginalized Genders in Global Leadership (VIH) is a one-year leadership development program offered at 15 institutions (five MSIs and one HBCU (Lincoln University)) across the state that includes a minimum $5,000 scholarship for a summer global experience, granting 45 scholarships totaling $310,000 in FY19. In FY21, VIH granted 28 scholarships totaling $120,000 (**CP1**).

Despite the difficulty with study abroad during the pandemic, more than 90% of students enrolling in PittGlobal credentials express interest in study abroad programs. During the pandemic, GEO created several options for students to participate in virtual or hybrid global experiences, such as virtual study and internships abroad. GEO is committed to ensuring that once large-scale study abroad becomes possible, they can quickly ramp up GSC study abroad programs.

PittGlobal also offers both undergraduate and graduate students numerous research opportunities. In addition to the BPhil degree (§H1), we offer a Research Toolkit Series for students and organize annual undergraduate research symposia. Our proposed new **Global Research and Experimental Learning Lab (GRELL)** initiative provides students with valuable research and experiential learning opportunities (**§I1b**). PittGlobal provides various programmatic support for graduate student research and NRC funding for our Graduate Student Conference (**§I1a**) will further amplify these programs.

# QUALITY OF STAFF RESOURCES

* 1. **Qualifications of Teaching Faculty and Professional Staff**. PittGlobal has 525 affiliated faculty, 183 of whom are directly affiliated to the GSC. GSC affiliated faculty includes 21

endowed chairs or distinguished professors and 71 deans, department chairs, and directors of centers and programs (including language programs), representing 11 Schools. In FY20, Pitt faculty secured more than $656 million in sponsored research, placing Pitt 8th among US universities receiving federal support.

Three full-time professional staff and a director are dedicated to the advancement of GSC’s global studies programs and initiatives. They are supported by a shared PittGlobal administrative staff handling communications, finance, development, global partnerships, human resources, information technology, study abroad and experiential learning (GEO), travel, and visas. Vice Provost for Global Affairs and Director of PittGlobal, Ariel Armony (Ph.D.), is a professor in GSPIA and Political Science. He is a Board Member of the U.S. Global Leadership Coalition, Pennsylvania Advisory Committee, as well as a committee member of the 17 Rooms SDGs Initiative, Brookings Institution/Rockefeller Foundation. Professor Armony is a member of the Planning Committee for the Place-Based University Global Network (in partnership with Newcastle University (UK)). He is the author or editor of numerous books including more recently *The Global Edge: Miami in the Twenty First Century* and *Building Development for a New Era: China’s Infrastructure Projects in Latin America and the Caribbean.* Professor Armony is a Fellow of the Leadership Academy of the Hispanic Association of Colleges and Universities (2021-22). His research focuses on globalization, cities, migration, global China, higher education, and the UN Sustainable Development Goals.

PittGlobal staff play prominent roles on and beyond campus, teaching specialized courses, leading faculty development seminars and assessment teams, serving on search and doctoral committees, and participating in international professional meetings and research conferences. Associate Director (AD) Veronica Dristas (MLS, MA, MEd, PhD Candidate, SoE) ran Pitt’s

Italian Language Program before becoming GSC’s Assistant Director for Outreach in 2006 and AD in 2016. In 2019, she was named the Secretary for the Global Studies Consortium. She has led a state-wide assessment task force examining students’ global competency; and in 2021, received the Bringing the World to PA: K-16 Collaboration Award from the Pennsylvania Council for International Education (PaCIE). She is also the Center’s FLAS coordinator. Maja Budovalcev Konitzer (EdD) is the Program Manager and serves as the Center’s outreach coordinator. Through program development at the Center, she advances teaching and learning with and from a global perspective within K-12 and community groups. GSC Assistant Director (ASD) for Academic Affairs, Elaine Linn (MPIA), began her career at USAID. She has served as president of PaCIE and is Executive Director of the Consortium of Educational Resources on Islamic Studies (CERIS). She has over 22 years of experience at Pitt as an academic advisor and director of academic programs. She serves as the vice chair of the Office for Equity, Diversity, and Inclusion (OEDI) of Pitt’s Muslim Affinity Group.

* + 1. **Professional Development Activities (including overseas experience)**. PittGlobal affiliated faculty have access to numerous sources of funding for research, travel, and curriculum development. GSC awarded nearly $97,000 in faculty grants in FY21, including an annual GAP grant ($40,000) supported by the Provost’s Office, an annual GSC Faculty Fellowship ($25,000) supported by DS (see **§C1),** and several awards supported by various endowments. GEO administers 100 faculty-led study abroad and study away initiatives as well as the Fulbright Scholars Program. PittGlobal affiliated faculty conducting global research also compete for internal Pitt support. PittGlobal’s own professional staff receive support to participate in professional development activities, both internally and externally.
    2. **Teaching, Advising, and Supervision**. GSC affiliated faculty teach approximately 475 courses in 10 Schools and 25 DS departments. All courses in our certificate programs are vetted and approved by our Academic Affairs team. In addition, PittGlobal offers numerous one-credit micro- courses, which are open to students, staff, K-16 educators, and the public. Our Visiting Professor in Contemporary Global Issues teaches undergraduate courses, our BPhil capstone course, and leads GXC; the Kabak Faculty Fellow in Human Rights offers our core graduate course and advises graduate students; visiting scholars in residence also offer courses in their areas of expertise through the Pittsburgh Network of Threatened Scholars (PiNTS).

Advising on credentials and career paths is handled through our Academic Affairs team, including a one-credit career prep course offered through PittGlobal. In addition, Pitt provides extensive academic and career counseling services to all students. Supervision of BPhil and graduate students is coordinated with affiliated faculty in the relevant departments and schools; PittGlobal staff use extensive campus networks to connect students with appropriate faculty mentors. Students applying for national and international scholarships (e.g., Boren, Critical Language Scholarships, FLASF, Fulbright, Rhodes) receive tailored advising from a dedicated a Honor’s College staff.

* 1. **Oversight Arrangements**. Vice Provost Armony oversees PittGlobal operations at the Provost level. Armony and the other PittGlobal center directors meet regularly to coordinate efforts and engage in strategic planning. The GSC Faculty Advisory Board (FAB) comprises nine faculty members from across Pitt. They include: C.B. Bhattacharya (Katz), Jacques Bromberg (Classics- DS), Mary Crossley (Law), Müge Kökten Finkel (GSPIA), Marcela González-Rivas (GSPIA), Noble Maseru (GSPH/SHS), Ruth Mostern (History-DS), Shalini Puri (English-DS), M. Najeeb Shafiq (SoE). The FAB meets each semester to provide input and guidance on curriculum and

strategic issues, and individual Board members serve as liaisons to their schools and various Global Studies committees. PittGlobal convenes an Educational Advisory Board comprising eight K-16 educators representing numerous disciplines, grade levels, demographics and locales; Board members serve as ambassadors or liaisons to their respective constituencies. PittGlobal also maintains a Community Advisory Board, which similarly provides perspectives from various communities and helps us to improve our outreach and diversify our programming in collaboration with our various partners. We also utilize a variety of consultants and external reviewers to review and assess our programs for effectiveness and efficiency.

* 1. **Non-Discriminatory Employment Practices**. Pitt, as an educational institution and as an employer, values equality of opportunity, human dignity, and racial/ethnic and cultural diversity, as outlined in its Strategic Plan. “[Pitt will] Create an inclusive and equitable campus environment – one that welcomes, values and embraces the diverse perspectives of every member of our community” (Plan for Pitt 2025). As fully explained in Policy 07-01-03, the University “prohibits and will not engage in discrimination or harassment based on race, color, religion, national origin, ancestry, sex, age, marital status, familial status, sexual orientation, gender identity and expression, genetic information, disability, or status as a veteran. The University will continue to take affirmative steps to support and advance these values consistent with the University's mission. “This policy applies to admissions, employment, and access to and treatment in university programs and activities. The University’s commitment aligns it with federal, state, and local laws and regulations, including §427 of GEPA. Recent cluster hiring and retention initiatives in Latinx Studies (nine faculty lines) and Race and Social Determinates of Equity and Well-being (50+ faculty lines) demonstrate this commitment. The OEDI reviews all hiring, promotion, tenure, and compensation decisions to ensure compliance with the law and University policy. GSC complies

strictly with all University, federal, state, and local laws. We actively solicit applications from members of underrepresented groups in our hiring and ensure that all job posting, and selections processes conform with EO/AA requirements and guidelines.

# STRENGTH OF LIBRARY

* 1. **Library Holdings and Institutional Support**. The University Library System (ULS) is ranked 25thst by size of North American research libraries by the Association of Research Libraries and by the American Association of Libraries. Pitt’s collections are professionally curated to include holdings appropriate for undergraduate, graduate, and professional school students. All Pitt first- year students receive extensive orientation to library resources and services, and PittGlobal works with designated liaison librarians to prepare LibGuides and other resources aimed at undergraduates. Thus, from the start of their careers, students are equipped to make use of ULS’s extensive resources. At the graduate and professional levels, specialized collections, classes, workshops, and other resources support in-depth and discipline-specific research. A staff of 100 research librarians is trained to assist scholars at all levels. GSC’s dedicated library (one of six serving PittGlobal) liaison attends FAB meetings in an ex officio capacity.

ULS has over 2.4 million books related to Western Europe and access to over 600 electronic databases, nearly all with material relevant to Europe. An additional 80 or so databases are focused primarily on European studies and over 300,000 are in REEES languages. ULS houses the Eduardo Lozano Latin American Library Collection, one of the best worldwide, consisting of approximately 1.5 million volumes and over 15,000 periodical titles as well as newspapers, microforms, maps, and electronic resources

**Institutional support (materials and staff).** Pitt’s three main library systems invested

$20,588,280 in new holdings in FY20 alone. This investment underwrites subscriptions to nearly

600 electronic databases, statistical compendia, and reference works. Demonstrating its commitment to the accessibility of scholarly research materials, ULS was the first North American library to join the Open Access Scholarly Publishing Association, has been a leader in the Public Knowledge Project, and is a founding member of the Library Publishing Coalition as well as a signatory to the Compact for Open Access Publishing Equity. Over the last four years, PittGlobal bibliographers have developed even stronger collections in to the GSC’s five certificate concentrations: Cultural Dynamics, Critical World Ecologies, Health and Wellbeing; and Peace, Conflict, and (In)Security, Politics and Economy (§D1). Extensive holdings relate to Cities, Global Health, and Migration. Online resources include the Archive of European Integration, a collection of nearly 72,000 documents from the 1950s to the present that constitutes the world’s largest non- EU repository of EU materials. Nearly 30 GSC LibGuides support micro-courses; new ones will be created for our micro-course on Technology, Humanities and Social Justice.

* 1. **Cooperative arrangements.** Pitt has been a leader in global, multi-directional document delivery systems. The Pitt-developed East Asian Gateway Service, for example, allows access to academic journals from 16 Chinese and Korean libraries and 130 US partner institutions and has handled over 20,300 requests since 1997. Participation in this service has helped to propel Pitt’s East Asian collection to 5th place among US public universities.
  2. **External access to Pitt holdings.** In FY20, Pitt’s libraries loaned 26,354 items, while borrowing 19,325. All K-16 teachers, students, and faculty have access to all on-site print materials including government documents and to Pitt holdings through interlibrary loan services.

# G IMPACT AND EVALUATION

1. **Significant Impact**. GSC’s significantly impacts the **University, Community, Region, and Nation.** Here we highlight that impact in four key areas: 1) Curriculum and Career Readiness; 2)

Language Learning; 3) Programs; and 4) Research.

* 1. **Curriculum and Career Readiness.** PittGlobal courses enroll thousands of students across the University (Table G1). In the past four years, we have created 13 new courses through our GXC workshop. PittGlobal has launched 12 new credentials, including GSC’s Global Health Certificate (247 students enrolled in first two years); and our Global Distinction, which promotes global learning both inside and outside the classroom by incentivizing participation in PittGlobal events and programs alongside traditional courses. All these credentials enhance students’ degree programs and prepare them students for 21st-century careers supported by our career toolkit series, internship programs, and dedicated professional advising staff. GSC will strengthen its graduate program, enhance course offerings

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| **Table G1: Global Studies Center Course Enrollments, FY21** | | |
| **Unit** | **Undergraduate** | **Graduate** |
| **DS (excluding languages)** | 21,844 | 3,224 |
| **Languages** | 3925 | 153 |
| **Total** | 25,789 | 3,377 |

for SoE students, and launch a new Human Rights certificate in the next

cycle. We also anticipate another nine new credentials across PittGlobal, supported by NRC funds.

* 1. **Language Learning** PittGlobal has a long and impressive record of supporting language learning at Pitt. Over the past four years, PittGlobal provided over $50,000 in direct support for LCTL study, including salaries, professional development, and travel grants. During that time, Pitt hired four new permanent LCTL instructors and introduced 10 new LCTL minors. Meanwhile, language courses at Pitt enrolled 4,007 students in FY 21 (Table G1). PittGlobal supports language learning in all 3 modern languages taught at Pitt through grants and professional development opportunities available to all faculty. Over $1.2 million has been awarded to over 200 students through PittGlobal-awarded FLAS’s to support language learning during the four-year period. Future initiatives with Duolingo and online language instruction will amplify our reach.
  2. **Programs** PittGlobal’s K-16 outreach programs have a profound impact regionally and nationally. Our K-12 programs reached 11,797 teachers with an estimated ripple effect to 400,000 students. Thanks to virtual options, we reach a national audience and plan to develop national advertising and recruitment strategies to further expand our impact in the coming cycle, emphasizing Appalachia. GSC programming addressing racial injustice and socio-economic disparities through our US in the World initiatives, featuring programs like Ferguson Voices: Disrupting the Frame, Racialized Police Violence in Global Perspective, and Learning from Covid-19, which reached teachers, students, faculty, and the community. We are leaders in global program development (through the Global Studies Consortium) and in aiding threatened scholars (through PiNTS). The programs funded by NRC in the upcoming cycle will allow us to expand these efforts e.g., the GALA initiative, our credential for in-service teachers, and ongoing programming for teachers and the wider community.
  3. **Research** PittGlobal plays a key role in promoting research that has impact, as described in Pitt’s strategic plan. In the past four years, GSC awarded over $ 340,000 to 60 faculty 19 units. GSC’s GAP and Faculty Fellow programs have generated edited volumes and special journal issues, fostered partnerships with the UN and universities around the world, and seeded internal support and prestigious grants from the NEH, the Mellon Foundation, and Fulbright, among others. Our small grants program facilitates interdisciplinary collaboration and enables faculty to pursue global research by funding travel for research and conference participation. We encourage and support student research through our BPhil program, FLAS awards, research symposia, and study abroad. In FY 23-26, we will expand this support through the GALA initiative, *Being in Place*, a new graduate student-led academic conference, and our GRELL project pilot.

1. **Equal Access and Treatment**. Pitt is committed to “changing internal practices, structures and attitudes in pursuit of a truly more equitable and just Pitt. This is a comprehensive and crosscutting effort, requiring action from all areas of the University” (OEDI). GSC enthusiastically endorses and diligently upholds these commitments. We comply fully with §427 of the GEPA in employment and student and public access, which includes efforts to recruit diverse applicant pools for all grants, awards, and programs and to implement selection processes that ensure fairness and promote diversity. Three of our seven Faculty Fellows, for instance, have been faculty of color, and five have been women. GSC staff participate in the annual OEDI Diversity Forum, and all GSC staff have completed Allies Network training (LGBTQ+). Pitt faculty, staff, and students receive support from the Office of Disability Resources and Services (DRS), while all GSC events and programs are fully accessible. GSC actively encourages participation among older learners through Pitt’s Osher Lifelong Learning Institute for those over 50.

Pitt has received national recognition for its diversity efforts, including I*nsight Magazine’s* Higher Education Excellence in Diversity award for 2020. These efforts are reflected in a more diverse faculty and student population. Our PittGlobal students are a significantly more diverse group than the general Pitt population, evidence of our successful recruitment efforts and inclusive policies and atmosphere.

1. **Evaluation Plan**. Evaluation efforts are closely coordinated by the PittGlobal Assessment Committee which is composed of representatives from each of the constituent units of PittGlobal and is overseen by the PittGlobal Executive Director of Academic Affairs. Over the past five years, the Committee has reviewed and revised the suite of assessment tools developed for Competency and Program Assessment (COMPASS) (Appx. 5) to provide **actionable**, **quantifiable data**. COMPASS supports an inclusive, learner-centered approach to outcomes assessment for all target

groups. These tools ensure that the GSC has outcome-measure-oriented data with which to assess the impact of NRC-funded activities in compliance with US/ED’s reporting requirements. COMPASS employs state-of-the-art assessment techniques to evaluate global education through a learner-centered approach that emphasizes competency-based learning. As mentioned above, GSC will use five performance-specific measures (Appx 5) to evaluate the impact of our programs on students, faculty, and participants in our outreach programs. Specific goals, activities, and measures of impact and success are detailed (Appx 5),

1. **Activities Addressing National Needs (NRC and FLAS)**. **NRC**: Pre-professional programming directly addresses national needs (G.6). GSC contributes to the development of global competence, the dissemination of information about crucial global issues, and the cultivation of specific expertise in global studies and language use around the world via numerous activities including lectures, workshops, conferences, professional development programs for Institution of Higher Education (IHE) faculty, K-12 educators and students (resources are not provided exclusively for Pitt students), and collaborations with community partners (**AP2, CP1**). GSC events are open to the public and widely advertised throughout our networks. Other examples can be seen in the scholarship produced through research in Pitt’s unique archival sources and through the Summer Scholars Program and is clearly seen in the usage rates of video resources. Lesson plans and all workshops are provided as Open Access resources on PittGlobal websites. We also disseminate information through our online Global Guide, a comprehensive compendium of global resources on careers, internships, scholarships, and more (§D3). Through the Global Studies Consortium (§Dd), we support the open-access journal *global-e*, which features articles written for a general audience on current global trends and ideas.

**FLAS**: GSC also addresses national needs through its support for LCTL instruction (§§A1, G) and through PittGlobal’s FLAS programs (§J). FLAS applicants indicate career goals and desired sectors of employment on their applications, and the selection committee considers national need during selection. In the most recent cycle, 85% of applicants indicated that they intended to pursue work after graduation in areas of national need in education, the public sector, or nonprofit sectors. In addition, FLAS recipients are strongly encouraged to attend Center-sponsored and co-sponsored events, including the PittGlobal International Toolkit Series (§D). FLAS fellows are eligible to participate in the Center's annual trip to Washington DC to meet with professionals in institutions such as the Department of State and the World Bank. In the upcoming cycle, the GSC will be working with Alumni Affairs to match new FLAS fellows with Pitt alumni and past FLAS recipients for targeted pre-professional mentoring. GSC FLAS awards will address national needs as reflected in the Secretary of Education’s consultation with other federal agencies in 2021. Thirty

(30) of the languages designated by the Secretary as areas of national need are taught at Pitt, including the seven FLAS languages supported by GSC: Arabic, Chinese, Hindi, Persian/Farsi, Portuguese, Swahili, and Turkish.

1. **Post-graduate placement in Areas of National Need**. Alumni graduating with PittGlobal credentials are competitive in their matriculation in professional or graduate studies, US military service, working in government, contributing to private sector growth, and nonprofit placement (Table G2). GSC alumni have contributed to critical national needs, specifically in the areas of health and human security. Reflecting the value of health science focused global competency, enrollment in the Global Health Certificate grew **363%** with students from nursing, engineering, pre-med seeing the largest increase. Students graduating in the past four years have found jobs in **areas of need** including 49 working in higher education, the military, the US government (policy

analyst US State Dept, FEMA Team Leader, Community Health Educator, etc.) at the federal or state/local level. Sixty-five matriculated into graduate or professional study programs with 13 in medical school, and 15 pursuing MPHs, and 8 in international affairs Master’s programs.

Over 40 GSC alums have found positions in law, technology, software development and artificial intelligence, and nearly 50 are working in the broad nonprofit sector including 24% in medical and health services. In addition to programs offered to students in collaboration with PittGlobal, Pitt’s

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| **TABLE G2 PITTGLOBAL & GSC ALUMNI PLACEMENTS**  **Graduated from all PittGlobal Certificates & GSC Undergraduate or Graduate Certificate between FY18-21** | | |
| **Category of Post- Graduation Placement** | **PittGlobal BA/Graduate** | **GSC Graduates BA, BS, RN** |
| Matriculation into Advanced Study Program | 78 | 67 |
| **Employment in:**  Postsecondary Education | 59 | 18 |
| K-12 Education | 12 | 1 |
| U.S. Military | 13 | 1 |
| U.S. Government | 29 | 13 |
| State or Local Government | 8 | 6 |
| Private Sector Nonprofit | 72 | 43 |
| Private Sector for Profit | 71 | 42 |
| International Organization | 10 | 8 |
| **Total** | **352** | **199** |

Career Center, GSPIA, Public Health, Law, Education and Business, GSC hosts an International Career Toolkit Series, an annual career week, and a mentoring program for current students with **over 118 alumni placed in areas of critical need**.

# H. OUTREACH ACTIVITIES

1. **Outreach to Elementary and Secondary Schools**. With the support of senior leadership, and with a strong community of outreach professionals at

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| **Table H1: GSC Outreach Strategy** |
| 1. Maintain strength: provide state-of-the-art learning experiences (including immersive learning and professional development) for K-12 educators. |
| 2. Develop high-impact programs: create programs that enable and encourage educators to become experts and innovators in their own schools. |
| 3. Expand our reach: design and implement measures to share our resources and expertise more widely in fulfilling our national mission. |

Pitt, Pit Global, along with affiliated units, have forged an outreach consortium: PittGlobal’s Pangea. Pangea pools resources and coordinates efforts that impact and broaden the reach of programs that **explore global issues**. The Pangea website and

monthly newsletter reaches 6,927 subscribers. Currently, 85 unique resources are available for free download, including bibliographies, materials created in or through GSC teacher workshops, and original research produced by graduate students in Pitt’s SoE. In the future, all educational resources generated through Center activities will be available through a database searchable by subject, theme, grade level, resource type, and world region. In addition, GSC has expanded engagement with a variety of schools in our region and nationally – urban, suburban, rural (Appalachia), public and private. Through the Alliance for Learning World History (ALWH), our teacher training programs reach districts across the country. Our proposed Global Studies Consortium and GALA will similarly develop curriculum for MSIs and other postsecondary institutions for national use (§I1e), expanding the efforts of our Georgia Consortium.

* 1. **Faculty and Professional school involvement.** GSC relies heavily on affiliated faculty (including Katz, Law, and GSPIA) in delivering programming for K-16 students and educators. Our micro-courses, IGE, ALWH, Governor’s School for Global and International Studies (GSGIS), Moot International Criminal Court (ICC), and other programs utilize faculty as instructors and as teacher mentors. Several of these programs, including SIGE and Global Studies Educator Certificate (GSEC) discussed below, involve strong partnerships with SoE faculty for design, content delivery, and assessment.
  2. **Diversity and Inclusion** GSC will continue to partner with other PittGlobal Centers, Carnegie Mellon University, Center for International Legal Education (CILE), Katz, businesses, and community organizations in offering diverse student-focused outreach initiatives. The annual Model UN attracts a racially and socioeconomically diverse group of 450 students from 25 schools (urban and rural) (FY21). GSC provides diversity programming for area schools, with special attention to demographically homogeneous districts. In FY21, educators and teachers from over

18 rural schools attended our events, representing 35% of our total school district reach.

Attendance from the urban Pittsburgh Public Schools rose by nearly 200%. Last year, GSC reached **3,025 K-12 educators** and students nationally (15 states with Pennsylvania) (Table H2). Of these educators and students, 42.5%

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| **Table H2: Attendance at Outreach Events, FY18-22** | | | |
|  | **GSC** | **Other PittGlobal** | **TOTAL** |
| K-12 Student & Faculty Outreach Programs | 3,025 | 18,084 | 21,109 |
| Postsecondary Student & Faculty Outreach Programs | 6,631 | 44,497 | 51,128 |
| Business and Community | 1,164 | 28,525 | 29,690 |
| Indirect Impact\* | 187,320 | 218,500 | 405,820 |
| TOTAL | 198,140 | 309,606 | 507,746 |

of their schools were on free or reduced lunch and 36.5% identified as non-Caucasian. GSC is a leader in teacher and community focused outreach

initiatives (Table I2), offering **25** teacher workshops in FY21 on themes from foreign language pedagogy to teaching about global health and climate change. Participating teachers earn PA Act 48 continuing education credit at no cost.

High-impact. The second prong of our outreach strategy (Table H1) is to provide high-impact

programs that give teachers the tools to develop new or revised course materials. For example, the IGE program convenes teachers from different disciplines at the same school to develop interdisciplinary modules with a global focus. Six school districts from across the country attended this year (three urban, two suburban, one rural). We have also worked with teachers to develop a high school-level Intro to Global Studies course. GSC and other PittGlobal centers will continue to partner with Pitt’s College in High School program on the SIGE program. In this week-long seminar, teachers develop globally-focused, dual-credit courses for heavily discounted college credits, thus offering challenging coursework for students, while helping families manage college tuition costs. In the next cycle, we will introduce two new programs for educators, including a K- 12 Educator in Residence (EiR) at GSC. Each year, a newly selected EiR will receive a stipend to

purchase classroom resources, and with European Studies’ EiR, organize a signature event, such as lecture on in service day for teacher colleagues. GSC will develop a Global Studies Educator Certificate (GSEC) in partnership with SoE. There are few formal teacher training programs in this growing field, so the program fills an important need. The GSEC will require participation in GSC’s Intro. to Global Studies course, themed workshops, and regular opportunities for teaching practice and feedback. An online/hybrid version is currently under construction.

Expand our reach. GSC has developed a robust communications program; over 2,500 teachers

nationwide receive weekly GSC news and events mailings, triennial newsletter, and social media postings. We plan to actively expand our reach in these areas through Pangea and networking efforts at regional and national conferences. Two initiatives to aid these efforts are the GSC Teacher Advisory Board (initiated FY22) and the Pittsburgh Educational Outreach Board (FY19). Further, we have been able to use new technology-enhanced spaces at Pitt to make all GSC workshops remotely accessible, allowing for global participation. This has already benefited Pitt’s regional campuses and allows us to maintain connections with teachers who leave the region.

1. **Outreach to Postsecondary Institutions.** GSC engages in sustained collaborations with various postsecondary institutions to strengthen awareness of global studies in **Appalachia** and across the U.S. by prioritizing: 1) professional development workshops, curriculum stipends and resources for two- and four-year colleges in Appalachia; 2) partnerships with postsecondary institutions; and 3) inclusive programming for underrepresented students.

**Professional Development** During this cycle, PittGlobal has organized a series of career-focused programs taught at community colleges (CCs). Each year, multiple faculty professional development webinars occur on one of four themes: Business, Energy, Technology, and Health (BETH). GSC sponsored presenters explored these topics by giving the global overview on

transnational conflict, e-mobility, cybersecurity, and global health before the area studies centers presented discrete case studies. In FY22-26, PittGlobal will engage with CCs and MSIs by organizing workshops on globalizing curricula through five skill areas: Historical Context, Ethics, Language Proficiency, Media Literacy, and Social Science Methodology (HELMS). GSC will continue to provide curricular development stipends to faculty at CCs, MSIs, and GALA consortium members who participate in Global Across the Curriculum (GXC). Domestic and international travel grants will permit faculty to participate in conferences and international research.

**Partnerships**. **The Global Studies Consortium** is an organization of 50 global studies programs worldwide, focused on graduate education in global studies. Four US members propose building on this network in the FY22-26 grant cycle: the University of Illinois Urbana-Champaign, the University of Minnesota, Pitt, and the University of Wisconsin-Madison. The Consortium proposes building a common course available to all member institutions. The course will provide students with an opportunity to connect with students and faculty across the globe. Its resources and modules will be shared with other US institutions, including MSIs and CCs in Appalachia. The course will have a thematic focus that changes over time. The first theme, Global Migrations, represents considerable faculty strength at the four institutions. Given the depth of the longstanding partnerships between Consortium members, we expect that this course will be institutionalized and sustainable.

Each semester GSC partners with **Carnegie Mellon University** (CMU) to host our micro- courses, which are open to students from Pitt, CMU, CCs and MSIs, International Consortium of Georgia, and Appalachian colleges and universities (for credit) and to the business community and the general public. In the next cycle, the theme is Technology, Humanity and Social Justice. GSC

is working with CMU’s Simon Initiative to use learning science research to improve educational practice and student learning outcomes. Global Health and Cities in Transformation, two recent series, reached a combined 4,214 students from five postsecondary institutions. One course in particular, Global Health and Climate Change, garnered significant local media attention and public participation.

GSC also participates in PittGlobal’s partnership with the **International Studies Consortium of Georgia (ISCG).** This partnership has expanded to 17 institutions, 16 of which are MSIs or HBCUs, collectively enrolling over **78,000 students**. With the Consortium for Educational Resources on Islamic Studies (CERIS), a 26-member consortium in Appalachia, GSC partners on book discussions, lectures, online content, and other resources that help member institutions to collaborate on curricular design. Locally, PitGlobal continues its partnership with the Community College of Beaver County (CCBC), which has now spanned two full NRC cycles. In FY22-26, PittGlobal proposes to further internationalize CCBC’s curricula through replication of Pitt’s Global Distinction, a transcript-level microcredential that will enable CCBC students to pursue global and regional studies.

**Student Engagement.** GSC co-hosts two undergraduate research symposia annually, one with the Center for Global Studies (CGS) at Penn State. In FY22-26, this partnership will expand to include West Virginia University (WVU) as an organizing partner, with participation from students in the region. The second is with the **CERIS consortium** and PittGlobal centers. The former has provided students with opportunities to present and discuss global studies-related research and receive feedback from expert faculty. The latter showcases work related to Islamic Studies in historical and contemporary contexts.

In FY22-26, we will strengthen our partnership with PostIndustrial, an independent media outlet focusing on Appalachia and the Rust Belt. Pitt scholars will provide their expertise to PostIndustrial writers through one-on-one consultations and workshops designed by GSC to connect global issues to local problems. In addition, PostIndustrial will lead a series of workshops titled “Close to Home: Global Issues, Local Consequences” for students. The first will explore how global issues impact American and Afghans following the end of the war in Afghanistan. Students will produce a limited oral history project by interviewing veterans of the war in Afghanistan and Afghans, resulting in production of a podcast episode.

1. **Business, media and the general public.** GSC invites business and community members to our micro-courses and to the 80+ additional events and lectures we produce each year. We work with numerous and varied community organizations, including the CMU International Film Festival, the Cultural Communications Alliance, The Global Switchboard, and the Pittsburgh Human Rights City Alliance (HRCA). We also partnered with Pittsburgh-based corporation GNC and Katz on the annual International Business Marketing Competition for high school students. GSC also links the city to humanities faculty, students, artists, and scholars through collaborations with campus partners such as PittArts, the Humanities Center, various academic departments, and with community partners such as the Carnegie Museums of Pittsburgh, City of Asylum (which houses our PiNTS scholars), and Pittsburgh Arts and Lectures (PAL). We also collaborated with the Pittsburgh for CEDAW coalition to promote public awareness and local engagement with international human rights issues, and we work regularly with the HRCA on educational outreach on issues such as housing, immigrant rights, and solitary confinement (**AP1**)*.*

# I. PROGRAM PLANNING AND BUDGET

**1. Development Plan**. ***In and Out of Place*** will **promote diverse perspectives** and a **wide range of viewpoints** on pressing global issues by developing new **high-quality** programs and activities while enhancing existing programs to deepen and expand their impact (**AP1**). These efforts will prepare and encourage students to pursue careers in government, education, business, and the nonprofit sector (**AP1**). They involve robust collaborations with K-12 educators, CCs, MSIs, university faculty members, and community partners on a range of pedagogical and professional development opportunities related to our thematic concentrations and our LCTLs.

**Language Curriculum**. PittGlobal has been instrumental in promoting LCTL instruction at Pitt. Our successful “ladder” model has supported instruction in new languages, first at the beginning levels, then at **advanced levels**. To increase student attainment of high-level language proficiency in areas of national need, funds are requested for new LCTLs. In partnership with Pitt’s LCTLC and the newly renamed Center for African Studies (CAS), we plan to support beginning Zulu and beginning Haitian Creole (with CLAS) (**AP2, FLAS-CP2**), and to introduce higher-level instruction as demand grows. In addition, we request funds to support beginning Swahili online as a pilot program to bring LCTL opportunities to GALA partner institutions and Pitt’s regional campuses (**AP2, CP1**). PittGlobal will support enhanced proficiency-based **pedagogy workshops** for all LCTL instructors annually, including an **ACTFL OPI Training Workshop** in year three. Support is also sought for the development and maintenance of **online educational resources (OERs) for LCTL instruction**. This program, cost shared with PittGlobal centers, will provide instructors enhanced pedagogical training on the creation of OERs and students with access to free materials that reduce educational costs, preparing them for careers with the federal government and NGOs **(AP1)**.

GSC requests funding for faculty stipends to develop **Language Across the Curriculum (LAC) trailers** utilizing LCTL-area language materials in connection with existing international studies courses, and for part-time salary and professional development travel costs for **Pitt’s LAC coordinator and coordinator for Diversity, Equity and Inclusion Initiative** shared with other PittGlobal centers. Support for LCTL faculty instructors will also include grants for professional development (**AP2**)**.**

**Non-Language Curriculum**. GSC requests funds to support a range of courses crucial for students in our credential programs. The new graduate-level **Intro to Global Studies** course represents a major enhancement of our existing graduate offerings in partnership with GSPIA (**AP1, AP2, CP2**). NRC funds will support **Special Topics in Global Health**, in which experts and practitioners will interact with students in our popular Global Health certificate (**AP1**)**.** We also request funds for our ongoing series of one-credit weekend **micro-courses** on Technology, Humanity, and Social Justice with CMU, and for occasional one-credit **pop-up courses** related to our thematic areas of priority with the area studies centers. All these **micro-courses**, including seminars co-sponsored with the SoE, are open to undergraduate, graduate, and professional students, K-16 educators, and members of the wider community (**AP1, AP2, CP1**).

GSC seeks funds to support curriculum development faculty **grants** for our highly impactful **Global Across the Curriculum** (GXC) seminar, which helps “globalize” existing courses or create new courses with global content. GSC also seeks funding for the **Learning Initiatives in Global Studies** program (LIGS), which explores how faculty can use art, drama, literature, performance, and creative writing as tools of effective global studies pedagogy. NRC funds will also support course development for an accelerated global health certificate through our

proposed summer **global health study abroad program** in Botswana with GEO and CAS, and for a rebooted honors abroad mobile academic program (MAP) (**AP1**)**.**

**Curriculum Design** GSC requests support for initiatives to prepare Pitt students for advanced study and careers using language skills and global knowledge to meet national needs in the government, military, education, business, and nonprofit sectors (**AP1**)**.** GSC’s marquee program for the FY22-26 cycle is the newly created **Global Appalachian Learning Alliance** (GALA). Building on existing networks and partnerships, GALA seeks to build a consortium for sharing educational resources and programming across this often neglected 13-state region (which presently hosts no International NRC). The initiative has four key academic components: 1) **Two research symposia**, hosted jointly with Penn

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| **Table I1 Global Appalachian Learning Alliance** | |
| Year 1 | **Outreach** to **partner schools** in the region, focus on North, Central, and Western PA, WV, MD, with focus on Pitt and PSU regional campuses, CCs,MSIs;  **Planning** for **Symposium 1** |
| Year 2 | **Symposium 1**: Histories of Global Appalachia (with undergrad research symposium);  **Curriculum development seminar launch** for Appalachian scholars (GXC-A); ongoing **outreach** to prospective members. |
| Year 3 | **GXC-A**; **ongoing outreach.**  **Planning for Symposium 2**; begin development of **shared programs & resources** |
| Year 4 | **Symposium 2**: Challenges of Global Appalachia (with undergraduate research symposium);  **GXC-A**; ongoing **outreach** to prospective members.  **Continued development of shared programs & resources** |

State University’s (PSU) Center for Global Studies in years two (Pitt) and four (PSU), will assemble scholars from around the region and the world to situate the region’s history and its contemporary challenges in global perspective (**AP1**). 2) The two Centers will jointly sponsor **undergraduate research symposia** concurrently with these events, giving students in the region opportunities to hone

research skills and network with global scholars (**AP1**). 3) GALA will include a virtual **faculty professional development seminar** for colleagues from the region, targeting CCs and MSIs, to promote curriculum and programming that help students, teachers, media, businesses, and community partners to understand links between local developments and global processes (**AP1,**

**AP2, CP1**). 4) Funds for **consortium building activities** will support a monthly newsletter, website, virtual library and archive, and other resources (**AP1, AP2, CP1**).

For undergraduates, we request funds for a new **Global Research and Experimental Learning Lab (GRELL)** that provides students with mentored opportunities to conduct basic research and fieldwork in carrying out a group project culminating in the creation of an exhibit to be displayed on campus, in local schools, and throughout the Appalachian region (**AP1**). We will also launch an **undergraduate Global Studies Journal** and **journalism workshops**, in cooperation with local media partners, to equip students with skills and experience for print and multimedia publishing (**AP1**). We seek funds to provide domestic travel awards to support students’ participation in research and professional development (**AP1**). In addition, we request support for our International Career Toolkit program to enhance students’ preparation for careers oriented toward areas of national need to cover speaker fees and a stipend for a graduate student series coordinator (**AP1**). We will use NRC funds to provide stipends for our popular **summer internships** in partnership with the Pittsburgh Human Rights City Alliance and to supplement funding for our **Global Health Case Competition**, both of which let students engage real world problems while learning from mentors in their field (**AP1**). NRC funds will also help us expand alumni outreach, deepening alumni involvement in our **career toolkit** series and developing deeper internship and mentoring networks for students (**AP1**).

To enhance graduate student learning, GSC will provide honoraria and travel expenses for an **advanced graduate proseminar in global studies,** to be taught annually by various faculty (**AP1**). NRC funding will also underwrite our newly created **core seminar in global studies** and a **Graduate Student Conference** to be conceptualized and organized by grad students, in partnership with grad students from GALA and our Global Studies Consortium (**AP1**).

**Faculty and Staff Resources**. GSC remains a leader in involving faculty from the humanities as well as from social sciences and professional schools in our work and will enhance training of experts through support for a faculty development seminar with our partners in the Humanities Center (HC). ***Being in Place*** will explore questions like what it means to occupy a place in a complex and multilayered world and how the Covid-19 pandemic has reshaped our understandings of place locally and globally (**AP1**). Also with the HC, we will pilot **Course Development for Team Taught Courses** as part of a DS initiative (**AP1**). We propose to use NRC funds to support programming in conjunction with our **Faculty Fellowship**, which is open to colleagues from across campus (**AP1**). NRC support will also provide domestic and international travel awards for CC and MSI faculty (**AP1, CP1**). We request funds for GSC **staff travel to professional meetings and conferences**, where they frequently present research and share programming ideas, and for travel for ongoing development of **institutional linkages abroad.**

**Library and Information Resources.** We request funding to support Pitt’s outstanding University Library System, building both the undergraduate and graduate collections through the **acquisition of key subscriptions** to global studies journals, **professional development opportunities** for PittGlobal’s librarians, and **public viewing licenses** for new and existing films in our extensive collection, allowing us to host community screenings (**AP1**)**.**

**Outreach Activities**. GSC is committed to supporting the international education of **K-16 educators**. GSC requests funds to support the development and launch of a new Global Studies credential for in-service teachers, in partnership with SoE (**AP1, AP2**)**.** The program will include courses in global thinking and pedagogy and offer experiential learning in the global studies classroom through our Summer School for Global and International Studies (SSGIS) for high- school students (**AP1, AP2**). We also seek funds to promote national expansion of the **Alliance**

**for Learning World History (ALWH)**, which offers professional training for educators on how world history coursework can integrate diverse viewpoints on global issues (**AP1, AP2, CP2**).

NRC funds will support numerous other curricular and professional development outreach activities for K-12 educators, including our innovative **Global Pittsburgh Teaching Tours** (GPiTT), faculty-led field trips that equip teachers to use local sites and history to locate and teach the “global in place” in our region (**AP1, AP2**). PittGlobal will expand its **Summer Institute for Global Educators** (SIGE) and our annual workshop for **Interdisciplinary Global Educators** (IGE), which help teachers coordinate global course content across multiple disciplines (**AP1, AP2**). During the pandemic, a national audience emerged for our **Global Issues through Literature** (GILS) program, which provides curriculum ideas and resources for educators teaching global content through novels in various subjects. (**AP1, AP2**). We will also provide travel grants to support teachers’ participation in the Educators in Residence (EiR) program and standalone grants, with focus on supporting GALA teachers (**AP1, AP2).** Finally, we request support for two programs that directly serve K-12 students: the annual International Marketing Competition (with Katz) and a unique Moot ICC program (with Law), both of which teach practical career skills and introduce professional business and public service pathways (**AP1**).

***Post-secondary Outreach***. As described above, GSC’s **GALA** initiative seeks to build a regional

consortium of institutions of higher education, targeting CCs and MSIs, to stimulate research, share programs and resources, and provide curriculum and professional development opportunities throughout the underserved 13-state region (**AP1, AP2, CP1**). This approach reflects a broader strategy to avoid one-off events and focus on building sustainable scholarly communities and networks tied to global themes. Another part of that strategy involves working with NRC partners (Illinois, Minnesota, Wisconsin-Madison) to develop shared online programs: course modules,

advanced research skills workshops, and parallel courses with our worldwide partners in the **Global Studies Consortium** (**AP1**). This partnership leverages these institutions’ joint status as leading US centers for global studies and consortium members.

With the World History Center, we will support a pre-conference seminar for K-16 educators in conjunction with the **World History Association Conference**, to be held at Pitt (Year one). This seminar will provide an in-depth two-day research exchange focused on our Critical World Ecologies thematic area (**AP1, AP2, CP1**). PittGlobal will also continue its work with the **International Studies Consortium of Georgia,** the **Community College of Allegheny County,** the **Community College of Beaver County and GALA** to develop global curriculum with our partners in participating CCs and MSIs (**AP1, CP1**) by supporting the creation of a **Global Distinction** student credential at those institutions with the other PittGlobal centers. In addition, the annual PittGlobal online workshops on the themes of Historical Context, Ethics, Language Proficiency, Media Literacy, and Social Science Methodology (HELMS) will address all world regions, preparing attendees to develop globally focused courses, modules, and co-curricular activities. Finally, PittGlobal will host annual **faculty pedagogy workshops** exploring global issues through area studies expertise.

**Business, Media, and Community Outreach**. GSC maintains extensive community partnerships across many sectors. Our funding requests for this cycle focus on developing partnerships related to the **GALA** initiative, including a package of initiatives with Pittsburgh-based media outlet PostIndustrial (PI), which covers Appalachia and the Rust Belt. These initiatives include **professional development workshops for PI writers** to enhance global perspectives on local stories and hands-on journalism workshops and fellowships for Pitt students (**AP1, CP1**). We will work with PI and other local media partners to promote GALA programming throughout the 13-

state region (**AP1, AP2, CPA1**). We will also collaborate with the Center for Sustainable Business on podcasts and programming related to its Marshall Plan for Middle America (**AP1).**

GSC also seeks funds to propel a new joint effort with the Pittsburgh-based language learning platform **Duolingo** to develop innovative ways to bring **language learning and global content** to underserved schools, colleges, and universities and to help teachers integrate Duolingo’s free education services into their language courses (**AP1, AP2, CP1**). With **Pittsburgh Arts and Lectures**, we will host open community conversations about recent books with global content featured in their popular “Ten Literary Evenings” series (**AP1**). Finally, with our partners at City of Asylum, we will develop programming around our **Pittsburgh Network for Threatened Scholars** (PiNTS), which helps academics and practitioners find safe and supportive environments in which to focus on their scholarship and rebuild their professional networks (**AP1**).

1. **Quality and Relation to Purpose of NRC Program**. This application addresses all NRC/FLAS review criteria and priorities for the FY22-26 grant cycle. Programming builds on existing strengths in global studies, global health, migration, critical world ecologies, world history, politics, critical languages, and culture. GSC proposes new initiatives to: 1) expand Pitt’s teaching and research capacity in global studies by stressing transregional and global connections;

2) extend GSC’s impact on teacher training through new digital platforms with expert-produced content; and 3) engage new audiences to connect CCs, MSIs, professional schools, policy makers, and the media with diverse perspectives on global issues.

1. **Costs**. The activities described above are new or significantly enhanced, align with Pitt’s recently renewed strategic and global plans, and fully satisfy ED’s absolute and competitive priorities. GSC will use NRC funds carefully to support high-quality, high-impact programs that enhance teaching and learning, promote faculty research, and facilitate outreach and engagement

with K-16 educators from diverse institutions. We will use NRC funds strategically toward these aims, taking care to steward funds prudently and to leverage cost-sharing partnerships, internal and external grants, endowments, and other resources for maximum effectiveness.

1. **Long-term Impact**. The programs and activities proposed in this application will have high- quality, long-lasting impacts locally, regionally, and nationally, encouraging vigorous debate on global challenges from **diverse perspectives**. Specifically, by the end of this grant cycle we will have: 1) encouraged and prepared students to pursue careers in government, business, education, and the nonprofit sector through significantly expanded research, internship and experiential learning opportunities; 2) helped to strengthen Pitt’s outstanding ULS by supporting acquisition of new global studies journals, training and professional development for key library personnel, and expanding student and community access to the media collection through expanded viewing licenses; 3) supported the creation or revision of nearly 70 courses offered across Pitt (including 18 within SoE) and by our CC and MSI partners through our innovative GXC curriculum incubator, and expanded student access to core global studies courses at the undergraduate and graduate levels; we will also have catalyzed pedagogical innovation through our LIGS program, our micro-courses, and our proposed study abroad opportunities; 4) introduced two new languages to Pitt’s LCTL offerings, inaugurated online LCTL learning for CC and MSI partners, and maintained programmatic and professional development support for LCTL learning through LAC, OER, and ACTFL; 5) created a new global studies credential for in-service teachers, expanded our extensive K-12 outreach programs regionally and nationally, and supported primary- and secondary-level curriculum development through IGE, ALWH, and SIGE; 6) launched a regional Appalachian consortium for research, curriculum, and program development (GALA) among CCs, MSIs, and other postsecondary institutions throughout the 13-state region and expanded scholarly

cooperation with other international NRCs and global partners through the GC Consortium; 7) built new partnerships with Duolingo to enhance language and content learning, launched a creative collaboration with PostIndustrial media to benefit reporters, students, and the public, worked with community partners to introduce public programming through PiNTS, and enhanced existing partnerships with community groups, NGOS, the business community, and nonprofits to promote global thinking and learning; 8) leveraged FLASF funding to aid students with financial need and promote LCTL study (Appendix3); and 9) assessed all PittGlobal programs and activities according to our comprehensive evaluation plan.

**J. COMPETITIVE PRIORITIES**. As described in Program Planning and Budget (§I) and Impact and Evaluation (§G), GSC addresses the following US/DE priorities for this competition.

1. **CP1 Collaboration with MSIs or Community Colleges.** This priority will be met through the following programs: professional development workshops and travel stipends for regional and national CC/MSI faculty; curriculum development through GXC, LIGS, the Georgia Consortium and GALA, and specialized programs with CCAC, CCBC and CERIS; inclusion of CC/MSI faculty in key GSC programs including HELMS, research initiatives, and professional development workshops supported by the Faculty Scholar program; and inclusion of CC/MSI students in Career Toolkit, micro-courses, research symposia, SLI, and the Vira Heinz program.
2. **FLAS CP1: FLAS Fellowships for Students Demonstrating Financial Need.** This priority will be met through employment of a needs-based assessment of the undergraduate applicant’s EFC, Pell eligibility, and individual circumstances, as well as a financial need Personal Statement to accompany the Statement of Academic Intent. The award decisions for FLAS fellowships (FLASF) will reflect the results of the need-based assessments.
3. **FLAS CP2: Academic Year FLAS Fellowships Awarded in LCTLs.** This priority will be

met through GSC’s awarding 100% of its AY and Summer Fellowships in these seven priority languages: Arabic, Chinese, Hindi, Persian, Portuguese, Swahili, and Turkish.

# K. FLAS AWARD SELECTION PROCESS

1. **Quality of Selection Plan.** Advertising and applications for the requested FLASF will be coordinated among all PittGlobal FLAS granting Centers to amplify impact and promote efficiencies. These processes have already been put into place and the timeline (K.1) is well developed. Publicity for AY FLASFs begins in mid-September, with outreach to DS departments and chairs, graduate and undergraduate area studies advisors, graduate school recruiters, language instructors, and all students enrolled in area studies and GSC academic programs. PittGlobal works with the external fellowship’s coordinator in the Honor’s College and the PittFund$Me, which is the centralized location for undergraduate students to search for both external and internal funding opportunities. The FLASF announcement is posted prominently on PittGlobal’s website, social media, and in GSC’s weekly news updates and Fall Newsletter. PittGlobal staff offer campus-wide workshops on how to compete successfully for FLASF awards. They also provide this information in language and area content classes, at all professional school student orientations, and in individual advising sessions to facilitate **advanced language study**. In FY22-26 cycle, Pitt will continue providing **full tuition and fees** above the ED institutional payment level for all graduate FLAS fellows, plus a **supplement to graduate AY FLAS stipends** to match the stipend level provided by other Pitt fellowships and assistantships (which is $20,507 in FY21-22 but may increase in the future). This strong institutional support makes the FLASF a highly attractive opportunity for graduate and professional school students.

Summer FLASFs are promoted through similar channels, as well as to all International NRCs, thus reaching students nationally. SLI publicity also includes summer FLASF information

and is widely distributed to US colleges and universities, at conferences, and on relevant websites and listservs. AY graduate and Summer FLASF (graduate and undergraduate) competitions occur simultaneously, with a mid-February application deadline. AY graduate applications are pre- screened by students’ departments, who are trained by the Center on FLASF procedures and can nominate up to four candidates. Summer graduate and undergraduate applications are submitted directly to GSC. In making FLASF awards, GSC employs a need-based assessment of the applicant’s Expected Family Contribution (EFC), Pell eligibility, and individual circumstances. Decisions will be informed by these considerations along with the student’s demonstrated scholarly success, potential for continued advanced academic accomplishment, and fellowship suitability (**FLAS- CP1, FLAS- CP2**).

1. **Student Applications**. All student applications require seven items: a completed application form, a CV or résumé, post-secondary transcripts, two letters of recommendation (one from a language instructor), a two-page Statement of Academic Intent (academic goals, career objectives, and, for graduate applicants, research interests), a Personal Statement including financial need, and a two-page Language Study Plan detailing how language figures into the student’s academic and career goals (**FLAS-CP1**). Eligibility is for students at the intermediate or advanced level.
2. **Selection Criteria.** A selection committee comprising three GSC faculty (two from professional schools) evaluates all summer FLASF applications as well as AY graduate applications. The same committee, with the addition of the GSC academic advisor, evaluates AY undergraduate applications separately. The committees for both graduate and undergraduate AY and Summer FLAS Fellowships give preference to academically meritorious applicants who submit a FAFSA demonstrating financial need, based on estimated family contributions as evaluated by Pitt’s Office of Admissions and Financial Aid.