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**Project Narrative**

**National Resource Center for Translation and Global Literacy (CTGL) University of Iowa**

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i

# LIST OF ACROYNMS & ABBREVIATIONS

|  |  |
| --- | --- |
| **(ACTFL)** | American Council on the Teaching of Foreign Languages |
| **(ALTA)** | American Literary Translators Association |
| **(ATA)** | American Translators Association |
| **(ATISA)** | American Translation and Interpreting Studies Association |
| **(BIPOC)** | Black, Indigenous, and Persons of Color Caucus |
| **(BTCL)** | Baker Teacher Leader Center |
| **(CALL)** | Computer Assisted Language Learning |
| **(CLAS)** | College of Liberal Arts and Sciences |
| **(CLCL)** | Center for Language and Culture Learning |
| **(COB)** | College of Business |
| **(COE)** | College of Education |
| **(CPH)** | College of Public Health |
| **(CTGL)** | Center for Translation and Global Literacy |
| **(DWLLC)** | The Division of World Languages, Literatures, and Cultures |
| **(FFR)** | Faculty Fellows in Residence |
| **(GC)** | Graduate College |
| **(GSC)** | Grad Success Center |
| **(IP)** | International Programs |
| **(IS)** | International Studies |
| **(ITC)** | Instructional Technology Center |
| **(IWP)** | International Writing Program |
| **(KCC)** | Kirkwood Community College |
| **(MFALT)** | MFA in Literary Translation |
| **(PCC)** | Pomerantz Career Center |
| **(s.h.)** | Semester Hours |
| **(SLA)** | Second Language Acquisition |
| **(TA)** | Teaching Assistant |
| **(TGL)** | Translation for Global Literacy |
| **(TRNS)** | Translation Course Prefix |
| **(UI)** | University of Iowa |
| **(UIL)** | University of Iowa Libraries |

## SECTION A: Commitment to the Subject Area Introduction

The University of Iowa (UI) is renowned for its commitments to global education and cross-cultural understanding through world languages and international education programs that serve students throughout all its colleges. The proposed National Resource Center for Translation and Global Literacy (CTGL) will capitalize on UI’s resources to

promote translation and global literacy as modes of critical inquiry, practice, and training for future global citizens and professionals. CTGL is a large-scale collaboration among UI’s global-focused programs, including those in Colleges of Liberal Arts and Sciences (CLAS), Education (COE), and Business (COB), International Writing Program (IWP), and the Office of International Programs (IP), that aims to widen the traditional frame of international education and to focus on both (a) what we need to learn—skills, languages, subjects—and (b) how we apply that learning through outreach and engagement to prepare world-ready professionals who can help reshape our global reality.

CTGL directly responds to urgent national and international needs. Today’s extensive exchange of material and nonmaterial cultures across borders has made “interconnectedness” the hallmark of globalization, not to mention the global-scale challenges—the pandemic, climate-crisis, economic crises, wars, peace building, humanitarian crises, to name a few— that we must confront together. To brave this vast geography of interconnectedness requires Global Literacy: an interdisciplinary reserve of knowledge and skills to support (a) language

mediation, (b) intercultural understanding and communication, (c) critical inquiry and

creativity to advocate diversity, equity, inclusion and social justice (d) an ethics of trust and

empathy, and (e) global engagement and collaboration.

In this new world, translation as mediation across languages and cultures becomes

nothing less than a new *epistemology*—how we know the others, ourselves, and the dynamic diversity that shapes us. Because translation and global literacy are powerful means of cross- cultural immersion, discovery, and transformation, they present unparalleled opportunities for academic inquiry and professional capacity building. Put simply, this is the ambition that animates our proposal. CTGL will pursue the following objectives:

|  |  |
| --- | --- |
| # | **Table A1: CTGL Objectives** |
| 1 | Promote translation and global literacy across international curriculum, programing, research, & engagement. |
| 2 | Support faculty development and research to bolster student learning & professional training. |
| 3 | Promote translation studies & global literacy by providing resources & training to K-16 educators. |
| 4 | Create a translation & global literacy resource hub, including virtual libraries, for educators, researchers, artists, & cultural organizations that will foster collaboration. |
| Note: See FLAS application for FLAS related objectives | |

## Section A.1: Operation of the Center

In the CTGL subject areas, few institutions have a history comparable to that of UI. Almost 60 years ago, the UI offered the first translation workshop in the country, which led to a graduate degree in literary translation; recently we introduced an undergraduate minor in Translation for Global Literacy. In Fall 2022, the UI will introduce a Translation BA, the first of its kind in the nation, making the UI one of the very few US institutions where translation degree programs span the undergraduate and graduate curricula. The steady growth in translation offerings is thanks to UI’s commitment to growing the program. In the past five years, the UI

increased the CLAS program’s operational budget by $400,000 towards instructional faculty, staffing, graduate student funding, and awarded a $175,000 strategic initiatives grant for curriculum and faculty development. These attest to the UI and CLAS’s continued support of our aspirations, and its enthusiasm behind the proposed CTGL.

Institutional support for the CTGL includes faculty, staff, and other resources, specifically in CLAS’ Division of World Languages, Literatures and Cultures (DWLLC); The International Writing Program (IWP); COE’s Teaching and Learning in Multilingual Education, and

Counseling programs; COB’s International Business program; academic advising services; outreach and programming infrastructure; and IP’s fellowships and study abroad services. Global literacy and international education are strategic priorities in every college at the UI. The physical footprint and operational support of the CTGL will be shared by the DWLLC, COE, and IP. These units have a tradition of collaboration and outreach that will enhance the interdisciplinary alliances of the CTGL.

## Section A.2: Teaching staff

The UI commits significant financial resources to teaching, research, engagement and the administration of translation and global literacy across the campus. Each semester, we offer 30-36 semester hours or 10-12 TRNS courses. Additional translation workshops in foreign languages add around 9-12 s.h, or 3-4 courses per semester. Seminars on global and international topics comprise over 60 sh per semester. In DWLLC alone, 12 faculty members regularly teach translation or global literacy courses, besides the international studies curriculum, international education and business courses that complement the programs in translation.

|  |  |
| --- | --- |
| **Table A2. Select List of CLAS & COE Faculty Teaching Translation &/or Global Literacy Courses** | |
| Aron Aji, PhD, Literary Translation | Sokhieng Au, PhD, Global Health |
| Jan Steyn, PhD, Translation and French | Cinzia Blum, PhD, Italian |
| Sabine Golz, PhD, Comp Lit & Translation | Irene Lottini, PhD, Italian |
| Adrienne Rose, PhD, Translation & Classics | Brian Gollnick, PhD, Spanish & Portuguese |
| Natasa Durovicova, PhD, IWP and Translation | Harilaos Stecopoulos, PhD, English |
| Kendall Heitzman, PhD, Japanese Studies | Loren Glass, PhD, English |
| Pilar Marce, MA, Spanish & Portuguese Translation | Emily Wentzell, PhD, Anthropology |
| Alex Jimenez, PhD, Medical Translation/Interpreting | Pamela Wesely, PhD, Multilingual Education |
| Ari Ariel, PhD, History & International Studies | David Degollado, PhD, Multilingual Education |
| Newell Ann Van Auken, PhD, Chinese Translation | William Coghill-Behrends, PhD, Multilingual Education |
| Erin Johnson, PhD, International Business | Lia Plakans, PhD, Multilingual Education |

**Section A.3: Library resources**

The UI devotes major resources to its international and area studies holdings in the UI Libraries (UIL). It spends millions annually on resources and personnel that support

international collections and studies. While greater details regarding the strength of the UIL is set out in Section F, we note that the UIL has a research-level international studies collection that is one of the strongest in the nation, with special emphasis on Africa, China, Japan, South Asia, Middle East, Latin America, Russia and Eastern Europe, and the Caribbean that will make it an invaluable resource to the proposed CTGL.

## Section A.4: Overseas linkages

The UI holds 164 agreements with 148 foreign universities and institutions in 56 countries. IP has a dedicated staff who work closely with staff and faculty across campus as well as foreign partners to establish and maintain the agreements which include MOUs, student/faculty exchanges, dual/joint degree programs, study abroad research collaborations, interlibrary exchanges etc. Faculty from all UI colleges conduct overseas research, develop innovative teaching collaborations, provide/arrange international artistic performances, access international archives, avail professional networks for themselves and their students; all of which would not be possible without the UI’s extensive overseas linkages.

*"This partnership formalizes ways the*

*' writing university' can help writers and scholars at risk . . . The fund allows the*

*UI’s community to learn about parts of the world they rarely do, and it allows the*

*university to be a safe haven for people in need."* [Christopher Merril l ,](http://dailyiowan.com/2021/04/05/university-of-iowa-plans-to-bring-scholars-at-risk-to-campus/) Director, UI IWP

Consistent with the objectives of the CTGL, the UI is part of the Institute of International Education Scholar Rescue Fund

(IIE-SRF) a global alliance that offer practical support to threatened scholars. This includes writers who find their lives and livelihood endangered for their investigative commitment to the truth or for their social and political commentary. Both the IWP and IP have worked with the IIE to bring writers to Iowa, making the UI and the Iowa City a safe haven.

## Section A.5: Outreach activities

CTGL’s outreach activities will connect with local stakeholders and community members, including K-12 teachers, students, and support staff; community college faculty and students; refugee support organizations; and other community members. Numerous UI units

will support CGTL activities including DWLLC’s Center for Language and Culture Learning (CLCL), COE’s Baker Teacher Leader Center (BTLC), and the office of Communications and Relations in IP. Outreach activities will be coordinated by the CGTL Project and Associate Directors and designed and implemented by personnel in CLAS and COE. The team will conduct needs analyses, organize communication with community leaders and partners, create content for workshops and online resources, and coordinate all outreach efforts. The team will also oversee CTGL’s diversity and engagement with underrepresented minorities. See Section H regarding UI’s outreach capacity.

## Section A.6: Support to Faculty and Students in fields related to the Center

The CTGL will support UI faculty and students through its collaboration with IP. IP will leverage internal funding opportunities for faculty and students, including Summer Research Fellowships for faculty, and Stanley Awards for International Research for graduate and undergraduate students. In each year of the grant, IP will earmark support for CTGL faculty and students doing research in the fields related to the Center, to increase the impact and funding support from the NRC.

CLAS, Graduate College (GC), and COE administer significant funding to graduate students. Teaching and research positions are available to graduate students both in individual departments and through merit-based awards such as the T. Anne Cleary Fellowships for international dissertation research. Grad students also benefit from GC’s policies of supplementing Fulbright fellowships and providing travel support to graduate students who present papers at conferences outside the US. Graduate students presenting papers domestically are eligible for funds from the UI Graduate Student Senate and, in some cases, their home departments. With up to $50,000 annually from Iowa Testing, the COE provides faculty and students support for research and travel expenditures.

# SECTION B: QUALITY OF CENTER’S LANGUAGE INSTRUCTIONAL PROGRAM

## Section B.1: Extent of instruction in Center subject area and Foreign Languages & Student Enrollments

Because CTGL’s subject areas are translation and global literacy, we are expressly committed to supporting instruction and proficiency in foreign languages which are fundamental to our activities and degree programs. Our new BA in Translation requires students to attain advanced proficiency in a foreign language and is designed to allow students to major in a world language as well. Undergraduate students minoring in Translation and Global Literacy must attain at least intermediate proficiency, and graduate students must demonstrate advanced proficiency to apply to the MFA in Literary Translation (NB: the majority arrive with near-native fluency and one or more years of study and work experiences overseas.)

Several DWLLC programs—German, French, Spanish, Chinese and Japanese—regularly offer translation courses that either focus on language acquisition or consist of workshops where students translate genre texts between foreign languages and English. Our plan is to integrate translation pedagogy and modules into Korean,

|  |  |  |  |
| --- | --- | --- | --- |
| **Table B1: Course Enrollment Numbers** | | | |
| Period | Arabic | Korean | Swahili |
| 2021-22 | 184 | 154 | 328 |
| F2018-S2022 | 717 | 957 | 1,467 |

Arabic, and Swahili language courses (See

Appendix C for planned courses) to bolster interest in these languages which already enjoy strong enrollments in general education language courses (see Table B1), and appeal to students with serious interest in global and cross-cultural study**.**

Average enrollment in translation courses range between 10 and 20 students. The Capstone Project, required for the minor in TGL, is a good gauge of growth. Initially handled through a handful of independent studies, the Capstone Project now supports 12-15 students enrolled in a free-standing course each year. At the graduate level, the MFA and the graduate certificate programs in literary translation have engendered such energy that we are able to offer

six translation workshops per year, with over 80 students enrolled in them. Concerning global literacy, the UI offers well over 250 courses *each semester* with international or global focus; enrollments vary widely, between 8 and 300+, in these courses.

## Section B.2: Levels of language training & other offerings

DWLLC provides multiple levels of training in 11 languages. Minor and majors are awarded in the following: Arabic (minor); Arabic & French (major); Chinese (major & minor); French (major & minor; MA/PhD); German (major & minor); Italian (major & minor); Japanese (major & minor); Korean (minor); Portuguese (major & minor); Russian (major & minor); Spanish (major & minor; MA/PhD & MFA). In Swahili we regularly offer elementary (two levels), intermediate (two levels), advanced and conversational courses.

We offer two-course sequences in Chinese for Business, and Spanish for Business and a one-semester course in Business French. In addition, more than 80 literature and linguistics classes are regularly offered in the languages.

## Section B.3: Sufficiency of faculty in pedagogy (performance-based) training

Forty-one tenure-track and forty-four instructional/clinical faculty members, and 87 graduate teaching assistants teach and/or supervise the 11 regularly offered modern foreign languages on campus. Foreign language study at the UI is supervised by faculty coordinators professionally trained in Second Language Acquisition (SLA), and all of them have participated in ACTFL Oral Proficiency Testing Workshops or received comparable training in proficiency assessment. The development of graduate students as teachers of foreign language begins each fall with an intensive multi-day workshop on communicative language teaching by experienced teaching assistants, a multi-language micro-teaching session, and discussions of classroom issues such as teaching in a multicultural setting. All TAs enroll in a 3 s.h. graduate course in Foreign Language Teaching Methods. Ongoing professional

development includes participation in course meetings, formative evaluation of their teaching, and designing tests, quizzes, and other graded assignments. Extensive coursework in SLA is also offered, and TAs routinely use the latest digital technologies to provide learners with access to authentic cultural materials.

The language coordinators also offer workshops on performance-based teaching approaches for language faculty, teaching assistants, and instructors. Outcome assessment practices are rigorous and periodic in all language departments, resulting in increased attention to performance indicators at all levels of undergraduate language instruction.

COE’s Multilingual Education program faculty members hold MA and PhD degrees on second language acquisition, applied linguistics, and language teaching and learning.

They have teaching experience in a variety of contexts, including elementary bilingual programs, elementary and secondary world languages, ESL, and university Intensive English programs. Nationally and internationally recognized experts, they are consistently consulted on language pedagogy, assessment, and policy.

## Section B.4(a): Adequacy of resources for language teaching & assessment

World languages faculty and staff have produced numerous authoring tools for creating interactive computer-assisted language learning (CALL) materials with authentic foreign video and authentic texts. Web-based authoring tools enable faculty and TA’s to create dynamic reading and listening activities that utilize rich cultural material.

DWLLC’s Center for Language and Culture Learning (CLCL) supports faculty, graduate assistants, and students in the teaching, learning, and promotion of language and culture in DWLLC and across campus. CLCL maintains an ITC lab of 24 computers, 6 small group rooms (four equipped with One Button Studio (OBS) technology), and an ASL practice

lab. CLCL also manages a VR studio, a testing center, a CALL lab, and it provides support to faculty and students on the latest instructional technology through workshops and individual consultations. Along with providing peer tutoring in less commonly taught languages in the Division, such as, Arabic, Chinese, Korean, and Swahili, the Center also oversees Directed Independent Language Study (DiLS) in languages not taught in the Division.

## Section B.4(b): Language Proficiency Requirements

Undergraduates in all 60 majors in CLAS must complete two years of college-level language study or the equivalent. The Foreign Language Incentive Program (FLIP) encourages students to study a language at the third-year level by awarding 4 s.h. of elective credit. The FLIP also awards up to 4 s.h. of incentive credit to students who study a second foreign language after completing their language requirement. Under the Office of Undergraduate Assessment, all language departments have developed proficiency goals and assessment plans for their majors. ACTFL-trained faculty members in each department direct these initiatives. Results of the assessment of student learning outcomes shape curriculum revisions and offerings. Students applying for external fellowships in international studies and undergraduates applying to study abroad through the International Student Exchange Program (ISEP) undergo language proficiency evaluation.

# SECTION C: QUALITY OF NON-LANGUAGE INSTRUCTIONAL PROGRAM

## Section C.1: Quality and extent of course offerings including subject area

CTGL is envisioned as an expansive learning-commons to focus on translation and global literacy within a diversely interdisciplinary framework of curriculum and outreach. Center partnerships will extend, most immediately, to programs in UI’s Colleges of Education, Business, Public Health, and Liberal Arts and Sciences. CTGL will pursue linkages with other UI colleges, such as Medicine and Law. Our collaborations with COE

will enable CTGL to help train the future trainers through relevant instruction in degree programs, and through workshops for K-16 instructors and staff, to effect sustainable outcomes with exponential growth potential. Partnerships with CLAS and COB and CPH programs enable us to offer academic curricula grounded in LAS and mindful of the dynamic environment of translation. The BA in translation will include courses in digital translation, translation and interpreting for medical professions, global business negotiation, scientific translation, global health, human rights, and social justice. Colloquia and workshops sponsored by CTGL will feature professional translators working in hospitals, the courts, information technologies, glocalization services, etc., providing our students with professional mentors, and awareness of career opportunities.

International Studies (IS) is a strong partner in global literacy curriculum with program offerings available to students in professional colleges. The IS major includes core to capstone courses on global themes ranging from communication information, international business, human rights to social justice and global health. It serves student who are highly interdisciplinary, motivated, and service-minded, including 70 majors and another 83 who have IS as a second major alongside a major in world languages, humanities, social sciences, business, education and health sciences. The undergraduate minor in TGL is already an attractive option for the IS majors, and two TGL courses (i.e., Translation and Global Society, and the Undergraduate Translation Workshop) count toward the IS degree. The new BA in Translation, too, will be an attractive second major for IS majors.

## Section C.2: Specialized courses offerings in Subject Area of the CTGL

The academic programs that align with CTGL’s primary areas of emphasis offer a range of degree programs. These programs include Spanish (BA/MA/PhD), French (BA/MA/PhD), Linguistics (BA/MA/PhD) German (BA) Chinese (BA), Japanese (BA),

Russian (BA) in DWLLC; COE’s ESL, World Languages, and International Education (BA/MA/PhD); International Studies (BA); Translation (minor/BA/MFA) in CLAS. These degree programs feature specialized courses consistent with national disciplinary standards. Specialized courses that support global literacy also permeate all humanities and social science degree programs in CLAS, and in professional areas such as medicine and global health, biomedical sciences, business, law, and education, among others.

## SectionC.3: Sufficient teaching faculty and teaching assistants

The CLAS has made substantial commitments over the years to support teaching in translation and global literacy. In translation, CLAS increased instructional capacity by adding three instructional faculty in the past seven years, several TA’ships, and two residency programs that materially contribute to our curriculum. The Translator in Residence program, the first in the US, brings two noted translators to Iowa City for 5-week residencies, during which they lead a credit bearing intensive translation workshop for graduate students. A Strategic Initiatives Grant ($175,000) by CLAS provides support for two additional translators in residence for undergraduate curriculum for academic years 2021-2023. Faculty Fellows in Residence (FFR) will begin in Fall ’23. Similar to a post-doc but also open to professional translators, FFR’s will hold 2-year appointments with a reduced teaching load and professional and scholarly development opportunities within the UI’s premier translation environment.

The area of global literacy covers all UI curricula in international and global studies

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| --- | --- | --- | --- | --- | --- |
| **Table C1 UI Staff Commitments to Internationalization, 2020-21** | | | | | |
| **Key Units’ Area of Support** | **IP** | **DWLLC** | **CLAS\*** | **COE** | **IWP** |
| **Staff/Faculty (International Focus)** | 35 | 94 | 80\*\* | 31 | 10 |
| **Salary & Fringe** | 3.2 (M) | 7.07 (M) | 6.8 (M) | 3.5 (M) | 800,000 |
| **\***Excluding CLAS Faculty located in the DWLLC units | | | | | |
| **\*\***Many more engage in int’l topics; this # reports only significant research/teaching content. | | | | | |

education, and the number of faculty regularly teaching such courses

throughout the university is well over 200. (See table C1) Perhaps more illustrative is the number of faculty regularly teaching such courses in DWLLC, IS and programs of closer proximity to

CTGL’s scope in CLAS, COE, and COB. This number includes more than 20 faculty members from three different colleges who provide interdisciplinary instruction for the IS major, the 29 tenure-track and as many instructional-track faculty in DWLLC who regularly offer non- language courses. Courses draw from the faculty’s varied research expertise that includes area studies and world literatures and cultures, as well creative writing, film studies, anthropology, business, geographic information systems, medicine, public health, etc.

The anticipated growth of the BA in Translation will provide new instructional and training opportunities for TA’s. Our plan is to introduce TA’s gradually, first in foundational courses, such as Translation and Global Society or Modes and Approaches to Translation, then in more advanced level special topics seminars to capitalize on the students’ professional strengths (e.g., in editing, publishing, business or technical translation).

## Section C.4: Interdisciplinary courses offered for undergraduates & graduates

A key feature of translation and global literacy pedagogy is its intrinsically interdisciplinary character. From the undergraduate gateway course to graduate advanced theory courses and workshops, our 6-year curriculum trains students in interdisciplinary inquiry, expecting them to employ disciplinary methods and strategies to fully understand the scope of their practice in the context of socio-cultural and linguistic differences and synergies. Courses like the Capstone Workshop in the BA program, and the graduate workshop being planned on Translation as/for Scholarship (see below) will bolster the interdisciplinary inquiry. With the new BA, the CTGL will encourage more intentional collaboration between undergraduate and graduate students through interdisciplinary community engagement projects. DWLLC’s CLCL and COE’s BTLC will be primary

partners in facilitating these undergraduate and graduate collaborations.

# SECTION D: QUALITY OF CURRICULUM DESIGN

## Section D.1(a): CTGL curriculum incorporation into degree programs

“Translation for global literacy” is the area of specialization in a well-subscribed undergraduate minor, and in Fall 22, we anticipate rolling out the new BA in Translation with significant growth potential especially among high-school world language learners and heritage language speakers. The minor requires 18 s.h. or six courses, while the BA will require 33 s.h. or eleven courses. The minor and the new major include global literacy electives and allow for up to three courses to count toward more than one degree program; the CTGL curriculum will therefore interface with other degree programs. All new courses planned as part of the grant will count toward the translation degrees and the minors and majors in WLLC, IS, International Business Certificate, and the Global Health major.

## Section D 1(b). Appropriate requirements and high-quality training program.

UI’s BA in Translation will be the first bachelor of arts degree at a US R-1 institution.

Currently, except for the BS in translation at Kent State, and a handful undergraduate minors/tracks (i.e., UMich, UI, and Princeton), undergraduate translation training is limited to courses, tracks and certificate programs housed in language programs.

What the new major in Translation (BA) envisages is an overdue articulation of translation as a field of academic training that intentionally bridges undergraduate and graduate levels, and moves students from a point of novice learner through successive levels of proficiency in practice, methods, theory and source language, to graduate specialization in a sub- discipline, i.e., literary, legal, medical, technical translation.

The BA in Translation includes: a gateway course (Translation and Global Society), foundation courses (Modes and Approaches to Translation, Text Analysis for Translation),

practicum courses (translation workshops—multi-lingual and language-specific), applied learning (internships, study abroad or community engagement projects), global literacy electives (international and global studies courses, and those in world literatures and cultures); specialized seminars and a capstone project. Students must attain advanced proficiency in a language by graduation. Highly interdisciplinary and integrative, the new BA will provide training at the intersection of world languages, creative writing, translation studies, and disciplinary programs across UI. Besides its appeal as a core competency and preprofessional training, the BA can be integrated into virtually any program in the humanities, social sciences, natural sciences, and fine and performing arts since translation and translated sources are essential for inter-cultural inquiry and exchange.

The BA program will result in an undergraduate training program of high quality because: **1)** The program is an outcome of six years of research and development, during which we sponsored or partnered in workshops, seminars, and two national conferences (at Coe College, IA, and Hunter College, NY) on translation across the undergraduate curriculum, gathering invaluable feedback from hundreds of translators in the academy. **2)** We consulted with key colleagues from the American Translation and Interpreting Studies Association (ATISA), American Literary Translators Association (ALTA), and American Translators Association (ATA). **3)** We studied the disciplinary developments and the professional environment of translation and its recent dramatic surge in professional demand. **4)** Our program is designed for *both disciplinary and preprofessional training*. Toward the latter aim, majors are expected to complete an applied learning experience (internship or community engaged learning project either locally or overseas). Students will be encouraged to enroll in IS 2500 Working Internationally, which introduces them to global careers in business, education, the arts,

diplomacy, human rights, social and foreign services. The students’ academic progress will be complemented by career counseling offered by UI’s Career Center throughout the latter half of their studies. Our expectation is that most of the undergraduates will pursue training in a specialized area of translation at graduate programs in the country. Our speaker series will introduce students to a wide network of professionals in Iowa (language mediators and translators in the court system, health care, international business, education, refugee services, etc.), giving them professional or volunteer opportunities to enter directly upon graduation.

|  |
| --- |
| **Table D1: Translation BA: Learning Outcomes** |
| * Develop foundational knowledge & practice of translation, in its various modes and contexts, in preparation for graduate study in specialized translation programs. |
| * Develop critical global literacies necessary for purposeful and productive participation in global professional & cultural environments. |
| * Attain pre-professional competencies toward building a career as professional translators & language mediators. |
| * Gain awareness of the business & industrial dimensions of translation through networking & building communities |

## Section D.1(c): Training Opportunities for Graduate Students

Graduate training in translation at the UI occurs in the MFA in Literary Translation, a nationally recognized destination program that will celebrate 50 years in 2024! Founded by Gayatri Spivak, the program combines practical workshops and comparative literature training with professional training. Crafts and Context of Translation is our professionalization course on the diverse ecosystem of careers and practices in publishing, editing, grant writing, writing for magazines and journals, and working for non-profits and arts organizations. In 2021, the Obermann Center for Advanced Studies Humanities for Public Good awarded funds to incorporate community engagement projects into this course.

The MFALT works closely with UI’s renowned IWP which hosts 30-35 international writers in fall residencies on campus. A special translation workshop brings our students into collaboration with these international writers; consequently, the MFALT students also directly contribute to international-literature-in-the-making. Ours is the largest literary

translation program in the country, training over 20 MFALT students every year. The graduate certificate in literary translation attracts students in the humanities and other MFA programs. In Fall 2021, over 55 graduate students were enrolled in UI translation workshops.

By every indication, our graduate program provides high quality professional training. Our graduates work as translators, consistently publishing and curating global literature—one of the most common arteries of global literacy for public. Graduates hold jobs in many of the environments mentioned above, especially in publishing and arts administration. Our MFALT placement rate is ~80% of all who seek admission into doctoral or second MFA programs, many at premier US institutions. The MFALT has an outstanding number of Fulbright Fellows, NEA Translation Fellows, and winners of national and international prizes.

The CTGL will widen and enrich the current professional and artistic training of our graduate students. Three specific areas are worth mentioning: increased teaching opportunities in translation and global literacy courses; community engagement and outreach through the CTGL and CLCL partnerships in collaborative projects; and further interdisciplinary learning through two new graduate courses: “Translation for Scholarship”

and “IAWorld Literature” These initiatives are discussed in Sections G and I.

It is less easy to quantify the results of graduate training in global literacy, mainly because global-focused studies and research outside the MFALT occur within the normative frameworks of disciplinary studies. CTGL’s partnership with the COE is one means by which to strengthen the quality of graduate study in global literacy, by emphasizing it in teacher training, a key constituency that will make CTGL’s impact sustainable and far-reaching.

## Section D.1(d) Requirements appropriate; will result in high quality graduate training.

Because of the built-in synergy between the graduate programs cited above and the

CTGL’s areas of activity, the Center will be a dynamic laboratory where our graduate students

will gain interdisciplinary and professional experiences and training. The admission and persistence requirements (foreign language, GPA) for these graduate programs, our emphasis on hands-on training, including community outreach and engagement, and our expectation for rigorous and high-quality research and literary activity, are naturally consistent with the CTGL’s projects and programming, further contributing to high quality graduate training.

## Section D2: Academic and career advising

UI students have access to a range of advising resources, and the CTGL will capitalize on them. The UI Pomerantz Career Center provides internship and career information to all students. All undergraduates meet with professional advisors in the CLAS Academic Advising Center on arrival and then with departmental advisors in their major field. Students in Translation, DWLLC, IS, and those in the COE benefit from professional academic advisors that focus on their international coursework, study and research abroad, and career planning and internship opportunities. Advisors are routinely involved in professional organizations such as the ACE Internationalization Collaborative, National Academic Advising Association, and others. Students also work closely with faculty mentors who direct independent research projects and provide discipline-specific guidance. Most of the academic areas cited above have professionalization courses integrated in degree requirements, especially strong at graduate level. The IP Associate Director of International Fellowships helps students prepare proposals for Fulbright, Stanley Awards, and other grants. IP hosts Study Abroad Fairs and an International Student Funding Expo each year, and regular World Affairs Career Series workshops, Careers for Change presentations by the Center for Human Rights, and monthly Peace Corps information sessions. See Section I.1b for further discussion on career services.

## Section D.3: Research, study abroad & language programs opportunities

The UI’s Study Abroad (SA) office located in IP, administers over 80 study abroad

programs. In the 3 years prior to the pandemic, SA facilitated on average 1400 student study abroad experiences per year in 70 countries. The period marked an uptick from the preceding several years, fueled in part by SA efforts to increase UI Faculty-Led Programs and Experiential Learning Programs (internships, research, and service opportunities). Both types of programs target students who have a specific thematic, career, or scholarship interest. For a public institution, where the cost of study abroad can be prohibitive to many, Faculty-Led and Experiential programs provide concrete, value-added opportunities; from earning upper-level credits tied directly to their major to gaining career-building experiences or from exploring in- depth disciplinary topics with a faculty-mentors to experiencing workplace environments across the globe. Fittingly, as the UI views itself as a premier writing university, SA has for years been offering opportunities that align with the academic focus areas of the CTGL. For example, for the summer of 2022 alone, the UI is offering 3 Faculty-Led programs tied to global literacy. See table D2 below.

|  |  |
| --- | --- |
| **Table D2: 2022 SA Faculty-Led Programs tied to CTGL Subject Areas** | |
| Writing Greece | Taught by UI Creative Writing Faculty, the classical is used as a touchstone for creative writing. |
| Irish Writing Program | A rigorous creative writing program, this course aims to help students understand and  develop the craft of creative writing along with using the Irish experience as a means to integrate subject research into the craft creative writing. |
| Iowa Hispanic Institute | Taught by Spanish faculty this 7 s.h. program is aimed at enhancing understanding of Spanish Culture as both a means and ends to improving written and spoken Spanish. |

Recognizing the intrinsic value of study abroad, IP provides institutional support through need based scholarships to expand student access study abroad programming. Just prior to the pandemic, IP distributed a record breaking $798,573 in study abroad scholarships.

In addition to study abroad, IP provides significant institutional support to international research by faculty and students. This includes substantial support to faculty through travel awards and summer fellowships to support international research and curriculum development. Annually hundreds of thousands of dollars are awarded to faculty from all colleges across the UI.

IP also funds Stanley Awards for International Research by Undergraduate and Graduate students. These awards provide up $2500 in support for international research lasting 4 to 12 weeks. Over the last 7 years, 90% of MFALT applicants have received Stanley funding to study in locations in Europe, Africa, Asia, and the Americas.

Equally important as the direct support to students, IP employs designated staff members focused primarily on student international research support. Most critically, IP includes the Associate Director of International Fellowships, a full-time P&S staffing position that was created in 2011. The Associate Director oversees several student international fellowship and grant programs, including the above-mentioned Stanley Awards and the prestigious US Student Fulbright Program. Beyond administering these programs, the Associate Director actively promotes these programs, recruits students through class visits and presentations, develops a faculty mentor network, and offers grant writing workshops and career mentorship to students interested in international research. This investment has paid significant dividends for UI students. Since the creation of this position the UI went from having no meaningful student success in the Student Fulbright program to being named a top producer of Fulbright students for a fifth consecutive year in 2020. (Appendix H, *IowaNow* Article)

# SECTION E: QUALITY OF STAFF RESOURCES

**Section E.1: Quality of teaching faculty and other staff**

CTGL will utilize a multi-layered governance/operational structure. An executive team comprising the project directors, the Center Coordinator, will be supported by the evaluation team, a graduate assistant, specialized staff, and a ten-member advisory committee, along with a robust network of partners both inside the institution and across the community, region, and the Nation. CGTL key personnel include:

**Project Director**: Aron Aji has directed the UI’s MFA in Literary Translation since

2014. Past president of ALTA, Aji has given workshops, seminars and talks nationally and internationally, including France, Turkey, Armenia, Ukraine, and Northern Macedonia, on such topics as translation pedagogy, translation and global humanities, and served as program consultant at Hunter College and UMich. He co-planned the 2018 Conference on Teaching Translation: Engaged Learning through Translation in World Languages, Humanities, Global and Interdisciplinary Studies. A native of Turkey, he has translated works by Turkish writers, including three book-length works by Karasu: *Death in Troy*; *The Garden of Departed Cats*, (2004 National Translation Award); and *A Long Day’s Evening*, (NEA Literature Fellowship, and short-listed for the 2013 PEN Translation Prize). His forthcoming translations include Ferit Edgü’s *Wounded Age and Eastern Tales* (NYRB, 2022), and Murathan Mungan’s *Valor: Stories* (co-translated with David Gramling) (Global Humanities Translation Prize, Northwestern UP, 2022).

**Associate Director: Pamela Wesely** received her PhD in Second Languages and

Cultures Curriculum and Instruction from the University of Minnesota in 2009. She is a Professor of Multilingual Education and Associate Dean of Faculty and Academic Affairs in COE, where she coordinates the World Language Teacher Education Program. Her scholarship and teaching focuses on the attitudes, motivations, perceptions, and beliefs of stakeholders in K- 12 world language education, and uses mixed methods, quantitative, and qualitative approaches to inquiry. Her work has appeared in *Foreign Language Annals, Modern Language Journal, Journal of Teacher Education, CALICO Journal*, *Language Teaching Research,* and *Journal of Mixed Methods Research*. She is the co-author of *Words and Actions: Teaching Languages Through the Lens of Social Justice* (ACTFL, 2014, 2018). She has served as the Treasurer and Board member of the American Council on the Teaching of Foreign Languages (ACTFL), and

she is a former president of the Iowa World Language Association.

The ten-person advisory committee will include representatives from DWLLC, COE, IP and IWP, and those from program partners including COB, University Libraries, Iowa community colleges and school districts.

Lastly, CTGL’s projects will involve wide-ranging partnerships to ensure that our initiatives reach all relevant constituencies both inside the university and across the nation (see Table D3). Four of these, CLAS’ DWLLC, COE, IWP, and IP, are principal partners (see Appendix A) because of their extensive involvement in program development and delivery:

|  |
| --- |
| **Table D3: Programmatic Partnerships and Reach of CTGL** |
| **College of Liberal Arts and Sciences:** Division of World Languages, Literatures and Cultures *(11 language programs, linguistics, translation, ASL),* Center for Language and Culture Learning, International Studies,  History, Global Health, English, Creative Writing, Philosophy, Religious Studies, Theatre Arts |
| **College of Education:** Teaching and Learning, Foreign Language and ESL Education, Counselor Education, The Baker Teacher Leader Center, The Iowa Center for School Mental Health |
| **The International Writing Program** |
| **Tippie College of Business:** International Business |
| **UI Office of International Programs:** Study Abroad, IP Research and Travel Awards |
| **Local and State Partnerships:** Iowa City Community School District, School districts across Iowa, Kirkwood Community College, Des Moines Community College, Meskwaki Language Preservation, Iowa liberal arts  colleges—i.e., Grinnell, Coe, Cornell—and Iowa City UNESCO City of Literature |
| **National:** National Professional Organizations (ATISA, ALTA, ATA) Kent State, Big Ten U’s, University of Arizona Center for Translation and Interpreting |

**Section E.2: Adequacy of Center staffing**

Programmatic linkages with CLCL/CBTL further bolster our administrative support and know-how. Library staff will be key to our Research, Resource, Dissemination efforts, as we develop the three virtual libraries discussed below. Our outreach activities will have their own planning/steering teams that will include representatives from our community and national partners. Our evaluation and assessment plan (see discussion below) will proceed synchronously with program activities, its interim findings and reports will consistently inform our operations.

## Section E.3: Non-discriminatory practices for employment

The UI is committed to welcoming a diverse community, and requires that every individual have equal opportunity to contribute in the classroom or the workplace based on their

knowledge and skills. We ensure access to students, faculty staff and the broader public from traditionally underrepresented groups, including but not limited to ethnic and racial minorities, LGBTQ individuals, veterans, individuals with disabilities, students with financial needs, first generation college students, transfer and non-traditional students, women, and international students/scholars. The UI’s Division of Diversity, Equity, and Inclusion (DDIE) strives to foster a supportive climate for these groups and ensure Title IX compliance. In 2021, the UI created the Office of Institutional Equity (OIE) within the DDEI to clarify the process in which individuals can report discrimination, harassment, and other workplace concerns. The new office allows the UI to respond quickly to complaints and address harmful behavior and circumstances. OIE coordinators and investigators support DDEI compliance and ensure the implementation of reasonable accommodations for the functional limitations of employees, and students with disabilities to provide equal access to all programs and facilities.

# SECTION F: STRENGTH OF LIBRARY

**Section F.1: Library Holdings and Staff:** The UI Libraries (UIL) is a Tier 1 research library and has an annual budget of over $15 million for resources in the UI Libraries (UIL) of which a million is spent on international studies. The collection is a mix of print, electronic, film and other formats. Additionally, the library has a personnel budget of over $17 million with five librarians providing consultation and selection in a broad array of international languages and literatures. Many of our 175-plus member staff include specialists (GIS, digital, etc.), archivists, curators, researchers, catalogers, and more working on international materials and collections.

The UIL has a strong research-level international studies collection, with special emphasis on literature and language. We have selectors for China, Japan, Korea, Africa, Mideast, Latin America, Western/Eastern Europe, Russia, and the Caribbean.

The Main Library (humanities and social sciences), along with subject specialty libraries in health sciences, basic sciences, business, art, music, engineering, and law contain more than 6 million volumes. Using assessment criteria established by the Research Libraries Group, UIL’s collections range from level 3 (supporting graduate-level coursework through the PhD) to level 4 (supporting advanced research at the dissertation level and beyond). The Main Library is a full

U.S. Government Depository Library and a depository for the State of Iowa, the EU, and the UN.

Different international areas of the library have different strengths. The African collection boasts strength in literature, history, film, human rights, and government documentation. East Asian holdings number more than 250,000 volumes in Chinese, Japanese, Korean, and Western

languages. The video collection is especially strong (more than 3,000 titles), forming the nation’s preeminent collection in Japanese and Chinese film. The special strengths of the Latin American collection are in Hispanic linguistics and literary studies. The Russian, East European, and Eurasian holdings are estimated at 170,000 volumes, including a growing collection of videos to support an active film studies program. A recent focus of the South Asia collection is Hindi film (Bollywood), with a collection of more than 1,500 titles. UIL participates in the cooperative acquisition programs run by the Library of Congress in New Delhi (India, Bangladesh, Nepal, Sri Lanka), Islamabad (Pakistan, Afghanistan), Nairobi (sub-Saharan Africa), and Sao Paulo (Latin America). A recent project is developing holdings of works by authors who participate in the International Writing Program (IWP); this has resulted in a significant increase in UIL holdings of post-1945 literature from Hungary, Poland, Romania, Japan, China, and the countries of sub-Saharan Africa. UIL actively participates in connection with Iowa City’s designation in 2008 as a UNESCO City of Literature, one of only a few such cities worldwide.

The College of Law Library has a distinguished collection of more than 150,000 volumes

of international, comparative, and foreign law. Their collection includes important human rights material, including human rights documents, thousands of human rights reports published since 1980 by over 350 NGOs throughout the world. Edited by Human Rights Internet in Ottawa, this collection makes available material that is difficult to access. The law library also owns a complete United Nations document collection on microfiche, containing thousands of human rights-related documents produced from 1945 to the present.

**Section F.2: Cooperative Arrangements:** The UIL works closely with libraries within the Big Ten Academic Alliance. Members of the Alliance include the Universities of Minnesota, Wisconsin, Michigan, Michigan State, Illinois-Champaign-Urbana, Purdue, Northwestern, Chicago, Rutgers, Maryland, Nebraska, Pennsylvania State, Indiana, and Ohio State. The Alliance provides us the ability to borrow and lend materials with member libraries as well coordinate purchases and catalog materials in lesser used languages. Faculty and students can visit the BTAA libraries for research purposes and have borrowing privileges at these institutions The BTAA sharing agreement is facilitated via the UBorrow platform making it easy for Iowa faculty and students to submit direct requests.

The UIL is a participant in the OCLC interlibrary loan and the National Library of Medicine DOCLINE programs, enabling the Library to borrow resources (books, articles, videos, etc.) from other participating libraries in the US, and in the case of OCLC, the world.

# SECTION G: IMPACT AND EVALUATION

## Section G.1: Impact of Center on university, community, region and nation

The proposed CTGL is the result of a 7-year process of innovation, collaboration building, and consultation across campus and beyond, during which institutional investment in translation and global literacy education at UI has steadily grown. Building on this strong foundation, CTGL will extend its reach to the wider university community to make the UI the

premier incubator/laboratory of pedagogical research, resource development and sharing in the country. One of CTGL’s primary aims is to foster a dynamic “interdisciplinary commons,” a central hub. The hub will promote translation and global literacy across the curriculum and provide discernible pathways for students to acquire global literacy in close and intentional tandem with their disciplinary and professional training programs.

CTGL will offer training and resource building programs to constituencies beyond the campus, forging partnerships with Iowa school districts, and 2- and 4-year colleges/universities across Iowa. Our workshops will involve faculty from Kirkwood Community Colleges, other Regents universities, and liberal arts colleges across the state.

Our plan to have a national impact is just as ambitious. There is a growing demand in the US for trained translators to serve as language mediators in business, government, communication, and diplomacy. The US Census Bureau’s 2017 report on Translation and Interpretation services reports “the industry’s total number of employees nearly doubled since 2008, rising from 15,484 to 29,720 in 2015. From 2014 to 2015, employment growth stood at 6.58%, which puts language services among the top 15% in terms of job growth.”1 US Department of Labor projects an 18% job growth rate for translation and interpretation jobs for the years 2016-2026, and 12,100 new jobs for that time-period.2 Principal employers of language mediators, such as the UN, the US federal and state governments, report a one-in-ten success rate in their internal certification exams for translators. The national need has engendered unprecedented attention to translation education on the part of ATISA, ALTA, and ATA, the leading professional organizations in the US. Since 2014, UI faculty have collaborated with these organizations in sponsoring seminars, conferences, and summer schools for faculty. Since 2014,

1 https://slator.com/industry-news/us-language-industry-booms-doubles-headcount-within-7-years/

2 <https://www.bls.gov/ooh/media-and-communication/interpreters-and-translators.htm>

over 300 faculty members from the US and overseas have participated in these training opportunities. CTGL will continue this support in a more systematic and targeted fashion. The resulting network will have sustainable impact on translation and global literacy fields through training and resource building.

CTGL will expand its impact throughout the grant period by introducing one BA program, incorporating translation and global literacy content into 18 new or revised courses, bolstering outreach and community-based learning components in related degree programs, offering 11 training workshops for professionals, educators and high school students, two interdisciplinary collaboratories for graduate and undergraduate students, two national symposia, three residency/fellowship programs, and several resource sharing platforms and cultural programming for academics, professionals and the public at large. By the end of the grant period, we anticipate having enrolled over 1100 undergraduate and graduate students at UI from both professional colleges and CLAS in related coursework; engaged 30 faculty members in planning and development activities; and involved over 200 non-UI faculty (from 2- and 4- year post-secondary institutions), K-12 teachers, and other professionals across the region and the nation in our training and professional development initiatives. By the end of the grant period, we anticipate graduating over 200 UI undergraduate and graduate students (or twice as many as before) whose degree education will have substantially incorporated translation and global literacy training, and who are prepared to enter careers or pursue further graduate training in language mediation and global-focused professions.

## Section G.2: Record post-graduate employment, education, or training

Placement: Multiple units and colleges across the UI have degree programs, tracks, and concentrations in international studies. Through these programs the UI produces students with

proficiencies in foreign language and area studies, maintaining a strong record of student placements into post-graduation employment, education, or training in areas of national need

Career coaching and placement support are offered to undergraduates through the Pomerantz Career Center (PCC) and to graduate

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| --- | --- | --- | --- | --- |
| **Table G1: Undergrad Student Placement Data** | | | | |
| Years | # Overall (known) | % Overall Placed | # Overall Placed | # Intl Placed |
| 2017-18 | 3444 | 95% | 3277 | 69 |
| 2018-19 | 3901 | 96% | 3742 | 66 |
| 2019-20 | 4009 | 93% | 3741 | 33\* |
| \*Pandemic impact | | | | |

students through the Grad Success Center (GSC). Career coaching encompasses career exploration, planning, and searches. These offices also provide a range of services including workshops, career assessments/resources, job fairs/listings, mock

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Table G2: COE Grad Student Placement Data** | | | | |
| Years | # Overall (known) | % Overall Placed | # Overall Placed | # Intl Placed |
| 2017-18 | 128 | 100% | 128 | 7 |
| 2018-19 | 155 | 100% | 155 | 6 |
| 2019-20 | 124 | 98% | 121 | 9 |

interviews, etc. The PCC specifically provides support for international and federal government careers. In Tables G1 and G2, we provide examples of placement data, including international placements for UI undergraduates and COE graduate students between 2017-2020.

**Efforts to Increase Placements:** The UI has the infrastructure in place to work with the CTGL to increase international-related career placements, particularly in areas of national need including positions throughout the federal government that require foreign language proficiency and expertise is regional studies. NRC funding will support the new Program Coordinator in collaborating with the PCC and GSC to boost international placement efforts by: (1) increasing the visibility and range of resources/programming for all international careers, with specific focus on translation and interpretation careers; and (2) coordinating collaborations between IP, the PCC and the GSC to offer, promote, and market specific resources and events. These efforts will provide an important service to students and increase awareness of international career opportunities. Importantly CTGL’s efforts will be part of the evaluation plan that will annually assess career placement activities/data across units

participating in the CGTL.

## Section G.3: Meets national needs and generates information for the public

CTGL is conceived in response to the critical national need to educate and train future—and current—professionals in language mediation and global literacy skills and dispositions that are vital to inter-cultural co-existence and collaboration. This will require a steady regimen of resource generation and dissemination, and advocacy. Our project activities directly involve students, faculty, other K-16 educators, and language professionals throughout the grant period. As early as the second year of the grant period, we anticipate going live with parts of our resource platforms—virtual educational resources, and virtual libraries (described below). These platforms will be operational by year three of the grant period. UI faculty and CTGL liaisons will also make presentations at national conferences and publish articles in appropriate professional journals. To better generate knowledge at local and regional levels, CTGL will engage UI “Strategic Communication” personnel to help get the stories of the CTGL out to those inside and outside the UI.

Each year, the CTGL evaluation team will complete reports describing evaluation approaches and results. Our reports, summaries, evaluation instruments and instructions for their use by others will be posted on the CTGL website.

## Section G.4: Comprehensive, objective and quantifiable evaluation plan

Evaluation and assessment activities will be managed by a 5-member Evaluation Team that includes the CTGL executive team, and a CTGL Evaluation Coordinator; the process will be reviewed annually by an external evaluation consultant. In year 4 of the grant, an additional external reviewer will be retained to review and assist in the final reporting.

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| --- | --- |
| **Table G3: Evaluation Team Structure** | |
| **Member** | **Areas of Responsibility** |
| CTGL Evaluation Coordinator  Duhita Mahatmya, PhD, Senior Research Scientist | Training Workshops and Outreach, Curriculum, Faculty and Student Development programs |
| Project Director, Associate Director, and Center Coordinator | General Oversight; CTGL Research, Resource and Dissemination |
| Design and Quality Control Consultant | Plan Design, Annual Progress reviews, Data Collection Quality Control and Interim Reports |
| External Reviewer | Fourth-year final review |

The design and quality control consultant for CTGL is Don Yarbrough, PhD. He is the founding director of the UI Center for Evaluation and Assessment (1992-2015) and the Associate Director for Metrics and Evaluation in the UI Institute for Clinical and Translational Science (2007-12). CTGL evaluation processes will treat all staff and participants as CTGL’s most important assets, engaging them in crafting evaluation questions and processes that lead to program improvement decision-making and accountability.

The evaluation component has four overlapping purposes: **1)** develop assessment instruments (rubrics, measurement instruments and benchmarks) for all CTGL initiatives, as well as the center operation; **2)** regularly collect information, identifying challenges and problems to be addressed and successful processes to be maintained; **3)** collect data to hold CTGL accountable for its processes and outcomes; **4)** contribute to knowledge about centers like the CTGL and how they can be resourced, administered, and best contribute to the goals and objectives identified in this proposal. To address evaluation quality, the CTGL Evaluation Team will review evidence about these four dimensions of quality each year and suggest ways to improve the evaluation processes and products. In addition to annual reviews and feedback by Yarbrough, at the end of year 4, an external (3rd party) meta-evaluator will review the evaluation as a whole and comment on its strengths and weaknesses in a short summary review and report.

Program evaluations embedded in complex entities such as the proposed CTGL

function most effectively when they are well-designed, inform key stakeholders, and are responsive to the information needs of decision-makers who can best improve the programs. A typical organizing framework will identify Key Evaluation Questions, such as: *In what ways does the CTGL promote translation across the undergraduate curriculum? How effective is the CTGL at promoting translation across targeted graduate programs? How many students from underrepresented populations across racial, ethnic, gender, disability and other pertinent categories are participating in the CTGL programs and courses? How effective are the training and other resources provided to K-16 faculty? In what ways, if at all, has the CTGL had a national impact and addressed national needs?* The evaluation framework will employ numerous indicators, data sources and expected uses as presented in Table G4 below:

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| --- |
| **Table G4: Evaluation Indicators, data collection methods, sources of information, and uses** |
| **Indicators:** (A) Reported activity and process experiences (B) Reflections and self-reports (C) Self-efficacy in translation (D) Grades in coursework (E) Number of courses taken (F) Number of students enrolled (G) number of students completing degree or certificate programs (H) Non-degree learners participating (I) number of resources provided (J) Judged value of resources in promoting CTGL goals and objectives (K) suitable employment and  types of employment (L) suitable post-graduate educational program or training (M) Translation quality andquantity  (N) Judgements of course quality |
| **Evaluation Information Collection Methods**: (1) Surveys; (2) Interviews; (3) Focus Group Interviews (4) Document Review; (5) Review of scholarly literature; (6) Documentation of professional achievement through reports, including grades, presentations & publications, graduation, admission to graduate study (advanced students); success in graduate school as determined by advanced degrees (alumni); career status and success (alumni) (7) Observations |
| **Sources of Information and Key Informants**: (1) Program participant records; (2) Participants, students, applicants; (3) Alumni; (4) Program staff and administrators; (5) Mentors and other volunteers; (6) Instructors and faculty; (7) other key informants in institutional contexts for this program, including administrators, facultyand students; (8) school teachers and administrators; (9) International partners; (10) other experts |
| **Evaluation Purposes and Uses:** (1) Curriculum and materials improvement; (2) Implementation monitoring and improvement (3) Investigation of merit and worth; (4) Summative accountability judgments; (5) Contributions to knowledge for current and future instrumental purposes and understanding, including future program/project development (6) Other |
| **Note:** The indicators, method, key informants, and evaluation uses listed above are initial suggestions and will be reviewed and reconsidered during the first quarter of funding and annually thereafter. |

Tables like those will be used to discuss evaluation methodology with key stakeholders in the first quarter after the CTGL is funded. (See Appendix F for additional Tables.) Evaluation efforts will emphasize quantifiable outcome and process measures needed to support informed

program improvement. We expect the communication emphasis and the participatory nature of our evaluation plan to result in development of a sophisticated evaluative perspective in the staff and participants of the CTGL, leading to leveraged improvement throughout the collaboration and the graduate and undergraduate programs at the UI.

To address the impact of the CTGL on the UI, community, region, and the nation, the Evaluation Team will develop an impact mechanism and factor model demonstrating plausible pathways for the CTGL to produce positive outcomes at these different levels. As the CTGL becomes operational, the process model evaluation will investigate the extent to which the activities and outputs required for impact are in place and functioning well. The process model evaluation will provide information to guide improvements and quality in the implemented CTGL components.

The Evaluation Team will select and implement mechanisms to measure the factors demonstrating success in the output and impact model to baseline them before the CTGL is fully operational. These measures include the numbers of students recruited and enrolled; their growth and accomplishment as demonstrated by grades, publications, awards, employment and other professional activity including enrollment in advanced degrees; the number of professionals and others participating and engaged in various workshops, meetings, and events; their reported benefits from these events and anticipated concrete impacts; the number of school children affected by CTGL outreach activities and how positively these outreach activities have impacted the schools and surrounding communities; the impact of the CTGL on practicing and future teachers, especially those in teacher preparation programs at the UI and surrounding institutions; and the impact of the CTGL at the national level, especially on other universities and colleges, by integrating concern for translation and global literacy into discussions of foreign language

training, global and international studies, etc. at the annual professional meetings of selected national professional organizations.

A key consideration for the evaluation is documenting key characteristics of those recruited for and participating in the CTGL. In year 1, the CTGL will document the most important characteristics of those it serves at all levels. These data will be the baseline against which to evaluate efforts to recruit and engage students and other participants from typically underrepresented groups, such as racial and ethnic minorities, persons with disabilities or in need of accommodations, the elderly, and first-generation college students, or students in poverty. A second consideration is the impact of the CTGL on the functioning of other collaborating units at the UI. The challenge of interfacing resources and administration in an endeavor such as this requires constant attention and effort. The evaluation will focus on those engaged in and providing resources to the CTGL to investigate the impact of collaborationon the CTGL as well as how the CTGL can contribute positively to achieving the missions of the collaborating units.

## Section G.5: equal access for and treatment of eligible project participants who are members of traditionally underrepresented groups.

Enrollment trends in foreign language education demonstrate that students choosing to major in languages are predominantly white. This is especially true in the most commonly utilized/translated foreign languages, such as Spanish, French, German, and Italian. The reasons for this are many and complex, but one well-acknowledged reason is unequal access to foreign language training in secondary education, which results in limited interest among minorities in studying languages in college as well. The trends carry into the language mediation professions including translation. In a 2020 ALTA members survey (40% return), 73% of respondents were white, followed by Asian American/Asian (10%), Hispanic/Latinx (9%), Middle Eastern (3%), and African American/Black (slightly under 3%). Given the professions’ commitment to

intercultural exchange, diversity, equity and inclusion cannot be aspirational values but must be the animating principles for our practices and communities. Who we are inevitably shapes whose voices are heard and honored through our work. CTGL commits to these principles in concrete and consequential ways.

We will continue to offer an Iowa Arts Fellowship for Diversity, a full-ride funding opportunity, as we have done so in the last five years, and successfully recruited three graduate students from underrepresented minority groups (2 Asian-Americans, 1 African-American).

More recently, we increased our recruitment efforts to publicize the fellowship among the 300- strong BIPOC Caucus of ALTA. Our graduate certificate program has made a noticeable difference in the demographics of our classes, welcoming each semester several graduate students of color into our workshops.

Our new BA in Translation will target recruitment efforts among the State’s growing population of high school students with heritage languages. In Iowa City and Coralville school districts, for instance, over forty different heritage languages are spoken. These students possess an inestimable skill needed in the global society, yet their pragmatic anxieties, often as first- generation college students, prevent them from capitalizing on it. The BA in Translation will present them with a degree option that expressly combines language and cultural inquiry with career opportunities. Ideally, students majoring in Translation will also major in one of our foreign language programs, international studies, or international relations, or in world languages or ESL programs in COE, adding to our university-wide diversity, equity, and inclusion efforts.

Diversity and inclusion efforts will be at the center of CTGL’s outreach initiatives. The Interdisciplinary Collaboratory projects plan involves the heritage communities in central Iowa and the indigenous Meskwaki communities across the state. Similarly, training workshops will

encourage participation by minorities and heritage community individuals—students, teachers, and faculty—in K-12 schools, Kirkwood Community College, and four-year colleges. The Center Fellowships and Faculty Fellows in Residence program will actively seek candidates from underrepresented minority groups.

Concerning equal access to women, we record majority women enrollments in all our degree programs in translation and foreign languages and in global literacy curriculum; faculty delivering these are also majority women.

CTGL events will be ADA accessible, and provide accommodations as needed including employing ASL interpreters and technology as needed by participants.

# SECTION H: OUTREACH ACTIVITIES

## Section I.1: Significant and measurable regional and national impact

Outreach, engagement, and service are fundamental to our goals of educating and training future professionals for purposeful participation in the global society. Learning by outreach is strongly encouraged by the University and required by most programs at the UI. All degree programs in translation and global literacy integrate coursework as well as outreach and community-based learning requirements.

The proposed CTGL projects will widen the range of outreach opportunities through our (K-16) training workshops, interdisciplinary collaborations, biennial national symposia on translation and global literacy in the postsecondary education, our research and resource dissemination projects (described in Section I). Finally, our speaker series will feature area professionals in language mediation, global communications and industries, and provide our students with a network for job-shadowing and mentoring.

Outreach programs across the UI also target diverse audiences, as illustrated below:

## Section H.1(a): Elementary and secondary schools

Thousands of elementary and secondary educators across Iowa and the nation are served annually through outreach programs delivered across campus. The **Baker Teacher Leader Center** in the COE delivers professional development opportunities to over 2,000 K-12 educators in Iowa, hosting innovative workshops and speakers in multiple formats for in-service and preservice teachers. The **faculty in the Multilingual Education program** support world language and English Learner teachers in the state via conference presentations, workshops, and webinars to increase their knowledge of best practices in language education. The **Iowa Center for School Mental Health** and numerous other centers in the COE offer a network of training, resources, and outreach to support students, educators, and schools across the state. Outside of the COE, many other entities support elementary and secondary educators. Many of the standout programs work to provide schools with cultural and literary opportunities that align with the

CGTL’s proposed projects. This includes **International Programs**, whose **International Classroom Journey** project connects volunteer cultural ambassadors with K-12 teachers to provide customized interactive programming on international topics, the **Iowa Youth Writing Project,** which offers programs that empower, inspire, and engage K-12 youth throughout the state using language arts and creative thinking, providing one-of-a-kind writing, publishing, and creative learning opportunities to Iowa’s children and teens; and the **Jacobson Institute,** focused on entrepreneurship and STEM, which works with teachers, schools, and partners in their community to develop opportunities for students to practice problem-solving, collaboration, and risk-taking with the goal to develop critical thinking, creativity, and innovation. As part of its mission the Jacobson provides professional development and curriculum toolkits to educators and entrepreneurship camps to youth.

## Section H.1(b): Postsecondary institutions

Connecting with other postsecondary institutions in the state is vital to many aspects of work across UI; some key programs connect directly to the work proposed for the CGTL. The COE works with other postsecondary institutions in Iowa and beyond to cultivate programs to support all postsecondary learners and to cross institutional boundaries. Some examples of these collaborations include work with the **Kirkwood Regional Center**, a unique collaboration between the UI, Kirkwood Community College (enrolling 14,000 credit students; 25% students of color), and school districts in the state that encourages career pathways in STEM through collaboration and mentoring. The COE’s **Center for Research on Undergraduate Education** (CRUE) conducts, promotes, and disseminates high-quality research on the impact of college and the conditions for student success, while also reaching national, regional, and state audiences via publications, meetings, and conferences. Outside of the COE, the **Obermann Center for Advanced Studies** hosts **Mellon Sawyer Seminars** that include collaborative engagement and outreach with postsecondary educators in Iowa and an **Obermann Conversation** series that engages scholars and community members from multiple institutions in the state with vital questions. Additionally, the Obermann Center determines the **Humanities for the Public Awards** that recognize educational programming for the broader public.

## Section H.1(c): Business, media, and general public

The **Institute for International Business (IIB)** is a partnership between the John Pappajohn Entrepreneurial Center and the Tippie College of Business that works to promote entrepreneurship as a tool to empower people in developing countries while also providing cross- cultural and international business training to Iowa students and companies. It hosts a **Mandela Washington Fellowship Program** for Young African Leaders in Entrepreneurship, working

closely with state businesses and government offices to provide programming and networking opportunities. Finally, the IIB provides export services and training to Iowa companies and business professionals, a service in which they clearly see the need and demand for skilled and well-trained translators and interpreters.

# SECTION I: PROGRAM PLANNING AND BUDGET

## Section I.1a: Development Plan & Timeline; activities will contribute to strengthened program.

Below is the CTGL ‘Outline for the Project Plan’. This is followed by a summary of all proposed activities (See Table I1) which are described in greater detail in the Appendix C, D, E. The Timeline of CTGL activities is presented in Appendix B. CTGL activities fall under three categories:

* **Category 1: *Curriculum, Program, Student and Faculty Development Initiatives***

## Category 2: Community/Regional/National Outreach and Collaboration

* **Category 3: *Research, Resource, and Dissemination***

|  |
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| **TABLE I1: LIST OF INITIATIVES AND ACTIVITIES SPONSORED BY CTGL** |
| **Category 1: Curriculum, Program, Student and Faculty Development Initiatives** |
| **A. Development of Translation courses in DWLLC** |
| 1. New BA in Translation 2. Digital Translation 3. Heritage Narratives 4. **Development of Global Literacy courses in allied fields:**    1. New Translation Courses and course-modules in Arabic, Korean and Swahili    2. A New Track in Spanish for Medical Translation and Interpreting    3. History    4. Global Health    5. International Business |
| 1. **Global Engagement Travel Grants for Undergraduates** 2. **Developing Graduate Curriculum initiatives**    1. Translation as/for Scholarship Workshop    2. IA World Literature Seminar    3. Combined MA-MFA degrees |
| 1. **Faculty Workshops on translation in undergraduate language and culture courses** 2. **Annual Faculty Translation across the Humanities Seminar** |

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| **Category 2: Community/Regional/National Outreach and Collaboration** |
| 1. **Interdisciplinary Collaborators** 2. **Workshops for the K-16 Environment** |
| 1. Workshop for K-16 World Language Teachers 2. Workshop for Translators/Interpreters in School Districts & Social Service and Civic   Organizations |
| 1. Workshop for High School Students 2. Workshop for Counselors and Counselors in Training |
| **C. Symposium on Teaching Translation and Global Writing in the Undergraduate Curriculum** |
| **D. Faculty Fellows in Residence Program** |
| **Category 3: Research, Resource, Dissemination** |
| 1. **CTGL Website**    1. Virtual Library of Educational Modules    2. Virtual Library of Translation and Global Writing    3. Virtual Library of World Theatre |
| 1. MOOC on Translation and Global Literacy 2. *91st Meridian* Special Issues on Translation and Global Literacy Pedagogy   **B. Center Residencies for Scholars and Translators** |
| 1. **Center Fellowships for Graduate Students** 2. **Colloquia/Public Events** |

### Category 1: Curriculum, Program, and Faculty Development Initiatives: The new

BA in Translation will be the main artery for student and faculty involvement in the curriculum innovations enumerated in this category. Because of the built-in synergy between the BA in Translation and other degree programs in DWLLC, the grant activities will strengthen offerings in these programs (see Appendix C for description of courses and other Category 1 initiatives). A new course on digital translation and glocalization will be incorporated into the regular rotation of courses for the BA in Translation and expose students to this increasingly vital and wide-ranging mode of translation in the global era. The Heritage Narratives course will focus on making and translating memoirs, family histories, stories, and diaries, geared toward the heritage language speaking students we hope to attract into our program. This course will complement our outreach projects with the multi-lingual communities in the region. We expect the new translation courses and course-modules in Arabic, Korean and Swahili will increase enrollments

in foreign languages. We are excited about the new Spanish track in medical translation and interpreting because of its appeal to students in biomedical, public, and global health, and human services programs, such as social work and school counseling. Based on the resources developed for this track, we will introduce an Interpreting Studies course in the new BA. Curriculum grants will also support development of three new courses on food migrations (History), language access and global health (Global Health), global business negotiations (International Business).

At the graduate level, the Translation as/for Scholarship Workshop will be team-taught, focusing on translation as a mode of research and inquiry in the disciplines, and open to graduate students in CLAS whose research interests depend on translating sources from foreign languages. A second course, IAWorld Literature, will focus on Iowa City and the UI’s unique position as an incubator of global literature, and offered to students in the rich constellation of MFA programs in writing arts at UI.

We have started designing combined MA-MFA degrees with various departments and programs, including French, Spanish, English, and plan to do the same with COE’s Multilingualism, ESL, and World Languages. These degree options will combine training in translation with that in partner disciplines, and will include teaching experience and pedagogy coursework, broadening the range of professional opportunities for graduate students whether in K-16 settings or language mediation careers.

The faculty workshops on translation in undergraduate language and culture courses, and a faculty seminar on translation across the humanities will be offered twice each during the grant period, to sustain curriculum innovation and active faculty support of CTGL’s aims.

### Category 2: Community/Regional/National Outreach and Collaboration: CTGL aims

to make the UI the premier incubator/laboratory of pedagogical innovation, resource

development and sharing across the community, region, and the nation. Two energetic centers on campus, COE’s BTLC and CLAS’ CLCL will partner with CTGL in planning and delivering our activities for the community and the region. Our training workshops will be delivered through BTLC which has offered online and hybrid workshops for teachers since 2018 and has increased that capacity during the pandemic. The BTLC offers 20+ online/hybrid workshops per year, serving more than 400 teachers. Digital support structures and resources in the BTLC help to facilitate the delivery of these workshops for instructors and provide an effective and flexible learning environment for teachers. In the past seven years, our Translation faculty have given talks on translation and global literacy at seven campuses across Iowa, and our MFALT students have offered in-person and virtual workshops to secondary school students. As the leading teacher training program in the state, COE’s extensive work with Iowa’s K-12 schools will widen the reach and impact of these workshops (see workshop descriptions in Appendix D).

We will undertake two Interdisciplinary Collaboratories, co-sponsored with CLCL. Iowa Intersections will involve UNESCO City of Literature, and Kirkwood Community College, and seek to give voice to the multiplicity of languages and diverse cultural experiences in the greater Iowa City community and the state of Iowa. Faculty, staff, and undergraduate and graduate students will work with faculty at Kirkwood to recruit and prepare storytellers and will film, translate, and edit the videos. This project will grow in tandem with our digital mapping initiative locating immigrant organizations and community and religious centers, and even grocery stores where multilingual neighbors congregate, celebrate, work, and play. The second Collaboratory will sponsor a Summer Institute on Translating from Iowa’s Indigenous Languages. UI will team with Wayne Pushetonequa of the Meskwaki Language Preservation Project ( <https://www.meskwaki.org/language-preservation/>), to help the Meskwaki community

become skilled translators of their own literary works, in collaboration with our MFALT students.

The Symposia on Teaching Translation and Global Literacy in the Undergraduate Curriculum will continue our partnership with ATISA, ALTA, ATA, and University of Arizona’s Center for Translation and Interpreting; it will be hosted by CTGL twice during the grant period, co-directed by Brian Baer and Aron Aji, past presidents of ATISA and ALTA respectively, who are previous organizers of training programs, including summer school on translation in post-secondary education. The symposia will target instructors of FLs, Comparative Literature, and World Literature who are in a position to promote global literacy through translation and who want to incorporate translation into their teaching. The general sessions of the symposia will focus on the rationale and learning objectives concerning translation and global literacy, while break-out sessions will focus on more concrete issues, such as creating activities to integrate translation activities into specific pedagogical contexts.

The Faculty Fellows in Residence, fully funded by CLAS at UI, will function like a post-doc program, and host a recent PhD in any field relevant to global literacy studies or a professional translator, selected through a national search. The FFRs will hold a two-year post, with reduced teaching load so that they can contribute to student and program development and obtain the widest possible professional experience in the premier academic translation environment in the US. In effect, the FFR will gain both teaching experience in a wide range of courses and professional development and scholarly/creative activities that can strengthen their future career prospects. The FFR program is an exciting means to training future faculty members for the expanded curriculum and degree opportunities we hope to encourage across the nation, through CTGL’s outreach and training initiatives.

***Category 3: Research, Resource, Dissemination***: Activities in this category are crucial

to our ambition to become a national resource center, a place of research, training and innovation made available to the widest possible constituencies through information sharing. To this end, the CTGL Website will be a comprehensive, open-source portal that will include, among other things, the following **resource-sharing sites**:

* Virtual Library of Educational Modules. Based on the instructional materials provided in

the K-16 training workshops, the workshop presenters and the outreach team will create for translators, interpreters, and instructors’ educational modules and online resources that provide coaching and training for teachers to use translation in their classrooms. Lesson plans and pedagogical materials will be publicly available. The online resources for interpreters will include short, videotaped presentations, coaching them in informal environments that do not require certification (e.g., school interpreters, interpreters for non- profits, etc.).

* Virtual Library of Translation and Global Writing. Developed in partnership with IWP, the

library will be a comprehensive portal to coordinate access to a variety of holdings, with the largest “holdings” being resources from IWP’s 50-year history, including accumulated literary works and audiovisual material by, and biographical materials about the more than 1500 writers who have held residencies in Iowa City. The Virtual Library will also include scholarship resources on translation as a medium for inter/disciplinary research and creativity; commissioned teaching modules, essays, etc. for teaching or research purposes; and course syllabi, proceedings of all CTGL symposia, conferences, and workshops.

* Virtual Library of World Theatre: In 2021, the UI was gifted the Theatre Without Borders

archive which consists of two decades of international theatre exchange work documented

in play texts, video, and supplementary documentation, now housed in UI Special Collections. We expect this archive to grow with additional contributions from affiliated artists. We seek to translate, catalogue, and digitize the works in the archive to make them available to theatre practitioners, scholars and historians and to the public worldwide (see Appendix E).

* MOOC on Translation and Global Literacy. Developed in partnership with IWP, this

MOOC will be similar to the three MOOC’s previously developed by IWP on fiction, poetry, and international theatre, and viewed by thousands of subscribers. The MOOC on Translation and Global Literacy will feature interviews, readings, lectures, and autonomous learning materials, all combined in an online course. The content would be drawn from translators who frequently visit Iowa City, and the MOOC will be developed and edited by the graduate students.

* 91st Meridian Special Issues on Translation and Global Literacy Pedagogy. Produced twice

during the grant period, UI’s journal of international writing and scholarship will publish in its online edition the proceedings of the symposia on teaching translation and global literacy.

We will also **host residencies** to support research and development access:

* + CTGL Residencies for Scholars and Translators. Modeled after UI’s MFALT residency

programs, the CTGL will sponsor one two-week residency each year, hosting scholars and translators with significant ‘world’ experience. The Residents will give masterclasses and public talks on the broader context of translation and global writing. Just as human narratives do not exist in a vacuum, neither can translators, the curators of these narratives across borders.

* + Center Fellowship for Graduate Students. Each year, fellowship will be provided to a

graduate student admitted to the MFALT. The Center Fellow will assist in the planning and/or execution of a Center initiative. It will be an excellent opportunityfor a graduate student to gain experience in a variety of areas, for instance, developing standards and curriculum, curatorial or production assistance; and web- and print-based editing.

Finally, a **speaker series** will feature scholars and professional practitioners of translation

and global engagement. These events will be open to public, with select proceedings, videos, etc., featured in the CTGL website, and made possible through institutional funds.

## Section I.1(b): Effective use of resources to achieve proposed objectives

The institutional investments in funds and faculty lines in the last six years were made despite a difficult financial environment on campus and in Iowa. We made innovative, meaningful, and sustainable choices, such as establishing the first academic residency for translators in the country, securing $175,000 Strategic Initiatives Grant from CLAS to build curriculum and instructional resources at the start of a new BA degree, and now, dedicating

~$65,000 annual budget to introduce a Faculty Fellows in Residence program. Our record of growth and program management to date exemplifies the kind of effective use of resources and personnel that we intend to continue making during the funding period of the US-DOE’s NRC grant. Please see Section I.3 for further discussion of effective use of resources.

## Section I.1(c): Effective use of personnel to achieve proposed objectives

Please see Section E for discussion of CTGL operational and collaborative structure.

The success of CTGL is ensured by the qualified professionals (listed above) selected to

support, manage, and oversee the center. CTGL personnel will maximize their effectiveness by leveraging existing human resources, administrative services, technology (IT), research

and travel support, and facilities from within each of the collaborating units including DWLLC, COE, IP, and IWP. The CTGL’s broader collaboration with other UI units and department, such as COE’s Center for Evaluation and Assessment, Foreign Language, ESL Education, and Career Services will allow the Center to tap into academic and career advising, experiential learning opportunities, counseling, evaluation and assessment consulting. While the CTGL will provide services for the center’s activities and program, it will also utilize the vast array of human resources and services provided by the UI.

## Section I.2(a): Activities are of high quality

The proposed activities are informed by research, data, and best-practices, and designed by field experts who play transformative roles in translation, global literacy, international education, and professional training across the nation. The CTGL will promote the stated purposes of the NRC through innovative programs that support: **(1)** instruction in languages, translation and in fields that focus on global literacy and provide understanding of different regions/countries; **(2)** research and training for professions in translation, world languages, international studies, and world affairs, and **(3)** outreach and engagement initiatives that involve university, community, regional and national partners. The CTGL will lead our institution’s efforts to integrate translation and global literacy across the academic curriculum and equip global citizens of the future with skills and dispositions necessary for cross-cultural exchange and collaboration, commensurate with the realities of the world they will shape and share.

CTGL’s focus on fundamental modes of global citizenship and engagement will also position us to effect significant impact on the pedagogies and professional training in many relevant disciplines. Chief among them is translation, a field that has been neglected

in undergraduate education in the US, and, one might add, at the expense of competitive edge vis a vis Europe and other global regions where translation and foreign language education have long been staples of post-secondary education. Even as a field of graduate training, translation is confined to a handful of programs in the US. Ideally, the academic training of translators must be broad and integrative so that they obtain a full experience in the complex functions of their art and craft in the global society. Such breadth and integration necessitate systematical investment throughout undergraduate and graduate education to support *the practice and learned use* of translation, if you will, as the new global language. Through the activities of CTGL, we want to make the UI a model institution and to encourage similar investment across the post-secondary environment in the US.

## Section I.1(b): Activities directly relate to NRC purposes

**Absolute Priority #1**: Encouraging diverse perspectives and views is, of course, the *sine*

*qua non* of education in translation, world languages and global literacy. The curricular components of this project are richly interdisciplinary and inter-cultural, and our pedagogical approaches, along with degree requirements, expect students to not just learn about but also experience firsthand working with diverse perspectives. UI’s translation programs have been pioneers in multi-lingual, multi-cultural pedagogy. This signature characteristic remains primary now in our expanded curriculum and programs. The BA in translation requires students to combine language-specific workshops with multi-lingual workshops, and to complete three or more courses with multiple cultural and disciplinary perspectives. As a program of DWLLC,

too, translation and global literacy training will be fully integrated in the students’ education in world languages, literatures, and cultures. Bringing our undergraduate students into closer

collaboration with our graduate MFA students will also capitalize on the presence of 10-12 different world languages and literatures from which our graduate students routinely translate.

Concerning career preparation for government service in areas of national need and for the education, business and non-profit sector, we will provide every student, from first year undergraduate through graduate levels, with multi-stage career exploration and discernment opportunities, through orientation meetings, career exploration workshops, and exposure to local, state government professionals involved in language mediation—i.e., in the courts, educational institutions, health and human services. Students will also benefit from UI’s extensive career service web resources including those on Law and Public Service, Government Employment, and International Employment Resources. CTGL’s robust community engagement and outreach programs, internship and fellowships will keep our students’ career formation in the forefront of our work.

**Absolute Priority #2**: Central to all the activities in Categories 2 and 3 is teacher training

and resource development for sustainable innovation in K-16 education in foreign language and world cultures. Because of commitment to this absolute priority, COE is a principal partner in the CTGL project. Dr. Wesely and her COE colleagues will be crucially involved in the annual teacher training workshops, and in sustaining the network of peer-mentorship, resource sharing and development that these workshops will build for us. Through the symposia on translation across undergraduate curriculum, CTGL will contribute to faculty training, curriculum development, and resource dissemination at post-secondary institutions. Our ongoing partnerships with national professional organizations demonstrate the importance of this dimension of our training activities for the field of translation. Our Faculty Fellows in Residence program and the Center residencies will enable us to support faculty development in CTGL’s

areas of focus. Finally, all three of our virtual libraries will complement—and sustain—our activities concerning priority #2.

**Section I.3: Reasonableness of Costs**

The UI budget for the CTGL is a cost-effective way to serve the state, region, and nation in the Center’s core areas of translation and global literacy, providing rigorous education, training, outreach, and career/professional development. The CTGL will leverage significant institutional support: staffing and teaching investments from CLAS; COE BTLC staff support that will offer organization and delivery to teacher in-service and pre-service workshops; and IP commitments that will provide communication and financial administration support along with internationalization funds (travel, research awards, etc.) to GTLC participants. These institutional commitments allow the majority of NRC funds to support substantive cost areas, as shown Table I2.

|  |  |  |
| --- | --- | --- |
| **Table I2: Reasonableness of Costs Summary** | | |
| **Cost Areas** | **Amount Requested** | **% of Total Budget** |
| **Administration\*:** Includes the cost of the half-time Program Coordinator hire (salary/fringe) & all indirect costs | $255,088 | 24% |
| **Translation Education/Training**: Includes costs of staff-led programming-  summer salary & course development (salary/fringe), CLAS GA (salary/fringe/ tuition), & Undergraduate Research Stipends | $364,984 | 33% |
| **Outreach Programming**: Includes COE Faculty Outreach Liaison effort (salary/ fringe), COE GA (salary/fringe/tuition), all workshop associated costs | $354,451 | 33% |
| **Library & Digital Resources** | $50,690 | 5% |
| **Evaluation:** CEO Research Support Staff effort (salary/fringe), Design & Quality Control Consultant, & External (3rd-Party) Evaluator | $49,250 | 5% |
| \*Program Director/Associate Director are not receiving funds for their significant contributed administrative effort. | | |

As the above table shows 76% of the CTGL budget request will fund subject area education/training and outreach, relevant international resource development (library and digital resources), and a rigorous evaluation plan. These funds along with significant institutional support, will help deliver and sustain CTGL programming into the future.

## Section I.4: Long-Term Impact on the institution’s undergraduate, graduate, and professional training programs

The CTGL will serve as an incubator for high-impact and sustainable transformations in translation, world languages and global education in general at the UI. By the end of the grant period, we anticipate enrolling over 1100 undergraduate and graduate students both in UI’s professional colleges and CLAS and engaging over 30 UI faculty members in planning and development activities. The expanded curriculum will draw from interdisciplinary body of students and enhance international education across the entire campus. The faculty seminars and workshops will expand our resources to deliver these and other new courses; our concomitant efforts to build virtual resource libraries will support sustainable innovations in curriculum and research for years to come. From first year students to advanced graduate students, a growing body of students will gain knowledge and critical skills in translation and global literacy as part of their primary areas of training. Outreach and engagement, so crucial to global education and intercultural understanding, is fundamental to CTGL activities. The K- 16 workshops and national symposia will make the resources and know-how of the Center available to translators in schools and university faculty; the peer-mentoring groups will be able to sustain collaboration for years to come. Our translation workshop for high-school students will serve as a model that can be emulated in any school district, aided by our guidance and resources. The cross-institutional relationships forged at the outset will allow us to plan future initiatives in international education in secondary-school settings. As we involve our own students in every outreach activity, we will give them invaluable experience in applied and engaged learning. In the same vein, by hosting national symposia, we will develop a leadership pipeline in this growing national effort to integrate translation and global literacy into undergraduate curriculum.

The CTGL will become a hub for national and international resource sharing and talent training as we capitalize on our virtual libraries and network of partnerships. The Center Residencies will contribute to our learning environment and career exploration since the visitors will offer their mentorship and professional expertise to our students.

## SECTION J: Competitive Preference Priority:

In addition to meeting the absolute priorities, CTGL meets the competitive preference priority through the involvement of Kirkwood Community College of Eastern Iowa (KCC) faculty and students in several Center projects. Key among them will be the CTGL’s training workshops in which up to 1/3 of the seats will be reserved for KCC faculty. KCC provides instruction in Chinese, French, Spanish, and Arabic, has agreements with 20 overseas institutions, and enrolls ~2800 underrepresented minority students (~27% of total enrollment). Given the important role of heritage speakers in language-mediation services, CTGL’s training programs and educational resource library, we hope, will incentivize KCC faculty to incorporate translation and interpreting materials into their curriculum. Jon Veih, Director of Kirkwood Regional Center has confirmed interest in this partnership and will be invited to serve on

CTGL’s advisory board. KCC will also partner with us in one of our Interdisciplinary Collaboratories, *Iowa Intersections*, the oral history/video project. Lastly, while Iowa does not have a tribal college, we have reached out to Meskwaki Language Preservation organization, to plan a second Interdisciplinary Collaboratory, a summer institute on translating from indigenous languages, that will bring together Meskwaki language practitioners and our MFALT students and faculty to support translation of traditional Meskwaki narratives (see Appendix D for project descriptions).