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The University of Minnesota (UMN) has a long and proud tradition of engagement in international studies. Consistent with its mission as a land-grant institution, located in a major urban area and with global reach, the University has renewed its dedication “to be preeminent in solving the grand challenges of a diverse and changing world.” UMN faculty are leaders in international research and the training of the next generation of global citizens. UMN’s language programs are leaders in content-based and proficiency-based instruction, and its learning abroad programs have set the standard for the nation. International studies are key components of graduate and professional programs that span the University, from the Liberal Arts, to Education, to Business, to Public Health. For over twenty years, the Institute for Global Studies (IGS) has contributed to internationalization at the University, in our community, and across the nation. Its global studies major, one of the country’s first, is regularly consulted as a model program. If awarded, IGS will serve as the National Resource Center in international studies at UMN. IGS is at the center of international studies at UMN with a core interdisciplinary curriculum in global studies and a constellation of international research and programmatic centers that contribute broadly to the internationalization of graduate programs, faculty development, and outreach.

# Chapter A: Commitment to Subject Area

A.1. Financial and Other Support. Despite the challenges posed by the COVID-19 pandemic,

UMN has renewed its commitment to international studies through investments in tenure-stream faculty and program development, and UMN and IGS are particularly well-resourced to implement and support the projects proposed in Chap. I. As Table A.1 indicates, there is strong financial support for IGS. Across 11 colleges, 505 faculty members in 68 disciplines teach and do research in international studies (Appendix II), ensuring strong teaching capacity in both language and non-language programs. UMN boasts a world-class library with strength in international studies, extensive linkages with institutions abroad, robust support for outreach, and

strong financial support for students. In addition, if funded as an NRC, the University will provide a further $145,000 per year in direct support for NRC activities.

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| **Table A.1: Estimated Annual University Financial Commitment to International Studies** | | | | |
| **Area of Investment** | **Salaries & Fringe** | **Student Support** | **Faculty Initiatives** | **Other** |
| **IGS Direct Funding (excl. external funding)** | $3,002,453 | $360,107 | $473,363 | $101,846 |
| **UMN Teaching Staff Non-Language Language** | $37,047,404  $12,531,519 |  |  |  |
| **Library** | $369,082 |  |  | $1,250,000 |
| **International Linkages** |  |  | $450,000 |  |
| **Language Center** | $1,047,651 |  |  | $95,956 |
| **Outreach** | $311,601 |  |  | $193,027 |
| **GPS Alliance** | $11,656,543 | $1,803,139 | $1,027,403 | $1,980,611 |
| **Total (minus IGS**  **direct Funding)** | **$62,963,800** | **$1,803,139** | **$1,477,403** | **$3,519,594** |

UMN maintains 166 partnerships with institutions abroad. These partnerships span the globe (Africa: 13; Americas: 13; Asia: 84; Europe: 41; Middle East: 6; Oceania: 9). Many include faculty, graduate, and undergraduate exchanges. These opportunities promote internationalization of the faculty and international readiness for our students. Along with research and teaching, outreach and engagement are fundamental components of the mission of land grant universities, including UMN. The Office of Public Engagement supports engaged scholarship and tracks the impact of faculty research and community-engaged learning world- wide. While Table A.1 captures the current financial commitment, it does not capture the dynamic development of institutional support for international studies. In just the last five years, financial support for IGS and its centers has increased by 46%. CLA has hired 27 new tenure stream faculty in international studies across 15 disciplines. A Committee on International Programs in CLA, led by Asst. Dean Evelyn Davidheiser (CVs, p. 17), was formed to advance international studies in CLA. New graduate programs in Human Rights, Asian & Middle Eastern Studies, and a new graduate minor in Race, Indigeneity, Gender & Sexuality are thriving.

Financial Support to Students. UMN provides substantial financial support to students in international studies. Students benefit from the general aid pool (merit and need based) and from specialized scholarships for international studies (see Table A.2). An estimated $360 million is distributed annually. 75% of UMN students receive financial aid and 43% of bachelor’s degree students graduate debt-free thanks to the generous support available. To further career readiness,

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| **Table A.2: Select Undergraduate Student Scholarships at UMN for International Studies** |
| 1st Gen. College Student Scholarship for Study Abroad Alexander Dubcek Fund  Angel Ruiz Lillo Friendship Scholarship Billman Family International Scholarship Carlson Global Institute Scholarship China Center Scholarship  Chinese Flagship Scholarship  CBS Scholarship for Learning Abroad CLA Internship Scholarship  CLA Learning Abroad Scholarship College in the Schools Award Diversity Scholarship for Study Abroad Dunn Peace Scholarship  Freshman Study Abroad Scholarship Harnsberger Scholarship International UROP  Joyce Eckman Davis Language Scholarship Jude Kleffman Memorial Scholarship  Katherine E. Sullivan Scholarship for Study Abroad Miranda Scholarship for Lat. Amer. Studies Norman Moen Scholarship  President’s Emerging Scholars Fund  Ralph Mendelson UG Research Abroad Scholarship Selmer Birkelo Scholarship  Talle Family Scholarship |

$2 million in scholarships support undergraduates learning abroad o, including

research and internships. In addition to these general scholarships for undergraduate learning abroad, many undergraduate colleges and programs offer scholarships for their own students. International research centers in IGS annually provide $350,000 in direct student support. New funding has been added to support professional development opportunities for IGS majors for conference participation and travel to field sites. Approximately 73% of graduate students receive support in the form of assistantships (this is closer to 100% for students in PhD programs), coupling financial support with important training opportunities, while 17% receive fellowships. For graduate students in international studies (Ch. D, pp. 12-21) this amounts to

$25.5 million in assistantships and $8.5 million in fellowships annually, including dedicated fellowships that support dissertation writing, research travel, and interdisciplinary and

international graduate student collaborations. In addition to national fellowships such as Fulbright, graduate students have access to institutional fellowships (see table A.3). Financial support is also routinely used to enhance FLAS fellowships. For example, IGS provides travel

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| **Table A.3: Graduate Student Fellowship Opportunities at Minnesota** | |
| CAS Research Fellowships DAAD Fellowships  Departmental Endowed Fellowships Doctoral Dissertation Fellowships Dunn Peace Fellowship  Education Opportunity Fellows Graduate Humanities Fellowships Graduate School Fellowships ICGC Fellowships | Interdisciplinary Doctoral Fellowships Judd International Fellowships Leonard Memorial Fellowships  Luce Scholars Program  Mark & Judy Yudoff Fellowships Mears Fellowships  Thomas Wallace Fellowships Torske Klubben Fellowships  Zolati Graduate School Fellowships |

awards for under- graduates with summer FLAS fellowships abroad, and for graduate students the home

department often covers the difference between graduate tuition and tuition covered by FLAS.

**Chapter B: Quality of Language Instructional Program**

* 1. Extent of Language Instruction: The University of Minnesota has a long-standing and strong

commitment to broad and high-quality offerings in foreign languages. UMN offers instruction in 25 foreign languages; 22 are less-commonly-taught. Many are offered at high levels of proficiency, including 23 through 3rd year (Advanced) instruction and 9 through 4th year (Advanced Plus). Languages spoken by significant immigrant populations in the Twin Cities - notably Spanish, Somali, Hmong-,or indigenous languages spoken in northern MN and Canada - Dakota, and Ojibwe - offer specialized fast tracks for heritage speakers or immersion tracks. In 20-21, the combined language programs showed an enrollment of 8,029 students. On average 24% of those represent students in STEM fields and professional schools outside of the liberal arts, in 20-21 1,924 students. Besides campus-based programs, UMN offers language programs abroad such as the Arabic Program in Fez, Morocco; Chinese at CET through UMN’s Chinese Flagship Program; and its programs in Freiburg, Germany; Montpellier, France; Cuernavaca, Mexico, and Toledo, Spain. All UMN students have access to the CourseShare program of the

Big Ten Academic Alliance (BTAA) which offers access to approximately 112 LCTLs through online and distance teaching technologies. In 20-21, UMN students enrolled in 16 different languages - many at the advanced level - including Basque, Catalan, Czech, Danish, Modern Greek, Persian, Polish, Turkish, Vietnamese, and Yoruba through CourseShare (listed under the LANG designator). In addition to UMN students taking advantage of offerings at other Big Ten institutions, their students participated in such UMN offerings as Dakota, Finnish, and Ojibwe.

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| **Table B.1: 2020-21 Enrollments & Scope of Foreign Language Instruction** | | | | | | | | |
| **Language** | Enrollment | Year 1 | Year 2 | Year 3 | Year 4 | Intensive | E-Learning | Special Offering |
| Arabic,Standard | 255 |  |  |  |  |  |  |  |
| Egyptian | 6 |  |  |  |  |  |  |  |
| Gulf | 6 |  |  |  |  |  |  |  |
| Jordanian | 8 |  |  |  |  |  |  |  |
| Chinese | 459 |  |  |  |  |  |  |  |
| Dakota | 84 |  |  |  |  |  |  |  |
| Dutch | 29 |  |  |  |  |  |  |  |
| Finnish | 44 |  |  |  |  |  |  |  |
| French | 1,223 |  |  |  |  |  |  |  |
| German | 587 |  |  |  |  |  |  |  |
| Hebrew Modern | 75 |  |  |  |  |  |  |  |
| Hindi | 39 |  |  |  |  |  |  |  |
| Hmong | 177 |  |  |  |  |  |  |  |
| Italian | 254 |  |  |  |  |  |  |  |
| Japanese | 661 |  |  |  |  |  |  |  |
| Korean | 473 |  |  |  |  |  |  |  |
| Norwegian | 94 |  |  |  |  |  |  |  |
| Ojibwe | 91 |  |  |  |  |  |  |  |
| Portuguese | 101 |  |  |  |  |  |  |  |
| Russian | 205 |  |  |  |  |  |  |  |
| Somali | 124 |  |  |  |  |  |  |  |
| Spanish | 2,727 |  |  |  |  |  |  |  |
| Swahili | 38 |  |  |  |  |  |  |  |
| Swedish | 60 |  |  |  |  |  |  |  |
| Urdu | 34 |  |  |  |  |  |  |  |
| CourseShare | 83 |  |  |  |  |  |  |  |
| **TOTALS** | **8,106** |  |  |  |  |  |  |  |

* 1. Levels of Instruction and Specialized Offerings: Table B.1 above provides an overview of

instructional levels and specialized offerings. 23 of 25 languages are offered at the beginning, intermediate, and advanced levels (1st, 2nd, and 3rd year). The 9 languages offered at the highest levels (typically year 4 and beyond) are taught with a Content-Based Instruction model, with

culture and/or areas studies content integrated into advanced language training. Examples are 3000-level Spanish courses, Chinese 5040: *Chinese Texts*, or Arab 5040: *Arab Texts*. Many languages are regularly offered in intensive summer sessions for levels 1 through 3. This includes 1st and 2nd year Arabic, offered as an immersion experience, allowing students accelerated access to higher levels of instruction. Students whose home language is Chinese, French, Hmong, Spanish, Italian, or Somali can select accelerated offerings designed for heritage learners (e.g., SMLI 1225 or HMNG 1015). Both Dakota and Ojibwe also offer summer immersion experiences. (e.g., OJIB 5202 and DAKO 5226). Specialized offerings also include business language classes in Spanish, French, German, and Portuguese, and a 5-course sequence in Medical Spanish as well as a recently developed Medical Hmong course (HMNG 1013). We plan to grow that program by developing additional offerings during this cycle. All major languages offer specialized reading courses for graduate research. The UMN’s Chinese Flagship trains qualified undergraduates from diverse disciplines in a rigorous 4-year program to superior- level Mandarin Chinese. The program includes several courses of individualized training and tutoring, two intensive summer courses in China, as well as a capstone year at Nanjing or Beijing Union University. These courses focus on content that matches the student’s major, and thus they include a wide range of disciplines. 48 students are enrolled in the Flagship program. Additional specialized offerings include courses in the humanities and social sciences with recitation or discussion sessions led by TAs who teach in their mother tongue. Examples include SPAN 5590 *Globalization in Latin America*; History 3402 *Latin America 1825-Present* and 5902 *Modern Latin America*; and the two core Global Studies courses (GLOS 3144 & 3145). In the language and literature departments, all 3000-level and above culture classes are conducted in the target languages and are open to all students who have completed advanced composition/conversation

classes in the language. By pandemic necessity, all language classes are made available in synchronous and asynchronous online format. In summer of 2020, IGS supported the Language Center (LC) and Center for Advanced Research on Language Acquisition (CARLA) in an effort to train all LCTL instructors in the relevant pedagogical expertise to create high-quality online language classes, and we are institutionalizing these offerings, adding to the versatility of post- pandemic LCTL courses and thereby increasing the potential CourseShare opportunities for such unique Minnesota LCTLs as Dakota, Ojibwe, Hmong, and Somali.

* 1. Language Faculty: The UMN employs 134 full-time language faculty and instructional

professionals (lecturers and teaching specialists). (See Appendix II, pp. 211-278) All are experts in their fields and have extensive language acquisition training as a prerequisite for employment. All programs are overseen by Directors of Language Instruction (DLIs), who typically have advanced degrees in pertinent fields, and who work closely with the language instructors. DLIs also closely supervise teaching assistants, who must pass a mandatory teaching methods and language pedagogy seminar. In addition to the above, all language teachers are trained in Proficiency Testing based on ACTFL (American Council on the Teaching of Foreign Languages) guidelines. Language instructors participate in professional development workshops conducted by experts from the LC, CARLA, and the Center for Educational Innovation (CEI).

* 1. Performance-based instruction and adequacy of resources: Language instruction at

Minnesota is based on a Communicative Approach, and course outcomes are measured against ACTFL Proficiency Guidelines. The Language Center is home to the Testing Program that developed and administers a set of language-specific proficiency tests for LCTLs in reading, writing, listening, and speaking. The tests are taken independent of the language programs, typically at the end of the fourth semester, and offer an objective assessment if language learners

have attained the proficiency levels that were aimed for in the language requirement. Hundreds of tests are administered annually and are available fully online. A second instrument developed by the LC is the BOSSA (Basic Outcomes Student Self-Assessment) tool, an online self- assessment of language ability that helps the student identify areas for improvement and create a program for reaching language proficiency goals. These programs are managed by the Language Center, a state-of-the-art resource center with a staff of 15 language professionals who provide technology, instructional support, and professional development seminars. The LC actively supports instructors and students with both in person and remote learning and provides resources that have proved invaluable during the pandemic.

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| **Table B.2: Language Center Resources** |
| - Four computer classrooms with 24 stations each, with MacDiLL digital audio lab software, data projector and an instructor's desk with computer and A-V sources.  -Multi-purpose media classrooms containing a portable laptop lab with 25 computers, videotaping and conferencing equipment along with a data projector and an instructor's desk with computer and A-V sources. |
| -Four small rooms fully equipped for individual or group use, as well as two small study rooms. |
| - International streaming subscriptions, the Multi-Media Lab, small rooms and student study rooms. |
| - Language Center servers hosting the LC web site, Tandem site, and the MacDiLL database and Admin OS. |
| -A Development Studio which assists faculty and instructors in creating instructional materials and also supports the continued development of the Language Proficiency Exams administered by the Language Testing Program. |
| - A sound studio |
| - A Multi-Media lab for individual student use with 31 computer workstations and 4 stations for viewing videos. |
| - Audio/Visual Library with almost 3,000 DVDs and other formats in over 30 languages, and a variety of digital  AV and computer equipment for check out. |
| * Staff of 15 (not including student staff), annual operating budget of almost $2 million |

Language Proficiency Requirements: The College of Liberal Arts has a graduation language

requirement of two years of language instruction for all students, regardless of major, though many majors expect more extensive training (see Ch. D). The proficiency level of Intermediate High is the goal most language programs aim for at the end of second year. As stated above, the LC’s Testing Program has developed and administers Language Proficiency Exams (LPEs) to be taken at the end of second year to determine whether students have attained that level. The Testing Program’s data shows that for many LCTLs students test at higher levels.

# Chapter C: Quality of the Non-Language Instructional Program

* 1. .a. Quality & Extent of Non-Language Courses: The scope of UMN’s courses in international

studies is extensive and comprehensive. Courses with significant international content are found across undergraduate, graduate, and professional school curricula. 1,371 non-language international studies courses are offered across 11 colleges. Appendix I shows the broad distribution of international content and its concentration in the core liberal arts disciplines that serve students in academic programs across the University, as seen in Tables C.1 and C.2.

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Table C.1: Distribution of International Non-Language Courses in the College of Liberal Arts**  *(U= Undergrad, U/G=Undergraduate/graduate, G=Graduate only)* | | | | | | | | | | |
| **Discipline** | **U** | **U/G** | **G** | **All** |  | **Discipline** | **U** | **U/G** | **G** | **All** |
| Afro & Afro-Am | 24 | 7 | 1 | 32 |  | German Studies | 18 | 4 | 3 | 25 |
| Am Indian Studies | 14 | 3 | 1 | 18 |  | Ger., Scan, Dutch | 4 | 1 | 1 | 6 |
| American Studies | 10 | 0 | 0 | 10 |  | Global Studies | 41 | 4 | 0 | 45 |
| Anthropology | 32 | 9 | 6 | 47 |  | History | 102 | 22 | 11 | 135 |
| Art History | 26 | 14 | 9 | 49 |  | Italian | 8 | 3 | 0 | 11 |
| AMES | 52 | 8 | 2 | 62 |  | Jewish Studies | 7 | 0 | 0 | 7 |
| Chicano Studies | 17 | 1 | 0 | 18 |  | Journalism | 7 | 3 | 0 | 10 |
| Classics & Near East | 7 | 0 | 1 | 8 |  | Linguistics | 6 | 5 | 2 | 13 |
| Communication St. | 9 | 2 | 1 | 12 |  | Music/Music Ed. | 12 | 8 | 2 | 22 |
| Cultural S/Comp Lit | 20 | 9 | 0 | 29 |  | Philosophy | 26 | 6 | 6 | 38 |
| Dance | 11 | 1 | 0 | 12 |  | Political Science | 46 | 12 | 13 | 71 |
| Development Studies | 0 | 0 | 3 | 3 |  | Portuguese St. | 5 | 0 | 0 | 5 |
| East Asian Studies | 5 | 0 | 0 | 5 |  | Religious S. | 37 | 4 | 0 | 41 |
| Economics | 13 | 0 | 14 | 27 |  | Russian Studies | 6 | 2 | 0 | 8 |
| English Studies/Lit. | 41 | 5 | 11 | 57 |  | Scandinavian St. | 13 | 2 | 0 | 15 |
| French Studies | 23 | 3 | 10 | 36 |  | Sociology | 22 | 2 | 4 | 28 |
| French & Italian | 2 | 1 | 0 | 3 |  | Spanish Studies | 18 | 11 | 7 | 36 |
| GWSS | 19 | 5 | 3 | 27 |  | Theatre Arts | 11 | 2 | 3 | 16 |
| Geography | 23 | 0 | 15 | 38 |  | **Totals** | **737** | **159** | **129** | **1025** |

International Studies in the Professional schools: Professional schools at UMN provide

significant opportunities for their students in international studies. See Table C.2.

|  |  |  |  |
| --- | --- | --- | --- |
| **Table C.2: International Studies Courses in Professional Schools & Programs** | | | |
| College | Intern. Courses | College | Intern. Courses |
| Academic Health Center | 16 | Education & Human Development | 57 |
| Medical School | 9 | Agriculture & Natural Resources | 59 |
| School of Nursing | 2 | Science and Engineering | 31 |
| School of Public Health | 9 | Carlson School of Management | 44 |
| Biological Sciences | 6 | Humphrey School Public Affairs | 40 |
| Grand Challenges (U wide) | 14 | Law School | 26 |
| Design | 33 | **Totals** | **346** |

The Humphrey School of Public Affairs, the Carlson School of Management, the School of Public Health, and College of Education and Human Development have particular strengths. At present, 346 international studies courses are offered in the professional schools/colleges, and most of them are available to students in programs outside of the sponsoring college.

* 1. Specialized Offerings in International Studies: Advanced level course offerings, where

specialized content is most often present, are a good indicator of the UMN’s investment in specialized offerings in the non-language international studies curriculum. Higher level courses are often directly tied to faculty research. At the advanced level, UMN offers 267 courses with international studies content at the 5000 level (open to both advanced undergraduates and graduate students), and 155 at the 8000 level (open only to advanced graduate students). These courses are distributed across all disciplines. 37 courses at the 6000 level and 15 at the 7000 level

are specialized professional courses that address specific professional skills (see Appendix I). Examples are courses in the Law School (e.g., LAW6400 *International Environmental Law)* or the AHC (e.g., MED7009 *Immigrant/Refugee Health and Disaster Response).* Furthermore, as a research university, UMN is committed to introducing undergraduate students to specialized knowledge. Faculty teach current research as “topics courses,” and these often become institutionalized as regular offerings (e.g., GLOS 4311 *Power, Justice, & the Environment*).

C.3. The Non-Language International Studies Faculty: UMN has one of the largest international

studies non-language faculty in the nation. Of the 484 CLA faculty, 236 teach international studies courses. 117 of these have tenure homes in the social sciences and 119 in the humanities and ethnic studies. Outside of CLA, 135 faculty teach international studies in the Professional Schools and other colleges. Pedagogical Training for Instructional Assistants: The Center for

Educational Innovation (CEI) is a university-wide center that promotes effective teaching and

learning by supporting graduate students, instructional staff, and faculty. CEI runs professional development workshops where instructors develop pedagogical strategies to make their teaching more effective, create inclusive learning environments, improve assessment techniques, and incorporate international content into their teaching (see table C.3).

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| **Table C.3: Pedagogical Training Workshops Offered** | |
| Bringing International Perspectives to Your Teaching Centering Access and Inclusion  Collaborative Online International Learning Program Dealing with Difficult Classroom Situations Engaging Students in Large Classes  Facilitating student engagement in synchronous Zoom sessions  Fostering Critical Thinking | Leading Discussion Sections  New Teaching Assistant Orientation  Online & Other Resources for Preventing Plagiarism Presenting Content: Lively & Practical Approaches Reducing the Performance Gap  Teaching in an Active Learning Classroom Program Teaching Your First Day of Class  Teaching First Year Students |

In addition to these programs, teaching assistants receive continual oversight through weekly meetings and 2 classroom visits per semester by the supervising professor. CEI also runs a *Preparing Future Faculty* program that provides a year-long teaching and learning forum for graduate students. Participants explore learning theory and strategies, develop teaching skills, create classroom materials, and work with faculty from a range of institutions.

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| **Table C.4: Professional Development Opportunities in Preparing Future Faculty** | |
| **Course work**: Learning theory and strategies, develop teaching and assessment skills, create classroom materials, work with faculty mentors, syllabus design **Graduate Level courses**: Teaching in Higher  Education, Practicum for Instructors in Higher Education, and Teaching and Learning Topics in Higher Education | **Web-based Resources**: Designing Smart Lectures, Active Learning with PowerPoint, customized teaching workshops, TA Handbook, Syllabus Tutorial, Teaching Guides, ability to schedule teaching consultations and to "Ask a Quick Teaching Question" |

C.4. Interdisciplinary Offerings in International Studies: UMN has allocated considerable

resources to the development of interdisciplinary international studies courses and formal programs of study. 319 interdisciplinary international studies courses are found throughout CLA at both the undergraduate (229) and graduate levels (90). A further 53 are offered across the professional schools (CEHD, HHH, the Medical School). (See Appendix I for individual course designations). The Provost’s Grand Challenges Curriculum is part of the UMN strategic plan and

provides funding for the development of an innovative series of team-taught interdisciplinary courses with global content. In 20-21, fourteen Grand Challenge courses with international studies content were taught with an enrollment of 257. See Appendix I, pp. 30-31.

# Chapter D: Quality of Curriculum Design

* 1. a. Undergraduate Majors, Minors, Concentrations in International Studies: International studies is at the core of 12 degree programs and tracks in 3 colleges. The largest concentration is found in CLA, the largest teaching college at UMN, but significant programs are also found in the Carlson School of Management (CSOM) and the College of Food, Agricultural and Natural Resource Sciences (CFANS). **CLA**: In 20-21, CLA had a total enrollment of 13,734 students and awarded 3,458 degrees. The flagship international studies B.A. program in CLA is **Global**

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| **Table D.1: Enrollments in Undergraduate Majors, Minors,**  **Certificates with International Studies Focus** | | |
| **College of Liberal Arts** | Major | Minor |
| African American & African Studies | 14 | 12 |
| Asian & Middle Eastern Studies |  |  |
| Arabic Studies Subplan | 9 | 25 |
| Chinese Studies Subplan | 43 | 77 |
| Hmong Studies Subplan | 3 | 4 |
| Japanese Studies Subplan | 59 | 52 |
| Korean Studies Subplan | 41 | 42 |
| South Asian Studies Subplan | 2 | 6 |
| Biology, Society, Environment | 588 | 15 |
| Cultural Studies/Comp. Lit/Cinema Studies | 32 | 15 |
| Economics |  |  |
| Comparative Economic Systems | 163 | 32 |
| International Trade & Finance | 177 | 26 |
| French & Italian Studies | 54 | 126 |
| Gender, Sexuality & Women’s Studies | 39 | 45 |
| German, Nordic, Slavic & Dutch Studies | 48 | 128 |
| Global Studies | 254 | 34 |
| History | 283 | 74 |
| Political Science |  |  |
| Comparative Government | 128 | 75 |
| International Relations | 198 | 85 |
| Spanish & Portuguese Studies | 219 | 758 |
| **Carlson School of Management**  International Business | 61 | 51 |
| **College of Food, Agriculture & Natural Sciences**  Applied Economic: Intern. Trade & Develp  International Agriculture | 124 | 22 |
| **Certificates** |  |  |
| Advanced Asian Languages Certificate | 1 |
| Advanced French Certificate | 2 |
| Advanced German Certificate |  |
| Advanced Spanish Certificate | 4 |
| Interpreting Certificate (Health/Legal) | 8 |
| Total (sans certificates) | 2,481 | 1,704 |

**Studies**. In spring 21, it enrolled 254 majors and 34 minors. The curriculum is comprised of challenging core courses and courses in thematic and regional concentrations. (See Table D.2.) The major has a two-year language requirement and an experiential learning requirement of, at a minimum, 6 weeks of study abroad or 100 hours of relevant internship work. Most majors complete six or more semesters of language and spend one semester abroad.

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| **Table D.2: Overview of Global Studies Major Curriculum and Requirements** |
| **Core Courses** – 9+ Credits  GLOS 3144: *Knowledge, Power, and the Politics of Representation*  GLOS 3145: *Global Modernity, the Nation-State, & Capitalism*  Ways of Knowing Course - 3 credits: Methods and/or career readiness in interdisciplinary global studies |
| **Thematic Concentration** (12+ credits)  *Themes* (Required a 3 cr. breadth course and 3 elective courses)  1) Cultural Production & Everyday Practice; 2) Human Rights & Justice; 3) Political Economy & Environmental Change; 4) Global Health & Mobile Populations |
| **Regional Concentration** (12+ credits)  *Regions*: 1) Africa; 2) East Asia; 3) Europe; 4) Islamic World; 5) Latin America; 6) Middle East; 7) Russia,  8) South Asia |
| **Experiential Learning:** 1) Study Abroad (6 weeks or more); 2: Global Internship (100 hours) |
| **Language Requirement**: 4 semesters in a foreign language related to region; 6+ encouraged |
| **Capstone Project**: Research paper or creative project synthesizing the critical perspectives and knowledge  from courses and experiences to deepen research, analytic and writing abilities. |

The **Economics** major includes two internationally focused concentrations: Comparative Economic Systems and International Trade and Finance. In spring 21, 340 students elected to concentrate internationally. Of the 45 credits in ECON classes that students complete for the major, 12 must be upper division (3000-5000) courses in the track. The two core courses are ECON 4431 *International Trade* and ECON 4332 *International Finance*. Students select from additional courses in area studies such as ECON 4311: *Economy of Latin America*. The **Political Science** major offers two subfields with an international focus: Comparative Politics and International Relations. The major requires students to take 32 credits, and 24 upper-division credits spread across 3 of the 4 subfields, ensuring that even students who concentrate in American Politics must include some international studies in their major. Most students opt to

concentrate in a particular sub-field, and in spring 2020, 326 (54%) of the 607 Political Science majors concentrated their studies in an international subfield. The **Biology, Society, Environment** (BSE) major in the Dept. of Geography, Environment, & Society examines the relevance of the biological sciences to global social, environmental, or health-related problems. The major is a unique combination of STEM with international social and area studies, as students select such thematic foci as Global Environmental Solutions, Science & Social Change, and Biology & Human Culture. More than 90% of all its majors elect to concentrate internationally. The **History** major offers international concentrations in Africa, Asia, Europe, Latin America, Middle East or World. Students must take at least 6 upper-division courses in their regional concentration, in addition to the core methods and skills courses and the senior seminar. In the humanities curriculum, an international studies focus is found in the **foreign language** and **cultural studies** programs. UMN offers BA degrees in African Studies (Swahili, Somali), Asian & Middle Eastern Studies (subplans in Arabic, Chinese, Hindi/Urdu, Hmong, Japanese, and Korean Studies), French & Italian, German, Dutch, Nordic (Finnish, Norwegian, Swedish), Slavic (Russian), Spanish & Portuguese, and Cultural Studies & Comparative Literature. All foreign language and cultural studies degrees are grounded in methods and skills courses (cultural theory and textual analysis) and in high language proficiency requirements, typically a minimum of Advanced Plus. Beyond this base, students take upper-level courses on the culture, history, and societies of the region. All CLA students are required to complete the equivalent of 4 semesters of language study, but higher levels of proficiency are required for the language and culture majors. The **School of Management** offers an **International Business BSB**., which requires 72 to 86 credits within the major with upper-division courses in International Business Foundations and International Business Environment. Students must

complete at least four semesters of a foreign language and a semester abroad in combination with an internship with an international organization. The **College of Food, Agriculture and Natural Resource Sciences** incorporates international studies in its **Applied Economics** major in International Trade & Development. Students take between 29 and 32 credits in foundational and skills courses and complete GCC 3017: *World Food Problems, Agronomics, Economics, and Hunger* or AGRO 3203 *Environment, Global Food Production and the Citizen*, in addition to the professional applications course and courses in experiential learning. The **International Agriculture** Minor consist of 18 credits, divided between a general overview of international agriculture, a culture or language course, 3 upper-level content courses in international agricultures and a study abroad international internship component.

**Graduate Training in International Studies**: Table D.3 provides an overview of the

distribution of graduate majors and minors in the College of Liberal Arts and four professional schools that have significant international studies concentrations.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Table D.3: Overview of Graduate Majors & Minors with International Studies Concentrations (#students)** | | | | | |
| **College of Liberal Arts** | Major | Minor |  | Major | Minor |
| Anthropology (PhD): Sociocultural Linguistic, Regional Concentrations | 44 | 2 | Art History (Ph.D): East Asian Art, Art of Iran and South Asia, Islamic  Art, Latin American Art and South | 15 | 2 |
| Asian Literatures, Cultures & Media  (MA, PhD): Arabic, Korean, Chinese and Japanese Studies | 21 |  | Comparative Lit./Compar. Studies  in Discourse & Society (PhD) Moving Images Minor | 33 | 10  23 |
| Development Studies & Social Change |  | 30 | Economics (MA, PhD)  Comparative Economic Systems International Trade & Finance | 119 | 1 |
| Feminist Studies (PhD) | 21 |  | French Studies (MA, PhD),  Francophone St., Maghreb Studies | 18 |  |
| Geography (MA, PhD) | 46 |  | Germanic Studies (MA, PhD) | 14 | 1 |
| Hispanic & Lusophone Literatures, Cultures & Linguistics (PhD) | 29 |  | History (PhD): Africa, Europe,  South/East Asia, Latin America, Middle East & Islamic World |  |  |
| Linguistics (MA, PhD) | 14 |  | Music: Ethnomusicology (PhD) | 47 |  |
| Political Science (PhD): Comparative  Politics; International Relations | 58 |  | Population Studies |  | 16 |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Sociology (PhD) | 66 | 9 | Theatre Arts: Theatre  Historiography (PhD) | 15 | 1 |
| **Professional Schools** | | | | | |
| **Carlson School of Management** |  |  | **Humphrey Sch. of Public Affairs** |  |  |
| International MBA | 167 |  | Master of Human Rights | 31 |  |
| China MBA | 80 |  | Global Public Policy | 126 |  |
| Vienna MBA | 51 |  | Master Development Practice | 21 |  |
| **College of Education** |  |  | **School of Public Health** |  |  |
| Comparative and International  Development (MA, PhD, D Ed) | 106 |  | Global Health (MPH) |  | 11 |
| International Education Minor |  | 5 |  |  |  |

In **CLA**, UMN offers 15 degrees that are broadly distributed across the social sciences (Anthropology, Economics, Feminist Studies, Geography, History, and Political Science), the Arts (Art History, Music, and Theatre Arts) and the Humanities (Asian Studies: Chinese, Japanese, Korean, and Arabic, Cultural Studies & Comparative Literature; French Studies; Germanic Studies; Hispanic & Lusophone Literatures & Linguistics. Admission to the graduate programs in the foreign languages requires proof of Advanced Plus or Superior level proficiency. **The School of Management** offers an International Business MBA as well as a concentration in the Global Medical Industry. The MBA is explicitly global in focus and requires that all students have an international experience. CSOM offers 2 Global Executive programs that are partnerships with highly respected business schools in Austria (Vienna University of Economics and Business) and China (Lingnan College of Sun Yat-sen University). Students complete their core international business course at UMN before the required residency overseas. **Hubert H. Humphrey School of Public Affairs (HHH): MPP Concentration in Global Public Policy** requires courses that explore foreign policy, international relations, development, conflict, cross- cultural communication, global economic policy, and the management of international organizations. Requirements are 8 core courses, 7 breadth courses in international studies, 15 credits in a secondary concentration, a policy research paper, and an internship. The **Master of Development Practice** is an interdisciplinary, 50-credit program. The degree provides training

in policy analysis and management, health and education, natural sciences, social sciences and interdisciplinary research methods with a focus on the Global South. An international field experience and a capstone workshop in development practice are required. The **Master of Human Rights,** a collaboration between HHH and CLA, is a 2-year, 45-credit program requiring students complete the Human Rights and Professional core course as well as 12 credits of course work in the following pre-designed international concentrations: Human Rights & Development, Human Rights, Conflict and International Security, Human Rights & Migrations, and Human Rights & Area Studies. **College of Education and Human Development (CEHD):** The program in **Comparative & International Development Education** offers students an opportunity to focus on the relationship between education and development globally. In MA and PhD tracks, students examine education's role in economic, political, and social/cultural development and take courses on education policy and the internationalization of education.

**School of Public Health (SPH):** The **Global Health Interdisciplinary Concentration** provides graduate students pursuing a Masters an opportunity to explore the relationships between health, environment, politics, culture, the economy, and demographic changes in the Global South. 12 credits and an international field experience are required. SPH has collaborative agreements with multiple international sites where students may do internships. The **Graduate Minor in Global Public Health** provides an opportunity for interdisciplinary work to graduate and professional students enrolled in degree programs across UMN. Students take 5 credits of required course work and 2 (MA students) to 7 (PhD students) credits of electives.

Language Requirement: The Graduate School requires all graduates to show proficiency in one

foreign language through certification by a UMN language department. The level of proficiency required is determined by the program. (See pp. 5-7 for languages and specialized offerings.)

* 1. Academic and Career Advising: **For undergraduates**, UMN uses an advising model that

provides each student comprehensive services throughout their academic career. All students are advised by college-specific advisors until they declare a major. Once declared, they meet with a major-specific advisor every semester who helps them tailor course selections to their postgraduation goals and plan for a timely graduation. A set of online resources – a Schedule Builder; a Graduation Planner, which helps students set a path to graduate in four years; and an Academic Progress Audit System (APAS) – allows students to track the requirements remaining to degree completion. Increasingly, departmental advisors in international studies are required to have expertise and an advanced degree in a relevant field. CLA focuses on career readiness in all its undergraduate programs. It developed a set of career competencies that help students map the outcomes of a liberal arts degree onto skills frequently requested by employers. The RATE tool (reflecting, articulating, translating, and evaluating) supports students linking their diverse experiences to the career competencies. The Office of Career Services provides comprehensive advising on major selection, resume building, and the job search process as students prepare for the workforce. Departments are assigned a career advisor with expertise in the major. Career Services also assists with internship and service-learning placements, so students can incorporate experiential learning and build resumes. Similarly, students are connected to mentors in professional fields in their areas of interest. Major advisors also provide career planning support, link current students to alumnae networks, and work with Career Services to provide specialized workshops. Career Services and major advisors are particularly proactive in advising students to articulate the benefits of an internationally focused program, ensuring that language skills and experience abroad are effectively represented in the student’s resume. (See placements below table G.2). Advising of **graduate students** relies on a mentorship program. Students are advised

by departmental faculty whose expertise aligns with the student’s career and academic goals. Most graduate students are first advised by the departmental Director of Graduate Studies (DGS) until the student has determined their research focus – usually by the end of the first year – when the student is assigned a faculty advisor. The advisor works with the student to develop a committee that must include at least one member outside of the department. While the bulk of career advising for graduate students takes place within the program, the Graduate School provides resources designed to expand the career pathway. These include an Individual Development Plan, workshops and consultations, pd.education (a portal to hone specialized skills), and *Beyond the Professoriate* (a professional development e-learning platform).

* 1. Research and Study Abroad: The Learning Abroad Center (LAC) is UMN’s central office

for study and research abroad. LAC offers a full range of advising and support services to students, including program selection, academic planning, financial planning, registration, credit, cultural training, reentry, and career integration. Prior to the pandemic, a variety of program options—180 programs in over 50 countries—had been developed to address the diverse needs of students. After students were required to return home, LAC pivoted to support learning abroad in new ways. Students were offered options to complete programs remotely, while working with faculty abroad, or to pursue virtual internships (see below). As LAC moved to reopen access to experiences abroad in spring 2021, it relied on its institutional connections to offer a select few programs where academic quality and health and safety standards could be monitored. In fall 21 and spring 22, the LAC continued to open the programs for students. As we begin to return to prepandemic participation in learning abroad, students benefit from the range of programs that vary in length, level, academic focus, teaching format, language requirements, and cost. The LAC pioneered **curriculum integration**, engaging faculty and student support staff from every

UMN college to identify ways for students, regardless of their major, to study abroad. This integration also facilitated the pivot in spring 2020 as well as the successful gradual reboot of learning abroad. Prior to the pandemic, the work of the LAC in partnership with academic units resulted in a high degree of study abroad participation: 39% of all undergraduate students studied abroad. LAC’s commitment to expanding access to study abroad is also reflected in LAC’s leadership in increasing diversity in study abroad. 2019 data indicated that 30% of those studying abroad were students of color. Another sign of the commitment to encourage study abroad is scholarship funding: in 2019-20, $1.8 million. The annual *Open Doors* report on study abroad ranks UMN 8th in institutions nation-wide. Undergraduates are encouraged to conduct research abroad at programs like MN Studies in International Development and with support like the International UROP. An integral part of LAC’s study abroad offerings are programs offered by other partnering institutions. Prepandemic, 45% of programs open to UMN students were sponsored by other institutions Finally, LAC works closely with Career Services on **career integration**, to help students leverage their experiences abroad for post-graduate placements.

During the pandemic, when students were forced to return home and to delay or cancel learning abroad, LAC drew on its network of partners abroad to create virtual internships at 12 different locations, from Madrid to Dakar, and from publishing houses to NGOs. Many internship placements required at least intermediate language proficiency and were conducted in the target language. Internships included a course component and were credit-bearing.

Graduate Study & Research Abroad: Students pursuing graduate and professional degrees in

international studies are expected to spend time abroad, either completing research or professional internships. Table D.4 highlights formal opportunities for study abroad at the graduate level, especially for professional school students. For many PhD candidates, funding for

research abroad is included in their support packages, and competitive funding opportunities are provided through both UMN (see Ch. A, p.2) and national programs (e.g., Fulbright, IREX).

|  |  |
| --- | --- |
| **Table D.4: Study Abroad Opportunities for Graduate and Professional Students** | |
| **FLAS Language Fellowships**: Summer and year-long  opportunities for graduate and professional students to study in intensive language programs abroad | **Minnesota Studies in International Development:**  Semester or Year-long graduate-level programs in Ecuador, Thailand, and Senegal |
| **UMN Global Experience Program** Internships for graduate and professional school students in Australia, American Samoa, Ecuador, Ghana; UMN Global Experience Program Medical School Internships in Ecuador, Experience and Employment (IE3) Program Internships (available to UMN graduate students).  Many of these programs require language proficiency. | **Other semester or yearlong graduate-level programs:** Integrated Graduate Studies in Australia/AustraLearn; University of Lancaster, England; ISEP/IRSEP Exchange Programs: enroll directly at a foreign university for a semester or year through reciprocal scholarship exchanges to China,  Germany, Iceland, Malaysia, Senegal and Tanzania. |
| S**emester Exchange: CSOM**  Semester Exchange Programs allow students to choose from one of the Carlson School's top-notch, international partner universities and exchange places with a student from that university for a semester. | **Global Enrichment Electives: CSOM**  Global Enrichment Electives are short-term programs designed for MBA students seeking meaningful international experience, but who are not able to study abroad for an extended period. |
| **Global Executive MBA Programs:** Executive MBA programs through partnerships with top business programs  from around the globe. Programs available at Lingnan (University) College of Sun Yat-sen University and Wirtschaftsuniversität Wien. | |
| **Law Student Exchange Programs:** University of Uppsala, Uppsala, Sweden; Université Jean Moulin, Lyon,  France; Germany, Spain, Holland, and Ireland. Students participating in any of the following semester exchange programs can earn 12-14 semester credits toward the juris doctor degree from Minnesota. | |
| **Judd Fellowships:** The Walter H. Judd International Graduate & Professional Fellowships are designed to  increase opportunities for master’s and professional degree students at the University to study, undertake internships, and conduct research projects abroad. An average of 20 students receive awards each year. | |

Summer language programs: Each year UMN offers intensive summer language options for

many of the UMN’s languages at the beginning and intermediate levels and through specialized offerings. We also collaborate with many of our BTAA partners to facilitate participation of UMN students in a summer intensive LCTL program taught at other institutions. Finally, LAC advises students about summer programs abroad, including those with which UMN has a special arrangement, e.g. the Arab Language Institute in Fez, Morocco. Similar agreements are in place for Swahili in Kenya and Chinese at Capital Normal University in China.

# Chapter E: Quality of Staff Resources

* 1. Quality of Teaching Faculty & Professional Staff. The NRC in International Studies will be

led by Prof. Michael Goldman and housed in the Institute for Global Studies. As an academic unit, IGS has 11 tenure stream faculty and an additional 15 full-time staff members. IGS is directed by Asst. Dean for International Programs, Dr. Evelyn Davidheiser, and supported by a professional staff that provides a broad range of administrative services (See Table E.1).

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| --- | --- | --- | --- | --- | --- | --- |
| **Table E.1: Faculty and Staff Resources Directly Supporting the Institute for Global Studies** | | | | | | |
| **IGS Core Faculty** | | | | | | |
| Hassan Abdel Salam, Asst. Prof | | PhD | 100% | Serra Hakyemez, Asst. Professor | PhD | 100% |
| Alejandro Baer, Assoc. Professor | | PhD | 100% | Stuart McLean, Professor | PhD | 100% |
| Susan Craddock, Professor | | PhD | 100% | Rachel Schurman, Professor | PhD | 100% |
| Barbara Frey, Senior Lecturer | | JD | 100% | Ajay Skaria, Professor | PhD | 100% |
| Vinay Gidwani, Professor | | PhD | 100% | William Viestenz, Assoc. Prof | PhD | 100% |
| Michael Goldman, Assoc. Professor | | PhD | 100% | Tom Wolfe, Assoc. Professor | PhD | 100% |
| **IGS Core Staff** | | | | | | |
| Evelyn Davidheiser, Director & Asst. Dean | | PhD | 100% | John Blair, Admin. Director Jennifer Ashley, Adm. Specialist | BA BA | 100%  100% |
| Michael Goldman, PI | | PhD | 100% | TBD, Events Coordinator | BA | 100% |
| Klaas vander Sanden, Program Director | | MA | 50% | Patricia Baehler, FLAS/Scholarship Coordinator | MA | 100% |
| Deborah Jane, Outreach Coordinator | | MA | 100% | Caroline Lilyard, Librarian | MA | 100% |
| Carrie Vorpahl, Finance Manager Keith Tucker, Accounts Specialist | | BA BA | 100%  100% | Danielle Dadras, Advisor & Director of Undergraduate Studies | PhD | 100% |
| Amy Selvius, Admin. Specialist | | BA | 100% | Jessica Hartnett, Study Abroad Liaison | BA | 25% |
| Erica Tealey, Career Counselor | | MA | 100% |  |  |  |
| **African Studies Center** | | | | | | |
| Rachel Schurman, Director | | PhD | 100% | Klaas van der Sanden, Assoc. Dir. | MA | 50% |
| **Center for Asian Studies** | | | | | | |
| Vinay Gidwani, Director | | PhD | 100% | TBD, Assoc. Dir. | MA | 50% |
| **Center for Austrian Studies** | | | | | | |
| Howard Louthan, Director | | PhD | 100% | Dylan Mohr, Prog. Manager | MA | 50% |
| **Center for German and European Studies** | | | | | | |
| James A. Parente, Jr., Director | | PhD | 100% | TBD, Coordinator |  | 50% |
| **Center for Holocaust and Genocide Studies** | | | | | | |
| Alejandro Baer, Director | PhD | | 100% | Joseph Eggers, Coordinator | MA | 100% |
| **Human Rights Program** | | | | | | |
| Barbara Frey, Director | JD | | 100% | Rochelle Hammer, Coordinator | BA | 100% |
| **Immigration History Research Center** | | | | | | |
| Erika Lee, Director | PhD | | 100% | TBD, Coordinator | MA | 100% |

International studies courses, faculty, and staff are also located beyond IGS and across the 14 colleges and professional schools at UMN. Appendix II demonstrates that 371 faculty in 68

departments offer 1,371 courses with international studies content and conduct significant international research. An additional 134 faculty and teaching staff are engaged with the language curriculum. 99% of international studies & language faculty members have a PhD or a terminal professional degree. Their qualifications are presented in Appendix II.

Professional development opportunities. Faculty are expected to maintain a rigorous research

program and are provided with substantial resources. For international studies faculty across the University, significant funding is provided by the Global Programs & Strategy Alliance (GPS- A). In 19-20 this totaled $1,027,403 in support of international travel and collaborative interdisciplinary groups addressing international issues. International studies faculty also receive funding from their home departments. To encourage teaching and research abroad, UMN has developed 166 official linkage agreements with partner institutions around the world (see, Ch. A, p.2). In 19-20, over 1,000 faculty travelled abroad for professional activities. In addition to regularized sabbatical opportunities, UMN awards substantial funding through programs such as the McKnight Fellowship, Grant-in-Aid Fellowship, and the Imagine Fund offers significant support for collaborative projects in Interdisciplinary Working groups, Institute for Advanced Studies Collaboratives, and Internationalizing the Curriculum Cohort. The GPS-A has launched a major research initiative connected to the UN Sustainable Development Goals that provides

$120,000 annually to support international interdisciplinary faculty research.

Commitment to Teaching, Supervision, and Advising of Students: International studies faculty

and staff are directly engaged in the teaching, supervision, and advising of students. Tenure stream faculty teach four courses each academic year, and professional teaching staff teach six. The Center for Educational Innovation (CEI) provides professional development opportunities to improve teaching, and all graduate teaching assistants receive specialized pedagogical training

through CEI’s workshops (see Ch. C, p. 11). Faculty hold regular office hours to discuss course- specific content and provide academic career advising to supplement the professional advising network available to students as described above (Ch. D, p. 19). Information on the percentage of time UMN faculty devote to international studies can be found in Appendix II. In addition, faculty supervise undergraduate directed studies and senior research/capstone projects and engage with students through the Undergraduate Research Opportunities Program (UROP) and International UROP. Graduate students (MA, PhD or a professional degree) are assigned a faculty adviser. In most international studies programs, graduate students benefit from explicitly interdisciplinary advising. All PhD committees, for example, require external readers, and these individuals play an important role in the development of the final dissertation.

* 1. Oversight Arrangements and Staffing Plans: The administrative home of the proposed NRC

in International Studies is IGS. Oversight for IGS is provided by the advisory board (see table E.2). Membership on the advisory board is designed to ensure representation from a breadth

of disciplinary and functional perspectives. The board reviews IGS program development, outreach activities, and the implementation of grant programming. In addition, IGS faculty hold regular meetings focused on ways to integrate international studies into the research and outreach of the

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| **Table E.2 NRC Advisory Board** |
| Michael Goldman, NRC Director (II, p.12) Evelyn Davidheiser, IGS Director (II, p. 17) Danielle Dadras, Dir. of Ugrad Studies (II, p. 16) Barbara Frey, Director of HRP (II, p. 18) Katrien Vanpee, Arabic language DLI (II, p.  Deborah Jane, Outreach Coordinator (II, p. 20) Erica Tealy, Career Counselor (II, p. 28)  Carolyn Lilyard, Intl. Studies Librarian (II, p. 21) Steven Parente CSOM (II., p. 157)  Francis Vavrus, CEHD (II, p. 197) |

University, as does the IGS Curriculum Committee, which is chaired by the Director of Undergraduate Studies and undergraduate adviser, Danielle Dadras. Center directors and the International Studies Librarian meet regularly to provide long-term intellectual stewardship for the Institute. The NRC will draw on IGS support staff for its administrative, operational, human

resource and accounting needs. For full biographies, see Appendix II, pp. 12-30.

E.3. Nondiscriminatory Practices (GEPA): IGS encourages applications from traditionally

underrepresented populations through strategic advertising and targeted scrutiny of candidate pools (see table E.3). IGS draws on connections made with stakeholders – local NGOs, students and alumnae, educators, and diverse communities in the Twin Cities – to recruit actively for diversity. The strategies and procedures have had a noticeable impact; the last four faculty hires in the core IGS faculty were from underrepresented groups.

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

# Chapter F: Strength of the Library

F. 1 Strength of Library Holdings: The UMN Library system is one of the University’s and the

state’s greatest intellectual and capital assets. Housed in 12 locations, the Libraries’ collections contain more than 7.7 million volumes. Electronic collections have grown dramatically to include over 2.2 million e-books, more than 148 thousand online serial subscriptions, and some 2,000 digital databases and collections, making available an unprecedented breadth and depth of datasets, primary sources, multimedia, rare books, maps, and documents. The Libraries spends about $20 million annually on its physical and electronic collections. The ARL’s most recent Library Investment Index, a leading comparative measure for academic library strength, ranks the Libraries 22nd out of 116 ARL members in 18-19. The UMN library collections are housed

in buildings across the Twin Cities campuses. The international studies holdings described below can be found in Wilson Library and Andersen Library on UMNs West Bank campus.

**International studies collections**: Existing international studies collections support doctoral-

level research that spans the globe. The Scandinavian collections are some of the best-known in the country, the Ames Library of South Asia is a famous collection with materials in Bengali, Gujarati, Hindi, Marathi, Sanskrit, Tamil, Telugu, and Urdu. The Libraries support equally

strong acquisitions and collections for East Asia (with over 160,000 volumes of Chinese,

Japanese, and Korean language materials), Latin America (Spanish and Portuguese), and Europe (including language materials). Six subject specialists for Area and International Studies handle acquisitions, and reference assistance. The subject specialists all have regional and language expertise, ensuring that a diversity of sources is reflected in the acquisition process. The Government Publications Library holds documents from international organizations, such as the UN, OECD, EU, and the Organization of American States.

**Digital collections**: The Libraries license access to several digital collections that support

international research, such as *Latin American Public Opinion Project* (LAPOP), a database of public opinion polls on economic, political, and social matters in Latin American and Caribbean countries, and *Columbia International Affairs Online* (CIAO), a database all working papers of international organizations, policy briefs, case studies, etc. Other databases with international studies content are *CQ Global Researcher*, *Policy File*, *China National Knowledge Structure*, *Middle Eastern Studies E-Journals*, *South and Southwest Asian Literature in English,* and *European Studies*. The Libraries license access to *Public Affairs Information Service International* (PAIS), containing citations for thousands of journal articles, books, and reports on international topics in the social sciences along with several key databases that contain

worldwide statistics, such as *Eurostat*, *OECD i Library*, *ProQuest Statistical Insight*, *UNdata*, and *World Development Indicators Online*. **News sources**: The Libraries subscribe to the

archive of *World News Connection*, *Access World News,* to *Factiva*, *ProQuest Newsstand*, *World News Digest*, and *World Newspaper Archive*, providing faculty and students in international studies access to global news sources, and it licenses access to collections of historical newspapers, such as *Illustrated London News*, *ProQuest Historical Newspapers*, *World News Digest*, and *AP News Archive*. **New digital resources:** Since 2017, new international studies

resources have been acquired, such as *Foreign Broadcast Information Service (FBIS)* daily reports, *Oxford research encyclopedias,* including *International studies, Politics, and Asian History*, *ProQuest history vault,* and *Confidential U.S. State Department Central Files, Europe and Latin America, 1960-1969.* The Libraries support open access initiatives, such as the CRL- Eastview *Global Press Archive* of international newspapers and the *Policy Commons* database. **Financial support**: Materials budgets have enjoyed annual increases. The Libraries spend nearly

$5 million annually on print and electronic publications and online databases for the arts, humanities, social sciences, and professional programs. Over 25% of this amount directly supports international and area studies. A fund of over $7,000 is dedicated to subscriptions specifically on international studies. Library materials pertinent to international studies are acquired through disciplinary and interdisciplinary funding in areas such as public policy, social sciences, education, languages and literatures, women studies, and media studies. A substantial proportion of the remainder of the $5 million also contributes to international studies.

F.2. Availability to Research Materials at Other Institutions: It is a priority of the Libraries to

make materials, locally owned or not, accessible quickly and efficiently. We are 14th out of 123 Libraries in the total number of items borrowed in the latest ARL Statistics. In addition to normal

interlibrary loan networks, we are a member of the Big Ten UBorrow program, enabling UMN students, faculty and staff to search for and request books directly from 15 research universities, and the Center for Research Libraries (CRL). We participate in its Global Resources Partnerships and Programs, including Area Materials Projects (AMPs) with access to specialized primary sources. Teachers, Students and Faculty from other Institutions Access to Library Holdings: The

libraries, as part of a public land-grant research university, maintain a deep commitment to access, outreach and service to both the academic community and the general public. The Libraries have an open-door policy: anyone who enters one of our facilities is able to access virtually all of our print and online resources and services. We welcome school groups for research visits during the academic year, and we are a resource for students and faculty of post- secondary institutions in the region. The Libraries consistently rank first in the nation in interlibrary lending of materials. The Libraries’ website receives over 2.1 million visits and we answer over 31,000 reference questions annually. The Libraries are a recipient of the American Libraries Association/Association of College & Research Libraries’ *Excellence in Academic Libraries* award, which recognizes an outstanding university library based on the accomplishments of its librarians and other staff in support of teaching and research. In July 2017, the Libraries was awarded the *National Medal for Museum and Library Service,* the highest honor given for service to the community. The University was only the third academic library to win this award in 27 years. The U.S. Government Publishing Office recently named the Libraries the 2021 Federal Depository Library of the Year. The Libraries are also the lead member of Minitex, a network of academic, public, state government, and special libraries working cooperatively to improve library service for users in Minnesota and neighboring states. It is funded with a standing annual appropriation from the Minnesota Legislature. Most of our

print collections and many services are available to any patron in participating institutions. Alumni and Friends have borrowing and significant remote-access privileges.

# Chapter G: Impact and Evaluation

G.1. Impact of IGS Activities. IGS has a significant impact on the University, the region, and the

nation. It has accomplished this through programs that 1) build national capacity in foreign language expertise (particularly LCTLs), 2) educate a cohort of international studies specialists,

3) deepen national capacity of international studies faculty, and 4) expand public knowledge of international issues through outreach and engaging educators, media, business, NGOs, and the community. Table G.1 provides indices of this impact as measured in 20-21.

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| --- | --- | --- |
| **Table G.1. Demonstrated Impact of Center Programs (measured 2020-21)** | | |
| **Training Program/Activity** | **Impact** | **Indices** |
| **Foreign language training** | **Build national capacity in foreign language expertise** |  |
| Breadth of language curriculum | Produced graduates with competencies in a range of languages, particularly LCTLs and languages identified as national priority languages | Number of languages offered: 25 (+ course share)  22 LCTLs; 15 priority LCTLs |
| Train students at the advanced level in MCTLs | Increased the supply of foreign language speakers at the advanced level  See Chapter B, pp. 5-6  See Chapter B., pp. 5-6 | Enrollments in advanced (3rd Yr+) MCTLs: 620  - CLA: 471  - Professional schools: 149 Enrollments specialized lang classes:  -Accelerated courses: 778  -Medical or Business courses: 205 |
| Train students at the advanced level in LCTLs | Increased the number of speakers of LCTLs at the advanced level  See Chapter B, 5 | LCTL Enrollments:   * 1st Yr/Beginning: 1,579 * 2nd Yr/Intermediate: 1,123 * 3rd Yr+/Advanced: 540 |
| Independently assess proficiency through proficiency tests | Created and credentialed a cadre of FL speakers advanced levels of proficiency  See Chapter B, p. 5-6 | MCTL:   * Passing rate: 88% LCTL: * Passing rate: 82% |
| Language Majors | Increased the number of experts in languages and foreign cultures, including 15 priority LCTLs  See Ch. B,pp, 5-6 & D, p. 12 | Language Majors: Undergr.: 478  Graduate: 47  In LCTLs Undergr.: 267 Graduate: 31 |
| FLAS | Increased the number of speakers of LCTLs and area studies experts | FLAS Fellows at UMN (2018-22): 177  Priority Languages: 163 (92%)  Advanced (3 Yr+): 93 (53%) |
| **Training students in international studies** | **Educate a cohort of international studies specialists for the nation** |  |

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| Offer international studies content across the University | Access to international studies content for a range of post- graduate opportunities  See Appendix I | Courses with international content for: Undergraduate CLA: 737  Undergrad/grad CLA: 159  Graduate CLA: 129  Professional schools: 346 |
| Develop new international studies courses & curriculum | Expand the breadth of international studies | Courses developed since 2018: 98 |
| Provide opportunities for majors/minors with significant international content | Expand international competency of graduates  See Chapter D, p. 12-17 for list  and description of majors and minors | Undergraduate majors   * CLA: - Global Studies: 254   - Others: 2,100 Professional schools:185 Graduate majors  - CLA:621   * Professional Schools:582 Minors: 137 |
| Provide breadth of study abroad opportunities | Expand the cultural competency of graduates across a breadth of regions | Study Abroad Programs: 180 Study Abroad: 2,971 students |
| Graduates with international studies expertise | Contribute to the supply of area studies specialists | Graduates   * Bachelor’s: 986 * Master’s: 209 * Doctorate: 83 |
| Career Placement Services | Placements that increase international studies expertise in workforce  See Table G.2 for details | Placement of Graduates (known):   * Government: 49 * For Profit: 599 * Not for Profit: 117 * Education: 100 |
| **Enhance faculty expertise in international studies** | **Deepen national capacity of faculty in international studies** |  |
| New Faculty hires/lines in international studies across the disciplines | Increased specialized knowledge in UMN international studies programs | 27 new CLA faculty since 2018 in the social sciences:12  Humanities:15 |
| Hold workshops and symposia | Increased interdisciplinary knowledge of international and global issues | Seminars, lectures, conferences on international topics: 107 Attendees:   * Faculty (UMN&non-UMN):2597 * Students:1984 * Public:1340 |
| **Dissemination to community, region, nation** | **Expand public knowledge of international issues** |  |
| Publish research in and knowledge of international issues | Expand expert knowledge Disseminate knowledge to the general public | Books (authored + edited): 98 Articles: 398  Book chapters: 289  Lectures/presentations: 659  Reports/working Papers: 139 |
| Hold public events (seminars, lectures, etc.) | Enhanced global competencies of general public (media, business, NGOs, other) | Number of events: 107  Number of non-UMN participants: 2209 |
| Outreach to K-14 Educators | Expand international and global studies in the K-12 and community college curricula (2018-21)  See Chapter H., 38 | # of educator prof. dev. summer insts.: 7 # of workshops: 44  # of semester + workshops: 12 # workshops geared to CC:1 7 # of participants: 1,824  # of curric. modules produced: 118 # of students reached: 105,260 |

G.2 Student Placement: Additional evidence of IGS’ impact is the excellent placement record of

its graduates. As chapter D shows, UMN is the home of a substantial number of majors and tracks in international and global studies. Through these programs, the University graduates a significant number of students with expertise in foreign languages and area studies. In spring 21 986 students who majored in the programs described in Chapter D graduated with a bachelor’s, 209 with a Master’s and 83 with a doctorate. Table G.2 demonstrates IGS success in the

preparation and placement of graduates in professions of national service when roughly 63% of our Bachelor graduates, whose placement we can track, began careers in education, government

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| **Table G2: Post Graduation Placement (of those known)** | | | |
| Sector | Bachelor’s | Masters’ | Doctorates |
| Education (incl. academia) | 5% | 3% | 66% |
| Government | 6% | 6% | 11% |
| International Org. | 3% | 9% | 13% |
| Private Sector | 52% | 21% | 9% |
| Private (Non-Profit) | 10% | 2% | 1% |
| Grad School | 10% | 59% | 0% |
| Unemployed | 14% | 0% | 0% |

(including military service) or the private sector. 10% continued into post-baccalaureate degree programs. As part of its focus on readiness, CLA enhanced career counseling for students. Each department, including IGS and the language programs, is assigned a career advisor, who consult regularly with departmental and center staff. Weekly newsletters describe on-campus and remote recruiting events and other opportunities to further career readiness. Students benefit from recruiting sessions with government agencies such as the Peace Corps, AmeriCorps, the Department of State, and the CIA. IGS works with Career Services and Alumni Relations to track graduates. Graduating students complete an exit survey and are invited to join social media sites and the IGS Alumni Club.

FLAS Fellowships & Placements: A survey of FLAS recipients revealed that 77% worked in a

first job that was closely related to their degree, and 59% reported that knowledge of the language was requisite for their position. This percentage increased for master and doctoral

students. FLAS fellows also reported higher percentages of placement in employment areas of national need than did other graduates. They work in higher numbers in government (local, state, federal, including the military, 14%), and in public education (29%). An analysis of the 177 FLAS fellowships awarded by UMN in the last four years shows that 92% of all recipients studied a language classified as critical and that 53% attained an advanced proficiency. Summer FLAS recipients achieved even higher proficiency levels through enrollment in immersion programs abroad. These numbers are significantly higher than the US Dept. of Education reported in its 2019 survey of FLAS recipients, where 42% reported advanced proficiency.

* 1. National Needs and Dissemination to Public: The IGS activities proposed in Chapter I focus

on addressing national needs through 1) building national capacity in priority LCTLs - particularly at the advanced levels, 2) educating a cohort of international studies specialists by increasing international studies content in courses across the curriculum with a focus on career and civic readiness, 3) deepening faculty capacity in international studies through interdisciplinary dialogues, workshops/symposia, and 4) disseminating critical international studies knowledge through collaborative engagement with partners outside of the university. IGS has a particularly strong record when it comes to public outreach and engagement, the third leg in the tripartite mission of the UMN as a land-grant institution. IGS houses 7 international research centers (see Ch. E. above), all of which have robust public programming. In the last year, IGS and affiliated centers organized 107 public events, including international conferences and symposia, public lectures, and media workshops with a total participation of 5,921, including 2,209 non-UMN attendees. More people accessed these events asynchronously through a range of media outlets. In 18-21, IGS hosted 80 educator workshops, with 1,824 participants and ultimately reaching 105,260 K-14 students. Many of these were organized in collaboration with

local and regional NGOs (e.g., the Midwest Coalition for Human Rights or the Islamic Resource Center), civic groups (e.g., the Minneapolis Foundation), and a variety of media sources (e.g., MinnPost). We will build on that record with the activities described in Chapter I (see below).

FLAS Fellowships address national needs: The placement data presented above underscores the

engagement of program graduates in areas of national needs. Our focus on supporting students in languages identified as priority languages, particularly at the advanced level, has made this possible. Fully 92% of FLAS awards went to students studying priority languages.

* 1. Comprehensive Evaluation Plan: UMN is committed to ongoing assessment of programs

and student learning. IGS has developed a comprehensive evaluation plan by identifying clear SMART goals (significant, measurable, achievable, relevant, time-based) to measure the impact of its activities. The plan evaluates the outcomes of the theme-based programs in our four activity areas: 1) enhancing instruction in LCTLs, 2) building strength in international studies, 3) developing curricula that supports career and civic readiness, and 4) outreach to K-16 educators and other external audiences. It establishes baseline data clear performance measures designed to allow for ongoing improvements (see Table G.3). Besides the collection of quantitative data, IGS also collects qualitative data through surveys, focus groups, and interviews. These data also track the degree to which center activities achieve diversity and access. Most data indicators are readily available through UMN data warehouses and in departmental and center records. IGS also works with the UMN Office of Institutional Research, which specializes in customized data queries; the Colleges for placement tracking; and the Office of Public Engagement for data on institutional impact. To provide consistency in programmatic evaluation, the Evaluation Team (consisting of IGS advisor, outreach coordinator, FLAS coordinator, Title VI program director, and an outside evaluator from Minnesota Evaluation Studies Institute (MESI) in the College of

Education & Human Development) holds regular meetings to conduct formative interim evaluations, track progress, and identify adjustments to projects. The professional evaluator from MESI ensures objective assessment of progress toward project goals.

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| **Table G.3 Evaluation Plan** | |
| **Guiding evaluation questions:** Do IGS activities and training programs have a significant impact on university, community, region, and nation? Do IGS activities and training programs have a significant impact on K-12,  community college, business, media, NGOs, and general public? Do IGS activities provide equal access and treatment? | |
| **Quantifiable data** collected via surveys and focus groups, UMReports, Office of Institutional Advancement reports, Center Records, all submitted biannually to both Evaluation Team and US/ED, improving next year’s relevant focus and guiding budgeting decisions. | |
| NRC Activity 1: Build National Capacity in Foreign Language Expertise,with emphasis on Priority LCTLs | |
| Goals: Improve enrollments and proficiency in LCTLs. Increase foreign languages in the non-language curriculum. | |
| Significant Activities | Measurable Indicators |
| * Advanced LCTL redesign for CourseShare: Finnish, Italian (I.b.1,)   \*Tier 1 LCTL conversion: Portuguese, Dutch, Swedish, Norwegian (I.b.4)  \*4 Summer intensive LCTL courses (I.b.5)  \*2 LCTL for special purposes (I.b.6)   * Prof. development for LCTL instructors (I.b.8)   \*Update assessment/LPEs for LCTLs (I.b.9)   * Develop advance LCTL teaching materials (I.b.7) | **Formative** Indicators (to be tracked over time)   * course development and UMN approval process * # of courses and levels offered, enrollments & student evaluations * incorporation of new class material * LPE development, pilot & implementation * conference attendance & proceedings * % participants from underrepresented groups   **Summative** Indicators (collected end of grant cycle)   * increase of graduates with advanced LCTL skills * job placements * LPEs administered and passing rates |
| NRC Activity 2: Educate a cohort of international studies specialists | |
| Goals: Increase International Studies curriculum with new interdisciplinary courses in Liberal Arts and professional schools; improve global competency of UMN graduates, improve career and civic readiness | |
| Significant Activities | Measurable Indicators |
| \* Design or redesign 2 courses in collaboration with CC (I.c.1,6)  \*6 “readiness” courses (I.c.2,5,8,9,11,14) with ‘real world’ practica components  \*4 new courses connecting with international partners (I.c.3,4,7,13)  \*Design new GSC course shared across NRCs and across continents (I.c. 10) | **Formative** Indicators (to be tracked over time)   * course development and UMN approval process * # of courses offered, enrollments & student evaluations * incorporation of new class material (syllabi) * % participants from underrepresented groups   **Summative** Indicators (collected end of grant cycle)   * increase of graduates with global competencies * job placements (survey-track degrees granted) |
| NRC Activity 3: Deepen national capacity of international studies faculty | |
| Goals: Expand and produce knowledge of international & global studies; increase global studies research & scholarship at UMN; bring that knowledge to business, NGOs, & media professionals and to the general public. | |
| Significant Activities | Measurable Indicators |

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| Theme Based   * 5 Interdisciplinary Community-Faculty- Student Dialogues (VIII.b.1,2,3,4) * 5 Workshop/symposium/speaker series (VIII.b.1,2,3,4) | **Formative** Indicators (to be tracked over time)   * #s of conferences, workshops, seminars, lectures * #s and names of participants’ institutions * # disciplines represented by participants * #s of research collaborations   -# of attendees from NGOs/business/media/general public   * % participants from underrepresented groups   **Summative** Indicators (collected end of grant cycle)   * # publications * incorporation into UMN curriculum (# teaching cases; class modules, etc.) (survey syllabi) * incorporation into non-UMN (community college) curriculum (survey # teaching cases; class modules, etc.) * student evaluations |
| NRC Activity 4: Expand public knowledge of international issues through dissemination and collaborative  engagement with elementary, secondary, and tertiary educational institutions, and with business, NGOs, and community organizations. Deepen connections with MSIs and community colleges. | |
| Goals: increase International & Global Studies content in Preservice, K-16 curriculum. Through UMN networks and departmental collaborations, increase depth and breadth of business and media outreach. Deepen connections with MSIs and Community Colleges. Expand connections with business, NGOs, and community organizations | |
| Significant Activities | Measurable Indicators |
| * Develop Arabic College in Schools (I.b.2) * Develop Korean College in Schools (I.b.3) * LCTL pipeline seminars for HS & CC (I.b.10)   \*Develop prog. for globalizing elem. Classroom (I.d.1)  \*Offer K-16 global climate literacy curriculum workshops (VIII.a. 7,8,9)  \*Host 4 CC virtual symposia (VIII.a. 1)  \*3 Professional development summer institutes (VIII.a.2)  \*Expand global content in rural schools (VIII.a.3)  \*6 Semester-long educator book clubs (VIII.a.4,5)  \*4 Business lightning talks (VIII.a.6)  \*Disseminating K-16 curriculum (VIII.a. 10) | **Formative** Indicators (to be tracked over time)   * # of participants * institution of participants (MSIs?) * # of K-16 syllabi (re)designed   -# business community attendees at Carlson Global Initiative Speaker Series   * # of online professional development modules with international content * % participants from underrepresented groups   **Summative** Indicators (collected end of grant cycle) - number of K-16 students reached   * number transfer students matriculated * number of transfer students graduating with international studies degree * job placements (survey)   -# numbers of resources, podcasts, blogs and webinars accessed from website |
| FLAS Mission Statement: Improve cadre of advanced level speakers in critical LCTL and experts in International and global studies | |
| Summary of Achievable Goals: Increase the number of advanced speakers in critical LCTLs | |
| Significant Activities | Measurable Indicators |
| * assess selection procedure that includes need- based criteria alongside academic excellence * increased graduate and undergraduate graduation with critical LCTLs | **Formative** Indicators (to be tracked over time):   * % of applicants with financial need * % of applicants for critical LCTLs * % of applicants for advanced level * % of FLAS awarded in critical LCTLs * % of awards in advanced levels * % of awards to students with financial need * LCTL enrollments   **Summative** Indicators (collected end of cycle):   * graduation records * job placements (survey) |

Use of Recent Evaluations: IGS consistently uses internal and external evaluation processes to

assess programs and determine adjustments. UMN collects data through student course evaluations, exit surveys, and assessment of student learning outcomes (SLOs). Colleges and departments (including IGS) use these data continually for strategic planning and budgeting. IGS closely tracks FLAS fellows, including past fellows, through regular surveys to monitor their continued use of foreign language in their profession. In 2021, IGS conducted a comprehensive review and evaluation of activities supported in the previous 3 years. The review included both quantitative and qualitative data of the sort described above. This data informed and guided the formulation of a new 3-year plan for IGS and its centers. It also led to the development of career and civic readiness initiatives, such as community-based practica and micro-internships, in the language and non-language curriculum; led to the expansion and enhancement of the Global Health and Migration track; initiated a redesign of the undergraduate major in global studies, and the inclusion of Liberal Education content requirements in more GLOS courses. These changes contribute in significant ways to the career and civic readiness of our graduates. The results are also informing the IGS self-study in progress as part of a 2022 Academic Program Review.

* 1. Equal Access and Treatment: IGS is committed to the principle of providing equal access to

and diversity in its programs. At UMN, the Office of Equal Opportunity and Diversity (OEOD) provides expertise and enforces compliance with the University’s policy of eliminating “individual and systematic barriers that inhibit individuals and groups from attaining equal access to UMN employment, education, programs, and services.” CLA has augmented this with its own commitment to DEI through the creation of a new Assoc. Dean for DEI, the establishment of a network of departmental DEI representatives and committees, and regular workshops to enhance inclusion in teaching and employment and to improve campus climate.

The newly created Center for Race, Indigeneity, Disability, and Gender Studies (CRIDGs) is housed in IGS, fostering extensive collaboration. Table G.4 presents programs that demonstrate UMN’s commitment to enhancing diversity and creating a culture of inclusion that is intellectually welcoming of diverse perspectives and experiences.

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| **Table G.4 Sample Programs Promoting Access & Diversity** | |
| **Institute for Diversity, Equity, and Advocacy** supports interdisciplinary groups of faculty & community scholars  **CLA DEI Workshops:** e.g., Building & Enhancing Diversity in UG Education Cohort  **Center for Race, Indigeneity, Disability, and Gender Studies** in CLA “provides a recognizable and sustainable hub for rigorous theoretical work and  engaged scholarship on diversity, social justice, and inequality.” | **Recruiting grants:** CLA grants of $10,000 to departments to recruit diverse graduate student cohorts **Core Career Competencies** in CLA identifies “engaging diversity” as a student learning outcome.  **The MLK advising program** in CLA provides targeted support to historically underrepresented populations in undergraduate programs.  **Multicultural Study Abroad Group** initiative of  LAC to increase access and participation for underrepresented groups |

These programs have had a significant impact on the University. IGS is particularly proud of its track record in attracting a diverse group of students and faculty. (See table G.5.)

IGS also promotes access and diversity in its outreach activities. For example, in 20-21 a year-long project *Teaching for Action: Human Rights and Civic Engagement in Our Global Communities*, in collaboration with University of Wisconsin-Milwaukee

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| **Table G.5: Diversity** | | |
|  | **2017** | **2020** |
| **Faculty of Color UMN**  **CLA IGS** | 19.7%  40% | 15.8%  30%  40% |
| **Students of Color** |  |  |
| **UMN** |  | 35% |
| **CLA** | 22.7% | 39% |
| **IGS** | 40.0% | 46% |
| **LAC** | 24.5% | 30% |

and National Youth Leadership Council, engaged 50 participants and 19 K-12 curriculum writers in discussions around race, equity, and human rights, including the development of analytic tools to be used in the classroom. The educators were all from schools that serve primarily students of color and/or students receiving free/reduced lunch. By designing programs in collaboration with these educators and addressing topics that speak to their immediate concerns, IGS programs increase access for educators working with diverse populations. Women are well represented at all levels of our activities. 54% of UMN faculty are women as are 76% of Global Studies majors,

and 60% of educators in IGS outreach programs are women. IGS and UMN adhere to practices and policies that ensure access to individuals with disabilities. UMN abides by the Americans with Disabilities Act, and students, faculty, and community audiences may draw on a range of accommodations (testing accommodations, document conversion, interpreting and captioning, access assistants.) These tools also support the participation of the elderly in our programming.

# Chapter H: Outreach Activities

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| **Table H.1: National Outreach through IGS NRC Collaborations** | | |
| **IGS NRC partner** | **Title** | **Type** |
| Univ of FL (Western European) Univ of AZ (Middle East) | *Teaching the World*  (2019-present*)* | Website for all NRCs |
| Univ WI-Milwaukee (INT) | *Teaching for Action Human Rights and Civic Engagement*  (2020-2021) | \*6 workshops (50 participants)  \* curriculum writing 19 educators  \*UMN Human Rights Lab Award research assistant |
| +10 NRCs | *NRC World Area Book Club*  (2021-present*)* | 2x yearly semester long book club for educators on teaching Title VI books |
| Univ of WA (INT), Univ of FL  (Western European), Duke UNC (Middle East**)** | *Business Lightning Talks*  (2021-present) | Virtual outreach to business 1 x year |
| Univ of Washington (INT) + 2 rotating community colleges | *Global Studies Virtual Symposium*  (2019-present) | connecting global studies scholars across community colleges nationwide |

H1.a.Elementary and Secondary School Outreach: IGS is a national leader in outreach to

educators and frequently invited to present at national conferences (Jane App. II, p. 20). IGS has accomplished this by building deep and reciprocal partnerships with regional and national stakeholders including Minnesota school districts, the NEA Foundation, and the National Service-Learning Council, as well as other NRCs. Through these partnerships, IGS developed sequenced professional development programming for K-16 educators in international studies that align with MN State Standards, Common Core Standards, and US/ED Global Competencies. During 20-21, Jane initiated virtual monthly meetings by the Title VI Outreach Council to foster more NRC collaborations (table H.1). IGS hosts short workshops (e.g., *Teaching for Action: Exploring Human Rights and Civic Engagement in Our Global Communities*), national

conference workshops (e.g., *African Voices of Paris*), and extended interdisciplinary curriculum development institutes (e.g., *Exceptional Virtual Lessons with Global Content*). IGS also partners with CARLA to enhance LCTL instruction in K-12 schools. During 18-21 CARLA offered 201workshops and institutes for 6,034 language teachers (e.g., *Creativity in the Language Classroom: Fostering Student Learning through Creative Language Experiences*). A 2017 IGS NRC scholarship recipient became ACTFL’s teacher of the year in 2022 after attending sponsored CARLA institutes. IGS also collaborates with the Minnesota Writing Project on professional development of writing in the social sciences (e.g. *Recentering Our Stories* for the Hopkins School District). The impact of these activities is captured in table H.2.

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| **Table H.2: Impact of K-16 Outreach (2018-2021)** | | | | |
| **Type** | **Number** | **Attendees** | **Curricular modules produced** | **Students reached** |
| **Summer Institutes** | 7 | 131 | 36 | 7,860 |
| **Semester Professional Development** | 6 | 141 | 23 | 8,460 |
| **Extended Curriculum Development** | 6 | 68 | 59 |  |
| **½ or full day Workshops** | 44 | 1,095 |  | 65,600 |
| **Workshops at National Conferences** | 9 | 389 |  | 23,340 |

IGS supports the development of materials for classroom use through innovative curriculum writing teams that pair pre-service teachers with veteran educators and faculty to produce modules that are available free online (e.g. *Youth Activism around the World*). IGS educator workshops are led by faculty from multiple disciplines, including curriculum experts. For example, CEHD Prof. Dr. Jeff Henning Smith (II, p. 278) led *Chained: the Story of Products, Places and Forgotten People*. Lesson plans were posted online at IGS and on the Humanities in Class Digital Library. In 2019 alone, 35 UMN faculty presented at educator workshops.

H.1.b. Postsecondary Outreach: IGS engages educators from post-secondary institutions through

workshops, institutes, and customized programs. For example, in 2020 four community college teachers worked alongside 14 secondary educators on *Exceptional Virtual Lessons with Global*

*Content*. It resulted in an open-source course syllabus *Introduction to Global Studies through the SDGs*, created by a high school Spanish teacher and community college global studies teacher.

UMN faculty are extensively involved in these projects. Not only do they lead the educator workshops (see above), but they also draw faculty from surrounding institutions of higher education into collaborative symposia (see *Global Studies Virtual Symposium* in table H.1). Our postsecondary outreach has been especially effective in reaching CCs and MSIs through reciprocal programs. Our partnerships with CCs in the Minnesota State University system, most of which are also MSIs, have created curricula that allows for the easy transfer of students from those institutions to UMN.

H.1.c. Business, Media and the General Public: To engage the business community, IGS partners

with the Carlson Global Institute in the *Global Matters Video Series*, featuring 40 videos of individuals at the forefront of international business. Each video has over 600 views *(e.g., Gurneeta Vasudeva Singh: Sharing of Knowledge* and *Economics of Trade Wars*). IGS also partners with three sister NRCs for virtual *Business Lightning Talks* (see table H.1). IGS draws on the UMN Expertise data base to link faculty to broad audiences through both online and print media. In 18-21, IGS faculty provided expertise on issues of current significance through interviews and articles in local, national, and international media sources (e.g. aljazeer.com, CNN.com, MinnPost, MPRnews.org, NewYorker,com, New York Times, NPR, PBS, StarTribune, Wall Street Journal). Website resources are widely used by the general public as well. Center websites, such as CHGS, are routinely consulted for materials on genocides, with as many as 11,000 visits in a single month. Finally, IGS hosts a wide range of events that are open to the general public (lectures, workshops, symposia). In 20-21 alone, IGS sponsored 107 such events, with 2,209 non-UMN participants in attendance, and online offerings in 20-21 drew even

larger audiences. These events cover a broad range of international studies topics, from issues addressing human rights and national security to art and the Holocaust.

# Chapter I: Program Planning and Budget

I.1. Development Plan & Timeline: We propose to develop new opportunities for students,

faculty and external communities grounded in five themes, contributing to improved knowledge of and ability to analyze global issues. For students, we further propose a focus on international career and civic readiness, which have been identified as priority pedagogical goals in the UMN’s strategic plan, MPact 2025. Career readiness aims to develop core career competencies as a focal point for curricular development. Civic readiness aims to imbue all programs, courses, and engagement activities with a focus on skills and competencies that address and seek to redress the increasing radicalization and polarization of civil society in the US and globally, while preparing our graduates for active, meaningful public lives. We have built these goals squarely into our proposed NRC activities for 22-26. We also intend to take advantage, in creative ways, of our newfound familiarity with online and virtual instruction as well as remote engagement with diverse communities. What was forced on us as an impromptu shift can, if done in a reflective manner, grow into a powerful medium of teaching and outreach. To achieve the above goals, we have developed an ambitious plan of activities, organized around five thematic concentrations, and a timeline that will allow us to meet our goals by the end of the grant cycle and to institutionalize the gains we anticipate. Table I.1 gives a schematic outline of that plan and timeline. Below is a detailed explication of the plan’s individual elements and their grounding in the goals. With these activities, IGS leverages the strengths of its faculty and affiliated international research centers to minimize costs and ensure sustainability.

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| **Table I.1 Development Plan & Timeline** | | | | | | | | | | | | |
| **Key:** | | Launch = |  | Execute = | | |  | | | Institutionalize = | |  |
| **Budget Line** | **Activity** | | | | **22-**  **23** | **23-**  **24** | | **24-**  **25** | **25-**  **26** | | **Long-term Outcomes** | |
| **Theme: Mass Violence, Repression & Resistance** | | | | | | | | | | | | |
| VIII.b.1 | **Building intellectual strength (pp. 43-44)** | | | | | | | | | | Deeper interdisciplinary expertise | |
|  | a. Speaker Series: Education after Genocide | | | |  |  | |  |  | |
|  | b. Community/Faculty/Student Dialogue | | | |  |  | |  |  | |
|  | **Curriculum Clusters (p. 45)** | | | | | | | | | |  | |
| I.c.1 | Black Brazil | | | |  |  | |  |  | | Collaboration with community college | |
| I.c.2 | Global Prison Voices and Visions | | | |  |  | |  |  | |
| I.c.3 | Sites of Violence: Int’l Collaboration | | | |  |  | |  |  | | Deeper partnership abroad | |
| I.c.4 | Holocaust by Bullets: Study Abroad | | | |  |  | |  |  | |  | |
| **Theme: Threats to Democracy & Neo-Nationalism** | | | | | | | | | | | | |
| VIII.b.2 | **Building intellectual strength (pp. 43-44)** | | | | | | | | | | | |
|  | a. Workshop on Threats to Democracy | | | |  |  | |  |  | | Deeper interdisciplinary expertise | |
|  | b. Community/Faculty/Student Dialogue | | | |  |  | |  |  | |
|  | **Curriculum Clusters (p. 45)** | | | | | | | | | | | |
| I.c.5 | Law, Courts & Democracy | | | |  |  | |  |  | | New interdisciplinary course | |
| I.c.6 | Gateway: Nations, States: Power of the People | | | |  |  | |  |  | | Collaboration with community college | |
| I.c.7 | State Terror/State Power | | | |  |  | |  |  | | Deeper partnership abroad | |
| **Theme: Refugees, Migrants & Human Rights** | | | | | | | | | | | | |
| VIII.b.3 | **Building intellectual strength (pp. 43-44)** | | | | | | | | | | | |
|  | a. Speaker series: Global Migrations | | | |  |  | |  |  | | Deeper interdisciplinary expertise | |
|  | b. Community/Faculty/Student Dialogue | | | |  |  | |  |  | |
|  | **Curriculum Clusters (p. 45)** | | | | | | | | | | | |
| I.c.8 | Climate Change, Migration, Human Rights | | | |  |  | |  |  | | New interdisciplinary course | |
| I.c.9 | Archives & Activism | | | |  |  | |  |  | | New interdisciplinary course | |
| I.c.10 | Shared Course: Migration: People in Motion | | | |  |  | |  |  | | Enhanced collaboration US Global Studies programs | |
| **Theme: Climate Change, Sustainable Development & Environmental Justice** | | | | | | | | | | | | |
| VIII.b.4 | **Building intellectual strength (pp. 43-44)** | | | | | | | | | | | |
|  | a. Workshop on environmental justice | | | |  |  | |  |  | | Deeper interdisciplinary expertise | |
|  | b. Community/Faculty/Student Dialogue | | | |  |  | |  |  | |
|  | **Curriculum Clusters (p. 45)** | | | | | | | | | | | |
| I.c.11 | Power, Justice & the Environment | | | |  |  | |  |  | | New interdisciplinary course | |
| I.c.12 | Environment & Development in the Global South | | | |  |  | |  |  | | New interdisciplinary course | |
| I.c.13 | Environment, Technology - ITT, Goa Collaboration | | | |  |  | |  |  | | Deeper partnership abroad | |
|  | **Outreach** | | | | | | | | | | | |
| VIII.a. 10 | Climate Literacy | | | |  |  | |  |  | | New global studies curriculum for K-16 | |

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| **Theme: Advancing Global Health Equity: A Historical & Socio-Cultural Perspective** | | | | | | |
| VIII.b.5 | **Building intellectual strength (pp. 43-44)** | | | | | |
|  | a. Community/Faculty/Student Dialogue |  |  |  |  |  |
|  | **Curriculum Clusters (p. 45)** | | | | | |
| I.c.14 | Medicine, Disease & Power |  |  |  |  | New interdisciplinary course |
| I.c.15 | Global Maternal & Child Health |  |  |  |  | New interdisciplinary course |
| I.c.16 | Media, Madness: Hysteria, Anxiety & Contagion |  |  |  |  | New interdisciplinary course |
| **Language Projects (p. 46)** | | | | | | |
| I.b.1 | Advanced LCTL redesign |  |  |  |  | Improved proficiency |
| I.b.2 | Develop College in the Schools Arabic |  |  |  |  | Pipeline of Arabic learners |
| I.b.3 | Develop College in the Schools Korean |  |  |  |  | Pipeline for Korean learners |
| I.b.4 | Conversion tier 1 LCTL instruction |  |  |  |  | Improved proficiency/access to LCTL |
| I.b.5 | Summer intensive LCTL courses |  |  |  |  | Access to LCTLs |
| I.b.6 | Medical Hmong; Medical Somali |  |  |  |  | LCTL for special purposes |
| I.b.7 | Develop materials for adv. LCTLs |  |  |  |  |  |
| I.b.8 | New assessment & proficiency tests |  |  |  |  |  |
| I.b.9 | Professional development LCTL instructors |  |  |  |  | Improved proficiency |
| I.b.10 | LCTL pipeline seminars for K-14 |  |  |  |  | Increase LCTL learners |
| **Additional Outreach Projects (p. 47)** | | | | | | |
| I.d.1 | Globalizing the Elementary Classroom |  |  |  |  |  |
| VIII.a.1 | Global Studies in Comm. Coll. curriculum |  |  |  |  | New K-14 curriculum |
| VIII.a.2 | Summer institutes: Civic education |  |  |  |  | New K-14 curriculum |
| VIII.a.3 | Globalizing rural teacher training |  |  |  |  | New K-14 curriculum |
| VIII.a.4 | Title VI award book clubs |  |  |  |  | Enhanced Title VI collaborations/ New K-14 Curr. |
| VIII.a.5 | Amplifying Diverse Voices |  |  |  |  | New K-14 curriculum |
| VIII.b.6 | Business lightning Talks |  |  |  |  | Enhanced Title VI collaborations/business outreach |
| VIII.a.7 | Teaching the World |  |  |  |  | Enhanced Title VI collaborations/ New K-14 Curr. |
| VIII.a.8 | Summer institute: Global indigeneity |  |  |  |  | New K-14 curriculum |
| VIII.a.9 | Prof. Development: Senegal |  |  |  |  | New CC curriculum |
| **Faculty Travel Initiatives** | | | | | | |
| III.a |  |  |  |  |  | Deeper partnerships abroad/enhanced curriculum |

Developing Intellectual Strength in International Studies Over the next four years, we propose to

develop programs that are based in five thematic areas. The themes resulted from a yearlong series of conversations with international studies faculty. All themes reflect areas in which UMN can claim significant capacity and which international studies faculty have identified as addressing international career readiness and civic readiness. We will anchor each theme in a set of Community-Faculty-Student Dialogues in hybrid and/or online format. We will actively

engage community groups, NGOs, educators, and international partners throughout the process from conceptualization through execution. This will contribute to the diversity of perspectives included and expand student access to a range of organizations, furthering career and civic readiness. The dialogues will also ground curricular clusters, institutionalizing these strengths as new courses and programmatic content in international studies. The themes are also linked to outreach projects that bring cutting-edge knowledge to K-12 and community college educators and the broader public through activities designed in tandem with these audiences.

The **Climate Change, Sustainable Development & Environmental Justice** theme brings together faculty from CLA, the College of Food, Agriculture, and Natural Resource Sciences, and the Institute on the Environment. It is led by Profs. Michael Goldman (II, p. 12) and Christine Baeumler (II, p. 38). **Refugees, Migrants & Human Rights** furthers collaboration between two programs in IGS, the Human Rights Program (HRP) and the Immigration History Research Center (IHRC), and the Law School’s Human Rights Center (HRC). HRP director, Barbara Frey (II, p. 18), IHRC director Erika Lee (II, p. 21), and HRC director Fionnuala Ní Aoláin (II, p. 148) provide faculty leadership. **Mass Violence, Repression & Resistance** is led by Profs. Alejandro Baer (Director of the Center for Holocaust & Genocide Studies, II, p. 15) and Ajay Skaria (II, p. 26). It explores the roots of societal and state violence, responses to violence, and opportunities for building healthier civil societies. The fourth theme, **Threats to Democracy & Neo-Nationalism** builds on the research of faculty in the social sciences (Political Science, Sociology) and the Humphrey Institute for Public Policy. Lead faculty are Josef Woldense (II, p. 205) and Dipali Mukhopadhyay (II, p. 145). The fifth theme of **Advancing Global Health** foregrounds collaboration across colleges at UMN and is led by Prof. Susan Craddock (II, p. 16) and her Public Health colleague Michael Westerhaus (II, p.279).

I.1.iii. Development Plan: Curricula: The activities designed to build intellectual strengths will

directly impact curricular initiatives. In keeping with UMN’s focus on developing core career competencies and civic readiness skills, curriculum/program development is focused on developing new pedagogies that will strengthen these goals. We plan to develop 16 new courses. Several will be collaborations, including shared courses, with UMN and outside partners (community colleges, sister Global Studies programs, institutions abroad, and NGOs). 2 of the 16 are collaborations with community colleges, I.c.1 *Black Brazil: A Literature of Race & Resistance* and I.c.6 a GLOS gateway course on *Nations, States & The Power of the People*.

They are intended as pipeline courses for potential community college transfer students to earn UMN credits and as introductions to a GLOS major. We are proposing 5 courses (I.c.2 *Art & Incarceration*; I.c.5 *Law, Courts & Democracy*; I.c.8 *Climate Change*; I.c.9 *Archive & Activism*;

I.c.11 *Power, Justice & The Environment*; I.c.14 *Medicine, Disease & Power*) that will be developed together with local NGOs (e.g., The Advocates for Human Rights) and UMN research centers, the Human Right Center, and the Institute on the Environment. These connections offer students practical, real-world opportunities by involving them in center projects and/or research. We plan to develop 4 courses with international partners in Spain, France, Argentina, and India. (I.c.3 *Sites of Violence & Memory*; I.c.4 *The Holocaust by Bullets*; I.c.7 *State Terror/State Power*; and I.c 13 *Environment, Technology & Sustainability*). 3 of these will be shared seminars, courses taught simultaneously at both institutions via Zoom with a shared syllabus; the 4th is a study abroad course developed together with the Paris-based NGO Yahad in Unum. A final collaborative course (I.c.10 Migration: *People in Motion*) will be developed as a shared course with other Global Studies programs in the Global Studies Consortium, which has members on all five continents. The UMN and the University of Pittsburgh will take the lead.

Language Projects: IGS will enhance LCTL instruction through projects that expand the depth

and breadth of the curriculum and focus on improving and evaluating proficiency. We propose redesigning and testing **Advanced Finnish and Italian courses** (budget I.b.1), continuing to develop a **College in the Schools Arabic** (budget I.b.2), and starting a new **Korean College in the Schools** program (I.b.3). College in the Schools delivers UMN curriculum in the high school, and students receive UMN credit for successful completion of the course. We further propose to develop **new courses for four Tier 1 languages** (Portuguese, Dutch, Swedish, and Norwegian) that will accelerate language acquisition enabling students to reach the UMN Language Requirement in 3 semesters instead of 4, while still aiming for a proficiency goal of Intermediate High (budget I.c.4). We propose partial funding for **summer intensive courses** at the Summer Language Institutes (budget I.b.5). We plan to expand the newly created **Medical Hmong** offerings and use the experience to work towards a **Medical Somali** program (I.b.6). To improve delivery of LCTLs, we request funds for the **development of materials** for advanced-level instruction in languages where such material is scarce: Somali, Hindi, and Hmong (budget I.b.7). Several LCTL programs want to enhance their advanced courses with video-recorded exercises and practice materials. In collaboration with the LC, we propose a series of **professional development workshops** on video production for language instruction (I.c.8). In another collaboration with the LC, we propose to update the language assessment and proficiency exams for Hindi, Urdu and Russian that are administered by the Testing Program (I.c.9). Finally, we plan to develop a series of 2-week summer seminars in Somali, Hmong, Hindi, Dakota, and Ojibwe for high schools and community colleges. These are intended as pipeline seminars introducing UMN LCTL programs to potential future UMN students. We intend to target schools

with large immigrant and indigenous communities. We piloted these summer seminars very successfully with Arabic in summer of 2019.

Outreach: We propose outreach activities that directly speak to the absolute and competitive

priorities and that engage audiences from the K-14 community, the business community, and the public at large. We plan a set of summer institutes aimed at enhancing global studies instruction in the elementary classroom (I.d.1), the secondary classroom (VIII.a.2, 8 and 10), and in community and tribal colleges (VIII. 1,3 and 9). The institutes aimed at the secondary school curriculum are collaborations with NRCs at UW-Milwaukee and Madison, and they will lead to content for the new Social Studies standards adopted in MN and WI. These new standards speak to such critical subjects as Global Indigeneity, Climate Change, and the Environment. Our ambitious goals for outreach to community and tribal colleges involve a project in rural Northwestern MN with Bemidji State and Leech Lake Tribal College that connects NEA Global Fellows with faculty to develop new global studies content in a collaborative and reciprocal engagement (VIII.a.3). Together with UW-Seattle, Minneapolis Community and Technical College, and Green River Community College in WA, we propose an annual virtual symposium for CC faculty to share best practices in Global Studies education. We propose to continue with very popular ‘book clubs’ for educators (VIII.a.4 and 5), structured meetings during the AY where educators discuss global books that can be incorporated into their classrooms, and where they develop appropriate classroom activities. VIII.a.4 is a collaboration of 18 national area studies NRCs specifically geared towards books that were awarded such Title VI awards as the Children’s Africana Book Award, the South Asia Book Award or the Americas Book Award.

For VIII.a.5, educators will select grade appropriate books that amplify diverse voices. As outreach to the business community, we propose to organize a series of lightning talks on

international business practices in collaboration with centers at the Univ. of Florida, Duke, and UW-Milwaukee (VIII.a.7). Together with other NRCs, we propose to disseminate the outcomes of these activities at national conferences such as the NCSS, NCTE, the AACC. Finally, an important part of our engagement plans are the community-faculty-student dialogues that anchor our Building Intellectual Strength activities (VIII.b). We plan to engage actively and reciprocally local international communities (immigrant groups, local NGOs) as well as national and international partners and NGOs, human rights groups, etc., in these dialogues.

Additional Program Support: IGS will sponsor an **open competition** among faculty, proposing

projects abroad that strengthen international studies. Teams will be challenged to propose activities that result in innovative pedagogies and programs linking courses to institutions abroad, new interdisciplinary courses, or new approaches to foreign languages integration. IGS will select two teams each year for such an award, which will be co-sponsored by GPS-A (budget III.a). IGS proposes supporting the **library** through targeted acquisitions that build on existing strengths in international studies and that address new needs associated with the project themes (budget V.a). We propose building the **LCTL resources** to support the curriculum developed during the project period (budget V.c). We propose funding for materials that will support the outreach workshops for **K-16 educators** and outreach coordinator travel to educator conferences (budget V.b & budget III.b.2). Evaluation: IGS requests support for an ongoing

outcomes-based **evaluation** of the programs (budget I.a.2; see Ch. G., pp. 34-35). This will ensure that IGS continues to use resources and personnel effectively as we implement the activities described furthering the goals of enhancing international studies at UMN.

I.2 Quality of Activities and Relevance to Grant Purpose: As described, the proposed activities

are faculty-driven and -led, ensuring a high educational and scholarly quality, and intellectual

leadership. The thematic approach ensures that the activities are not ‘one off’ events but are well grounded. The plan will greatly strengthen international studies at UMN using theme-guided activities and programs to build intellectual strengths and carefully sequencing these with our curriculum development plan. The plan will result in the addition of 16 new courses with new pedagogies integrated into the curriculum (see Table I.1), leading to an international studies curriculum that is better integrated across disciplines, collegiate units, and levels of instruction. The plan creates a pipeline of students through educator workshops, the development of new curriculum for K-14 educators and expanded College in the Schools programs in Korean and Arabic. The plan also expands the scope of LCTLs by supporting improvements in advanced courses, improving CourseShare (see Ch. B), and creating teaching resources. The activities directly address the announced grant purpose of “meeting the national need for individuals with expertise in modern languages and area or international studies.” They strongly support the grant priorities of diversity of voices, teacher training, and work with community colleges and MSIs.

* 1. Cost of Proposed Activities: IGS has contained the costs of the proposed activities by

leveraging resources from CLA, the Provost, and GPS-Alliance. Most administrative costs are assumed by the University. UMN further commits to the institutionalization of and continued financial support for the programs. In selecting curriculum development projects, IGS assessed sustainability by evaluating available faculty and staff resources, institutional commitment to the project, and long-term relevance. In addition, IGS collaborates with a range of UMN centers including the HRP, CHGS, IHRC, LC; other universities, both US and international (e.g., Univ. of Pittsburgh, Univ. of Barcelona); outreach partners (e.g., Howard Univ., Leech Lake Tribal College); and local, national, and international NGOs (e.g., Yahad in Unum, Ctr. For Victims of Torture). These collaborative strategies enhance the efficient use of federal funds.

* 1. Long-Term Impact on Student Training Programs: The strength of this proposal is the degree

to which projects build on existing capacity, expand that capacity through faculty development, expand access, and institutionalize these achievements. The right most column of Table I.1 summarizes the anticipated long-term impact on student training programs. At the end of four years, we will have significant new international studies content in interdisciplinary courses, not only at UMN itself, but also at community colleges and K-12 schools; we will have advanced international linkages with cross-border and cross-continent collaborative shared seminars; and we will have established community-faculty-student dialogues that will heal the traditional mural-extramural division.

# Chapter J: Competitive Priorities

The program plans contain ambitious activities that directly address the competitive priorities and that result in long-term enhancement of LCTL and of international studies instruction at MSIs and community colleges, and significant teacher training outcomes. These activities are:

|  |  |
| --- | --- |
| **Table J.1: Collaborations with Community Colleges, HBCUs and MSIs** | |
| **Language Projects** | * I.b.2 and I.b.3: College in the Schools collaboration K-14 schools and CCs * I.b.10: Promoting LCTLs: Pipeline seminars for high schools and community college transfer students |
| **Curricular Projects** | * I.c.1: Development and pilot testing of a collaborative course *on Black Brazil: A Literature of Race and Resistance* (I.c.1). To be developed with and taught simultaneously at UMN and several community colleges. * I.c.6: Development and pilot testing of a collaborative Global Studies gateway course: *Nations, States and the Power of the People* (I.c.6). To be developed with and   taught simultaneously at UMN and several community colleges to serve as a pipeline for potential transfer students. |
| **Outreach Projects/Teacher Training** | * VIII.a.1: Global Studies in the Community College Curriculum: A Virtual Symposium; a collaboration of UMN, UW-Seattle, MCTC, and Green River Community College. * VIII.a.3: Globalizing Rural Teacher Training - a collaborative project with Bemidji State and Leech Lake Tribal College. * VIII.a.7: Teaching the World – promoting Global Studies K-14 teaching resources at national conference of American Association of Community Colleges (AACC) * VIII.a.5 Amplifying Diverse Voices: A Global Book Club. Access Stipends for K-12 and community college instructors |