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**as a U-NRC and FLAS Program**

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**Acronyms Guide**

AAAS American Academy of Arts and Sciences

ACE-ESD Africa Center of Excellence in Energy for Sustainable Development ACIR Atlanta Council on International Relations

ACLS American Council of Learned Societies

ACSB Ray C. Anderson Center for Sustainable Business (GT) ACTFL American Council on the Teaching of Foreign Languages ADFL Association of Departments of Foreign Languages AGSC Atlanta Global Studies Center (GT and GSU)

AGREC Atlanta Global Research and Education Collaborative

AISECC Association Internationale des Étudiants En Sciences Économiques Commerciales ALA American Library Association

ALIS Applied Languages and Intercultural Studies, B.S. (GT) AP Absolute Priority

ARCHE Atlanta Regional Council for Higher Education ASEE American Society of Engineering Education ASC Agnes Scott College

ASI African Studies Institute (UGA) ATCS Arabic Teachers Council of the South ATL Atlanta

ATL-RCE Atlanta Regional Center of Expertise (Sustainable Development), UN AYSPS Andrew Young School of Policy Studies (GSU)

BAPS-IA B.A., Pol. Science, International Affairs Concentration (GSU) BBISS Brook Byers Institute for Sustainable Systems (GT)

BEST Building Engineering and Science Talent (GT) BIS Bachelor of Interdisciplinary Studies (GSU)

BISGS Bachelor of Interdisciplinary Studies, Global Studies (GSU BLHP Byrdine F. Lewis School of Nursing & Health Professions (GSU) C2D2 Center for Career Discovery and Development (GT)

CAL Certificate in Language Ability (GSU) CAS College of Arts and Sciences (GSU)

CASA Center for the Advancement of Students & Alumni (GSU) CBI Content Based Instruction

CC Community College

CDC Centers for Disease Control and Prevention

CEHD College of Education and Human Development (GSU)

CEISMC Center for Education Integrating Science, Mathematics & Computing (GT) CENCIA Center for Collaborative and International Arts

CERS Center for Evaluation & Research Services (GSU)

CETLOE Center for Excellence in Teaching, Learning, & Online Education (GSU) CHRD Center for Human Rights & Democracy (GSU)

CHS Center for Hellenic Studies (GSU)

CIBE[R] Center for International Business Education [& Research] (GSU, GT) CIRCLE Center for International Resources and Collaborative Language

Engagement (GSU)

CLA Certificate of Language Ability (GSU)

CLALS Center for Latin American & Latinx Studies (GSU) CLCBI Chinese Language, Culture, & Business Initiatives CLP Critical Languages Program (PC, GSU)

CMII Creative Media Industries Institute (GSU)

CRIM Alonzo A. Crim Center for Urban Educational Excellence (GSU) CRP School of City and Regional Planning (GT)

COA College of the Arts (GSU)

COC College of Computing (GT)

COD College of Design (GT)

COE College of Engineering (GT)

COIL Collaborative Online International Learning (see also IVE) COL College of Law (GSU)

COS College of Sciences (GT)

CPP Competitive Preference Priorities (U-NRC and FLAS) CRL Center for Research Libraries

CRP School of City and Regional Planning (GT) CSAD Center for Studies on Africa and Its Diaspora CTL Center for Teaching and Learning (GT)

CTME Center for Transnational & Multilingual Education

CULTR Center for Urban Language Teaching and Research, Title VI LRC (GSU) CWIC Certificate of Workplace Intercultural Competence (GSU)

DHS U.S. Department of Homeland Security

DIECEE Dual Immersion Early Childhood Education Endorsement (GSU) DLI Dual Language Immersion (K12)

DOD U.S. Department of Defense ECON School of Economics (GT, IAC)

EdTPA Subject-specific Teacher Performance Assessment System developed by Stanford Center for Assessment, Learning, and Equity (SCALE)

EGHI Emory Global Health Initiative

EPIC Experiential, Project-based Interdisciplinary Curriculum (GSU’s version of the VIP program)

ESD Education for Sustainable Development

FIPE Faculty International Partnership Engagement (GSU, OII) FL Foreign Language

FLAS Foreign Language and Area Studies Fellowship GACE Georgia Assessment for the Certification of Educators GaDOE Georgia Department of Education

GAcGEAR Greater Atlanta Coalition for Global Education and Research GALILEO Georgia Library Learning Online

GCP Global Change Program (GT)

GD Global Development Minor (GT)

GELM Global Engineering Leadership Minor (GT)

GEML Global Economics and Modern Languages, B.S. (GT) GIL GALILEO Interconnected Libraries

GLACT Global Languages, Cultures, and Technologies PostDoc Fellows (GTML)

GLLLC Global Leadership Living-Learning Community

GloCL Global Collaborative Learning Support System (PUBP, GT) GLOS Global Studies course prefix at GSU

GMP Gross Metro Product

GPRA Government Performance and Results Act GRAD Graduate-level

GRIP Global Research & Internship Program (GT) GSC Grand Challenges Scholars (GT)

GSD Global Scholar Distinction (GSU) / Global Scholar @ PC Distinction GSP Global Studies Program (GSU)

GSPC Global Scholars @ Perimeter College Distinction (GSU, PC) G-STEM STEM education abroad (Spelman)

GSU Georgia State University

GSURC Georgia State Undergraduate Research Conference GT Georgia Institute of Technology

GTID GT Institute Diversity

GTL Georgia Tech Lorraine, GT’s European campus GTML/ML Georgia Tech School of Modern Languages GTPE Georgia Tech Professional Education

GTPUBP Georgia Tech School of Public Policy GTSI Georgia Tech Shenzhen Institute, China

GUAC Global Undergraduate Academic Credential (GT) GUNA Georgia’s K-12 Model UN program

HBCU Historically Black Colleges and Universities HEA Higher Education Act

HEI Higher Education Institution

HRC Humanities Research Center (GSU)

HSOC School of History and Sociology (GT, IAC) IAC Ivan Allen College of Liberal Arts (GT)

IAESTE International Association for the Exchange of Students for Technical Experience IAML International Affairs and Modern Languages, B.S. (GT)

IAS Institute of African Studies (Emory)

IBS Institute for Biomedical Sciences (GSU)

IEF International Education Fee (GSU)

IEML Joint Internat’l Econ & Modern Languages degree (GSU)

IFLE International and Foreign Language Education (US Dept. Of Education) IGP Internet Governance Project

IIB Institute for International Business (GSU, Robinson College of Business) IIE Institute of International Education

ILL Interlibrary Loan

ILLIAD Georgia Tech’s Interlibrary Loan system

IMTC Interactive Media Technologies Center (IPaT, GT)

INSPIRE Information Security & Privacy: Interdisciplinary Research & Ed. (GSU) INTA The Sam Nunn School of International Affairs (GT)

IP International Plan degree distinction (GT) IPaT Institute for People and Technology (GT)

ISDS International Skills Diploma Seal (GaDOE)

ITACC International Teaching Assistant Culture and Communication Certificate IVE International Virtual Exchange

JEC Joint Evaluation Committee (AGSC assessment) KSU Kennesaw State University

LAC Language Across the Curriculum

LACSI Latin American and Caribbean Studies Institute (UGA), NRC LAMP Leadership and Multi-Faith Program (Emory and GT)

LARC Language Acquisition and Resource Center (GSU)

LBAT Languages for Business and Technology, GTML overseas immersion LCTL Less Commonly Taught Language

LMC School of Literature, Media and Communication (GT) LRC Language Resource Center (Title VI)-GSU

MENA Middle East and North Africa Region

MESAS Middle Eastern and South Asian Studies program (Emory) MESC Middle East Studies Center (GSU)

MOIA Atlanta Mayor’s Office of International Affairs MSI Minority Serving Institution

ML/GTML Georgia Tech School of Modern Languages MSA Metropolitan Statistical Area

NSEP National Security Education Program NSF National Science Foundation

NRC National Resource Center

NUNN The Sam Nunn School of International Affairs (GT) OATS Online Assessment Tracking System (GT)

ODDEP Office of Opportunity Development & Diversity Education (GSU) OIE Office of International Education (GT)

OII Office of International Initiatives (GSU)

OIP Office of International Programs (CEHD, GSU) OMED Center for Student Diversity and Inclusion (GT) OPI ACTFL Oral Proficiency Interview

OUR Office of Undergraduate Research (GSU; GT) PC Perimeter College (GSU)

PL Priority Language

PMF Performance Measurement Form (T6 USDOE)

PORTAL Audio-Visual Virtual Environment for Face-to-Face Interaction PRC Prevention Research Center (GSU, PC – Clarkston)

PUBP School of Public Policy (GT) QEP Quality Enhancement Plan

QFI Qatar Foundation International

R1 Research-One Institution

RBB Race Beyond Borders

RCB J. Mack Robinson College of Business (GSU) SAP Study Abroad Programs Office (OII at GSU) SBIL Seal of Biliteracy, GaDOE

SC Sustainable Cities (GT), a minor in CRP

SDGs UN Sustainable Development Goals Scheller Scheller College of Business (GT) SERVE Southeast Regional Virtual Exchange

SLS Serve-Learn-Sustain interdisciplinary program (GT) Spelman Spelman College, Atlanta

SPARC Scholarly Publishing and Academic Resources Coalition SPH School of Public Health (GSU)

STEM Science, Technology, Engineering, Mathematics STEAM Science, Technology, Engineering, Arts, Mathematics T6 Title VI, US Dept. of Education

TCV Transcultural Conflict and Violence Initiative (GSU) UG Undergraduate

UGA University of Georgia

U-NRC Undergraduate National Resource Center (T6 USDOE) UN RCE United Nations Regional Centre of Expertise

USG University System of Georgia

USI Urban Studies Institute (GSU)

VAP Visiting Assistant Professor

VIP Vertically Integrated Projects

VPII Vice Provost International Initiatives (GT) WACA World Affairs Council of Atlanta

WLC Department of World Languages and Cultures (GSU) Woodruff Emory University Woodruff Library

WST Women Science and Technology (GT)

# COMMITMENT TO SUBJECT AREA

The Georgia Institute of Technology (GT) and Georgia State University (GSU), Atlanta’s public R1 universities, propose the renewal of the Atlanta Global Studies Center (AGSC) consortium, a Title VI (T6) Undergraduate National Resource Center (U-NRC) and Foreign Language and Area Studies (FLAS) program that combines the strength of these premier institutions. GT is consistently cited among the top U.S. universities (#38 for national universities; #10 public university; #4 for undergraduate engineering; #4 for innovation; #7 for urban planning, per *U.S. News & World Report*), ranks in the top 8% worldwide, and #1 in the

U.S. for graduating underrepresented minorities in engineering. GT serves more than 43,000 undergraduate and graduate students in fields ranging from engineering to liberal arts. With a mission focused on “global leadership,” GT has one of the highest rates of language learning in the U.S.; 50% of its students study a language; 54% graduate with international experience abroad. Its Schools of Modern Languages (GTML), International Affairs (INTA/NUNN), and Public Policy (PUBP) are forerunners in applied language learning and intercultural studies (ML); international security and energy policy (NUNN); and intersections of global information, innovation, and environmental policy (PUBP). GT has 2 overseas campuses and 4 research centers in 5 countries. Over 100 countries are represented in the student body and 53% of the faculty are foreign born. GT has a longstanding commitment to global leadership in Education for Sustainable Development (ESD) in career education. GT’s current Quality Enhancement Plan (QEP) “Serve - Learn - Sustain (SLS)” integrates ESD priorities in curriculum and faculty development.

GSU is ranked #2 for commitment to undergraduate teaching, #1 for an ‘unusually strong commitment to teaching,’ #2 for innovation, and #11 for advancing social mobility by *U.S. News & World Report* (2022). This is reflected in GSU’s achievement as **the first public university in the U.S. to close any achievement gap based on race, ethnicity, or income level** and as the #1 university in Georgia to confer undergraduate and graduate degrees to African-American, Asian, and Latinx students, who graduate from GSU at rates at or above the overall student body. GSU,

a “majority minority” institution, enrolls over 54,000 students, 76% of whom are non-White. GSU includes 5-campus Perimeter College (PC), a Community College with over 18,500 students, allowing the AGSC to support global and language learning at the community college level. GSU houses multiple Area Studies centers: Asian Studies Center (ASC), Middle East Studies Center (MESC), Center for Hellenic Studies (CHS), Center for Latin American and Latinx Studies (CLALS), Center for Studies on Africa and Diaspora (CSAD), and Center for Human Rights and Democracy (CHRD), and provides research and undergraduate education through its network of affiliated faculty and Bachelor of Interdisciplinary Studies in Global Studies (BISGS). GSU’s College of Education and Human Development (CEHD) trains a significant number of K12 teachers in languages in Georgia. In its “College to Career” QEP, GSU ensures that students are prepared to “identify, reflect on and document career readiness.”

The strengths and complementary missions of consortium partners GT and GSU mirror the demographic diversity and high-tech context of their urban setting: GT is the state’s flagship STEM university and a world leader in innovative-technology problem-solving; and GSU, a Minority Serving Institution (MSI) under Title III and V of the HEA, specializes in urban education and research with an international, multi-ethnic, and multicultural focus, including a five-campus community college. Leveraging these strengths, AGSC has been able to firmly establish partnerships for long-term sustainable impact and for reaching populations traditionally underrepresented in international studies and advanced language study: **STEM students; community college students;** and **minority, first generation, and low-income students**.

AGSC will continue to develop and offer comprehensive programs in international education and Less Commonly Taught Languages (LCTLs) under the framing concept of **Global Sustainable Development,** focusing on UN Sustainable Development Goals (UNSDGs) and pedagogy of intercultural **ESD** in **STEM** and on **Global Career Preparedness**.

Atlanta is one of the fastest-growing urban centers in the U.S. It is the nation’s 9th largest Metropolitan Statistical Area (MSA) with a concentration of higher education institutions (HEI, n = 97; over 330,000 students). Atlanta is home to the U.S.’s busiest airport, host to over 70

consular and foreign trade offices, and headquarters of 29 Fortune 500 companies. The Atlanta metro area has no majority racial group (45.5% White; 33.6% Black; 6.6% Asian; 7.7% Multi- Racial; 12% Hispanic/Latinx of any race) and 14% of the population is foreign-born. Over 55 languages are “used in the home” by area residents. Atlanta’s multi-layered social fabric, diversity, and interconnectivity among a wide range of civic, community, and educational institutions, are the grounds on which the AGSC has been built. AGSC leverages the area’s strengths and seeks to redress its barriers to equal access and opportunity.

Since launching in 2018, AGSC has supported research, curriculum enhancement, and student and faculty professional development in global studies and languages, in collaboration with Spelman College (an HBCU; key partner), Emory University, Agnes Scott College (ASC), Kennesaw State University (KSU), and the University of Georgia (UGA). Emory and Spelman are key AGSC collaborators in global education and LCTL instruction through the Atlanta Regional Council for Higher Education (ARCHE) cross-enrollment platform. AGSC enhances Atlanta’s global ecosystem by organizing and promoting public events and K12 and community outreach in collaborations with the Atlanta UN Regional Center of Expertise (ATL-RCE), Georgia Department of Education (GaDOE) World Languages & Global Workforce Initiatives, the City of Atlanta Mayor’s Office of International Affairs (MOIA), SLS, GSU’s Center for Urban Language Teaching and Research (CULTR), World Affairs Council of Atlanta (WACA), and the GT and GSU Centers for International Business Education and Research (CIBER).

AGSC’s ethos and mission are encapsulated in ‘7 Cs’: 1.) *Connect* stakeholders in global education; 2.) *Convene* stakeholders in education, government, non-profit, and private sectors;

3.) *Collaborate* on global and advanced language education; 4.) *Coordinate* programs and projects in global and language education and research; 5.) *Communicate* the need for global competence and foreign language proficiency to cultivate global citizens equipped to face global challenges and work effectively in diverse contexts, 6.) *Catalyze* the advancement of Atlanta’s position as a global city, and 7.) *Champion* diverse, inclusive, and sustainable global education and research in the region. Attached letters of endorsement uniformly speak to AGSC’s

transformative impact and where we will advance over the next 4 years (Appendix 4). AGSC has proven to be a national model, evidenced in the May 2021 site visit report (Appendix 5).

* + 1. **Institutional Support for the Center.** AGSC operates in tandem with 2 Provost Offices of International Initiatives (including Education Abroad); 2 academic units dedicated to advanced language learning (ML; World Languages and Cultures at GSU-WLC) and 3 to international studies (NUNN; BISGS; BAPS-IA); 35 interdisciplinary centers and programs in global education, research, and outreach; and institutional support with a combined

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| **Table A.1: Financial Support for International Operations 2020-21** |
| **Operations Area** | **GSU** | **GT** |
| International office operations/salaries | **$1,012,287** | **$2,090,817** |
| Study abroad office operations/salaries | **$397,226** | **$731,752** |
| Faculty engaged in international studies | **$15,108,500** | **$21,297,281** |
| Language faculty salaries | **$1,744,485** | **$3,823,548** |
| GA/TA support in international studies & languages | **$1,103,000** | **$853,000** |
| Institutional faculty grants for international studies and research | **$94,000** | **$125,000** |
| Support for students to study or intern abroad (Pre-COVID 2018-19) | **$1,200,000** | **$6,882,084** |
| Support for students to study or intern abroad (2020-21) | **$369,327** | **$1,728,452** |
| Support for international student organizations | **$205,000** | **$250,000** |

financial footprint of over **$55M** (**Table A.1** and **Table A.2**). Direct annual institutional support for AGSC’s staff and operations totals **$225,338** (GT **$136,898**; GSU **$88,440**). This supportive infrastructure allows AGSC to maximize impact, reach, and resource stewardship.

* + 1. **Subject-Area Teaching Staff Support.** AGSC benefits from **471** subject-area faculty (**266** at GSU in 9 colleges and **205** at GT in 6 colleges), representing a salary commitment of nearly **$42M** (see **Table A.1**). Since 2017, **31** new full-time PhD-holding advanced language teaching faculty have been hired, with **18** in Priority Languages (PL) (**13** at ML; **5** at WLC), and over **87** new faculty engaged in global studies disciplines (**19** at GT, **68** at GSU). AGSC also engages the expertise of over 100 LCTL and international studies faculty at partner institutions.
		2. **Library Resources Support.** AGSC benefits from joint collections that include **1,246,973** Area Studies holdings (GSU **829,966**; GT **417,007**), reflecting millions in cumulative investment. The FY21 combined acquisitions budget is $**16,427,376** (GSU $**5,761,731**; GT

$**10,665,645**) with combined salary expenses at $**11,839,579** (GSU $**5,818,152**; GT $**6,021,427**).

AGSC benefits from Emory’s extensive holdings of language and international studies and access to the University System of Georgia (USG) GALILEO portal linking statewide resources.

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| **Table A.2: AGSC Campus Partners** |
| **Georgia Tech** | **Georgia State** |
| * Brook Byers Institute for Sustainable Systems (BBISS)
* Center for European and Transatlantic Studies (CETS); a Jean Monnet Center of Excellence
* Center for International Business Education and Research (CIBER)
* Center for International Strategy, Technology, and Policy (CISTP)
* China Research Center
* Diplomacy Lab (NUNN, ML): U.S. State Department Sponsored
* Engineering for Social Innovation Center (ESCI)
* Global Change Program (GCP)
* Global Engineering Leadership Minor (GELM)
* Global Leadership Living-Learning Community (GLLLC)
* Institute for Leadership and Social Impact, (ILSI)(Scheller College of Business)
* Institute for People and Technology (IPaT)
* Office of Serve Learn Sustain (SLS)
* Ray C. Anderson Center for Sustainable Business
* Steven A. Denning International Technology & Management Program
* Technologies and International Development Lab
* TanDEem Lab - *Engages in projects related to the design, deployment, adoption and use of technologies towards access, equity and empowerment of underserved and underrepresented communities in resource-constrained regions across the world.*
 | * Asian Studies Center (ASC)
* Center for Collaborative & International Arts (CENCIA)
* Center for Excellence in Teaching, Learning, & Online Instruction (CETLOE)
* Center for Hellenic Studies (CHS)
* Center for Human Rights & Democracy (CHRD)
* Center for International Business Education & Research (CIBER)
* Center for International Resources and Collaborative Language Engagement (CIRCLE)
* Center for Latin American & Latinx Studies (CLALS)
* Center for Studies on Africa & Diaspora (CSAD)
* Center for Urban Language Teaching & Research (CULTR)
* Chinese Language, Culture, & Business Initiatives
* Creative Media Industries Institute (CMII)
* Entrepreneurship & Innovation Institute (ENI)
* Global Health Policy Center
* Global Studies Program (GSP)
* Information Security & Privacy (INSPIRE)
* Institute of International Business (IIB)
* International Center for Public Policy (ICEPP)
* Middle East Studies Center (MESC)
* Multicultural Center
* Office of International Initiatives (OII)
* Office of International Programs (OIP); College of Education & Human Development (CEHD)
* Transcultural Conflict &Violence Initiative (TCV)
 |

* + 1. **Linkages Abroad.** AGSC benefits from extensive linkages abroad (**Table A.3.)** GT has 435 partner agreements, 24 dual or joint degree programs, and 151 study abroad programs;

2 overseas campuses (China and France) and 4 research centers (China, Panama, South Korea, and Singapore); and is a partner in the International Open Lab in Morocco. GT Shenzhen Institute (GTSI) is a collaboration between GT, the city of Shenzhen, and Tianjin University in China that offers five STEM degrees and includes language study abroad and summer internship opportunities. GT Lorraine (GTL) in Metz, France**,** hosts GT’s largest international program, drawing more than 600 students in engineering and computer science, with introductory to

advanced French language instruction. Over 5,000 students have spent a semester in Metz. 553 GT faculty pursue research in 100 countries and offer 74 faculty-led study abroad programs.

GSU has formal linkages

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| **Table A.3: International Linkages** |
| **AGSC Linkages Abroad** | **GT** | **GSU** |
| Total Overseas Partnership Agreements | 435 | 142 |
| Undergraduate Student Exchanges | 77 | 34 |
| Virtual Exchanges / Countries Represented |  | 28 / 19 |
| Students Pursuing Global Internships/ | 159 / 35 | 22 / 6 |
| Countries Represented |  |  |
| Active Faculty Research Collaborations/ | 553 / 100 | 285 / 68 |
| Countries Represented |  |  |
| Dual or Joint Degree Programs w/ | 24 | 23 |
| Overseas Institutions |  |  |
| Study Abroad Programs (Total) | 151 | 137 |
| Faculty-Led Study Abroad Programs | 74 | 58 |
| Overseas Research Centers | 4 | n/a |
| Campuses Abroad | 2 | n/a |
| Student Cultural or Int'l Organizations | 62 | 17 |
| International Students / Countries Represented | 5248 / 128 | 3300 / 120 |
| Foreign Born Faculty / Percentage | 617 / 53% | 330 / 17% |

with 142 institutions in 49 countries. 23 include structured academic collaborations such as 3+1, 1+1, dual PhD and articulation programs. GSU maintains 34 reciprocal student exchange agreements

including summer programs, technical cooperation, institutional capacity building, study abroad, and LLM program pathways. Hong Kong Baptist University partnerships include student exchange, research collaborations, and a Dual PhD program. Johannes Gutenberg Universität Mainz partnerships have student exchange and a Dual PhD Doctoral Training Program. Other collaborations include Mainz’ Institute of Transnational American Studies (Obama Institute); an annual Marketing Research Event at Leeds; and a Certificate Program and 3+1+1 and Ph.D. programs with Hangzhou Medical College.

While the COVID-19 pandemic largely halted international travel and exchange, GSU faculty continued with international engagement, pivoting to International Virtual Exchange (IVE), which was directly supported by AGSC in collaboration with the Office of International Initiatives (OII) with over $60k in combined investment. IVE has provided valuable experiences for international engagement while remaining in Atlanta. In 2020-21, 28 official IVE projects across GSU, representing 19 countries, engaged 984 students. Interest in ongoing IVE has led to the development of program specific agreements, with a 5-year agreement recently executed

between the CEHD and the University of Guyana to enhance mathematics education. AGSC has played a lead role in developing and supporting IVE to provide equitable global opportunities.

* + 1. **Support for Outreach Activities.** AGSC organizes and supports approximately **100** public outreach activities each year with key on-campus and regional partners (**Table A.2**), engaging more than **8000** participants including students, faculty, Atlanta’s consular corps, governmental agencies, non-profits, the K12 community, businesses, and media (See also Section I.1.and 2). For K12 outreach, AGSC partners with GaDOE, as well as with GT’s Center for Education Integrating Science, Mathematics and Computing (CEISMC, $12 million in annual budget), and GT Professional Education (GTPE), serving 129k learners annually through professional development, online degree and certificate programs. SLS and GSU’s CEHD engage in extensive outreach (over $1.3M annually).
		2. **Support for Qualified Students in Fields Related to the Center.** GT and GSU students benefit from the State of Georgia’s Hope and Zell Miller scholarships, which provide tuition assistance for students with a grade point average of 3.0. GT and GSU global studies and language programs attract a high proportion of Hope and Zell recipients. GT provides $7M scholarship and financial aid annually (pre-Covid) to students for study or intern abroad and to pursue the International Plan (minimum 26 weeks abroad). The National Security Education Program (NSEP)’s Project Go! provides full scholarships to ROTC cadets to study in GTML’s Language for Business and Technology (LBAT) immersion programs in Latvia (Russian), South Korea, China and Japan, awarding $500,000 annually. GSU’s student-funded mandatory International Education Fee (IEF) generates $1.25M per year for scholarships and study abroad program development. This funding supported around 1,100 students to participate in study abroad. Combined support for study abroad scholarships totaled more than $2M in FY19, demonstrating sustained institutional support coupled with endowed scholarship funds. Through this funding combined with focused outreach and advising (supported by a U.S. State Department IDEAS grant, “Increase and Diversify Education Abroad”), GSU has helped an increasing number of underrepresented students study abroad. In 2019, 68% of students who

participated in study abroad were from underrepresented ethnic and racial minority groups. In addition, GSU’s Free Passport Initiative has helped over 800 students get their passports since 2019. GSU provides global research opportunities through its Office of Undergraduate Research and Fellowships (i.e., matching students to assistantships; Undergraduate Research Conference). GT and GSU provide $455k for international and cultural student organizations.

# QUALITY OF LANGUAGE INSTRUCTIONAL PROGRAM

* 1. **Language Offerings and Enrollments.** AGSC provides the Atlanta area a substantial language-learning curriculum consisting of 12 languages, with advanced (3+ years) studies in 8 (5 PLs); **Table B.1)**. In 2020-21, there were approximately 14,309 foreign language (FL) enrollments, with 2,496 of those at GSU’s PC. Across both institutions, LCTL enrollments in 2020-21 totaled 3,797 with 873 at the advanced level. In contrast to national trends, FL

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| **Table B.1: GT and GSU Foreign Language Courses, available through ARCHE 2020-2021** |
| **Language** | **GSU Intro****/Intermediate Courses (1000-2000)\*\*** | **GSU Advanced Courses****(3000-4000)\*\*\*** | **GT Intro/ Intermediate Courses (1000-2000)\*\*** | **GT Advanced Courses****(3000-4000)\*\*\*** |
| #Courses | #Students | #Courses | #Students | #Courses | #Students | #Courses | #Students |
| **Arabic** | 7 | 150 | 3 | 29 | 3 | 71 | 3 | 13 |
| **Chinese** | 6 | 262 | 9 | 140 | 6 | 262 | 12 | 109 |
| French | 8 | 1413 | 15 | 232 | 4 | 636 | 20 | 241 |
| German | 6 | 348 | 12 | 43 | 4 | 343 | 12 | 128 |
| Italian | 2 | 100 | 0 | 0 | -- | -- | -- | -- |
| **Japanese** | 6 | 656 | 6 | 58 | 4 | 398 | 12 | 116 |
| **Korean** | 8 | 512 | 6 | 165 | 4 | 353 | 9 | 193 |
| Portuguese | 3\* | 10\* | 0 | 0 | 4 | 20 | -- | -- |
| **Russian** | 3\* | 20\* | 0 | 0 | 6 | 156 | 6 | 50 |
| Spanish | 12 | 5129 | 20 | 547 | 4 | 706 | 23 | 646 |
| **Swahili** | 3\* | 0\* | 0 | 0 | 2 | 10 | -- | -- |
| *Total* | *64* | *8600* | *71* | *1214* | *43* | *2999* | *97* | *1496* |
| ***Total PL*** | **36** | **1610** | **24** | **392** | ***31*** | ***1314*** | ***42*** | ***481*** |
| \*Available only through PC's Critical Language Program (CLP)\*\* All language courses at the 1000 level are considered intro courses, while at the 2000 level they are considered intermediate level. At GT, all are content based courses taught in the target language.\*\*\* All language courses at the 3000-4000 level are considered advanced courses. They are content based courses taught in the target language. |

enrollments are strong at AGSC consortium partners. At GT 32% of FL enrollments are in advanced level. Total enrollment in advanced PLs (Arabic, Chinese, Japanese, Korean, and Russian) increased from 1730 (AY15-16 to AY17-18) to 1934 (AY18-19 to AY20-21),

representing a growth of 12% (includes language and cultural courses offered in English). At GSU, enrollment has grown 63% in Chinese and 53% in Arabic between AY 18-19 and AY 20-

21. Although the Covid pandemic has affected enrollment in some upper division PLs, as it has limited study abroad opportunities, the Korean program has grown its upper division enrollment 25% at GT from AY 18-19 to AY 20-21, and 489% at GSU, thanks to AGSC support for expanded upper-level offerings. At lower levels, GT’s Hindi program has grown to 26 students in 3 years. For over a decade GT has offered LCTL online synchronous language instruction at introductory levels in Chinese, Japanese, and Russian for students in the USG system. Upper- division FL enrollments are expected to increase via the ARCHE cross-enrollment platform, additional/new immersive faculty-led LBAT study abroad programs; participation in the International Plan; expanded online options; the creation/enhancement of advanced STEM and sustainability-focused language courses that use problem-based learning to connect career- readiness and real-world issues; new minors, certificate, and credential programs.

In 2022-26, AGSC will expand content-based advanced language learning focused on sustainable development, STEM, and career education. That includes supporting new or enhanced language initiatives relevant to cross-regional study of Africa (Arabic, French, and Portuguese), Asia (Chinese, Hindi, Korean, Japanese), Europe (French, German, Russian and Spanish), Latin America (French, Spanish, and Portuguese), and the Middle East (Arabic) to the benefit of community college, postsecondary students, and the K12 community.

* 1. **Levels and Content of Language Training.** AGSC offers full 4-year Content-Based Instruction (CBI) plus faculty-led overseas immersion in Chinese, French, German, Japanese, Korean, Russian and Spanish, 3-year program in Arabic, and additional advanced LCTL options in Hindi and Portuguese through ARCHE cross-registration with Emory. Specific areas of GTML regional expertise include Latin American media; Francophone cultures; Sino-American relations; Japanese for VR, and Russian heritage studies. AGSC will support the creation of teaching tools to enhance courses in Arabic, Japanese, Chinese, and Korean, the expansion of the Luso-Brazilian Working Group and the enhancement of CBI curriculum in global media and

cultures, as well as in language courses incorporating STEM and sustainability content. WLC plans to expand the IEML (International Economics and Modern Languages) programs for Arabic, Chinese, Korean, and Japanese with a focus on career-readiness. A novel BIS in Languages and the Health Professions, an interdisciplinary program between the College of Nursing (CNHP) and the College of Arts and Sciences (CAS), is in development.

AGSC-sponsored courses are fully integrated into UG curricula. GT offers 13 language and interdisciplinary minors that require advanced FL study and 3 distinctly interdisciplinary

B.S. degrees (136 majors across languages in 2021-22): Applied Language and Intercultural Studies (ALIS); International Affairs and Modern Language (IAML) and Global Economics and Modern Language (GEML). GTML three interdisciplinary majors have increased from 112 in AY 17-18 to 136 in AY 20-21, showing growth of 21%. A minimum of 12 credits must be earned in study abroad in one of the 6 languages of concentration for majors/dual majors in ALIS, with evidence of an "international experience" required of majors in the joint GEML and IAML degrees. GSU’s WLC offers three B.A. language majors (210 students in 2020-21) and one joint degree, IEML, with concentrations in Chinese, French, German, and Spanish, which enrolled 145 students in AY20-21, as well as 12 interdisciplinary majors and minors that require FL study. WLC recently proposed unified BA and MA programs, consistent with trends in Departments of World Languages in the US and Canada. The programs will offer concentrations in Chinese, French, Japanese, Korean, Spanish, or Two Languages. The programs focus on career-readiness, and will allow students further study in LCTLs which have been available as minors but not BA degrees. Pending Board of Regents review, anticipated start is Spring 2023.

AGSC’s programmatic focus on strengthening cross-enrollment in CBI LCTL instruction for STEM and sustainability to reach students underserved in language study benefits from GTML’s approach to language learning in a STEM environment. GTML focuses more than 60% of advanced language coursework on non-traditional content (other than language, literature and linguistics). An applied, content-based orientation reflects the fact that 70% of advanced FL enrollment at GT is STEM students. Over 85 GT courses integrate interdisciplinary content into

FL learning, addressing needs in business, economics, computing, engineering and sciences (i.e., Chinese Economic Development; Japanese Web Design; SLS courses in Spanish and Korean combining community outreach and native-speaker engagement). Some courses are team-taught as language-across-the-curriculum (LAC) drawing on GT’s population of foreign-born faculty.

At GSU, the focus on career-readiness has resulted in new collaborations with official partners such as the South Korean Ministry of Education, the Consulate of South Korea, Minzu University in China, and local community groups with native LCTL speakers. These collaborations center on authentic interactions between students and native and heritage language speakers to enhance language skills and global and intercultural competence for future careers.

One of AGSC’s signature efforts will be to continue to enhance cross-enrollment in overseas faculty-designed immersion with SLS (semester programs in France and Spain) or LBAT, currently operating in 12 countries (**Table B.2**). These programs are led by GTML faculty and conducted entirely in the FL, combining intensive course and field work, research,

community interaction, homestay, interviews and site visits at companies, government

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| **Table B.2: Sample of AGSC Immersion Study Abroad Programs** |
| **Program & Location** | **Language** | **Level (Credits)** |
| **LBAT China**Shanghai & Qingdao | Mandarin Chinese | 2-3000(12) |
| **LBAT Senegal**Dakar | French | 3000(6) |
| **French-SLS\***Metz (GTL) | French | 2-3000(12-15) |
| **LBAT Germany** Berlin, Düsseldorf & Munich | German | 3000(6-12) |
| **LBAT Japan**Beppu | Japanese | 3000(9-12) |
| **LBAT Korea**Seoul | Korean | 2-4000(9) |
| **LBAT Russia**Riga, Latvia | Russian | 2-4000(9) |
| **LBAT Ecuador** Cuenca & Galapagos Islands | Spanish | 3000(6) |

institutions and NGOs for in-depth understanding of issues of social, economic, environmental and

cultural sustainability. GSU offers summer immersion programs in China, France, and Spain, providing 6 credits of language study.

AGSC benefits from FL curricula with emphasis on CBI and career education priorities, especially through its preservice teacher training

program. At GT, the GEML degree includes advanced content-based courses that address

business, economics, and career education. At GSU, teacher certification in Chinese, French, German, and Spanish is housed within CEHD. As one of the largest teacher education programs

in the state, CEHD offers traditional and non-traditional routes to certification, allowing graduates in other disciplines to pursue certification-qualifying courses. All FL certification candidates pass an internal Language Proficiency Exam, the Georgia Assessment for the Certification of Educators (GACE) basic skills and area exams, and submit a comprehensive portfolio. With CULTR, WLC has expanded language education, fortified connections with K16 teachers, and established itself as a national advocate for FL education. Language instruction through PC’s World Languages and CLP

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| **Table B.3: FT Language Faculty Hired, 2018-2021** |
| **Language** | **Name** | **Position** |
| Arabic Natalie Khazaal, PhD Asst. Prof, GT Arabic Ahmed Ahmed Lecturer, GTChinese Lu Liu, PhD Asst. Prof., GT Chinese Wenbo Chang, PhD Postdoc, GT Chinese Hongchen Wu, PhD Asst. Prof, GT Chinese Chuan Lin, PhD Lecturer, GSU French Andrea Jonnson, PhD Asst. Prof., GT French Sophie Landriex, PhD V. Lecturer, GT French Brigitte Stepanov, PhD Asst. Prof, GT French Mathias Guerreiro-Aires Lecturer, GSU Japanese Amanda Weiss, PhD Asst. Prof, GT Japanese Yuko Ogawa Lecturer, GT Japanese Harumi Kimura, PhD Lecturer, GSU Japanese DeLizzia Camacho Lecturer, GSU Japanese Taeko Namura Lecturer, GSU Korean Keung Yoon Bae, PhD Asst. Prof. GT Korean Seung-Eun Chang, PhD Lecturer, GT Korean Hakyoon Lee, PhD Asst. Prof., GSU Korean A Ram Cho Lecturer, GSU Linguistics Lelia Glass, PhD Asst. Prof, GT Hindi Smita Daftardar Lecturer, GT German Hyoun-A Joo, PhD Asst. Prof, GT Russian Olga Permitina Lecturer, GT Russian Marina Yancey, PhD V Lecturer, GT Port/Span Miguel R. Buendía, PhD Asst. Prof, GT Port/Span Antonio Cardentey, PhD V Lect., GT Port/Span Caroline Machado Lecturer, GT Spanish Mirla Gonzalez, PhD Ac. ProfessionalSpanish Andrea Perez Mukdsi Lecturer, GSU |

foregrounds communicative ability for real-world use. AGSC’s sponsorship of these programs builds on extensive and existing strengths while fostering community connections.

* 1. **Instructional Faculty Expertise and Professional Development.** AGSC draws on the expertise of 95 FL faculty, of which 43 are tenured/tenure-track, with an additional 52 full-time faculty (Lecturers; Instructors, Postdoc teaching fellows). Since 2018, GTML has hired 16 PhD- holding FL fulltime faculty, including 10 tenure track faculty assistant professors (5 of them in PL), 3 visiting lecturers, 1 postdoc, 1 lecturer and 1 academic professional in Arabic, French, Chinese, Japanese, Korean, German, Portuguese, Russian, and Spanish. 11 of the 20 faculty hires since 2018 correspond to LCTLs, representing more than 50% of overall hires. Since 2018, GSU has hired 1 new tenure-track faculty in Korean and 6 new lecturers, 5 in PLs (**Table B.3**), with faculty searches for new tenure-track positions in Afro-Hispanic and Latinx Studies currently underway. Language units are overseen by lower- and upper-division faculty coordinators who

establish curricular guidelines, teaching materials and course schedules, and supervise and evaluate non-tenure-track instructors.

AGSC FL faculty demonstrate wide expertise to support its ambitious FL program, including culture, media, and politics; sustainability and environmental studies, cultural geography, social justice, and global immigration; and digital humanities; case study development and problem-based learning and augmented reality technologies. GTML does not employ TAs as instructors; rather, all classes are taught by professionals who hold advanced degrees, have demonstrated expertise in CBI, have access to professional development funds, are evaluated annually and can be promoted based on achievements, all factors seen as key to sustained success and growth. GTML faculty routinely earn over 15% of GT’s total Teaching Effectiveness awards. GSU’s Teaching Assistants must pass a FL methods course; conduct micro-teachings; tutor in the language lab; observe peer FL instructors and submit reflections; attend pedagogical workshops with reflection on pedagogy in an Annual Portfolio; and meet annually with the Language Coordinator.

AGSC claims a strong contingent of full-time faculty with specialization in FL acquisition, intercultural communication, or applied linguistics (GT-75%, GSU-50%). Faculty pursue professional development opportunities, with funding from their institutions, and attend local, regional and national FL teaching conferences such as Southern Conference on Language Teaching, Association of Departments of Foreign Languages (ADFL), and ACTFL to ensure up- to-date knowledge of research-based practices and pedagogical tools. Both GTML and WLC boast faculty recipients of ACTFL’s prestigious Nelson Brooks award for Excellence in the Teaching of Culture. GSU is the former home of one of the past presidents of ACTFL, and GSU and GT faculty serve on ADFL’s executive committee. Faculty expertise in performance-based curriculum and instruction, intercultural competence assessment, and ESD- content-integrated FL teaching is enhanced by regular meetings and full-day retreats encouraging experimentation, innovation, and idea dissemination. Sample topics in 2018-21 include: Advanced online learning, fostering language precision in content-based teaching; intercultural competence assessment;

problem & project-based learning; integrating media production and app building. In 2021, with additional support from Qatar Foundation International, AGSC hosted 2 ACTFL Oral Proficiency Interview (OPI) Assessment Workshops for K16 Arabic instructors, in which 25 participants from the region learned the ACTFL rating scale, techniques of administering and rating the OPI, and language classroom applications. Participants observed and conducted live practice interviews across proficiency levels. AGSC will expand these activities in 2022-26 to include languages (e.g., Arabic, Chinese & Japanese) available to area college and K12 teachers.

* 1. **Performance-based Instruction, Resources and Requirements.** AGSC’s FL courses at all levels, use best practices and scholarship to create a culturally and linguistically immersive proficiency-oriented environment with real-world application of acquired skills. Instructors are guided by the 2015 World-Readiness Standards and Can-Do Statements established by ACTFL. Faculty share a view of the seamlessness of instruction and assessment and strong commitment to use of the FL from day 1; development of knowledge and skills in authentic contexts; use of primary texts that foster critical and creative thinking in the language; engagement in meaningful project-based tasks through teamwork in real-world challenges that weave together the sciences and humanities; and combining research and multi-lensed reflection in problem analysis.

At both institutions, all tenure-track hires must demonstrate performance-based teaching in a live classroom and in campus and overseas courses. Syllabi state how each course outcome is demonstrated and measured in performance terms. GTML publishes and assesses 9 common outcomes for all FL courses, from Intro to Capstone: speaking and listening proficiency; reading with authentic texts; writing proficiency; research skills and information literacy; effective presentation skills; in-depth knowledge of a specific target-language country or region; ability to analyze an issue from both U.S. and target-culture perspectives; and critical reflection on cultural complexity, including an understanding of intercultural communication pitfalls. Proficiency expectations in all 9 outcomes are defined according to language for majors in IAML, GEML or ALIS, are measured independently of grades during students' senior year in the language-specific Capstone Intercultural Seminars, and are reported to the Institute via GT’s Online Assessment

Tracking System (OATS): oral proficiency (a 20-minute interview following the ACTFL OPI testing procedure); presentation skills (three 20-minute professional presentations of scholarly research); reading (in-class summary of an authentic culture-themed scholarly text approved by the unit faculty); writing and intercultural competence (text-based take-home essays using prompts that elicit both regional knowledge and critical thinking skills and by the Global Perspectives Inventory administered by Iowa State). Similarly, GSU’s WLC assesses proficiency independently of grades in all modes of communication (presentational, interpretive, and interpersonal) and “global competence” as defined by the National Education Association’s 4Cs (critical thinking, communication, collaboration, and creativity) through assignments such as group presentations, impromptu speaking interactions, community-based activities, oral interviews, multimedia projects, portfolios, and traditional compositions.

FL requirements at both institutions vary according to declared major or minor (**Table D.2**). One semester past the introductory course (1001) is required of GSU majors in the College of Arts and Sciences, but many majors require satisfactory completion of the 2000 level. GSU’s Certificate of Language Ability (CLA), awarded as a stand-alone credential to accompany any degree, evidences a grade of B or higher in 12 credits of a FL at 2000-3000 levels. The new Workplace Intercultural Competence certificate (CWIC) prepares graduates with the knowledge and skills needed to provide management of diverse workplaces in a variety of settings including business, construction, and agriculture. In addition to courses in intercultural communication and workplace management, students pursuing the CWIC take 1001-2002 level language: 1001, 1002, 2001, 2002 (ASL, Arabic, Chinese, French, German, Japanese, Korean, or Spanish).

Other than entrance requirements, GT maintains no across-the-board FL requirements, yet nearly 50% of all undergrad students study a FL during their time at GT. Students applying to GTML’s overseas LBAT immersions must demonstrate at least Intermediate Low proficiency.

Students pursuing a major in International Affairs or the IP (Section H) degree designator have a FL requirement through the 2002 level and those seeking the Language Proficiency Distinction of the International Plan must present an ACTFL-certified score of Intermediate High on

graduation. The mandate of 12 credits abroad for ALIS majors and the expectation of Intermediate High (IM in LCTLs) at the end of the senior Capstone strongly motivate students to meet or exceed proficiency goals. 2018 OATS data show 100% of ALIS graduates achieved the target proficiencies in speaking, reading, writing and oral presentation and outperformed all other surveyed students on the Global Perspectives Inventory.

AGSC benefits from exceptional instructional facilities for performance-based language learning. GT’s ML is housed in the Swann building equipped with a course-design studio and state-of-the-art video-conferencing classrooms ($87k investment in 2019) that can support ARCHE cross-enrollment. GSU’s Center for International Resources and Collaborative Language Engagement (CIRCLE), has a digital language lab with extensive language-learning software, multimedia and audiovisual materials, and tutoring services in Arabic, French, German, Spanish, Chinese, Japanese, and Korean (reflecting $120k of investment).

Both GT and GSU provide environments for language learning and practice with native speakers (i.e., GT’s International House and Language Café, where U.S. students live and converse with foreign nationals), and service-learning courses in the FL that engage students in volunteerism and internships. The USG library system has foreign-language DVDs, streaming video, periodicals and other instructional content (see Section F for details).

# QUALITY OF NON-LANGUAGE INSTRUCTIONAL PROGRAM

* 1. **Quality and Extent of Course Offerings, including in Professional Schools.** AGSC draws on over 1280 courses with global studies content across all colleges and schools of GT and GSU (with 753 at the UG level, and 527 at the GRAD level), including Liberal Arts and Sciences, Professional Schools, Education, and PC (**Appendix 1** and **Table C.1**). These offerings are enhanced by access to hundreds of courses available at Emory and Spelman through the ARCHE cross-enrollment platform. GT global studies instructional strength is concentrated in the Ivan Allen College of Liberal Arts (IAC), with the Sam Nunn School of International Affairs (NUNN) offering over 35 and the School of Economics (ECON) 20 advanced or graduate cross-regional courses in areas of international energy and environment,

security and technology policy, and international and economic development, representing diverse perspectives and addressing national needs. 25 advanced or graduate courses in History and Sociology (HSOC) and Literature, Media, and Communication (LMC) foreground international comparative studies of technology, science, environment, gender, and media.

The instructional strength in GSU’s globally focused curricula reflects the depth and breadth of courses appropriate to the BISGS, with 89 advanced area studies courses offered by a dozen academic departments. The Global Issues course offered by the BA in Political Science with International Affairs Concentration (BAPS-IA) fulfills

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| **Table C.1: Non-Language/Non-Linguistics Courses w/ Significant International Content, UG & GRAD, 2020-21** |
| **College or School (University)** | **UG / GRAD** |
| Arts & Sciences (GSU); Liberal Arts (GT); Sciences (GT) | 573 / 305 |
| Business: Scheller (GT) & Robinson (GSU) | 33 / 52 |
| Computing (GT) | 8 / 2 |
| Design (GT) & Arts (GSU) | 54 / 50 |
| Education & Human Development (GSU) | 18 / 23 |
| Engineering (GT) | 9 / 2 |
| Military Science (GT) | 6 / -- |
| Nursing & Health Professions (GSU) | 5 / 7 |
| Policy Studies (GSU) & Public Policy (GT) | 36 / 46 |
| Public Health (GSU) | 11 / 10 |
| Law (GSU) | -- / 30 |
| **Total** | 753 / 527 |

a general education requirement. In the GSP BISGS degree, 50 courses cover research methodology, experiential learning, and practical application in a global context. Courses across the GSU curriculum provide depth and breadth in thematic subareas of Conflict, Violence, and Peace-building (35 UG; 11 GRAD); Globalization, Power, and Culture (45 UG; 9 GRAD); International Development, Trade, and Urbanization (40 UG; 23 GRAD); Global Information and Media (18 UG; 7 GRAD); Global Health & Environment (30 UG;18 GRAD); Human Rights & Democracy (60 UG; 10 GRAD).

One of the strengths of AGSC is the number of globally-oriented UG advanced or graduate level courses across all professional schools at GT and GSU. PUBP and Scheller each offer more than a dozen advanced or graduate level courses with IT, energy, environmental policy, and management, with more than 50% international content; The College of Design (COD) offers more than 30 courses on the advanced or graduate level with international content, focusing on Europe, Africa, and the Americas. The ROTC program at GT offers 6 advanced- level UG courses with international orientation.

At GSU, global content is infused throughout the curriculum across professional schools, in UG major and minor programs of study as well as in GRAD programs. Robinson offers 13 courses as part of the UG minor in International Business, with an additional 13 courses as part of the program in entrepreneurship. Across Robinson, 21 UG courses have substantial international content that is complemented with specific linkages to sub-disciplines (i.e., global hospitality, computer information systems). At the graduate level, there are an additional 46 courses with significant international content. The School of Public Health (SPH) offers 11 UG courses and 10 GRAD courses with significant international content, with new courses and international research experiences coming online with increasing frequency and focus. AGSC has been a key supporter of globally focused course development, for example “Intro to Public Health in the Portuguese-speaking World” in Spring 2022 spanning public health, anthropology, and world languages. COA offers 46 UG courses and 43 GRAD courses with significant international content. CEHD offers 18 UG and 23 GRAD courses with international content, along with an emphasis on teacher training in innovation and globally informed pedagogies across the K12 spectrum. Interwoven with these courses are internationally oriented advanced undergraduate Experiential, Project-based, Interdisciplinary Curriculum (EPIC) courses and IVE

/ COIL projects. Both are augmented with support from AGSC. AGSC and the FLAS program further benefit from existing professional school graduate-level collaborations between GT and GSU, especially the joint PhD in Public Policy with a track integrating substantive international content and GT’s M.S. in City & Regional Planning with GSU’s J.D. degree.

In addition, many lower-level courses offered at PC courses have significant global content (such as PERS 2002, Scientific Perspectives on Global Problems) and build the foundation for the Global Scholar @ PC (GSPC) recognition at the associate degree level. These courses prepare students for upper-level coursework of the university-wide bachelor-level Global Scholars Distinction (GSD). Taken together, hundreds of global courses count toward UG majors, minors, and certificates and graduate degrees, and provide depth of coverage along multiple dimensions.

* 1. **Depth of Specialized Courses.** AGSC’s programming engages a range of internationally oriented majors, minors, and certificates (**Table D.2**) and Global and International Studies courses (Section C.1). These support the Center’s mission by requiring in-depth, advanced-level, and graduate study, reflecting depth of content and high-level engagement with the subject matter. Thus, AGSC benefits from a range of courses with international and cross-regional content, taught from diverse perspectives, with combined advanced-level capacity in the following areas: in Asian Studies (49 advanced UG; 16 GRAD); European, EU and Russian Studies (58 UG, 34 GRAD); Latin American Studies (31 UG, 13 GRAD); and Middle Eastern and African Studies (58 UG, 15 GRAD). Special topics courses, independent studies, and UG research opportunities are also offered in areas of faculty expertise, including the Amazon, the Caribbean, and sub-Saharan Africa and beyond. AGSC further benefits from the depth of course offerings in international studies at Emory and Spelman, with complementary strengths in African, Eurasian, Latin American, Middle Eastern, South Asian, and transatlantic comparative courses. In-depth specialized courses at GT include: *Foreign Policies of Russia and Eurasia*, *Soccer and Global Politics*, *Global Science Fiction*, and *Modern China*. GSU offers in-depth specialized upper-level courses in its area studies programs. For example, students in Africana Studies take *Africa and the World, The Atlantic World: Encounters, Empires, Diasporas, Revolutions,* and *A Seminar in Atlantic World History* is offered to upper-level undergraduates and graduate students. GT and GSU students deepen specialized knowledge through experiential learning (i.e., study abroad or research participation).
	2. **A. Faculty Expertise.** GT and GSU have both prioritized the hiring of international faculty and those who bring interdisciplinary global perspectives and training. Appendix 3 lists over 450 faculty engaged in global studies, languages, and international programming. These faculty have cross-regional, area studies, and global expertise ranging from Africa and Asia, to Europe, Latin America, and Oceania. **Table C.2** highlights examples of faculty who were hired in the last six years with global and international expertise. One of the strongest indicators of GSU’s global commitment is the hiring of over 225 faculty members with research and teaching agendas that

include a global focus since 2015. This level of investment at the University level, along with bolstering specific areas (including ongoing institutional commitments to AGSC), has both broadened and deepened the collective areas of expertise that have directly enhanced UG and GRAD programs. Established IAC area expertise includes international affairs and East Asian, European, Russian, and Latin American studies, with recent hires providing increased instructional expertise in African, Eurasian, and Middle-Eastern studies. Across GSU’s curriculum, all world regions are well represented, with recent hires (**Table C.2**) building new areas and contributing to UG and GRAD programs.

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| **Table C.2: Illustrative Tenured or Tenure Track Faculty Hires 2015-21** |
| **Name & School / Department** | **Research Areas** |
| **Georgia Tech** |  |
| David Frost, CEE | Int’l disaster and earthquake reconnaissance in Turkey, India, China |
| Glauico Paulino, CEE | Japanese origami engineering |
| Robert Gonzalez, ECON | Development Econ. in Afghanistan, Brazil, India & Liberia |
| Zhentao Shi, ECON | Chinese economics, Econometrics, Big Data |
| Amit Prasad, HSOC | Transnational / Global flows of knowledge in Technoscience |
| Anjali Bohlken, INTA | India and global development politics |
| Kuen Da (Dalton) Lin, INTA | International politics; foreign policy; China-Taiwan and U.S. relations |
| Ida Yoshinaga, LMC | Japanese Media |
| Nadiya Kostyuk, PP | Cyber conflict, cyber institutions, Russian and Eurasian studies |
| Chris Gu, Scheller | Social network analysis; global sustainability |
| Georgia State |  |
| Dror Walter, CAS | Global Media, Computational Communication |
| Hue Duong, CAS | Global health communication |
| M.Garrett Delavan, CEHD | World & Dual Language; Environmental Justice in Language Teaching |
| Melissa Zeligman, CEHD | Mental health counseling interventions; HIV/AIDS; global impact |
| Alberto Chong, AYS | Development Economics; Political Economy; Evaluation; Public Policy |
| Hassan Takabi, CAS | Cybersecurity, Trust, Global Online Influence |
| J.T. Way, CAS | Globalization, urbanization, & cultural change in Latin America |
| Salamao De Farias, RCB (IIB) | Cross-cultural Mgmt; International Business with Brazil |
| Sushil Nifadkar, RCB (IIB) | Int’l management; India business, political and cultural environment |
| Nida Shaikh, CNHP | Global Nutrition; Assessment of Dietary Shifts caused by Globalization |

**C.3.B. Pedagogical Training for Instructional Assistants.** GT’s IAC has a required pedagogical training program for all teaching assistants. GT’s Center for Teaching and Learning (CTL) offers an array of services and web-based resource materials designed to ensure competent and confident teachers, from TAs to tenured faculty: A Summer Design Studio to design or redesign a course with expert guidance from CTL consultants and input from

colleagues across campus; year-round workshops on evidence-based best practices on pedagogical themes related to classroom assessment, designing outcomes, evidence-based teaching and reaching students across multiple backgrounds and abilities; one-on-one consultation and classroom observations. All GT Schools conduct their own Instructional Assistant training, and all assistants have faculty mentors. At GSU, teaching assistants and class instructors undergo training and preparation at multiple levels. Taken together, this prepares them for all aspects of classroom management and engagement, along with enhancing their pedagogy. Under the auspices of the Associate Provost for Graduate Education and Deans for Graduate Education, along with Departmental Graduate Directors, a web of support and training provides a holistic approach. Additional training through CETLOE in the form of workshops and consultations serves to enhance pedagogical practices. Feedback and course evaluation is routinely incorporated in professional development at GT and GSU.

* 1. **Interdisciplinary Courses.** GT and GSU’s strategic plans articulate a dedicated emphasis on interdisciplinary learning for both UG and GRAD students. This is evident in the combined support for interdisciplinary UG degrees (12 majors, 14 minors, and 10 certificates, as demonstrated by **Table D.2**) and at least 25 combined interdisciplinary GRAD degrees. Of courses listed in Appendix 1, at least a quarter are interdisciplinary in design and learning outcomes, with most GRAD courses encompassing interdisciplinary perspectives and methodologies. GT’s and GSU’s Offices of Undergraduate Research coordinate opportunities for students to conduct internationally oriented research.

GT’s SLS sponsors courses with international interdisciplinary sustainability content. GT’s Colleges of Engineering and Computing (COE; COC) offer advanced-level and graduate courses on topics such as global engineering, international disaster recovery, and global technology and poverty, with COE courses satisfying the GELM minor. GLLLC integrates courses and internships on global sustainability leadership in its living-learning community.

GSU counts over 50 courses that integrate interdisciplinary international sustainability studies across all Colleges, with a strong concentration in courses counting for the BISGS (see

Section C.1 above). Graduate education at GSU has increasingly emphasized the value of studying phenomena from multiple perspectives, now counting over 60 such tracks or programs. For instance, the Global Affairs concentration is integrated into the Andrew Young School (AYSPS) MA in Public Policy, preparing students to plan, implement, and evaluate policies that either address global, international, and transnational issues or that are applied in international contexts, and in direct alignment with AGSC’s program orientation.

# QUALITY OF CURRICULUM DESIGN

* + 1. **High Quality Undergraduate Instruction.** AGSC programs benefit from the complementary strengths of the consortium partners. GT is consistently ranked among the top universities in the country as well as one of the top universities for graduation of underrepresented minorities in engineering (#1 for undergraduates), physical sciences, architecture and urban planning. GSU has been ranked #2 for best commitment to undergraduate teaching by *U.S. News & World Report*, which is largely driven by its commitment to student success and closing the achievement gap among all student categories. Both GSU and GT prioritize international global education. Their institutional strengths are leveraged to ensure successful implementation of AGSC activities and fulfillment of goals.

GT and GSU offer over 20 majors in global, area, and language studies, 25 minors, and over a dozen certificates. Global and international studies majors have strong enrollment, with GT’s B.S. in International Affairs (INTA) at 116 and International Affairs and Modern Languages at (IAML) at 57, and with GSU’s BAPS-IA at 199, and the BISGS at 136. These majors require coursework with significant interdisciplinary emphasis, in-depth study of topics in international affairs and global studies, and capstone, thesis, or research projects. Faculty-led study abroad is integrated into these degrees, with 132 (74 GT; 58 GSU) programs offered in over 40 (GT 35 countries; GSU 38 countries). GT’s Global Research and Internship Program (GRIP), placing 159 students in 35 countries, offers complementary coursework provided through OIE 2001: Preparing for Work in a Global Economy. More than 56% of GT students

graduate with a substantive international experience as part of their UG degree, including through a Global Internship or GT’s award-winning International Plan **(Table D.1).** GTML

participates in 11 of 25 Global Undergraduate Academic Credential (GUAC) programs (housing six programs), followed by INTA, which participates in 10 programs (housing 8 of them), for a total of 21 programs, in Ivan Allen College, a champion of global education at GT (see **Table D.2**). GTML is a campus- wide leader in interdisciplinary global education, as it participates in 6 of the 8 interdisciplinary programs with global credentials. Through a new partnership with the BBISS, the AGSC will provide support to the GT Global Engineering Leadership minor, for enhancement of courses exploring humanities, social sciences, and STEM discipline synergies.

***Requirements***

* At least 6 months abroad for study, internship, or research
* Three globally-themed courses
* FL proficiency
* Complete a capstone project

***Campus Impact and Recognition***

* 17 years at Georgia Tech
* 27 of 35 UG majors participate, including COE and COB
* IIE’s 2010 Andrew Heiskell Award as “a model for comprehensive curriculum internationalization and a leader for training engineers with the global competencies needed in today’s international workforce”.
* Led to founding of GIP with 133 students abroad each year
* 334 credentialed to date
* FY 18 funding allocated: $199,000

***Student Engagement***

* ~ 250 students per 1st year class
* Attracts women STEM students
* IP is part of a major, not a side pursuit

**Table D.1: GT International Plan**

Approximately 12% of GSU students have an international experience before graduating with a bachelor’s degree, with PC students at 3%. Enhanced institutional support for study abroad has increased the number of GSU students going abroad by 70% since 2015. GSU’s AGSC has worked closely with OII to bring the Global Scholar Distinction (GSD) to fruition.

GSD integrates international studies into interdisciplinary curricula. It is awarded to graduating students from any bachelor-degree program with an average GPA of 3.0 or higher, who have earned a “B” or higher in at least 5 advanced-level courses with global perspectives. GSPC provides a similar credential for associate-degree seeking students and introduces community college students to the GSD available with a bachelor’s degree.

Many AGSC degrees require FL and international study (**Table D.2**). Nearly 50% of GT UG students study a language. Of this number, 56% of COC students study a language; 44% of those in COE; 50% in Scheller; 50% in Architecture; and 85% of students in IAC. Average

|  |
| --- |
| **Table D.2: Global, International, Language, and Area Studies Degrees and Specializations AY2020-21** |
| **GT Programs** | **Enrolled3** | **GSU Programs** | **Enrolled** |
| ***Majors (Fall 21 Enrollments)*** | ***Majors*** |
| BS Appl. Lang/Intercult'l Studies (ALIS)\*\*1, 2 | 62 | BA Africana Studies2 BA Applied Linguistics2BA (non-LCTLs): Fren/Grmn/Span2 BIS Global Studies (BISGS)2BIS Middle East Studies2 BIS Asian Studies2BA Int'l Econ and ML (BAIEML)2 BIS Environmental ScienceBA Geosciences BS GeosciencesBIS Social Entrepreneurship BS Public HealthBA PoliSci-Int'l Affairs (BAPS-IA) BS Elem. Ed. ESOL Endorsement PC AA in Foreign Language2PC AA in For. Lang. and Business2 PC AA in African-Amer. Studies | 12628221013661021453043420713412431992431501284 |
| BS Econ & INTA (EIA)2 | 60 |
| BS Global Econ & ML (GEML)\*1, 2 | 15 |
| BS History, Technology, & Society (HTS)2 | 62 |
| BS International Affairs (INTA)2 | 66 |
| BS INTA & ML (IAML)\*1, 2 | 59 |
| BS Lit., Media, & Communication (LMC)2 | 168 |
| ***Minors (AY 20-21 Degree Recipients)*** |
| African Studies\* | *[2021]6* |
| LatinX Studies\* | *[2021]6* |
| East Asian Studies\*2 | 0 |
| Global Development (GD) | 10 |
| Global Engineering Leadership (GELM)1 | 0 |
| International Affairs | 11 |
| Int'l Bus, Lang. and Cultures\*2,5 | 4 |
| Language (LCTLs): Chin/Japn/Kor/Russ\*\*2 | 23 |
| Language (non-LCTLs): Fren/Grmn/Span\*\*2 | 45 |
| Linguistics\*\*5 | 3 | ***Minors*** |  |
| Mid East & N. African Studies (MENAS)\*\*2, 5 | 2 | Africana Studies | 248 |
| Russian Studies\*\*,2 | 1 | Applied Linguistics2 | 40 |
| Social Justice2 | 7 | Non-LCTLs (Span, French, Germ) 2 | 626 |
| Sustainable Cities (SC)\* | 10 | Arabic2 | 35 |
| ***Certificates Completed3*** |  | Japanese2 | 89 |
| African-American Studies | 1 | Chinese Language and Culture2 | 58 |
| Asian Affairs | 1 | Korean Language and Culture2 | 107 |
| European Affairs | 14 | International Business | 199 |
| International Affairs | 8 | Interdisciplinary Studies Minors | 224 |
| International Business | 3 | · Human Rights and Democracy |  |
| Language (LCTLs): Chin/Japn/Kor/Russ\*\*2 | 2 | · Latin American Studies2 |  |
| Language (non-LCTLs): Fren/Grmn/Span\*\*2 | 18 | · Middle East Studies2 |  |
| Latin American Affairs2 | 1 | · Environmental Science |  |
| Linguistics\* | 4 | Asian Studies2 | 13 |
| *Notes* |  | ***Certificates Completed*** |  |
| \*GTML participates in the program\*\*GTML houses the programs1Program has international experience requirement2Program has foreign language requirement3GT Spr 17 - Spr 18; GSU AY20-214Global Scholars @ PC proposed by AGSC and PC Internat’l Initiatives in 2021; approved by Admissions & Standards, Jan. 2022 (now under review by Univ. Senate with expected launch date of Fall 2022).5Began 2018/20196Launched in 2021-227Number of distinctions awarded | European Union Studies Certificate in Language Ability2 World Language Teacher Cert.2Global Scholars Distinction (GSD)7 Global Scholars @ PC (GSPC)4 GeosciencesSustainabilityDual Immersion Early Childhd Ed. Endorsement (DIECEE)2K5 Dual Immersion Endorsement2 | 0 |
| 24 |
| 57 |
| 214 |
| 0 |
| 4 |
| 4 |
| 21 |
| 8 |

enrollment in FL courses is approximately 20%, as compared to the national average of 7% (see Section G). STEM and Business programs integrate substantive international and language components, including minors in Global Engineering Leadership; Global Development;

International Business Languages and Cultures; as well as completion of the Global Leadership Living-Learning Community; and through SLS-sponsored courses.

Language requirements vary within GSU. There is a basic two-semester requirement for students in the CAS. For the BISGS, students can include critical combinations of area studies, specific content areas, methodological foci, and language and culture courses.

Traditional majors housed in single disciplinary units have language and area foci while also allowing minors in a range of languages or global content areas (**Table D.2**). At GSU, there are 15 minors that are fundamentally global in language, content, culture, and approach, representing cross-campus engagement and the campus-wide GSD for all bachelor’s degrees. GSU’s Dual Immersion Early Childhood Education Endorsement Certificate (DIECEE) provides training in international studies for pre-service teachers. Both GSU and GT host ROTC training, with substantive international coursework. Relevant language-related degree programs – many interdisciplinary – are described in Section B.

* + 1. **B. High Quality Graduate Training from a Variety of Disciplines and Professional Fields.** GT’s graduate degrees in PUBP and INTA have nationally recognized strengths in international cyber-security, technology management, and innovation that are inherently interdisciplinary. In 2019, GT launched two new M.S. programs, an M.S. in Applied Languages and Intercultural Studies (with concentrations in Spanish, French, and German) and an M.S. in Global Media and Cultures with concentrations in Chinese, Japanese, Russian, Korean, French, German, and Spanish, which integrates advanced language learning, media studies, SLS, and career education as a collaboration between ML and LMC. Graduate offerings at the IAC complement a robust group of nationally ranked STEM graduate programs offered by GT’s COE and Scheller, including top five programs in the following areas: #1 Industrial Engineering, #2 Biomedical Engineering, #2 Civil Engineering, #4 Business Analytics, and # 5 Information Systems. GSU graduate degrees and professional certificates are offered in a variety of disciplines, such as Dual Language Immersion, World Language Education, Latin American Studies, Public Health, and International Business. These graduate-level programs include in-

depth global coursework, and most have advanced language requirements. The Robinson College of Business Master of International Business program is ranked #5 in the U.S. (*Best Value Schools*, 2021).

**D.2. Academic and Career Advising.** At GT extensive academic and career advising supports international careers. The IAC employs full-time career and academic advisors in every School. The campus Center for Career Discovery and Development (C2D2) advises all majors and conducts a Career Fair that attracts hundreds of multinational companies, government and non- governmental agencies. It also conducts discipline-specific career fairs and one that targets African-Americans and other underrepresented groups. The Office of International Education (OIE) provides extensive counseling on global career opportunities. Tenured ML faculty advise all language degree majors in ALIS, IAML, and GEML, conducting exit proficiency assessments and student portfolio reviews. Students from IAC are counseled by faculty and academic professionals on course selection, program planning, career options, and study/work abroad options. Each IP major has a designated faculty advisor. The IP Office holds forums for students and business leaders. The Goizueta Foundation for Hispanic Initiatives sponsors leadership conferences, mentoring and networking events. Workshops are conducted on job search strategies, resume and cover letter writing, interviewing, business etiquette, and salary negotiations. The GT Office of Assessment collects and publishes data on graduates, tracking employment by major, ongoing job searches, entry salaries and bonuses, and the value of international experience in obtaining employment.

GSU is nationally recognized as a leader in innovative approaches that foster student success despite academic, socio-economic, racial, and ethnic backgrounds. GSU is using technology to track students from arrival until they graduate. In 2013, GSU opened the University Advisement Center and changed the structure of UG advisement, employing more than 60 academic advisors representing every college and undergraduate field of study.

Dedicated advisors serve students enrolled in WLC, BISGS, and BSPS-IA degree programs. The GSP has an undergraduate faculty director who meets with BISGS students to review course

selection and sequencing to ensure programmatic integrity and coherence. The university’s current QEP focuses on student matriculation and increasing graduation rates. Administrative positions have been created to enhance career readiness through program development and evaluation, student advisement, experiential learning, and internships. OII advises students on study abroad and overseas experiential learning opportunities. AGSC has supported 5 Global Career events (638 student attendees last year) and will continue to prioritize this going forward.

**D.3.A. Opportunities for and Participation in Research and Study Abroad.** AGSC provides tremendous opportunities for study abroad, with enhanced cross-enrollment opportunities through ARCHE expected to increase these numbers. GT students studied or interned in 67 countries, with over 56% of undergraduates participating in an international work or study experience before graduation. GT has pledged an increase to 60% as part of its Strategic Plan and Institute of International Education (IIE)’s Generation Study Abroad. Through GTL in Metz, GT students pursue both required and elective coursework for a range of majors in Engineering, Sciences, and the Liberal Arts. At GTSI in China, students study STEM and engineering to satisfy degree requirements. Over the last year, the number of GT students completing exchanges and international internships has increased (56% and 23% respectively). The largest population is from the College of Engineering (COE), where 57 % of UG majors graduate with an overseas experience. As an IIE “Generation Study Abroad” Partner, GT vigorously promotes the growth of overseas opportunities, currently offering over 151 study-abroad programs, 77 of which are exchange programs and 53 of which are faculty led. A GT area of strength is the advanced-level immersive faculty-led LBAT programs offered by GTML, foregrounding SLS, STEM, and sustainability competence with special expertise in PLs: Chinese, Japanese, Korean, and Russian, with Arabic launching in 2019. Study abroad is supported by philanthropy, university sources, and public funding, including through the Hope and Zell Miller fellowships. OIE provides extensive advising for GRIP, IP, and study abroad and coordinates applications for scholarships, with faculty in individual Schools providing advising on international opportunities. GT’s SLS sponsors a dozen study abroad programs.

At GSU, experiential learning through research and study abroad is a priority across all majors and colleges, including in support of demographic diversity, where African Americans represent 34% and Hispanics 11% of study abroad participants in non-pandemic years. The Study Abroad Programs (SAP) office has six full-time advising and support staff. PC students are served by a dedicated study abroad office with a faculty director, administrative support staff, and a faculty fellow. 86% of GSU students who study abroad do so on faculty-led programs ranging from one week to several months. While not all programs have been active during the pandemic, in 2019/20, 81 programs were scheduled to take place in 47 countries, including CEHD’s OIP’s 9 teacher education programs. GSU study abroad participation increased from 591 in 2008/09 to 1010 in 2015/16. Over 80 students participated in international service learning or research as part of study abroad. The GSU Honors College London Experience provides internships in the UK covering hospitality, finance, fashion, arts, media, and sciences.

**D.3.B. Access to Study Abroad and Language Programs Sponsored by Other Institutions.** At GT, OIE facilitates all MOUs for exchange and faculty-led summer abroad programs. The Vice Provost for International Initiatives (VPII) approves MOUs, develops collaborative educational partnerships with universities worldwide and foreign-based campuses and centers (see also Section D). Credit earned abroad must be accredited and reviewed by OIE. All 33 universities and colleges in the USG are eligible to participate in programs at other institutions. GT collaborates with AISECC and IAESTE, both of which have campus chapters, to facilitate work abroad opportunities beyond those organized by the OIE’s GRIP. GT students study languages at one of the Institute’s 105 exchange partners. GSU students may participate in any accredited program. Some programs include CIEE (Jordan, Beijing, Tokyo); API (Argentina, Spain, France, Italy); Hanyang Summer School; and Beijing Language and Culture University. GSU’s SAP advises students, coordinates transfer credits and financial aid payments for faculty- led study abroad, exchange programs, and non-GSU programs. GSU students who enroll in other study abroad programs must have credits transmitted by an accredited institution, or through directed readings or independent study.

# QUALITY OF STAFF RESOURCES

* 1. **Faculty & Staff Qualifications, Professional Development, and Commitment to Teaching, Supervising, & Advising.** AGSC combines the scholarly and educational strengths of over 450 faculty dedicated to international studies and language learning across disciplines (Appendix 3). Between 2015 and 2021, GT and GSU faculty earned 44 Fulbright Scholar awards (GSU 26; GT 18), with 18 serving as country specialists (GSU 5; GT 13); and include 58 members of the American Academy of Arts and Sciences (AAAS), 33 National Academy of Engineering Fellows, 46 Sloan Fellows, 16 Fellows of the National Academy of Public Administration, 5 Guggenheim, 3 ACLS, 17 Humboldt and 1 Carnegie Career awardees.

GT faculty garnered $1.2 billion in research funding in FY2021, including 450 industry collaborations. More than 80 tenure-track GT faculty from NUNN, ML, PUBP, ECON, City and Regional Planning (CRP), COC, and COE are actively engaged in externally funded research on international security, trade, finance and innovation, environmental and technology policy, and language learning and intercultural studies. 25 full-time PhD-holding GT faculty focus on research and teaching LCTLs. GSU faculty received over $200M in research funding during in FY2021, representing a 40% change over a 4-year period. Faculty grants that are specifically related to NRC activities and objectives jointly totaled approximately $5M at GT and GSU. Externally funded research conducted by over 250 GSU faculty from 6 interdisciplinary regional centers (CSAD, ASC, CHS, CLALS, MESC, and CHRD) generates deeper understanding of and expertise in Conflict, Violence and Terrorism; Peace Building and State-Building; Democracy and Human Rights; Immigration and Refugees; Global Public Health; and Challenges to Cities Globally. Additional global studies expertise is found in Communication, Sociology, History, and Political Science; AYSPS; CEHD; RCB; SPH; and the Humanities Research Center (HRC). Additionally, over 100 faculty at partner institutions contribute expertise to AGSC initiatives.

Over 300 of AGSC’s affiliated faculty have overseas research, teaching, or field experience. Of GT-GSU faculty, 883 pursue research abroad and 947 are foreign-born. GT hosted a total of 1041 international scholars during 2018-19, and GSU hosted a total of 272

between 2019-21. Over 100 faculty teach abroad every summer through GT and GSU faculty-led programs [pre-covid]. In 2017-18, GT’s Provost provided $1.15M to support new undergraduate initiatives, with SLS awarding $286k for ESD and service-learning program development.

Both institutions provide support for professional development. In FY21, the GT Provost and VP for Research allocated $2.1M including a joint seed grant program with Emory for collaborative research (additional $230k). The VPII allocates $25k annually for linkages with Morocco (2017-18), Latin America (2018-19), Costa Rica, Japan, Canada, Ireland, China and India (2019-20), and ‘Global at Home’ initiatives, including AGSC’s Atlanta Global Research and Education Collaborative (AGREC). Other units provide faculty professional development support estimated at $750k per year. GSU’s OII Faculty International Partnership Engagement (FIPE) program provides funding for research or academic collaborations with overseas institutions and matching funds for research proposals ($6.5k in 2020-21). Each year GSU’s SAP office aims to award $30k for new faculty-led study abroad programs, though it was lower during the pandemic. Ten new faculty-led study abroad programs are slated for 2021-22, and 50% of all faculty-led study abroad programs have been updated with new destinations or academic content. Additionally, OII, in partnership with the VP for Research, is offering an international STEAM collaboration grant ($10k in 2022). Prior to Covid, AGSC supported domestic and international travel grants for faculty to conduct research and develop partnerships abroad. When AGSC pivoted to support more virtual exchanges and “Global at Home” research projects, it also provided professional development in those areas, including two four-week IVE Workshops and a Collaboratorium series to inspire collaborative research and learning from existing “Global at Home” projects. In addition, AGSC and OII have prioritized development of globally-focused EPIC teams (over $40k annually), bolstering professional development.

GTML and NUNN faculty are extensively involved in advising efforts with 1,347 students graduating with bachelor’s degrees in the last decade. Through continuous professional career education, GT’s IAC alums have among the highest employment and earning rates of all Liberal Arts graduates in the country. The IAC career education office works with GT’s C2D2 to

place students in areas of critical need. The typical faculty teaching load at GSU ranges from 4 courses per year at the downtown campus (with reduced teaching for research or service) to 10 courses per year at PC. WLC, BISGS, and BAPS-IA faculty advise degree program students, with support from the central advising office. Both GSU and GT have Offices of Undergraduate Research (OUR) that coordinate faculty-advised internationally oriented undergraduate research. AGSC staff field questions from and provide information sessions for students interested in GSU’s GSD and the FLAS Program. In addition, AGSC provides guidance on available UG global courses that fulfill program requirements. AGSC staff teach a 1-credit course on Global Careers for FLAS fellows and regularly advise fellows on study abroad and course options that meet fellowship requirements. Taken together, AGSC benefits from a highly qualified faculty and staff, where excellent teaching and dedication to student success are key.

* 1. **Adequacy of Center Staffing and Oversight.** AGSC’s two tenured Faculty Co-Directors provide intellectual and strategic leadership.

**Professor Juan Carlos Rodríguez** (PhD Literature, Duke University) is Associate Professor of Spanish at Georgia Tech and co-editor of the collections of essays *New Documentaries in Latin America* (Palgrave, 2014) and *Digital Humanities in Latin America* (University Press of Florida, 2020). He is also co-editing a book series*, Reframing Media, Technology, and Culture in Latin/o America*, for the University Press of Florida. *The Global Media Fest: Sustainability Across Languages and Cultures*, founded by Dr. Rodríguez in 2017, has showcased the work of more than 20 international filmmakers, artists, and community media collectives.

**Professor Anthony F. Lemieux** (PhD Social Psychology, University of Connecticut) is Founding Co-Director of AGSC, Professor of Communication, and an internationally renowned scholar in the psychology and motivations of terrorism and collaborative and interdisciplinary research on health behavior and HIV prevention. He has over $5M in externally funded projects from DoD, NSF, DoE, and DHS; over 60 publications; hundreds of presentations and media appearances. He was among the initial cohort to develop Collaborative Online International

Learning (COIL; IVE) courses in 2008/9. He was a fellow of the American Council on Education, and currently serves as Editor of the journal *Dynamics of Asymmetric Conflict*.

AGSC’s programs are managed by an Associate Director at GT (funded from campus sources) and an Associate Director at GSU (partially funded by the U-NRC; see Position Descriptions). Staff members hold advanced degrees in fields related to global studies and/or LCTLs. They manage center operations and activities in collaboration with faculty and outreach support personnel. GSU and GT provide office facilities and operational support, including HR,

financial management, and IT. AGSC leadership holds weekly planning meetings, including coordinating related efforts at Emory, Spelman, and other Georgia T6- programs. The AGSC team operates on an integrated consortium approach. AGSC’s **External Advisory Board**, with members from education, research, and outreach, meets at least annually (**Table E.1**).

**Table E.1: AGSC External Advisory Board 2021-22**

* Tracey Brantley, Ex. Dir., ARCHE
* Sterling Gerdes, Delta
* Dr. Gundolf Graml, AVP, Agnes Scott College
* Vanessa Ibarra, Director, MOIA, City of Atlanta
* Paulina Guzman, Deputy Director MOIA
* Dr. Barbara Lopes-Cardozo, CDC & Emory
* Dr. Amy Ross, Director LACSI, UGA
* Charles Shapiro\*, Past-President, WACA (transitioning to President Rickey Bevington)
* Dr. ’Dimeji Togunde, Vice Provost, Spelman
* Dr. Philip Wainwright, Vice Provost, Emory
* Patrick Wallace, GaDOE
* Trevor Williams, Global Atlanta
	1. **Commitment to Diversity and Non-discriminatory Employment Practices.** AGSC adheres to all GT and GSU policies to ensure equal access and non-discrimination (see GEPA statements) and works proactively to ensure equal access. At GT, the percentage of underrepresented minorities and women among academic and tenure-track faculty increased from 32% in 2018 to 33% in 2020. At GSU, 32.3% of full-time faculty are from underrepresented groups. 66% of GSU full-time staff are from underrepresented groups. Both institutions provide diversity and equity training for hiring and search processes. GT’s Institute Diversity (GTID) office reports to the President and meets with Diversity and Inclusion Councils of GT’s six colleges to identify issues, recommend solutions, and raise awareness. The Diversity and Inclusion Fellows Program is sponsored by GTID as is the NSF ADVANCE grant-funded program that improves the climate for women faculty. GTID programs, including the African

American Male Initiative, Women of Color Initiative, and Leading Women@Tech, provide inclusive leadership training. GSU supports faculty diversity through various offices and initiatives. The Office of Diversity Equity and Inclusion launched the Commission on the Next Generation of Faculty in 2019 to foster diversity, equity and inclusion in recruitment, retention, and engagement of faculty. The University Senate Cultural Diversity Committee advises and makes recommendations on matters regarding cultural diversity, including equal treatment, improving campus climate in support of diversity, and the recruitment and retention of faculty and staff. The Office of the Provost assembled a Task Force for Racial Equality in June 2020, bringing together the university community to address racism and inequality. GSU also has an office dedicated to the advancement of women, offering programs that prepare women faculty, administrators, and staff for leadership positions. In addition, the Center for the Advancement of Students and Alumni (CASA) works to increase diversity in academic and professional careers by improving access for GSU alumni into PhD programs, medical schools, and law schools.

# STRENGTH OF LIBRARY

Through the USG, AGSC has access to the shared holdings of 26 colleges and universities, state

archives, and the Georgia Public Library Service.

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| **Table F.1: Library Holdings** |
| **Holdings** | **GSU** | **GT** |
| Books | 1,750,491 | 436, 296 |
| E-books | 1,512,233 | 2,178,544 |
| Microform | 1,685,083 | 2,221,081 |
| Online databases | 369 | 596 |
| Multimedia (audiovisual & electronic) | 25,350 | 53,780 |
| Sound Recordings | 16,766 | 96 |
| Maps and atlases | 8,694 | 16,543 |
| Serial Subscriptions (physical) | 61 | 13,028 |
| Serials (electronic access) | 293,345 | 144,715 |
| **Total** | **5,292,392** | **5,064,679** |

AGSC FL and Global Studies

programs also draw on the extensive collections of Emory’s distinguished Robert

W. Woodruff Library.

* 1. **Strength of Holdings and Financial Support.** Joint GSU-GT collections total 10,357,071 individual items (**Table F.1**) and include 1,246,973 area studies and 220,841 language holdings, with these items representing 18% of the total at GSU and 10% at GT (**Table F.2**). GSU and GT have substantive collections in world regions of significance to AGSC’s activities (Latin America, Africa, Asia, and Europe). ScholarWorks @ Georgia State is the open access

institutional repository for 3,346 faculty publications and presentations, 7,141 student theses and dissertations, university-created and managed open access journals, and conference proceedings. GT’s digital institutional repository, SMARTech, the largest in the Southeast, is comprised of 59,000 GT produced research items and campus publications, many with a focus on global and language studies. Through the USG and an established partnership with Emory Libraries, AGSC

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| **Table F.2: Area Studies Holdings** |
| **Holdings** | **GSU** | **GT** |
| Africa | 69,745 | 18,541 |
| Canada | 49,805 | 26,339 |
| East Asia | 87,978 | 64,917 |
| LatAm/Caribbean | 57,689 | 36,178 |
| Middle East | 51,624 | 31,617 |
| Pacific Islands | 3,505 | 1,326 |
| E. Europe/Eurasia/Russia | 45,124 | 24,270 |
| South Asia | 42,875 | 21,935 |
| Southeast Asia | 21,451 | 11,544 |
| Western Europe | 377,510 | 180,339 |
| Arctic/Scandinavia | 22,660 | -- |
| **Total** | **829,966** | **417,007** |

has access to more than 1,274,200 individual records in advanced languages supported by the Center (**Table F.3**) as well as 2 million books and government documents through the Woodruff library, which has one of the most extensive collections of language and international and area studies in the nation. This partnership creates a shared collection of Emory and GT-GSU books,

journals, and other library materials. The FY21 combined acquisitions budget is $17,471,843 (GSU 5,761,731; GT 10,665,645) with salary expenses at $11,839.579 (GSU $5,818,152; GT

$6,021,427).

Of the 94 full-time librarians employed at GT (22) and GSU (72), all hold at least an ALA-accredited master’s degree in library sciences, with 27 holding an additional Master’s degree and 5 a J.D. or Ph.D. GSU has built its international holdings as a function of its support for global studies, language instruction, and international initiatives. GT is committed to building

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| **Table F.3: AGSC Library Language Holdings** |
| **Institution** | **Arbc** | **Chin** | **Fren** | **Grmn** | **Hind** | **Japn** | **Pers** | **Port** | **Span** | **Swah****/Wol** |
| GSU-GT | 2,074 | 2,405 | 105,593 | 61,664 | 192 | 2,255 | 694 | 8,085 | 37,820 | 59 |
| Emory | 21,797 | 33,949 | 162,935 | 182,302 | 4,367 | 8,268 | 1,654 | 21,154 | 118,605 | 325 |
| USG (incl. GSU, GT) | 4,103 | 10,109 | 220,060 | 305,312 | 456 | 5,372 | 884 | 23,170 | 149,129 | 250 |
| **TOTAL** | **25,900** | **44,058** | **382,995** | **487,614** | **4,823** | **13,640** | **2,538** | **44,324** | **267,734** | **575** |

holdings in area studies, culture, technology, sustainability, security, linguistics, and languages and employs full-time area specialists in International Affairs, ML, and Literature and Media,

with the ML subject librarian being an affiliated GTML faculty member who teaches ML students and regularly interacts with GTML faculty. Over $2M per year is spent on database subscriptions each year, with 34 resources directly serving GTML. There are 45,601 e-books in languages / linguistics.

* 1. **Access, Online Databases, and Cooperative Agreements.** AGSC benefits from the GALILEO portal of the USG, which connects to state library resources. GSU and GT have access to over 100 databases indexing thousands of periodicals and scholarly journals. Over 10,000 journal titles are provided in full-text, in addition to encyclopedias, business directories, and government publications. GALILEO provides centralized library management services through Interconnected Libraries (GIL) service, an open access gateway available to GSU and GT. Of the USG’s 20 million records, two-thirds are unique by institution. Materials not available through GIL Express are directly accessible through WorldCat and Interlibrary loan via ILLiad, which includes extensive lending agreements with foreign languages. GSU and GT are members of several library consortia and the Center for Research Libraries (CRL) which provides access to primary sources from national archives, foreign and national government documents, trade and industrial journals, and newspapers. All USG members have access to GSU and GT libraries. ILL use of private college collections is available through ARCHE.

# IMPACT AND EVALUATION

* 1. **University, Community, Regional, and National Impact*.*** Aside from the direct impacts on undergrad FL and international studies learning in terms of both **quantity** (enhanced or new LCTL courses in 11 languages, 8 LBAT study-abroad programs; more than a dozen curricular initiatives in global studies; 4 credentials; and direct impact on over 3,000 students) and **quality** (expansion of immersive experiences and virtual immersive technologies, content-intense language learning; integration of problem-based systems thinking and critical-reflection pedagogies), AGSC continues to impact GT and GSU’s campuses through new cross- disciplinary dialogues and collaborations. These include a number of new and ongoing projects, such as those between the GTML and COE for integration of region-specific intercultural

components into GT Engineering curriculum through 2 new LBATs in Africa, and GSU’s university-wide IVE initiative, which provides affordable and accessible global experiences to students by connecting them with peers in the Middle East, Africa, Latin America, and Asia. Additionally, GT and GSU faculty and students work together with other higher education institutions and community partners through shared AGREC projects.

The AGSC merges the considerable unique strengths of a STEM-oriented institution, a large public MSI and a community college (PC) with a significant population of minority, first generation, and low-income students. AGSC directs the energies of this union toward the education of preservice and in-service teachers and the fortification of DLI, ESD, and global competence credentials to the lasting benefit of Georgia’s K12 globally-minded students. The impact of these collaborations will benefit over 70 schools in Georgia, at least 25 individual educators, and 1,500 students across 14 professional learning communities and 5 languages. In addition, the results of these capacity-building programs will continue to be conveyed to regional and national audiences through AGSC’s website repository of curriculum resources, teaching materials, and workshop recordings. AGSC hosts virtual best-practice workshops and invites national attendees to disseminate successful models and strategies supported by NRC funding.

In joining forces with three prestigious liberal arts colleges, the HBCU Spelman, Emory University, and Agnes Scott College, AGSC not only consolidates the repertoire of expertise in area studies and PLs and facilitates fluid sharing of curricular resources through ARCHE, but conveys a sense of oneness across universities that creates a formidable presence and advocacy for ESD international studies and language education and research in the greater Atlanta region. Moreover, AGSC’s collaboration with UGA, USG, the state of Georgia, and partners throughout the Southeast where NRCs are scarce, allows us to increase state and regional capacity for global research, education, and engagement. The Atlanta Global Studies Symposium, held annually in April, provides a concentrated opportunity for faculty and students from these universities, as well as the public, to benefit from these collaborations. The conference draws at least 500 participants, including 100 K12 educators, with results disseminated nationally and

internationally through live streaming and archived recordings. In its collaborations with at least 50 locally-based public entities (consulates, etc.), NGOs, and community organizations – most of whom have national or international connections – AGSC’s public programming reaches more than 8,000 individuals annually, as reported to IFLE. The AGSC capitalizes on this platform to generate debate on global issues from diverse perspectives. The AGSC’s STEM-MSI partnership, with HBCU Spelman and other higher ed partners and its framing concept of Global Sustainability, is deliberately and strategically designed to serve as a national model. The ethos and purpose of AGSC, as outlined above, will be communicated through multiple channels by AGSC staff, affiliated faculty, external advisory board (see **Table E.1**.), and co-Directors, both of whom have formidable national and international networks in complementary fields, to showcase its impact. AGSC’s communication strategy to disseminate research and showcase impact consists of its website, YouTube channel, monthly e-newsletter, and listservs that combined reach more than 1000 subscribers. Impact is amplified through AGSC partnerships with media outlets, such as Global Atlanta which features AGSC content and events in its newsfeed and email blasts that reaches more than 10,000 subscribers. AGSC’s partnership with the GaDOE ensures that events and resources are shared with schools and K12 teachers throughout the state. Coalition-based regional capacity building initiatives such as the Greater Atlanta Coalition on Global Education and Research (GAcGEAR), Race Beyond Borders (RBB), and ATL-RCE, erase traditional lines between institutions, between departments, and between academia, the community, and national public to infuse international and intercultural perspectives into existing programs, courses, and civic structures where they are currently lacking. Further, AGSC led formation of the Arabic Teacher’s Council of the South (ATCS), in collaboration with Alif Institute and support from QFI to strengthen K16 Arabic instruction.

AGSC organizes and supports close to **100** public outreach activities each year with key on- campus and regional partners, engaging more than **8000** participants including students, faculty, Atlanta’s consular corps, governmental agencies, non-profits, the K12 community, businesses, and media. Over the next four years, we expect participation to increase by 5%. The cumulative

effect of these engagements aligns with the principles of Global ESD and speaks to interdisciplinary partnerships, intercultural proficiencies, diverse perspectives, region-specific knowledge, challenging modes of thought and, above all, communicative dexterity, presenting a new model for immersive international education and applied, content-based FL education.

* 1. **Placement of Students in Areas of National Need (past, current, future).** AGSC will continue to prioritize the placement of FLAS awardees and other language and international studies graduates in areas of national needs. AGSC is exceptionally well positioned to do so, building on Atlanta’s diverse international community and GT’s and GSU’s long-standing and deep relationships with defense (e.g., DEA, CIA, FBI,), government agencies (e.g., Department of State; Georgia senators and members of Congress; state and city governments); diplomatic missions in Atlanta and D.C.; non-profits (e.g., Carter Center; WACA; Habitat for Humanity Intl); the education sector (GaDOE); and the private sector, especially Atlanta’s global media (CNN), high-tech, and travel/airport industry (Delta). GT and GSU prioritize career education for students in areas of national need, including through internships and co-ops, and have a solid infrastructure in place for advanced study in international studies. Atlanta’s global footprint and international agenda are foundational for success in placing students in areas of national need.

GT has an established track record of placing graduates in international fields (e.g., 51 GT students earned Fulbright fellowships in 2008-21) and in areas of national need: 35% of B.S. graduates of the NUNN school pursue graduate study in international area studies; 45% earn employment in the non-profit, public, governmental, or defense fields; and 20% work in business or private sectors. Since 2010, 7 GT students received Boren Fellowships (4 NUNN students in 2017-19). Since 2015, 52 GT students have been selected for Gilman Awards. Nearly 75% of graduates in GTML’s ALIS degree are double majors with STEM fields, thus positioning them exceptionally well for high-profile careers in areas that serve national needs: 25% pursue advanced study; 50% seek employment in the business sector; and 25% pursue public, NGO, and non-profit sector work. Through Project Go!, the “Global Officer” NSEP, GTML has awarded nearly $4.5M in scholarships for LCTL overseas study to 264 ROTC officers in training (2008-

22), demonstrating its commitment to training students who pursue careers in the defense and military sector. Graduates of PUBP, Scheller, CRP, and Architecture pursue careers in local, state, and federal public service, with a rich concentration of graduates in governmental positions that integrate technology, engineering, and sciences with international perspectives.

GSU undergraduates have a range of opportunities to pursue international careers that satisfy national needs. Since 2019, GSU students have been awarded the following fellowships and scholarships: 9 Fulbright, 2 Boren, 22 Gilman, 1 Marshall, 1 Pickering, and 1 Rangel.

Though the BISGS is a new degree, it has doubled in size since 2018, and alums have a high placement success, with approximately 30% pursuing public service or non-profit work; 40% in the private sector, and 30% in advanced studies. A similar ratio holds for BAPS-IA graduates. SPH has graduated more than 60 Fulbright scholars since 2006. The top employer for graduates from SPH continues to be the Centers for Disease Control and Prevention. GSU alumni from CAS have a high rate of placement in international business, government, law, and national defense. GSU alums hold director positions with Porsche and Mercedes Benz, Delta, Home Depot, and the Office of International Affairs for the City of Atlanta. Roughly 70% of graduates from WLC pursue careers in private industry, government, and non-profit sectors.

Approximately 20% go on to pursue graduate education, mostly in international business and economics. An estimated 5-10% pursue careers in education, some in Atlanta in K12 schools and others in Europe, Latin America, and Asia. Each year, GSU’s CEHD trains roughly 80 students for teaching careers in K12 World Language and Dual Immersion Programs. The MIS in World Language Education (launched Fall 2021) provides multilingual students an advanced K12 teaching degree in Chinese, French, German, Korean or Spanish. The program aims to produce 25 highly-qualified teachers per year as one of the top regional FL educator training programs.

AGSC will continue to positively impact the supply of graduates in international studies and LCTLs, leveraging already strong placement indices. The AGSC-supported FLAS program has already led to 90 students achieving advanced PL proficiency coupled with substantive expertise in global studies and international affairs since Summer 2019 when AGSC started

offering FLAS fellowships. Since 2012, GT has graduated 732 majors with degrees in INTA/NUNN or GTML. In 2019, 57% of GT undergraduate students graduated with substantive international experience, including as part of the International Plan (**Table D.1**), Global Internship Program (GIP), or immersive summer study abroad in faculty-led programs, such as the LBAT. Over the past decade (2011-2021), students progressing through the introductory sequence to enroll in advanced-level global studies courses in NUNN have averaged 268 per year (average of 44 INTA degree graduates). Language students progressing through the introductory sequence to enroll in advanced-level language courses through GTML averaged 430 per year, with an average of 13 student graduating with ML degrees per year. In GT’s professional schools, numbers are substantial: progress to advanced-level international courses averages 439 students per year in Scheller; 178 in PUBP; and 183 per year in the COD.

At GSU, an average of 440 students per year matriculate from lower-level into advanced language classes (three-year average for students taking 1000/2000 level classes between 2018 and 2021 and subsequently taking 3000-4000 level classes within 6 years). Matriculation rates from lower to upper division LCTL courses have varied over the past few years, largely due to the pandemic, but range between 12 and 32%. Students enrolled in WLC, Global, Asian, and Middle East Studies and the BAPS-IA benefit from an integrated curriculum that facilitates progression through degree. A growing number of students at GSU participate in international signature experiences such as those offered through EPIC Labs, which engage students in multi- semester research-based community projects on topics such as refugee resettlement, human rights and democracy, or disease prevention. In 2020/21, 1114 students took advanced international courses in AYSPS (Policy Studies); 1,066 in CEHD; 2837 in Robinson, and 364 in SPH. GSU’s ongoing efforts to grow the number of students graduating with international credentials, including the Global Scholar Distinction (see Section D), and its emphasis on career education, positions the university well for graduating an increased supply of LCTL specialists.

* 1. **Addressing National Needs and Disseminating Information to the Public.** This NRC builds on the outstanding track record of GSU and GT in advancing students in PL instruction

and international and global studies necessary for national security, the K12 education sector (especially DLI), government agencies, and business. The AGSC’s location in Atlanta facilitates dissemination of information to a broad range of publics regionally, nationally, and internationally, including through high-profile organizations such as Global Atlanta, whose weekly updates track international business, education and cultural events. The Center’s website serves as a central repository for all faculty-generated learning and teaching materials (modules, case studies streaming video, STEM kits), research papers, and events announcements. AGSC’s activities and events are disseminated to stakeholders through direct outreach to its well- established network of GT, GSU and regional HEI faculty, students and community/civic partners, through professional networks, and by publications and presentations, including national participation in the annual public Atlanta Global Studies Symposium and K12 workshop. AGSC supported creation and dissemination of 21 instructional materials in 2021.

Moreover, in keeping with the mission to invite new perspectives and generate new ideas and new dialogue on global issues, the AGSC encourages faculty to team-author articles across disciplines, to submit to journals outside their regular purview, and to focus on the replicable processes of successful collaborations, especially as they break down disciplinary barriers.

Center-sponsored activities such as AGREC, RBB, VIP/EPIC projects, and speaker series (i.e., Collaboratorium; Symposium) facilitate these interactions and outcomes.

* 1. **Evaluation Plan.** Consortium partners are committed to a thorough and purposefully executed evaluation plan that builds on assessment efforts in 2018-22 and that has shaped the project from the beginning. The plan includes formative and summative evaluations to ensure valid assessment, to capture project impact relative to objectives, and to provide quantifiable evidence for each project year. The plan relies on an “objectives-oriented” approach that focuses on the extent to which proposed outcomes are achieved;1 a “participant-oriented” approach

1 Fitzpatrick, J.L., Sanders, J.R., & Worthen, B.R. (2004). *Program evaluation: Alternative approaches and practical guidelines.* Boston, MA: Pearson.

involving project staff in evaluation efforts to meet stakeholder needs;2 and a “utilization- focused” approach which emphasizes the need to continuously collect, analyze, and report quantitative and qualitative information to facilitate data-driven decision making.3 Collectively, Section I, Table G.1, and the budget narrative, contain guiding evaluation questions, project goals, objectives, activities, timelines, data/indicators, and benchmarks. To date, we have developed assessment instruments for feedback on AGSC events and programming using Qualtrics, and will continue to collect (and incorporate) feedback to continuously improve.

Guided by a Joint Evaluation Committee (JEC; comprised of three faculty members with expertise in core priorities of AGSC—LCTL instruction, global studies, K12 outreach—and ex- officio Associate Directors), the plan incorporates complementary strengths of internal and external evaluation activities. To enhance efficiency, build capacity, and promote information use, AGSC co-Directors and staff assist the evaluator(s) in data collection, reporting, and feedback. That effort is supported by GT and GSU offices of Institutional Research and Planning, which collect enrollment, matriculation, placement, diversity data, and faculty achievements. AGSC leadership and evaluation committee members will continue to regularly review survey results, project documents, evaluation findings, develop program improvement strategies and access to quantifiable outcomes data.

To evaluate and improve the reach, effectiveness, and impact of its programs, AGSC has selected GSU’s Center for Evaluation and Research Services (CERS) which provides quantitative and qualitative evaluation services for units within GSU as well as for school systems and nonprofit organizations in Georgia. The team, led by Dr. Susan L. Ogletree, has decades of experience working with researchers and agencies to design evaluation strategies and plans that help them assess and improve their programs and operations. In Year 1, specific evaluation instruments and data collection methods will be finalized. Evaluation in Year 2 will

2 Leff, H., & Mulkern, V. (2002). Lessons learned about science and participation from multisite evaluations. In J. Herrell & R. Straw (Eds.), Conducting multiple site evaluations in real-world settings (pp. 89-100). New Directions for Evaluation (No. 94). San Francisco: Jossey-Bass.

3 Patton, M.Q. (2008). Utilization-focused evaluation (4th ed.). Thousand Oaks, CA: Sage.

include a review of project documents, AGSC annual data, internal reports, focus groups, and interviews of staff, partners, and program participants. By the beginning of Year 3, the evaluators will provide a completed report with findings and recommendations. A final evaluation in Year 4 will assess project improvements and provide a summative review. Evaluation progress and feedback will be discussed throughout the grant period with the JEC and AGSC leadership.

The evaluation plan includes four questions and key indicators that are aligned with NRC priorities, GPRA indicators, and AGSC objectives and project goals (**Table G.1**). Evaluation instruments include: (1) online surveys (e.g., FLAS, exit surveys, NRC impact annual surveys, pre-post outreach event/workshop surveys; surveys of LCTL instructors for language assessment, retention, and career development issues); (2) a database for evaluation metrics; (3) systematic enrollment and retention analysis; (4) syllabi review, mid-semester, and final evaluation surveys for new courses; (5) instruments to measure usage, implementation and impact of CC and K12 outreach efforts; and (6) instruments to document and measure collaboration outcomes with IHEs and others. Instruments and procedures will be supplemented as needed to measure changes from baseline, to assess trends over time, and to assess project impact among underserved groups (e.g., MSI, CC, & STEM students), in the state and nation.

* 1. **Mechanisms to Ensure Equal Access and Diversity.** AGSC is committed to equal access and diversity in carrying out all its NRC and FLAS activities, assessments, and evaluations, as per GT and GSU protocols and priorities (see GEPA statements). AGSC adheres to GT’s and GSU’s Universal Design protocols, which serve to create a campus environment in buildings, curricular materials, and communications that is usable by all members of the institutional community. AGSC events will continue being open to the public; streamed or recorded and made available on the Center’s website for public access, designed and maintained to adhere to Web Content Accessibility Guidelines 2.0, Level AA. AGSC activities are designed to integrate the diverse perspectives of students, faculty, and alumni at GSU. As a “majority minority” institution (76% non-White; 24% White), GSU is known for nurturing success of students from traditionally underrepresented groups: Students of color participate in international education

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| **Table G.1: AGSC Evaluation Plan - Questions and Key Indicators** |
| **Evaluation Questions** | **Indicators** |
| **A. Do the Center’s activities and training programs significantly impact the university, community, region, and nation, including both short- and long-term impacts on U/G and professional programs?** | 1. Increased enrollments in LCTLs (GPRA)
2. Increased number of enhanced PL LCTL offerings
3. Increased percentage of FLAS fellowships awarded for PL LCTLs
4. Increased enrollments in global studies courses
5. Increased numbers of global studies courses available
6. Increased number of global studies credentials awarded; e.g., Global Scholars Distinction (GSU); Global Scholars @ PC; International Plan (GT)
7. Increased cross-enrollments in language and global studies through ARCHE
8. Increased number of WLC graduates with LCTL specialization
9. Increased number of ALIS graduates with LCTL specialization
10. Increased attendance numbers at annual Atlanta Global Studies Symposium
11. Increased diversity of attendees at annual Atlanta Global Studies Symposium
12. Increased number of co-sponsored events with Atlanta metropolitan region international organizations, consulates, Georgia T6 centers, and GaDOE.
13. Increased number of publications by faculty/students that address AGSC’s objectives published in venues reaching (inter)national audiences
14. Increased number of conference presentations by faculty/students that address AGSC’s objectives published in venues reaching (inter)national audiences
 |
| **B. Does the Center provide equal access and treatment to eligible project participants that are members of underrepresented****groups?** | 1. Increased diversity in participant demographics
2. Increased internship/study abroad placement for underrepresented groups
3. Increased diversity among students receiving FLAS awards
4. Increased programming supporting expansion of international opportunities for students from MSIs and community colleges
5. Increased number of faculty and students connected with immigrant- and refugee-serving organizations
 |
| **C. Do the Center’s language programs address national needs; are they of high quality; and are they producing the next generation of specialists?** | 1. Increased number of advanced LCTL courses w/STEM & sustainability
2. Placement of CEHD, BISGS, GTML, and INTA grads in K12 education
3. Instructor and course evaluation ratings
4. Increased placement of FLAS awardees and other language and international studies graduates in areas of national needs
5. Percent of FLAS who secured employment that utilizes their foreign language and area studies skills within 8 years after graduation (GPRA)
6. K-16 students introduced to global career possibilities
 |
| **D. Does the Center show significant and measurable regional and national impact on K12 teachers; postsecondary instructors, business, media, and the general public** | 1. Increased number of people engaged with Center’s activities
2. Enhanced variation of demographics of participants in Center’s activities
3. Increased faculty and staff involvement in outreach activities
4. Increased participation satisfaction and ratings of utility
5. Extent to which K12 instructors use curriculum material developed and participate in AGSC professional development activities
6. Increased number of faculty who receive ACTFL OPI training
7. Increased number of DLI K-8 instructors who receive ACTFL OPI training
8. Increased media coverage at local, state, and national levels
9. Increased leveraging of funding from other sources, including federal grants, national foundations, and philanthropy
10. Partnerships established with regional, national, and international entities
11. Business and public events co-sponsored
 |

opportunities at rates significantly higher than the national average; internationally focused majors largely reflect this overall diversity. Participation in the GSD Program is 67% non-White. Outreach and academic programming at GSU’s PC impacts a population of ethnically and

racially diverse non-traditional students, 28% who are among the first-generation in college, who heretofore were unlikely to take advantage of international opportunities.

The policies and programs of GT and GSU promote intercultural sensitivity and thoughtful interaction. AGSC’s programs will continue to be offered in partnership with GT’s Institute Diversity, especially the Office of Hispanic Initiatives; OMED--the academic unit charged with retention, performance, and graduation of students underrepresented in science, engineering, and mathematics; BEST (Building Engineering and Science Talent), which seeks to increase the representation of women and minorities in the technical workforce; and Safe Space, which provides inclusivity training and a welcoming environment for LGBTQ members of the campus community. Similarly at GSU, AGSC benefits from the Office of Diversity, Equity, and Inclusion, the Multicultural Center, and the Access and Accommodations Center. AGSC will also continue disseminating information about its activities to the more than 60 chartered student organizations of religious, racial, sexual, and ethnic identity (such as the Society of Professional Hispanic Engineers and the Brazilian Students Organization), contributing to a diverse and inclusive campus experience that also connects with Atlanta’s myriad language-speaking community organizations. Senior citizens are encouraged to participate in all AGSC courses and activities. Through the USG-62 program, GA residents 62 and older can enroll in all undergraduate courses at GT and GSU free of charge, with or without degree application. AGSC will continue circulating and linking initiatives to GT’s Institute Diversity and Office of Student Diversity Programs, whose expressed mission “to prepare students to live, learn and work in a global world” lends itself to long-term and fruitful collaboration, especially in co-sponsorship of activities of International Diversity Week, where themes of “Latitude Adjustment” and “ways of seeing the world” prepare students to be global citizens and leaders through panels, workshops, and intercultural training. AGSC will continue offering high impact events through the *Race Beyond Borders* initiative launched in 2020 and will expand programming in collaboration with the GT EXCEL program which serves students with intellectual and developmental disabilities.

# OUTREACH ACTIVITIES

AGSC develops and implements outreach activities targeting K12, post-secondary educational and professional institutions, civil society, the business community, and the media. Extensive collaborations and institutional support help build infrastructure for activities that connect GT, GSU, Spelman, and other HEIs in capacity-enhancing activities in the greater Atlanta region and nationally, as well as through collaborations with Georgia T6 centers.

AGSC’s networks and partnerships provide exceptional leverage for all activities (see Sections I.1 and I.2, the attached budget, and letters of endorsement in Appendix 4). The sections below provide examples of ongoing outreach and the resources and infrastructure entailed.

* 1. **Elementary and Secondary Schools and K12 Teacher Education.** For K12 outreach, AGSC’s partnership with GaDOE’s World Languages and Global Workforce Initiatives leverages ongoing teacher training and career education language and international education initiatives. All K12 outreach is coordinated with this office, led by Patrick Wallace, who serves on AGSC’s External Advisory Board. Examples of K12 outreach include AGSC’s Annual K12 Workshop which provides pedagogical training as part of its annual symposium, the Georgia Seal of Biliteracy and International Skills Diploma Seal Celebrations, and World Language Curriculum Development Grants for teachers. In addition, AGSC staff regularly present at state and school district Professional Learning events and serve on the DLI curriculum reviews and standards committees. Through GAcGEAR, AGSC, GaDOE, and other state and federally funded partners plan and implement advocacy and pipeline projects to help cultivate a linguistically and globally skilled workforce in the region. To implement K12 activities, AGSC frequently partners with CEISMC, GT’s nationally-recognized K12 outreach unit (65 fulltime staff; $12M budget). CEISMC reaches 62k pre-college students, 1,300 educators, and 108 GA School Districts annually, providing 5,700 PD hours in integrated STEM, sustainability, and arts learning experiences and in-service teacher professional development across the state, primarily focusing on underprivileged or under-resourced populations. CEISMC mobilizes 75 GT faculty and 110 post-doc, GRAD and UG in their training activities. CEISMC is AGSC’s outreach partner for organizing the Languages for STEM High School Summer Institute, developing DLI

modules and bridge courses, Seal of Biliteracy (SBIL) in-service teacher development opportunities, ACTFL and OPI testing workshops, development of global and language STEM kits for high schools and “World Cities” modules for middle schools, and organizing the Korean Speech Fest. In addition, AGSC works with GSU’s CEHD to support the pipeline of language and DLI teachers in K12 schools and the development of high-quality teaching materials.

Examples include DLI native science curriculum development, STEM tool kits for LCTL teachers, a learning community on sustainability content in language classes, and a Korean language curriculum development project for a local elementary school.

Additional ongoing initiatives include GT’s SLS K12 Outreach Work Group, aligning UN SDG Goal 4 (Quality Education) with curriculum in Atlanta public schools for a sustainability mentoring program, while expanding middle school teachers in the ATL-RCE network. ML organizes outreach events in Atlanta-area high schools, hosts a summer teacher workshop on languages and STEM, and partners with the Gwinnett County DLI Korean elementary school to provide teacher training materials. AGSC also partners with GTPE, which is a pioneer in MOOCs that have reached close to 100k learners in 2020 (in languages and international education) and 128k individuals who have earned professional development credit.

AGSC also coordinates outreach with GSU’s CEHD ($1.3M per year), including the Office of International Programs, which sponsors 9 study abroad programs per year for teachers in training, and the Center for Transnational and Multilingual Education (CTME). In addition, AGSC partners with WLC’s K12 outreach unit CULTR (T6 LRC), which organizes several high-impact language and cultural activities of regional significance. Since 2018, CULTR has sponsored 16 workshops for 196 teachers, drawing language instructors from across the country and abroad, who develop skills, share best practices, and explore FL education research.

CULTR’s cornerstone event, World Languages Week, brings together representatives from businesses, non-profits, government (e.g., State Department, FBI, DEA, CIA), and education to connect with high school and college students The event, cosponsored by AGSC, allows students to interact first-hand with potential employers and diverse speaker panels to learn the value of

language skills, global competence, cultural experiences, and DEI. Pre-Covid, this event attracted over 1k Georgia high school students. The event went virtual in 2021 and was extended to a week, attracting almost 5k students and teachers from 38 countries and 39 states in 2021.

* 1. **Post-Secondary and Professional School Outreach.** AGSC builds on GSU and GT’s extensive commitment to Post-Secondary and Professional School outreach, with key on-campus partners (see **Table A.2**) organizing and co-sponsoring more than 100 public events collectively in 2020-21. With a focus on technology and international security, NUNN provides leadership in international programming that reaches across the Institute to COC, CRP, COD, Scheller, PUBP, and GTML. In the past three years, AGSC, in partnership with NUNN faculty, has organized over 35 interdisciplinary events with industry experts, diplomats, academics, military, elected officials etc., including in partnership with CISTP, CETS, IPaT, and the Federal Reserve Bank. GT’s CIBE is another strong partner, providing international education opportunities across Scheller, including faculty-led study abroad programs and a new minor in International Business Cultures and Languages. GT's CIBE sponsors over twenty global events yearly that prioritize sustainability and technology, in close partnership with Global Atlanta, Invest Atlanta, and Global Social Venture Collaboration. IPaT’s programming through the GT Smart Cities & Inclusive Innovation bridges sustainable technologies and computing with policy and liberal arts to provide global solutions of value to the city and region. PUBP’s Internet Governance Project (IGP) prioritizes global Internet policy with extensive research outreach to policy makers and analysts.

AGSC has been instrumental in connecting and engaging post-secondary and professional school faculty and students through collaborative projects like Atlanta Peace Education Initiative, Race Beyond Borders (RBB), and GAcGEAR. These groundbreaking initiatives have unified existing though often disconnected entities to develop cohesive strategies and coordinated action on shared priorities. Through its unique collaborative approach to problem solving, AGSC has paved the way for these groups to meet the evolving needs of diverse stakeholders in the region RBB is a public-facing scholar/activist network that explores

links between the legacy of Atlanta’s civil rights to the present for positive change in race relations, and explores how global movements inform local conversation. This collaboration has revealed a need for decolonization of the higher ed curriculum and the experts who will lead and organize these efforts. RBB has amplified voices from Atlanta’s diverse student population as they seek employment in workplaces that value DEI and demonstrate social responsibility.

AGSC, together with the Georgia Council for International Visitors, hosts Great Decisions, the U.S.’s largest discussion and public engagement program on world affairs, coordinated nationally by the Foreign Policy Association. At GSU, AGSC partners extensively with the GSP and six global and area studies centers, which organize over 20 events per year, with a total outreach budget of approximately $30,000. AGSC organizes a Global Career Series each Fall and Spring and invites diplomats like the Ambassador of Brazil to the U.S. AGSC encourages institutions throughout the Southeast to learn about the benefits of IVE. In partnership with USG and Clemson University, AGSC organized the Growing International Virtual Exchange event in October 2020, which was attended by over 200 leaders, program directors, and faculty in higher education. AGSC has also led an IVE-focused session for the USG, which attracted an audience from across its 26 institutions. AGSC’s partner, GSU-CIBER, leads the MSI Consortium, which includes 13 current CIBERs as mentor institutions and 13 MSIs as beneficiaries. GSU-CIBER hosts annual faculty Globalization Seminars, International Pedagogy Workshops, and coordinates the regional Southeast U.S. Higher Education Consortium for International Business, serving over 40 two- and four-year colleges in the Southeast, including HBCUs. CIBER outreach includes faculty development, student case competitions, and sharing of teaching materials.

AGSC benefits from cross-programming and co-sponsorship with units that complement GT-GSU resources, notably UGA’s two NRCs for African and Latin-American and Caribbean Studies; Emory’s programs for African, Portuguese, and Middle Eastern and South Asian Studies; the Gordon-Zeto Center for Global Education at Spelman; the CDC; the Carter Center; and the ATL-RCE (especially important for AGSC’s annual signature Symposium).

* 1. **Outreach to Business, Media, and the Public.** More than 70 foreign governments maintain consular and/or trade representation offices in Atlanta with which AGSC partners, often in collaboration with Global Atlanta and the City of Atlanta MOIA. There are 42 bi-national chambers of commerce and hundreds of international communities, cultural, and heritage organizations, many with strong regional ties to Africa, Latin America, Asia, and Europe. Deep GT and GSU connections with these constituents will continue to be mobilized for extended AGSC impact. International centers and institutes at both GSU and GT regularly partner with these networks to offer joint seminars and workshops, facilitate educational exchanges, host dignitaries and guest speakers, and identify university partners overseas. The WACA (in RCB) hosts many dozens of events annually, including its Global Strategic Leadership Forum on world markets for senior business and NGO executives. The CLBI at GSU promotes Chinese language, business, and culture. As the first business-oriented institute in the U.S., it uses teaching, research, and business consulting to maximize Atlanta’s strategic location, while providing comprehensive services in Chinese language and culture. GSU’s annual CULTR Global Languages Leadership Meeting is a networking event to promote better understanding of global, regional and industry trends in fostering foreign language and global skills competency. Over 100 attendees represent business, non-profit, government, security and defense.

Atlanta is the third-largest media production economy in the U.S., with increasing international connectivity. AGSC will continue to engage this sector, building on extensive GT and GSU faculty expertise in film, media, creative industries, video gaming, and the arts. GT hosts the Global Media Festival, International Science Fiction Festival and the LMC Social Justice Film Festival (all bringing in international speakers and reaching thousands of attendees); GSU (PC) hosts the Asian Film Festival; while the Student Cinema at GSU presents a year- round program that regularly includes international and foreign language films.

# PROGRAM PLANNING AND BUDGET

AGSC’s programmatic activity integrates, leverages, and supports the priorities of GT and GSU to mobilize an intercultural approach to global education, highlighting the centrality of

culture-specific realities, political structures, and historical legacies in grasping the complexity and uniqueness of development challenges in different regions of the world. This orientation was initially established to respond to UNESCO’s reports4 which urge cultural diversity as an “anchor and entry point” for ESD. As a framing concept for academic programming, teacher education and public engagement events, global sustainability unites in its interdisciplinarity; builds partnerships and networking in its common goals; invites multiple voices and views in its dialogues; promotes systems thinking in problem analysis and impact assessment; and explores regional and international issues in depth and in cultural context. ESD stresses the interdependence of four decision-making dimensions: economic, environmental, social and cultural, whose understanding is vastly facilitated by knowing the language(s) of that culture. To this end, AGSC will continue to support new or enhance existing language and international initiatives in ESD relevant to the study of **Africa** (Portuguese, Arabic), **Asia** (Chinese Mandarin, Hindi, Korean, Japanese), **Europe** (Arabic, French, German, Russian, Spanish), **Latin America** (Portuguese, Spanish), and the **Middle East** (Arabic), including 7 **PLs**.

Over the next four years, AGSC will continue to build on several key partnerships in Global ESD. AGSC prioritizes **course-sharing** of advanced PL and **LCTL Content-Based Instruction** (CBI) for **STEM** fields through the cross-enrollment network ARCHE. AGSC- supported courses will be widely promoted through university channels and the AGSC website.

AGSC will continue to bolster and support **global studies course development, curricular innovation, credentials, international education** and **career readiness,** especially for urban and minority communities, STEM students, and community colleges with the explicit goals of serving areas of national need in educating for careers in business; education; security and defense; and public and governmental sectors. Initiatives in both English and target

4 Universal Declaration on Cultural Diversity. UNESCO, 2001. www2.ohchr.org/english/law/diversity.htm; Arjen Wals. *Review of Contexts and Structures for Education for Sustainable Development: Learning for a Sustainable World*. UNESCO, 2009.

languages leverage resources and dissemination infrastructures of degree-granting units and interdisciplinary centers to strengthen global studies research, education, and outreach.

To deliver **regional and national outreach programs** to **the K12 and higher education populations** and **creatively engage business, media, and the Atlanta community**, AGSC will continue to enhance existing connections, such as its collaboration with GaDOE to support teachers in the expansion of K-8 DLI and to educate high school students for global careers through the ISDS. AGSC will continue to co-program a range of ESD educational, outreach, and research initiatives with Emory, Spelman, and regional T6 centers (GSU’s & GT’s CIBEs; GSU’s LRC; and two NRCs at UGA). The ATL-RCE, currently helmed by GT, Spelman and Emory (one of only six UN-recognized centers in the U.S.) will continue to be a key partner in outreach to refugee and recent immigrant communities. Signature activities will continue to include the annual Atlanta Global Studies Symposium (in-person, hybrid, or fully online); ongoing support for projects on global health and refugee populations with CDC, and expansion of target-language service-learning in Atlanta’s diverse ethnic and cultural communities with the Prevention Research Center (PRC) in Clarkston, Georgia. AGSC will continue to partner with WACA and Global Atlanta, both of which are represented on our advisory board, and both of which reach broader constituencies that span academia, business, and community sectors.

* 1. **and I.2. High-Quality Activities and Development Plan.** AGSC’s framing concept of **Global Sustainable Development, integrating** intercultural pedagogy of ESD and **Career Preparedness, Experiential and Project-Based Learning, and related ‘high-impact’ activities** in international studies, FL and STEM curricula will continue to sponsor high-quality activities of substantive impact that fully address all Absolute and Competitive Preference Priorities; reach all relevant stakeholders; and generate implementation in a timely, strategic, and resource-effective manner. Activities and Objectives described in this section corresponds with the detailed Narrative Budget and Timeline of Implementation (attached), which also indicates which entity will have the primary responsibility for executing and overseeing activities. Activities are spread equitably across four years.

**OBJECTIVE 1. Expand PL and LCTL Programs for Advancing Proficiency, Intercultural Competence, and Content-based Language Instruction (CBI**) **in Areas of National Need.**

AGSC-sponsored LCTL initiatives build on combined investments by GSU and GT in advanced language instruction that include **31 new positions** for full-time PhD-holding language faculty since 2017 (see Section A.1.B). Activities include:

* + - **Develop or revise and teach content-based PL courses** in Arabic, Chinese, Japanese,

Korean, and Russian (3-4000 levels, advanced courses) and Hindi and Portuguese (1000- 4000, all levels) in areas of STEM and sustainable development. Courses integrate ESD problem-based and case-study approaches to reflect multiple perspectives and career-oriented critical thinking and real-life decision-making. AGSC will support development and instruction of STEM-oriented CBI in advanced Portuguese to enhance capacity.

* + - **Continue to support and enhance the Luso-Brazilian Studies working group** convened by

AGSC, to build a K16 student pipeline (particularly for heritage and advanced speakers of Spanish), expand Portuguese instruction (i.e., health education module), promote IVE and study abroad.

* + - **Provide support for multiple projects of ESD language capacity-building** in the

community college curriculum at PC: 2000-level Arabic, Chinese, Korean, and Japanese.

* + - **Enhance and support IVE and faculty-led overseas language immersion offerings in areas of critical need,** for example, LBATs with a sustainability focus (China, Japan, Korea, Ecuador, Spain, Senegal, Germany, and Latvia), Health and Medicine (Spain); French for Sciences (GTL in Metz, France); a sustainability-focused 12-credit Chinese language sequence at GT Shenzhen (GTSI, China) for engineering, business and sciences; International business and innovation in Morocco; Political polarization in Turkey the U.S, and beyond.
		- **Provide support for the development of new teaching tools** for Chinese and Japanese

courses including speech learning toolkits for Mandarin, web resources for learning Japanese language and culture through popular culture and science fiction.

* + - **Expanded library resources** in global studies and language for PLs supported by AGSC. AGSC will continue to facilitate acquisition of materials.

**OBJECTIVE 2. Enhance Inclusive Global Studies and Diverse International Perspectives Through Non-Language Curriculum Development in Areas of National Need.** AGSC will enhance global and area studies course offerings and internationalize and expand the intercultural lens of existing curricula such as those in Education, Engineering, Media & Communication, Computing, Public Policy, City and Regional Planning, and beyond. These include:

* + - **Support the development of new ESD courses** in areas such as Sustainable Development in

Africa; Global Development and Security in the Middle East; Civic Media and Democracy in Latin America; and East Asian Perspectives on Sustainable Development.

* + - **Cross-disciplinary collaboration in development of Global Perspectives in STEM**

**Education** for GT’s College of Engineering (COE) courses in the GELM and the GLLLC; for courses in GSU’s CEHD’s preservice teacher program and teacher training initiatives; and as part of GT’s SLS web-based toolkit. AGSC, in partnership with the BBISS and the Anderson Center for Sustainable Business (ACSB), will support the development of ESD courses bringing intercultural perspectives to the study of port cities, national parks, and transit systems, cloud computing, and artificial intelligence.

* + - Continue to refine and offer a one-credit course on **ESD Career Education in a Global**

**World**, which is required for FLAS fellows. This course explores global careers and helps students take inventory of language, professional, and global skills (i.e., skills assessment, resume building project, attending global events, etc.)

* + - **Support for expanded reach and scope of successful global studies initiatives**, to include

GSU’s campus-wide Global Scholar Distinction credential (GSD); and Global Scholars @ PC Distinction (GSPC). To date, nearly 600 students have earned the GSD, with 258 receiving a GSD badge. AGSC will continue to support Asian Studies programs, courses, events at PC to integrate experiential international studies for Community College students.

* + - **Leverage technologies for digitally guided, immersive, and virtual learning experiences,** through a.) expanded efforts to lead the development of IVE. AGSC has made substantial progress working in close partnership with the OII at GSU, and developing the “Southeast Regional Virtual Exchange (SERVE) Consortium” with colleagues in the USG Office and Clemson University. We have supported faculty learning community development, training in IVE, and 28 courses that incorporate IVE. We are delighted to report that this initiative is now featured as a key priority for Academic Affairs and the Provost’s office at GSU. and b.) through the creation and incorporation of immersive experiences (AR, VR & 360-degree video), which enables students to experience cultural contexts of people and institutions in remote locations. AGSC has supported global immersive media development from Uganda, and though our initial progress in this area was thwarted by COVID-19, the energy and enthusiasm, along with our partnership with CMII at GSU, and with the Study Abroad Association and their 360 GLE platform will afford immersive global experiences.
		- **Provide direct support for global studies capacity building at collaborating institutions**,

**including Spelman College** for enhancement of intercultural competence, career development, and international opportunities. We will continue our close partnership with Spelman to engage their global research efforts, pedagogy, and collaborations, with momentum through AGREC.

* + - **Support of Inclusive Global Leadership initiatives** through ESD learning modules,

curriculum development, IVE, and Global at Home programs to offer opportunities for creating interactions among underrepresented students in global studies, and students with intellectual and developmental disabilities from GT’s Excel Program. AGSC will provide resources for service-learning experiences in partnership with pro sport franchises and refugee communities.

* + - **Enhance interdisciplinary collaboration related to the study of Africa and its Diaspora.**

At GSU we are committed to supporting the department of Africana Studies and the recently established CSAD. At GT, we will support the Minor in African Studies by launching a

Diversity, Inclusion, and Sustainability speaker series and 2 new faculty-led study abroad programs in East Africa, including one in Nairobi, Kenya and ACE-ESD at the University of Rwanda in Kigali combining cultural immersion and IVE.

**OBJECTIVE 3. Support Faculty Professional Development in Global Studies and LCTLs, with emphasis on Global ESD and intercultural pedagogies.** ASCG will sponsor capacity- building activities of consortium faculty, with emphasis on intercultural competence in the context of globally focused synergies of humanities, social science, and STEM disciplines (i.e., Environmental, Health, Energy, Urban, & Digital Humanities).

* + - **Launch at least 2 applied global learning communities exploring synergies of humanities**

**and STEM disciplines,** including a Global Health Humanities and Well-Being network and the Latin American Environmental Humanities Lab. The pandemic and ongoing social justice concerns make clear the importance of understanding global and colonial interconnections.

* + - **Enhancement of Global Media and Cultures curriculum** through projects examining the

intersection of human creativity and new technologies**.** AGSC will support projects such as HIVEMIND: Magazine of Global Speculative Fiction; Voice +: Locating the Human Voice in a Technology-Driven World; and Global Communication offerings.

* + - **Continue to expand regional capacity building in community-engaged global education**

**and research** in collaboration with partner higher education institutions (i.e., Spelman), government and civic partners through further growing the following successful initiatives launched during the 2018-22 grant cycle: a.) *Atlanta Global Research and Education Collaborative (AGREC)* by supporting up to 25 new projects that mobilizes 10 universities and colleges and over 20 community partners; b.) award-winning *Higher Education Learning Community of the Regional Center of Expertise on Education for Sustainable Development* affiliated with the UN University by offering faculty workshops for integration of SDGs into curriculum, research seminar series, and symposia (recognized by 3 UN University RCE awards 2019-2021; c.) *Greater Atlanta Coalition of Global Education and Research (GAcGEAR)*, which engages education, civic, and industry partners to expand capacity for

workforce development through language education and global competencies through a unified education and economic vision and cross-sector cooperation; d.) Global Civil and Human Rights initiatives with a focus on the SDGs, including *Race Beyond Borders (RBB)*, a coalition of Greater Atlanta area higher education institutions, non-profits, and Atlanta Mayor’s Office of International Affairs (MOIA), to create a collaborative, diverse, multi- institutional, and multi-disciplinary space for a global conversation on race to turn conversation into action that advances racial justice and equity; the *Atlanta Peace Education Initiative* builds on Atlanta’s legacy of peace working with the Atlanta Peace Initiative and the World Summit of Nobel Peace Laureates to create a well-articulated peace studies ecosystem in Atlanta including collaboration on hosting the World Summit of Nobel Peace Laureates; launching the official North American Nobel Peace Laureate office; and Peace Education coordinated by AGSC.

* + - **Support for up to 4 faculty-led research projects involving students (VIP at GT, EPIC at**

**GSU)** that engage UG student research in Global Studies. At GSU, the EPIC Program has been successfully implemented to create high-impact experiences for UG education. At both GSU and GT, project labs on global themes have been supported by AGSC, and we will continue to build on these strategically important university-wide initiatives.

* + - **Support for up to 4 research activities annually** including a.) joint support for the AGREC;

b.) the Global Research Opportunity Workshop (GROW), which facilitates interdisciplinary team research, grant writing, and the crafting of position and policy papers on global topics (i.e., a pandemic working group supported in 2020); c.) continued support for the refugee & migration studies research; and d.) support for collaborative research on Atlanta's global cultures, communities, and LCTL heritage speakers.

* + - **Co-sponsorship of ACTFL OPI tester training** events in Arabic, Korean, Chinese, Japanese

and/or Portuguese in collaboration with other T6 centers. AGSC has successfully competed for additional funding from QFI to offer OPI workshops in Arabic. **Support for at least 6 faculty training workshops** with area experts in ESD pedagogy, IVE, creating immersive

Global Experiences for research and pedagogy, global VIP/EPIC project team development; and Faculty Learning Communities organized by CETLOE.

* + - **Support course development and revision, peer to peer learning** in conjunction with the

Annual Global Studies Symposium and Speaker Series (two events annually). AGSC will hold cross-discipline and cross-institute meeting-of-the minds workshops with regional and national postsecondary faculty to discuss sustainability issues and avenues for teamwork in research, course design and overseas program development.

* + - **Expanded Library holdings and media** in global ESD emphasizing PLs.
		- **Annual competitions for awards to support faculty professional development consistent with priorities and initiatives stated above**.

**OBJECTIVE 4. Enhance the K12 Curriculum and Instruction and Teacher Training in Global ESD and LCTLs.** AGSC will partner with GaDOE, GTML, GSU’s CEHD, and GT’s CEISMC to implement K12 outreach. We will support up to 4 projects to provide training to K12 teachers, enhance LCTL and global studies curriculum, and innovative pedagogies:

* + - **Launch Professional Learning Communities focusing on LCTLs in partnership with the**

**GaDOE** to bring together college language faculty, state language curriculum coordinators, and teachers to create curriculum resources for K12 teachers.

* + - **Develop Linguistics and Communicative Approaches to Conflict Management** case-

studies in teaching modern languages; curriculum workshops for college and K12 teachers.

* + - **Introduce Linguistics to High School Teachers and Students** by hosting the North American Computational Linguistic Olympiad, offering workshops and professional development for high school teachers, and developing online linguistic toolkits.
		- **Grow CODE.ORG Partnership in Dual Language Immersion Schools** to enhance K12

teacher and student experience in learning coding, creating pathways for computer science degrees and careers. Translation of training materials and documents for teacher professional development and resources for computer science classes taught in the target school language. Inclusion and diversity in computer science education is key for the mission of the AGSC, in

partnership with CEISMC and CODE.ORG, a nonprofit expanding access to computer science for young women and underrepresented groups.

* + - **Support for teacher in-service continuing education projects in areas of need identified**

**by the GaDOE and support for DLI program participation**, including onsite or virtual a.) workshops on the Challenges of DLI: performance-based language teaching and testing; best practices in CBI and immersive language pedagogies, and problem-based learning for global ESD; b.) enhancement of global studies content to develop and disseminate ESD learning modules and c) continued support for annual DLI recognition and SBIL activities in collaboration with GaDOE. Materials generated from these initiatives will be disseminated as part of the AGSC open access web-based repository. To the extent possible, these teacher training activities will be national in scope **to strengthen overall U.S. capacity in DLI and global ESD for the K12 curriculum**.

* + - **Support for K12 student-oriented activities**, i.e. a.) Support for Georgia’s K12 Model UN

(GUNA); b.) Global Careers workshops for high school students; and c.) co-sponsorship of GaDOE’s International Skills Diploma Seal (ISDS) recognition ceremony.

* + - **Annual competitive calls to support K12 teacher professional development** enhancement

in global ESD, including participation in AGSC workshops.

**OBJECTIVE 5: Promote Public Engagement and Dissemination on Global Issues.**

The AGSC will enhance connectivity and networking among public constituents and promote dialogue on critical issues and regions, including through the following activities:

* + - **Conferences and Speaker Series.** A signature event of the AGSC will continue to be its

annual Atlanta Global Studies Symposium. This is a national capacity-building event cosponsored with regional T6 Centers, integrating expertise to disseminate research, scholarship, and best pedagogical practices across the K-16 spectrum. To ensure diverse perspectives and informed discussion, invitations will be broadly extended and events will be advertised widely, including via Global Atlanta website and newsletters. Invited speakers will demonstrate a range of perspectives. AGSC will continue hosting a Collaboratorium Series

with at least 3 events per semester, and at least one of these events focusing on the language proficiency in business, government and education. Each event will be co-sponsored by internationally oriented GT and GSU Centers and Programs (**Table A.2**) and community organizations to ensure reach, exposure, and diverse perspectives.

* + - **Support sustainability focused media festivals** including the Global Media Festival and the

Urban Media Fest (which explores gender relations, primarily in the MENA region).

* + - **Co-sponsor the design of site-specific global media/public arts projects** in high profile locations (including Atlanta Beltline, curated by GT faculty) to highlight global issues. At GSU the high-visibility CMII video wall provides another space for global media displays.
		- **Support the coordination of the Caribbean Diaspora Arts series**. In partnership with

Spelman College and the Latin American Association, AGSC will organize community art workshops and talks featuring Afro-Diasporic Caribbean artists.

* + - **Open and free access dissemination of results** of AGSC’s programs through its website,

social media, YouTube channel and by linking output to GT and GSU Libraries (see Sec. F).

* + - **Co-sponsorships and co-programming of events with NGOs, governmental agencies, consulates, media, and community organizations.** Co-sponsorships build connection and establish relationships and networks critical to AGSC’s capacity-building success in linking consortium and collaborator universities to the public. In addition to the 25 consulates based in Atlanta, collaborators include a.) WACA) – AGSC collaborates extensively with WACA and co-sponsors its events; b.) *Global Atlanta*, AGSC will continue co-hosting Authors Amplified, a monthly series highlighting Georgia’s intellectual contributions to important global conversations; c.) the Atlanta MOIA – a prominent partner of AGSC in a wide range of initiatives including GAcGEAR, RBB, Peace Education, the Annual Atlanta Global Studies Symposium, various youth outreach projects; as well as d.) the Metro Atlanta Chamber of Commerce; e.) the CDC, f.) the Atlanta Council on International Relations (ACIR), and co- sponsorship of the Atlanta Film Festival. In addition, AGSC will continue to partner in outreach activities with cultural and community organizations such as the Latin American

Association, Japanese American Society of Georgia, the Korean Education Center, the Professional Organization of Iranian Americans, the Alif Institute (promoting Arab cultures), and Clarkston’s Friends of Refugees. AGSC will also build on existing collaborations through AGREC and GT’s SLS program with organizations and businesses along Atlanta’s Buford Highway, the “International Corridor,” with over 1000 immigrant businesses.

* + - **Continued partnership with CSAD at GSU** on Africa-focused initiatives including the Race

Beyond Borders (RBB) series.

* 1. **Reasonableness of Costs.** The U-NRC will leverage AGSC’s many connections to ensure impact at reasonable cost. AGSC proposes **to support more than 100 discrete activities** during the grant period, all integrated into existing units and programs, designed to achieve sustainable results with prudent management of fiscal resources. GT and GSU provide financial support for AGSC in the amount of approximately $225,000 and will seek in-state tuition waivers to all FLAS recipients, thus demonstrating substantive institutional financial commitment. No more than 8% of the total combined budget is allocated for administrative support of the U-NRC and FLAS program, ensuring that the vast majority of funding is directed to activities.

AGSC leverages the extensive combined resource and personnel capacity in PL and LCTLs and global studies at GSU and GT. Project resources will build capacity at these institutions and Spelman in collaboration with other Georgia T6 centers, GaDOE, and organizations that reach the wider public. The following examples illustrate how the Center will continue to enact its commitment to effective and sustainable use of resources and personnel: Facilitate course sharing between institutions through ARCHE, strategically seeding language program growth through investment in new offerings. Collaborations with outreach units at GT and GSU to organize activities to provide cost-effective ways to reach new constituents. Offering shared training in performance-based language instruction and assessment. Integrating online virtual technologies with language and global studies learning will provide low-cost interactions and immersive global experiences. The AGSC website repository of materials (recorded lectures, course modules, syllabi, teacher-developed STEM kits, conference proceedings, white papers,

research abstracts) will be provided to K-16 educators at no cost. These products of AGSC activity connect the center virtually to global studies and language educators nationally and internationally. Collaborating with ATL organizations, campus international centers, and other T6 centers to co-sponsor outreach activities leverages expertise and diverse perspectives, expands audiences, promotes equal access, and lowers expenses through cost sharing. AGSC will continue to model effective and sustainable resource use through capacity building in LCTLs and global studies.

* 1. **Long Term Impact on the Undergraduate Training Program.** In the AY 2022-26 grant cycle, AGSC Activities will strengthen and expand LCTL and global studies curricula, instruction, career readiness, and professional development at all education levels using the framing concept of **Global Sustainable Development,** with a focus on the pedagogy of intercultural **Education for Sustainable Development** (ESD) in **STEM** and language education and on **Global Career Preparedness**. Specific long-term program impacts are **a)** increased course depth and breadth in LCTLs and global studies of benefit to GSU-GT majors, minors, and certificates with international orientation (see **Table D.2**), reaching at least 3,000 students during the grant period; **b)** broadened LCTL access to foster critical systems-thinking skills, in-depth regional knowledge **and higher-order communicative functions of analyzing, hypothesizing, debating, negotiating and persuading in the challenges of naturalistic contexts; c)** new or strengthened intro-level LCTLs to expand access to languages critical to national needs; **d)** enhanced access to new overseas and virtual experiences that integrate sustainability and STEM content for minority and CC students and faculty; **e)** integration of immersive global experiences “at home” into a range of curricula through VIP / EPIC, IVE, Immersive Global Virtual Environments and collaborative research; **f)** integration of intercultural studies modules and web- based tool kits into Engineering, SLS and CEHD programs to enrich global knowledge from diverse perspectives; **g)** enhanced opportunities for CC students to matriculate into a 4-year PL and LCTL courses while also accessing opportunities for experiential learning; **h)** increased

numbers of K-16 LCTL faculty trained in ACTFL OPI testing procedures to enhance performance-based curriculum and instruction at all levels.

In addition to activities proposed for long-term impact is the less tangible but equally enduring partnership building impact on a curriculum that combines FL proficiency with nurturing ethically grounded professionals who understand the culture-embedded roots of development in critical world regions. Such cross-disciplinary meeting of minds has already altered views of foreign languages and global studies at our institutions and helped colleagues in other disciplines understand the key role FL and intercultural expertise play.

# MEETING COMPETITIVE PREFERENCE PRIORITY

* 1. **Meeting CPP1 (NRC).** As described in Sections A-I, AGSC will meet CPP1 in 2 ways. First, AGSC will continue to collaborate and support Spelman College (an HBCU) in 3 areas: Globalization of the curriculum through implementation of IVE; enhancement of Chinese, Japanese, and Portuguese language programs; and global sustainability research and community projects for students and faculty through AGREC. Second, AGSC will meet CPP1 through numerous collaborative activities described throughout this proposal that involve GSU, designated as an MSI with over 2/3 minority enrollment, including a 5-campus community college (PC). As a “majority minority” institution (76% non-White; 24% White (non-Hispanic), GSU is known for providing access and enabling success for students from traditionally underrepresented groups. GSU is a national model for having eliminated achievement gaps based on race, ethnicity, and income. *Diverse: Issues in Higher Education* (2020) ranked GSU “#1 public or nonprofit university in Georgia to confer undergraduate and graduate degrees to African Americans in the U.S.” In 2022, *U.S. News and World Reports* ranked GSU “#1 best public university in the country for undergraduate teaching.” Over 15 years, GSU has raised graduation rates by 23%, the most dramatic increase of any national university, with the biggest gains among low-income, Black, Hispanic, and first-generation students. PC serves a diverse student population of more than 18,500 students who enroll directly from high school or later

and 28% of PC students are the first in their families to attend college. 58% attend part time, many while also working and/or supporting families.

All collaborative activities executed and supported by AGSC address CPP1. AGSC helps close gaps in access to international education and experiences by supporting IVE, global curriculum development, signature experiences focused on globally-themed research, and campus events that encourage language learning, awareness of global issues, study abroad, and interest in global careers for all students at GSU/PC. Working with OII, AGSC brings global experiences to a diverse population of students through both in-person study abroad and IVE which eliminates barriers of cost and travel. Over the last year, the number of students participating in IVE at GSU has almost tripled, from 292 students in AY19-20 to 984 students in AY20-21. AGSC also works in conjunction with faculty from CEHD to bring IVE to future teachers. AGSC supports the instruction of advanced Arabic, Chinese, Korean, and Japanese at GSU’s downtown campus, as well as professional development for college language instructors. At PC AGSC supports Asian Studies, the study of Chinese, Japanese, and Korean, as well as the Critical Language Program, encouraging students to begin their language journey by taking introductory courses in Arabic, Portuguese, Russian, and Swahili. The demographic composition of students in these language programs mirrors the diverse student body at GSU and PC.

The GSD program at GSU now has over 9,400 candidates, with over 200 earning the distinction annually. 67% of GSD candidates are non-white. Digital badges are awarded to Global Scholars who complete upper-level global course requirements and graduate with a bachelor’s degree. AGSC hosts signature events, such as the Global Career Series, during International Education Week, attended (virtually) by 2750 students in 2021. At PC, AGSC supports IVE to bring meaningful international experiences to students in the classroom through team projects with peers in another country. AGSC also works with PC’s Office of Global Initiatives to coordinate the GSPC program, Asian Studies, and global events.

AGSC works closely with Spelman College (an HBCU for women) on various initiatives, including development of “Global at Home” research and education projects through AGREC.

For example, the “Water quality monitoring network” involves Spelman & GSU researchers, students, community advocacy groups, and the urban water management sector. Because low- income and minority groups bear a heavier burden of the global urban water crisis, this project empowers community members to participate meaningfully in water governance. All AGSC- sponsored courses are available for cross-enrollment by GSU and Spelman students. AGSC supports extensive faculty professional development and generates opportunities for academic outreach at GSU, PC, and Spelman, as outlined in the proposal.