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Comprehensive NRC and FLAS Institution Application INTERNATIONAL | 2022-2026

NATIONAL RESOURCE CENTERS

Assistance Listing Number 84.015A

FOREIGN LANGUAGE AND AREA STUDIES FELLOWSHIPS

Assistance Listing Number 84.015B



International Division


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# Table of Acronyms

ACTFL American Council for Teaching Foreign Languages ACS African Cultural Studies, UW-Madison

ALC Asian Languages and Cultures Department, UW-Madison AP Absolute Priority, US Department of Education

APTLI Arabic, Persian, Turkish Language Institute ARL Association of Research Libraries

ASAS Areas Studies Alumni Survey

BMCC Borough of Manhattan Community College BTAA Big Ten Academic Alliance

CALS College of Agriculture and Life Sciences, UW-Madison CCMTI Community College Master Teacher Institute

CESSI Central Eurasian Studies Summer Institute CIC Committee on Institutional Cooperation

CIE Center for International Education, UW-Milwaukee

CLACS Center for Latin American and Caribbean Studies, UW-Milwaukee CMN College of the Menominee Nation

CPP Competitive Preference Priority, US Department of Education CRL Center for Research Libraries

CUWL Council of the University of Wisconsin Libraries

DDEEA Division of Diversity, Equity & Educational Achievement, UW-Madison DPI Wisconsin Department of Public Instruction

EFC Expected Family Contribution EO/AA Equal Opportunity/Affirmative Action ESL English as Second Language

FAFSA Free Application for Federal Student Aid FIG First-Year Interest Group

FLAS Foreign Language and Area Studies FLI Flagship Language Initiative

GCC Guttman Community College GEPA General Education Provisions Act GHI Global Health Institute

GLOWS Global Learning Outcomes at Wisconsin Survey GLS UW-Madison General Library System

GNS German, Nordic, and Slavic Department, UW-Madison GSC Global Studies Consortium

IAP International Academic Programs (Study Abroad), UW-Madison ICONS Impact of COVID19 on NRCs Study

ID International Division, UW-Madison

ILL Interlibrary Loan

IIP International Internship Program, UW-Madison IPO International Projects Office, UW-Madison IRIS Institute for Regional and International Studies IS International Studies

LACIS Latin American, Caribbean, and Iberian Studies, UW-Madison LCTL Less-Commonly Taught Language

LPO Language Projects Office, UW-Madison

LSE London School of Economics and Political Science L&S College of Letters & Science, UW-Madison MATC Madison (Area Technical) College

MCFR Madison Council on Foreign Relations

MEDLI Mediterranean and Middle Eastern Languages Institute, UW-Madison MIIIE Midwest Institute for International-Intercultural Education

MIPA Master in International Public Affairs MITA Madison International Trade Association NGO Non-governmental Organization

NRC National Resource Center

NSF National Science Foundation OCLC Online Computer Library Center OPI Oral Proficiency Interview

RFLI Regional Flagship Language Initiative SAI Student Aid Index

SASLI South Asian Summer Language Institute

SDGs United Nations’ Sustainable Development Goals SEASSI Southeast Asian Studies Summer Institute, UW-Madison SIPI Summer Intensive Portuguese Institute, UW-Madison SKJ Scott Kloeck-Jenson Fellowship, UW-Madison

SOE School of Education, UW-Madison SSRC Social Science Research Council

SWEPT Standardized Wisconsin Evaluation Program for Title VI USED United States Department of Education

UW University of Wisconsin-Madison UWSC University of Wisconsin Survey Center

WAFLT Wisconsin Association for Language Teachers WARF Wisconsin Alumni Research Foundation WCD World Cinema Day

WCSS Wisconsin Council for the Social Studies WIRC Wisconsin International Resource Consortium WISc Wisconsin International Scholars

WISLI Wisconsin Intensive Summer Languages Institutes WLD World Languages Day

# Introduction

The Institute for Regional and International Studies (IRIS) at the University of Wisconsin- Madison (UW) is a leading center for international studies education. Our overarching mission is to deliver and support teaching and outreach in cross-disciplinary international studies in order to ensure that our nation and the world will have a globally aware citizenry and *bona fide* experts in global affairs and strategic languages. IRIS will leverage 2022-2026 NRC support to expand, refine, and strengthen its undergraduate and graduate international studies curriculum, its instruction in strategic languages, and international studies outreach to our many constituencies across the breadth of the field. Our programming is structured around five themes, which reflect the interests of the communities we work with, the expertise of our core faculty in professional schools, the physical and social sciences, and the humanities, and the urgency of particular global issues as identified in the UN’s Sustainable Development Goals (SDGs). Our themes are:

***1) Global Poverty & Inequality; 2) Global Cultures & Languages; 3) Gender & Global Health;***

***4) Climate Change & Security; and 5) Human Rights & Migration.*** We also strive to make connections between the global and the local by highlighting the role of Wisconsin in addressing global challenges.

# Commitment to the Subject Area

* 1. University’s Financial and Other Support. At UW, faculty, staff, and student commitment to

international studies is matched and led at the highest administrative levels. For more than a century, UW has been grounded in a tradition of engaged scholarship benefitting the whole world: the *Wisconsin Idea*. IRIS is part of the UW’s International Division (ID), under the leadership of the Vice Provost and Dean, Guido Podesta, a former NRC director. The ID’s mission is to “lead campus efforts to cultivate international scholarship and engagement,

promote global awareness, and prepare students for a diverse and interconnected world.” Much

of UW’s direct financial support for IRIS comes through the ID, and we partner closely with the Division’s other units: International Academic Programs (IAP - Study Abroad), the International Internship Program (IIP), and the Language Program Office (LPO). Table A.1 below outlines the substantial financial support we receive from university administration, including among other elements the International Studies (IS) Major, and the PhD Minor in Global Studies. (The table does not include extramural grant funding as university support.)

Table A.1: University Contribution to IRIS

| **Category of University Support** | **UW Contribution** |
| --- | --- |
| **Divisional operating costs**: instructional media support; annual Soffa Lecture; support staff and fringe; supplies & expenses | $905,464 |
| **Center operating costs**: salaries & fringes for IRIS director, associate director, admin support, advisor; IS major instructional support. | $625,541 |
| **Core teaching staff:** language and international studies instruction salaries (exclusive of fringe) | $16,449,434 |
| **Support for libraries:** acquisitions and services (e.g., special web sites), international & global studies bibliographer salaries, fringes | $4,821,139 |
| **Support for overseas linkages:** study abroad operational (does not includestudent fees); campus Peace Corps representative; IPO, Graduate School, and other faculty travel grants | $4,254,535 |
| **Support for outreach activities:** International Internship Program; DC international internship & semester; supplies & expenses | $1,317,116 |
| **Student financial assistance:** UW fellowships, research grants & practitioner internships; ID field research awards; SKJ; FLAS support; study abroad grants | $1,641,785 |
| **Total University Contribution** | **$30,015,014** |

UW ensures that all students graduate with the skills to navigate our increasingly globalized world. As outlined in sections B and C, UW has a rich and strong tradition of teaching a wide variety of languages and courses in international studies. Students in all fields can choose from dozens of international certificates and globally related degrees. Table A.1 shows our

institution’s generous support of language and international **teaching staff**. The Wisconsin Alumni Research Foundation (WARF) provides competitive awards to faculty for curriculum development, and UW supports IRIS in its role as administrator of the IS Major through one full- time and one half-time advisor as well as nine teaching assistants per year for our gateway *Introduction to International Studies* course (annual enrollment over 560). Section F details the

vast **library and information resources** available at UW. Beyond substantial direct financial

support (see Table A.1), UW’s partnerships with Google Books, Hathi Trust and its large digital collections have ensured that library resources have been widely available throughout the pandemic. UW maintains a robust network of global partnerships in areas of research, teaching and student exchange. IS programs bring in well over $10 million per year in federal, non- federal, and state grants, as well as in private philanthropy. IRIS has direct ties to overseas institutions, and is a member of the Global Studies Consortium, a worldwide network of global universities, with whom we are developing shared materials internationally for global studies courses. The ID has an entire unit (International Projects Office) devoted to the development of **linkages abroad**. UW’s global science networks attract millions more in support. IAP, our major partner for linkages benefiting students, has direct programs in over 200 overseas universities, 118 of which are now open. IIP has internship agreements with over 40 corporations and government agencies on six continents. The UW Peace Corps representative is also located in the ID, enhancing our interactions with that global organization.

IRIS maintains an active and engaged **outreach program**, detailed in Section H. We partner with other campus units (e.g., CALS Global, Global Legal Studies) and are a prominent member of the Wisconsin International Resource Consortium (WIRC, formerly the Wisconsin International Outreach Consortium, WIOC), a nationally recognized model for leveraging NRC resources across campuses.

Consistently one of the nation’s least expensive public research universities, UW is also committed to affordable, accessible international studies education through direct support to students. UW awards graduate students over $20 million annually in tuition waivers and several million in assistantships. Need-based grants and fee remissions average over $10 million a year. UW supports graduate students with various fellowships (see Table A.1), including the Scott Kloeck-Jenson (SKJ) Fellowships, which we administer, and which have provided over

$420,000 for international internships and research since their inception. Qualified graduate students are eligible for University, MEO, Chancellor’s and Dissertator Fellowships, Penn funds and Advanced Opportunity Fellowships (for minority students), among others.

The 2020 Open Doors® Report (using data prior to COVID-19) ranked UW-Madison in the top five public research universities nationally in sending undergraduate students abroad. In 2019-20, students studying abroad received nearly $1 million in UW-funded support, significant at a university where most students do not come from privileged backgrounds. In 2020 UW was ranked 6th by the NSF (https://ncses.nsf.gov/pubs/nsf22311) in research expenditures at public institutions and 5th in number of PhDs conferred (780 in 2019). This all reflects UW’s major commitment to supply international studies professionals to the nation through outstanding undergraduate and graduate training in all fields.

# Quality of the Center’s Language Instructional Program

* 1. Extent of Language Instruction and Enrollment. Wisconsin is a nationally and internationally recognized powerhouse in language education and research, considered the 2nd-most innovative US campus in foreign language study by Best Colleges, a position held since 2010. In 2018-19, UW-Madison graduated more students who earned a bachelor’s degree in foreign language than any other university in the nation. UW offers 63 modern languages and 23 classical languages and is home to eight internationally prominent departments of language and literature, a national Language Flagship (Russian), three Boren-sponsored Flagship Language Initiatives (South Asian, Indonesian, Turkish) and the Wisconsin Intensive Summer Language Institutes (WISLI). The ID demonstrated its continued commitment to language instruction by creating the Language Program Office (LPO) in 2020. LPO is the new home for WISLI, Project GO (Global Officer), the American Institute of Pakistan Studies, and the three regional Flagship Language Initiatives (FLIs) mentioned above. Additionally, L&S has a Language Institute; a center for collaboration

in research, education and advising related to languages and home to the interdisciplinary PhD Program in Second Language Acquisition.

***Enrollment numbers*** in our target languages are strong, as can be seen in Table B.1 which

shows combined enrollments in all levels during 2020-21 and the impact and reach of the WISLI institutes in the summer. For a detailed breakdown of IRIS language

Table B.1 2020-2021 Enrollments in IRIS Target LCTLs

enrollments by level see Appendix A.

| **Language (w/levels taught)** | **Fall 2020** | **Spring 2021** | **Summer 2021** |
| --- | --- | --- | --- |
| Arabic 1, 2, 3, 4 | 63 | 46 | 19 |
| Hebrew 1, 2, 3 | 41 | 32 | - |
| Indonesian 1, 2, 3, 4 | 18 | 16 | 44 |
| Korean 1, 2, 3, 4 | 144 | 123 | 8 |
| Persian 1, 2, 3 | 12 | 12 | 14 |
| Portuguese 1, 2, 3, 4 | 32 | 30 | 8 |
| Swahili 1, 2, 3, 4 | 15 | 14 | - |
| Turkish 1, 2, 3 | 8 | 7 | 21 |

* 1. Languages and Levels. Students at UW may study one or more languages during the

academic year and/or summer, as well as one of WISLI’s summer offered LCTLs. At least 4 semesters of instruction are regularly offered in most languages, with 6-8 semesters available in many. Although our students take full advantage of the array of languages at UW, we focus our Title VI support on the following languages of strategic, human-rights, and transnational significance: **Arabic, Hebrew, Indonesian, Korean, Persian, Portuguese, Swahili, and Turkish.** Appendix A shows the large number of courses taught in our target academic-year and summer (FLAS) languages. Each of these languages is taught annually at a minimum of 3 levels

- beginning, intermediate, and advanced - with some (e.g., Arabic, Korean, Portuguese, and Swahili) offered at the high-advanced (4th year) level. In addition to language explicitly, courses are also available in all languages on literature and culture. Some offer profession-specific classes and all can be studied at the graduate level. We have strong ties to the academic departments responsible for teaching these languages: Spanish and Portuguese, African Cultural

Studies (Arabic and Swahili), Asian Languages & Cultures (ALC, Indonesian, Korean and Persian), Jewish Studies (Hebrew), and German, Nordic, and Slavic (GNS, Turkish).

IRIS is the administrative home of the ***Arabic, Persian, and Turkish Language Institute (APTLI)****,* part of WISLI. APTLI employs a communicative, performance-based, and context- oriented pedagogical approach. At the end of each level of instruction, students demonstrate greater facility of communication, broader understanding of how to engage in historical and socio-cultural contexts and expanded individual capabilities in adapting language skills for life- long learning. With IRIS support APTLI students have the opportunity to measure their language gains by completing Oral Proficiency Interviews (OPIs), proficiency-based assessments on speaking ability. These are unprompted, 30-minute telephone conversations with a native speaker of the language they have been learning. Other summer institutes are similarly performance-based and one of our goals is to increase WISLI OPI testing to support assessment of language learning gains (Budget 8.7). Since its founding in 2004, when it received an innovation award from the North American Association of Summer Sessions, APTLI has been considered one of the best programs of its kind. In the past four summers a total of 203 students ranging in age from 18 to 75 have enrolled in APTLI. In Summer 2021 students from 46 different universities attended. In addition to an experienced, full-time program coordinator, APTLI is directed by the IRIS Associate Director, who holds a PhD in language and has extensive instructional and pedagogical experience. Given national security demands and the areas of national need as defined by USED, we will focus Title VI funds to increase our capacity in APTLI by growing our summer program, which already offers 3 levels of Arabic, Persian, and Turkish. We are piloting elementary Hebrew in summer 2022 as a first step towards creating a transregional language institute (Mediterranean and Middle Eastern Languages Institute - MEDLI) with plans to introduce other LCTLs (e.g., Kurdish) and develop professional language

offerings (e.g., Business Arabic). A key goal is to increase access to LCTL language learning especially for students of underserved populations. To these ends we are planning to develop synchronous online courses in Persian and Turkish, create language sustainment webpages to assist students to maintain language proficiency when not in formal class settings, and strengthening our collaboration with Madison College (MATC), our local community college, by introducing the Madison Gateway Scholarship for MATC students who would otherwise not be able to afford to study at APTLI. IRIS also collaborates with other nationally recognized summer language programs in WISLI. We support instruction of Arabic and Persian as well as two critical LCTLs (Tamil at SASLI, Burmese at SEASSI) and collaborate with LACIS on the Summer Intensive Portuguese Institute (Budget 1.2. & 8.1.d). SIPI provides students who have a background in Romance languages with a strong foundation in Brazilian Portuguese. Most achieve intermediate and advanced levels in OPIs.

A variety of courses are available in our target languages beyond those in language, linguistics, or literature (e.g., Portuguese for Business, Korean for Professionals). APTLI offers cultural enrichment in history, civilization, and the arts in the target language, as do the nationally recognized summer intensive programs for our other target languages: SIPI for Portuguese, and SEASSI for Indonesian (Budget 8.1.d). IRIS encourages students in STEM fields to achieve foreign language proficiency and target these fields in FLAS recruiting and support study abroad programs that serve these populations. In addition, undergraduates at UW can choose to live in one of seven language houses, including Arabic, at the International Learning Community (ILC). ILC is one of our *residential learning communities*, designed to provide students with a more immersive cultural and linguistic experience and opportunities for peer-to-peer learning. In addition students enroll in one-credit IS topics courses taught by the residential faculty directors, language program instructors and other IRIS faculty (Appendix A).

* 1. Faculty and Pedagogy. Almost all languages at Wisconsin, especially LCTLs, are taught by

permanent faculty and highly trained lecturers strongly committed to communicative pedagogy. Some introductory levels are taught by native-fluency lecturers and TAs under the guidance of professors. Three of our academic-year target languages (Indonesian, Korean and Persian) are

taught in ALC, home to UW’s LCTL Pedagogy Coordinator Erlin Barnard. Barnard, recipient of the prestigious *Satya Abdi Budaya* Award (2017), is a well-known specialist in language pedagogy applied to LCTL instruction and runs workshops for LCTL instructors under her supervision. Nâlân Erbil who teaches all levels of Turkish in the academic year in GNS, serves as Pedagogy Director for APTLI and for the Turkish Flagship Language Initiative. IRIS also supports two senior APTLI instructors to act as Pedagogy Specialists for Arabic and Persian respectively. They work with Dr Erbil to provide instructional guidance related to intensive language teaching specific to their languages, they recommend and select textbooks, and other materials, and develop co-curricular activities. UW has a long tradition of communicative teaching shaped strongly by ACTFL proficiency guidelines.

UW faculty regularly offer training workshops for new TAs and interested faculty on communicative language teaching methodology. Many instructors in our target languages have participated in ACTFL-sponsored workshops on performance-based teaching and oral

proficiency testing. The key to WISLI’s successful intensive language institutes is our deep attention to pedagogy training. Language pedagogy specialist, Dr Felecia Lucht, is Director of WISLI and a member of our Advisory Board. Dr Lucht coordinates a pre-service orientation week to prepare all WISLI instructors for intensive language instruction, providing workshops on topics such as communicative proficiency, student engagement, trauma-sensitive teaching practices, assessment and testing, classroom management, course design and teaching with technology. Our goal in the coming grant cycle is to increase student enrollments in our target

languages, especially among professional and underrepresented student groups such as first- generation, non-traditional and community college students. Dedicating a large share of our FLAS budget to support summer intensive LCTL learners is the key tool to accomplish this goal.

* 1. Quality of Language Program by Performance-based Instruction. All L&S undergraduates must pass either a 4th-semester course in one foreign language or a 3rd-semester course in one language and a second semester in another. All IS majors must complete at least 5 semesters of one language at the university level (many go well beyond or learn two languages). Campus requirements and Wisconsin standards for language also extend to preparation of K-12 foreign language teachers*.* In SOE, students must meet the ACTFL Intermediate High standard before beginning student teaching. In all departments, TAs must demonstrate oral and written proficiency in the language they are going to teach. Enrollments in first-year language courses in the academic year are capped at 24 to ensure effective learning. Instruction is intensive with classes meeting 5 or more classroom hours a week plus additional time in the language lab. Oral proficiency and communicative competence are the driving forces behind all language classes with continual assessment and evaluation of performance. L&S requires every language course to have clearly defined learning outcomes in its syllabus relating to speaking, reading, writing and listening, and/or the development and integration of two or more of these skills. Language faculty participate in or lead pedagogical workshops that draw on current theories in Second Language Acquisition and national standards (ACTFL) for language education. All academic- year language TAs at Wisconsin must participate in workshops on current methods. UW has excellent infrastructure for language instruction, including state-of-the-art language and media labs, and smart classrooms equipped with extensive audio, video, and online tools; and as indicated in Section 5, our vast library language collections. The Digital Learning Lab (DLL) streaming media services are now available to *all* UW-Madison instructors of credit courses

through the UW Libraries, as are a vast collection of foreign language audiovisual materials L&S Learning Support Services provides public (open) access to streaming audio files in 16 LCTLs including Portuguese and Swahili. These files may be used for free for personal or instructional use. During the academic year our campus offers instructor-led conversation tables in over 30 languages. In summer, APTLI, like other intensive institutes, hires tutors (at least one per language) to work with students one-to-one. IRIS is currently supporting the development of Arabic sustainment pages for APTLI, primarily intended for students who have taken Arabic with us but may not have the opportunity to continue language study immediately and have to wait until the next summer to resume their studies with us.

# Quality of the Center’s Non-Language Instructional Program

One of the world’s great comprehensive universities, UW offers outstanding education and training in all fields. Internationalism has long been a Wisconsin hallmark. This university’s leadership in international studies, recognized by the American Council on Education, is also reflected in its 8 area studies centers, in the array of opportunities available to students through IAP (study abroad), IIP, and dozens of other internationally oriented programs and centers. UW ranked 14th among public institutions in US News & World Report’s 2022 edition of “Best Colleges” and 31st in the 2021 Shanghai Academic Ranking of World Universities. Most departments with which this center has close ties (e.g., Political Science, Geography, Sociology, History, Curriculum and Instruction, and many foreign languages) rank among the nation’s best.

* 1. Course Offerings in a Variety of Disciplines. The range and quality of courses in our

curriculum make it one of the country’s most comprehensive in international studies. Appendix A details the 755 total courses taught in the past two years, 108 of these language courses. Our courses are taught in 94 departments in all colleges, with a total enrollment of 39,602 students (graduate and undergraduate). The disciplines range from the humanities, to languages, to social

sciences, to medical school courses in global health, to law school courses in human rights, to international courses in SOE.

In 2022-26, we will continue a program with SOE that began in 2015 and build upon it: the **International Education FIG** (First-Year Interest Group), a cluster of courses for first-year students who plan to apply for admission to the School of Education (SOE) in their sophomore year and become K-12 social studies teachers. A FIG is a self-selected group of 20 first-year students who take 3 linked courses together to explore a theme in depth. The core course, *Globalizing Education*, will continue to be taught by Professor Maggie Hawkins of the Department of Curriculum & Instruction. In this program, students explore the history and current practices that integrate international studies into K-12 social studies curricula and classrooms. The two other “connected” FIG courses are International Studies 101, *Introduction to International Studies* (our own gateway course), and Anthropology 104, *Cultural Anthropology and Human Diversity*. The FIG will continue to be offered each year, with modest Title VI support for two elements: a Saturday colloquium during the semester, bringing 6 internationally experienced in-service social studies teachers to campus to share their knowledge and expertise (Budget, 8.1.b), and funds to offset a graduate assistant (Budget 1.3.d) to help with logistics.

We place great value on FIGs as a way to support and develop incoming students’ interests in global issues. Building on the success of the Global Education FIG, we developed a second FIG on human rights that was taught for the first time in Fall 2021, and in this cycle, we propose to develop two new FIGs that will support the remaining tracks in our IS Major: one in *Politics and Policy in the Global Economy* and one in *Global Peace and Security*. We propose using modest TVI funds to support the development of these FIGs, one in Global Economy and one in Global Peace and Security (see Budget 8.2.b, and Section I Programming Planning for details).

We will also use Title VI funds to bolster our new Human Rights and Humanitarianism track in two notable ways. We will support the development of two new upper-level courses in Human Rights to be taught in the spring of years 2 and 4, and we will support *an International Human Rights Practitioner-in-Residence* to teach a short course for the track. (Budget 1.3.b & 1.3.c).

Prior to COVID we had had considerable success in bringing accomplished human rights practitioners (public servants, journalists, international lawyers) to campus to teach capstone undergraduate International Studies seminars on contemporary dimensions of the field. IS seniors who took seminars taught by e.g., Russ Feingold (Fall 2018) and Thierry Cruvellier (Fall 2019) found these courses to be among the most impactful of their college careers. We also bring guest speakers and lecturers to campus with perspectives that cut across disciplinary boundaries for the IS Major and for graduate courses. (Budget 8.1). This fall we hosted international journalist Jacob Kushner; during his campus residency he spoke at several public events, gave a lecture in our IS 101 class, and ran a career workshop for IS, journalism and other majors. IRIS programming serves multiple constituencies, and since the pandemic and the pivot to more virtual programming, we are able to provide our students with even greater access to our events: over 70 IS students, for example, attended our K-12 teacher Film Club on Ethical Fashion.

We work in a variety of UW-Madison ***professional schools*** to increase global awareness and make courses on global issues available to students outside the more traditional international studies arena. Our close partnership with the Law School, and its vibrant Human Rights Program, and with SOE helped us introduce new FIGs. The *Global Health Certificate* program is one that we have helped in powerful ways, providing seed funding from 2014-2018 to add an *international human rights component* to all internship courses. These courses satisfy a required field component for all Global Health Certificate students (there is both a graduate and an undergraduate certificate; both are practice-oriented), so nearly all Global Health Certificate

students (724 declared students in Fall 2021) study human rights issues in the context of a world region. We remain close partners with the Global Health Institute and are proud to report that our 2014-18 seed funding for this initiative succeeded. Human rights modules are integrated into all Global Health internship courses, while the success of the Certificate has resulted in the establishment of a new Major in Global Health. A selection of its Medical School and Nursing School global health courses are part of our course list, presenting international studies perspectives to health profession students (Appendix A).

At the Business School, Sachin Tuli, an IRIS Advisory Board member, partnered with IRIS to restructure the International Business curriculum around the IS Major to enable a seamless double-major program and access to other area studies certificates. A new International Business Certificate will be introduced in Fall 2022 to increase Business students’ access to international courses and content. Professor Tuli is expanding partnerships and internships abroad for International Business students and bringing other Business School faculty into the international studies fold.

* 1. Depth of Specialized Courses. IS majors take courses at all levels (Section D and Appendix

A). Our graduate students, including those in our Global Studies Ph.D. Minor, take courses and seminars from the 300- to 900- level across departments and professional schools, as approved by their faculty advisors. Most advanced courses build on required lower-level prerequisites, with increased specialization and curricular depth at each successive level. Curricular depth is great, as expected at a major research university. Appendix A details the depth of specialized courses at both undergraduate and graduate level including the vast array of courses taught that support our five key themes of the upcoming cycle.

* 1. Teaching Faculty and Instructional Assistants. Nearly all of IRIS’s core faculty (Appendix C)

and instructors in our courses (Appendix A) are tenured or tenure-track. Obtaining a tenure-track

appointment at the University of Wisconsin-Madison is a high achievement. All faculty with teaching appointments in the IS Major are high-caliber scholars and teachers. Professors Young, and Simmons have won distinguished teaching awards. Professor Jensen was recently awarded the Race, Ethnicity, and Indigeneity Faculty Fellowship from the Institute for Research in the Humanities. Those who teach for IS but with appointments elsewhere (e.g., who teach cross- listed courses) are similarly first-rate teachers and outstanding leaders in international research fields (Appendix C). We have just hired a new assistant professor for the IS Major (details are being finalized; tenure-home will be in Anthropology, but the hire is in IRIS and half of the teaching load will be in the IS major). We look forward to expanding our top-notch IS faculty. Faculty Associate Melody Niwot (Budget 1.3.a) teaches courses in our Global Culture track and is the program director of the WIScholars, an academic enrichment program run by the International Division that draws in internationally-engaged students from diverse disciplines and backgrounds.

We employ graduate teaching assistants (TAs) primarily in our *Introduction to International Studies* course. 28 graduate students from 14 different departments have served as TAs for us in the past four years. Their teaching evaluations are consistently excellent. Of these, 12 now hold faculty lines in other colleges and universities and 16 are still Ph.D. students. TAs have ancillary roles, leading discussion sections in large lecture courses, conducting office hours, and evaluating student assignments. Pedagogy training is vital to ensuring that TAs succeed in their instructional roles. Our IS TAs are trained and supervised by faculty who are themselves recipients of Distinguished Teaching Awards (e.g., Simmons & Young). All our TAs meet formally with the IS 101 faculty instructor every week of the semester to discuss pedagogical challenges, course content, and student issues. The IS 101 faculty instructor observes each TA in the classroom at least once during the semester. We require equity training for all TAs and

require participation in the L&S Teaching Assistant Workshop, focused on pedagogical and classroom policy matters. The IS Major was also quick to respond to the pandemic, working with L&S Learning Support Services and the L&S Instructional Design Collaborative to provide all instructors including our TAs with training and resources for successful remote teaching. We created a Continuity of Instruction Plan and implemented it several times during the Pandemic to ensure seamless instruction when Covid-related issues caused instructor/TA absences.

5. Interdisciplinary Courses. The IS Major is fundamentally interdisciplinary. The required

gateway course is taught in rotation by professors from political science, geography, and sociology every semester. Pre-Pandemic, Simmons and Young developed an online version of this course that they have co-taught every summer for the past four years. Each of the IS Major’s tracks is interdisciplinary, requiring students to take courses from multiple departments. Students in any track also select 3-4 courses from the other tracks as electives. Of the 679 area courses listed in Appendix A, 137 (20.2%) are cross-listed. However, even courses listed in a single discipline often include materials from other fields. At the graduate level, our Ph.D. Minor in Global Studies is interdisciplinary. In this upcoming cycle, we propose to create a new Global Studies graduate seminar co-taught by faculty from two different departments, whose research focus is on two different regions of the world. The course will be cross-listed in the home departments and with IS. Our partner programs on campus, such as the Global Health Certificate (for graduate and undergraduate students), the new Global Health major, the Global Human Rights Program, and the certificate programs of area studies NRCs, are similarly interdisciplinary. IRIS also curates specific interdisciplinary, international course-lists for other academic programs, including the Master of International Public Affairs (MIPA), SOE’s new certificate in teaching abroad, and Madison College’s Global Passport Program.

# Quality of Curriculum Design

* 1. Baccalaureate Degree Program**.** With 325 declared current majors and 112 undergraduate

degrees awarded in 2020-21, the IS Major is one of the 20 largest in L&S and the largest interdisciplinary major. IS provides students with a range of courses on global political, social, cultural, and economic issues and requires specialization in one of three current options: *Global Security*; *Politics and Policy in the Global Economy*; or *Culture in the Age of Globalization* (Table D.1). Many of our students are committed internationalists who learn multiple languages, take courses beyond requirements and study abroad at least once. The IS Major relies on faculty and courses from dozens of departments in L&S, SOE, Business, CALS, and the School of Medicine and Public Health. Students are limited to a maximum of four courses from any one department. All take courses in at least five departments, many in more, to satisfy requirements. The program provides specialization, depth, and breadth and attracts some of the university’s best students. In December 2021 IS major Lydia Nyacheio was awarded the prestigious Marshall Scholarship, one of the highest honors an undergraduate can receive.

The Major’s great strength is that it features diverse sets of concepts, methodologies, and literature on international matters while also providing practical training in languages and applied learning through study abroad and internship. The Major builds a foundation for students to explore a variety of post-graduation paths, including graduate or professional training, public service, and employment in the business or the nongovernmental sector.

Table D.1: International Studies Major Requirements

|  |
| --- |
| **Prerequisites for all Students in the Major** |
| * Introduction to International Studies (4 credits)
* Microeconomics and Macroeconomics (two courses total – 8 credits)
* A fifth semester college language course (one more than the University requires)
* A minimum GPA of 2.0
* Selection and formal declaration of one of the Major’s three options
 |
| **Requirement for regional/area studies** |
| * One regional/area studies survey course (3-4 credits)
 |
| **Requirements in the Chosen Option at the Advanced Level** |
| * Two courses in the chosen option at advanced level (from the option’s list of four to six courses per semester offered on campus)
 |

|  |
| --- |
| **Requirement for Depth in the Chosen Option** |
| * Fifteen credits, typically 5 courses, at the Intermediate/Advanced level, offering depth on issues in the chosen option **(must come from option’s list of 20-30 courses per semester.)**
 |
| **Requirement for Breadth in the Major (Electives bringing credits in the Major to 35)** |
| * Three to four courses providing breadth across the field of International Studies; these courses must come from the lists of the ***other*** two options
 |

We plan significant innovations to the Major during 2022-26. First, we will propose a new structure to the IS curriculum. These changes are being developed through a process that include an in-depth review of requirements, institutional benchmarking, and extensive, structured conversations among IS faculty and staff (Straus, Simmons, Young, Jensen, Siklós, Donnellan). The new program proposal will be submitted to the L&S Academic Curriculum Committee following an official L&S 10-year review in the fall of 2022. The new restructured major will be introduced in fall 2023. The main curricular changes include: 1) a new IS economics course (developed by Young) as an additional way to fulfill the economics requirement; 2) Introduction of a Historical Foundations requirement; 3) Introduction of a Global South area studies requirement; 4) Introduction of a Capstone designed to bring IS seniors together for an in-depth experiential or research-based experience; 5) Adding a fourth option ***Human Rights and Humanitarianism*** and; 6) Renaming the Global Security option to ***Global Peace and Security***. A second major development (as noted in section C) will be the creation of a series of international FIGs linking to our *Introduction to International Studies* lecture, meaning students begin to satisfy Major requirements in their first semester. Third, we will hold **curriculum development competitions** (2 awards a year) to create new course offerings to further support the restructured major (Budget 1.3c & 8.2.b*)*. We will stress the need for collaborative, cross- disciplinary approaches and encourage partnerships across departments.

* 1. Training for Graduate Students. Our ***Doctoral Minor in Global Studies*** is intended for Ph.D.

students in any discipline who plan to undertake comparative multi-sited research projects for their PhDs. UW requires a Ph.D. minor of all students working on a doctorate, part of the

institution’s commitment to interdisciplinarity. Our minor allows Ph.D. students to pursue study of globalization across disciplines to complement work in their own department. It should be noted that like other UW minors, ours requires a minimum of 4 graduate-level seminars (12 credits) outside the student’s discipline, including one course each from our 4 approved lists, *Global Culture and Humanity*; *Global Commons; World Affairs and the Global Economy;* and *Global Citizenship*. In this cycle we plan to create a new co-taught interdisciplinary Global Studies graduate seminar for the Minor (see Section C). We also work closely with the LaFollette School on its Accelerated Master in International Public Affairs (MIPA); IS Majors accepted into this program take some advanced courses in their senior year. On completion of undergraduate requirements, they take a 5th year devoted to full-time graduate study at the La Follette School.

Our program of university-funded IRIS Research Incubator Grants for faculty has involved graduate students working under the direction of faculty in an inherently interdisciplinary environment. We require recipients of our graduate summer fieldwork awards in social justice, the SKJ Awards, to report and present their findings each fall semester.

* 1. Academic and Career Advising. IRIS offers extensive advising support for the IS Major, study

abroad, research, internships, fellowships, and language study. The IS Major academic advisor and program manager, Molly Donnellan, is a former IS, French, and Political Science major, and European Studies Certificate student. She performs critical, confidential academic advising, and international career advising, while a trained undergraduate peer advisor assists her with routine advising. IRIS Associate Director Siklós is an experienced academic and career advisor who works closely with Ms. Donnellan, supporting IS Major advising and is the advisor for the PhD Minor. IRIS and the IS Major work together to organize and run international career events including the IS Career Conversations series and the IRIS Career Bootcamps supported by NRC

funds (Budget 8.3.c). Both career series regularly feature IS alumni who work in diverse fields (NGOs, non-profits, diplomacy, security, education, business, law, journalism, health).

IRIS also benefits greatly from the services of two Divisional shared positions: the Assistant Director for Students and Curriculum, Lindsey Bleifernicht, oversees academic advising for several regional certificate programs, devotes time to IS Major advising, conducts annual program assessments, and provides enrollment data and reports; Mark Lilleleht, the Assistant Director for Awards, is our FLAS coordinator, and SKJ scholarship administrator. He is also campus rep for the Fulbright US Student Program, Fulbright Scholar Program, Boren Fellowships, and Critical Language Scholarship among others, providing our students with a direct connection to a wide array of international opportunities. We hold regular informational sessions for prospective IS Majors as well as for graduate students interested in our Ph.D. minor and for students applying for fellowships and awards such as FLAS, SKJ, and Fulbright. We offer collaborative graduate workshops on dissertation proposal writing, fieldwork strategies, and scholarly publishing and presenting. Our international careers advisor, shared with Political Science and Sociology, offers a one-credit career development course each semester. We also partner on career events with other UW units (SuccessWorks, the La Follette School of Public Affairs, the Language Institute and WISLI, among others).

* 1. Research and Study Abroad. UW has a large study abroad office (IAP), which is part of the

International Division; pre-pandemic IAP offered over 200 programs in 70 countries. In 2019-20 (most recent data), 2,547 UW-Madison students participated from more than 100 different majors, with IS sending the tenth-highest number of students abroad. The emergence of the pandemic led to the cancellation of all programs globally by March 2020, with IAP exploring alternate programming for our students including virtual and domestic opportunities. On-site programming returned to some locations in summer 2021, with a larger number of programs

open in fall 2021. Despite fewer options available to students, IAP has a record number of students (1,200) studying abroad in spring 2022. All our graduate students conduct research abroad. In 2019 alone, they used awards to study in Indonesia, Mozambique, Australia, New Zealand, Israel, China, Brazil, UK, Taiwan, Uganda, Myanmar, and Tajikistan. Students awarded SKJ scholarships in 2020 and 2021 were allowed to defer these awards for research in summer 2022. To date, IRIS has funded 178 graduate students for overseas research and internships via SKJ, and another 140 through our Summer Fieldwork Awards. Since summer 2015 the ID has supported 78 $3k fieldwork awards ($234k). In addition to our own programs, we encourage students to study abroad or study language at other universities, including using summer FLAS awards to study a language intensively abroad. Student access to other institutions’ study abroad and summer language programs is facilitated by the UW’s cooperation with other CIC institutions. The Graduate School provides grants to students who need to travel to conduct research or present at conferences. Pre-pandemic (2018-19), travel grants amounted to over $1 million to over 1,100 graduate students. 8% of conference grants supported students presenting overseas, and roughly 50% of research grants supported students conducting research overseas.

# Quality of Staff Resources

* 1. Qualifications of Faculty. UW is a national leader in international studies. Of the 4,000 faculty

and instructional academic staff teaching at UW, 500 are associated with one or more international centers or programs, such as IRIS and UW’s other NRCs. While this wealth of available human resources is impressive, IRIS continually strives to define an intellectually invested core faculty and staff. Our faculty and staff members (Appendix B) are made up of: (a) all who teach in our IS Major and/or who serve on our Advisory Board; (b) those who teach the strategic LCTLs central to our mission; (c) faculty and staff affiliated with our major campus partners (e.g., Human Rights Program, Global Health); and (d) other faculty and staff members

long connected with this center and intellectually invested in it.

As Appendix B reflects, our faculty and staff come from many different colleges, departments, divisional units, and the library. IRIS faculty have published hundreds of academic books and essays in refereed journals and scholarly anthologies. Our affiliates have won many recent prestigious honors, including the APHA’s Homer Calver Award for Leadership in Environmental Health (Dr. Jonathan Patz), Guggenheim Fellowship (Professor Tyrell Haberkorn), Distinguished Teaching Awards (Professor Sarah McKinnon), and a number of endowed chairs. UW relies almost completely on tenured and tenure-track faculty. Two-thirds of our faculty members are in L&S, but we have grown considerably in SOE, Law and CALS.

UW provides many professional development opportunities and hosts several yearly conferences aimed exclusively at professional development of campus faculty and staff (e.g., Research Professionals Conference, Teaching and Learning Symposium, Women and Leadership Symposium). The Office of the Provost, and the Office of the Secretary of the Faculty, among others, offer a wide range of opportunities (e.g., New Faculty Program, Women Faculty Mentoring Program, Faculty Development Grant Program). The Center for Teaching, Learning and Mentoring has a range of professional development programs, from the basics of teaching at UW to deep-focus explorations of important topics like assessment, academic integrity, accessibility, and inclusive practices. It provides introductions to and concrete solutions for dealing with specific challenges related to instruction and ways to strengthen the design and delivery of courses. The recent pivot to online instruction resulted in UW support of all faculty and teaching staff to take a cohort-based professional development course *Preparing to Teach Online*, which improved our collective ability to deliver high quality instruction. Additionally, non-teaching staff are encouraged to pursue training on project management, leadership development, and more. SOE has designed a professional development program for UW faculty

and teaching staff *The Discussion Project: Learn to Discuss - Discuss to Learn*, which aims to provide instructors the tools by which to lead productive in-class discussions on important and often contentious issues and topics. IRIS has worked with the Discussion Project to bring this program to community college and K-12 educators as well.

Pre-pandemic, nearly all IRIS faculty and staff members had professional experience abroad with many trips funded by extramural grants (Appendix B). Other trips were supported through competitive applications to the Wisconsin Alumni Research Foundation, which has the largest internal research endowment of any public university in America. These opportunities have begun to open up again. New faculty receive substantial start-up grants for research and curriculum development from the Graduate School. IRIS has worked to structure additional support for internationally oriented faculty who are likely to become core members of our center. These recruitment grants average $15,000 per year, come from non-Title VI funds, and support international research by new faculty during their first few years.

All IRIS faculty devote at least half their time to instruction, supervision, and advising. The Office of Undergraduate Advising provides advisor training and professional development and is an ideal resource for faculty members who directly advise students and those who supervise or work closely with advisors. The Hilldale Undergraduate/Faculty Research Fellowship provides research training and support to students who undertake a research project in collaboration with a UW faculty member. Our faculty supervise numerous undergraduates writing senior theses, and regularly supervise master's theses and dissertations (Appendix B). Many mentor student research projects, lead study abroad courses, and organize workshops and conferences.

* 1. Center Staffing. IRIS success depends largely on its highly qualified staff. Stephen Young, the

Director of IRIS is an Associate Professor of Geography and IS. In addition to developing and delivering numerous courses in the IS Major, he has also taught for the International Learning

Community, one of our residential learning communities that seeks to promote cross-cultural understanding and language proficiency. He is affiliated with the Center for South Asia, twice serving as Director for the *Annual Conference on South Asia*, which brings together nearly 1000 scholars from around the world. His research has primarily been based in India, where he has been conducting extensive fieldwork since 2007. He has published 26 peer reviewed articles, essays and book chapters and given invited lectures at many universities, including Stanford, Oxford, Cambridge, Singapore, and Oslo. He is the recipient of a Chancellor’s Distinguished Teaching Award (2017), and a Vilas Early Career Investigator Award (2018-21).

Associate Director, Csanád Siklós, has extensive experience in international academic administrative and management roles. Prior to joining UW, Dr Siklós was Manager of the International Bibliography of the Social Sciences in London (LSE). At UW he held the position of Assistant Director of European Studies and then as the central Assistant Director for Students and Curriculum, a role that allowed him to work closely with multiple regional centers and the IS Major on student advising, curriculum development, and program assessment. He continues to provide advising and administrative support to IS and works closely with IS Faculty Director (and IRIS Advisory Board member) Erica Simmons and with IS Major advisor and program manager Molly Donnellan. He holds a Ph.D. in Scandinavian Languages and Literatures from the University of Washington. Assistant Director Essie Lenchner leads our outreach programming, marketing, and communications. She has experience in travel and event management, marketing, and program development and reporting. She previously held the position of Assistant Director for Middle East Studies at UW. She holds a bachelor’s degree in Economics from Binghamton University. Finally, Mary Jo Wilson provides grant management support to our center as well as to other UW NRCs in her role as Assistant Director for Business Operations. She has an MA in Continuing and Vocational Education and has devoted a large part

of her career to administering LCTL programming. Ms. Wilson is paid entirely on university funds, but we have requested NRC funds for part of the salary of a financial specialist and logistics position to assist her (Budget 1.1).

IRIS is governed by its director who consults regularly with our Faculty Advisory Board, a group of nationally renowned global scholars and leaders from departments, schools, and divisions across the university (e.g., Gender & Women’s Studies, Political Science, Law, Education, Global Health, Business). Our proposal, and our five major themes for the 2022-26 grant cycle, have been developed with considerable input from them. Each board member will work within one or more of these themes to support and develop IRIS programming, collaborate with colleagues on campus, nationwide, and overseas on research, conferences, and workshops, to create student-centered programming, and support our outreach.

The IRIS Director is elected by the Advisory Board to a 3-year term. All core IRIS faculty are eligible to serve as director. The director receives a course release and temporary salary adjustment in compensation for service. The Director is actively engaged in the day-to-day administration of the center and meets weekly with the Associate and Assistant Director to discuss all aspects of Center administration, programming, and outreach, and meets formally with the Advisory Board at least twice per semester. The Director and Associate Director confer frequently with members of the much larger group of IRIS affiliated faculty by email and in person. All IRIS programs follow UW norms of faculty governance. Our faculty serve on all committees, including fellowships and travel grants. All committees have professional school representation, and are balanced in terms of gender, race, and ethnicity.

* 1. Underrepresented Groups. UW considers diversity to be central to its mission as a public

university that makes its teaching and research available to all citizens of the state (Wisconsin Idea). Our institutional statement of diversity reads “diversity is a source of strength, creativity,

and innovation for UW–Madison. We value the contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities, and opinion enrich the university community.” Key to this commitment is UW’s Faculty Diversity Initiative which helps departments diversify their faculty (and student) populations by providing support in the form of funds for hiring, outreach, and faculty support. Our Office of Human Resources provides a wealth of resources as part of its Recruitment Toolkit which includes materials and guidance on developing inclusive job criteria, including diversity, equity, and inclusion interview questions, addressing unconscious bias. It also supports the Diversity Connect Initiative that ensures that all open positions at UW are advertised in key national publications, as well as regional and local networks that serve audiences including minorities, women, people with disabilities, veterans, and the LGBTQ community. We actively solicit for consideration at any level of employment members of underrepresented groups and all job openings are advertised in conformity with EO/AA criteria (See GEPA Statement for complete statement of compliance).

# Strength of Library

* 1. Strength of Library Holdings and Support for Acquisitions. In 2020, the UW-Madison General

Library System (GLS) contained over 11,995,000 volumes (over 9,200,000 titles) and was ranked 10th in volume holdings and 9th in title holdings among the 117 North American University members of the Association of Research Libraries (ARL). GLS contains over 75,000 serials, 6.4 million microfilm titles, more than 360,600 audio materials, and hundreds of thousands of government documents, maps, musical scores, and audio-visual materials.

Electronic resources are a substantial part of GLS collections. More than 40,000 journals are available electronically, accessed through 650+ databases in the UW-Madison Libraries online catalog. Title VI funds are used to acquire specialized materials in strategic areas such as COVID-19/pandemic, migration, gender and women’s studies, climate change, environmental

studies, genocide studies, human rights, global health, popular culture, decolonization, and elections and governance (Budget 5.1).

UW is known as a major repository for materials on regions and countries of the world outside the U.S. 28% of the items in the collection are in foreign languages with over 530 languages represented in the collection. Between May 2015 and Dec. 2021, GLS acquired over 490,000 items in languages other than English. GLS has responded to teaching and research interests in IS-related areas as global security, global economy, human rights, migration, geopolitics, fair trade, global warming, and child labor by expanding major collections in these areas. Consequently, our students at all levels, including the professional schools, have access to one of the greatest international collections in our field. GLS staff facilitate use of the collection through reference, research, liaison, and instructional services. Online aids, such as the globalization research guide, help students navigate complex international topics.

GLS has more than $26 million in annual expenditures, has one of the country's largest staff of area bibliographers, and an entire department to support acquisitions. The university pays all of the salary of the international studies bibliographer, Emilie Songolo. Ms. Songolo works with a team of six other area studies librarians and various technical support staff to maintain the system’s entire international and area studies collection and facilitate its use. Table A.1 encapsulates the institution’s financial support for the library’s international studies collection and librarianship.

* 1. Cooperative Arrangements and Reciprocal Access. One key measure of a library’s standing is

its interlibrary lending capacity. In 2020 we were the third largest lender among ARL members with over 70,000 interlibrary loans. Our physical libraries and all their holdings are open to undergraduates, graduates, local faculty, researchers, and community members. Electronic services and interlibrary loans provide remote access to users anywhere. All materials purchased

with NRC funds are available for use by anyone and a growing proportion are available digitally. The online catalog and databases, as well as GLS digital collections are an open invitation to nationwide use of our materials. GLS is a major national resource that plays a pivotal role in supporting research and teaching worldwide. When our faculty or students need additional materials, cooperative and reciprocal agreements with other universities ensure access through online and interlibrary loan options. UW Interlibrary Loan Service links to every institution of higher education in Wisconsin and uses new technologies to ensure that catalogs, databases, reference materials, government documents, and bibliographic management tools are available to staff, faculty, and students from anywhere in the world. UW remains an active member of consortia such as the Big Ten Academic Alliance (BTAA), Council of the University of Wisconsin Libraries (CUWL), and Hathi Trust, a collaboration of BTAA universities, the University of California system, and Columbia University to establish a digital repository to archive and share collections.

# Impact and Evaluation

* 1. Impact on University, Community, Region, and Nation. IRIS fully adheres to Wisconsin’s

117-year-old legacy of the *Wisconsin Idea* – combining research and teaching with public service to the entire state. IRIS research, outreach and curricular programs impact the University, the 26 Wisconsin System campuses, the K-14 educational community, the Midwest, and the nation as a whole. IRIS affiliated faculty have created a dynamic interdisciplinary intellectual community with institutionalized linkages abroad. Our programming has significant impacts in a multitude of ways. From large courses that provide hundreds of undergraduates access to first- rate faculty and an introduction to the interactions of local and global phenomena to small seminars and field courses, IRIS instructors strive to bring high-impact practices to their pedagogy. Our course list (Appendix A) shows strong undergraduate and graduate enrollment;

our IS Major is one of the 20 largest in L&S (over 300 declared majors, and over 100 graduates each spring; our Introduction to International Studies course regularly enrolls over 500 students a year).

In 2020-21 a total of 653 undergraduate degrees were granted to students with IRIS-affiliated majors, and 59 affiliated M.A. and 24 affiliated PhD recipients finished their degrees. We serve graduate students well by supporting curricular options and awarding upwards of 30 fellowships per year to promising internationalists across disciplines. APTLI and its partner institutes in WISLI exist to help LCTL learners nationwide reach advanced language proficiency; during the academic year, 20% of UW students enrolled in the languages we support (Arabic, Hebrew, Indonesian, Korean, Persian, Portuguese, Swahili and Turkish) are studying at the third-year level or beyond. 38% of our non-language courses are at the 500 level or beyond - defined as advanced at UW-Madison (Appendix A).

IRIS sponsors an average of 90 events per year. In the past two years these have been primarily virtual and have extended our reach to audiences statewide, nationally, and internationally: typical attendance at book and film clubs is 40-50. Our events take UW expertise to Wisconsin schools and community colleges (including MSIs), public libraries, and organizations like Madison International Trade Association, Madison Council on Foreign Relations, Wisconsin Association for Language Teachers, Wisconsin Council for the Social Studies, etc. Our events are recorded and posted to our website, and online resources such as the Global Madison project and educator-developed curriculum units and lesson plans are also freely available from our website. We train teachers at all levels who in turn will train career employees in fields of national need. We take active steps to ensure that we contribute globally competent citizens directly to government and the private sector, where knowledge of world systems is crucial to the nation.

We report on graduate placements annually with undergraduate BA/BS placement based on exit surveys administered by the UW-Madison Office of Academic Planning and Institutional Research. In 2020-21, 242 graduating undergraduates responded. Placements included Epic, IBM, Target, Amazon, Wells Fargo, Epic, US Bank, FEMA, and US federal agencies.

Approximately 20% continue into graduate school, 4% enter the military, 6% work in nonprofits. Doctoral placements in 2020-21 included Michigan State, UT-Austin, Middlebury, and Stanford.

* 1. Post-graduate Employment, Education, and Training in Areas of National Need. IRIS has a

national reputation for preparing the next generation of international studies scholars for work in academia, government service, business, law, and journalism. We have awarded over 300 FLAS and SKJ awards for graduate research and language study, and we graduate cohorts of students with interdisciplinary global studies doctoral minors. These specialists come from a wide range of fields, including political science, sociology, economics, anthropology, history, geography, environmental studies, and journalism, and their degrees are enhanced by IRIS with a rounded, interdisciplinary perspective. As indicated in Section K, our FLAS recruitment and selection procedures are designed to increase the nation’s supply of specialists who have mastered priority LCTLs at the advanced level. Approximately 84% of our graduate FLAS recipients enter teaching, the great majority in universities. Nearly all of the remainder have gone into government service. By giving competitive preference to students in professional schools, IRIS will increase the number of FLAS awards going to persons heading into government service and other areas of national need. By targeting FLAS fellowships to traditionally underserved groups, we also widen our reach and send an increased supply of linguistically prepared professionals into all walks of life. Our SWEPT Area Studies Alumni Surveys (ASAS) of 2011 and 2021 confirm that students trained in IRIS go on to use their training, including foreign language skills, to develop careers that help our nation meet priority needs in international education,

policy making, and national security. Table G.1 below shows an overall increase in several key metrics related to center impact on alumni careers. Our relationship with UW’s Language Institute (LI) has guided students to the real-world needs of businesses, government, and community organizations.

Table G.1: Area Studies Alumni Survey (ASAS)

|  |  |  |
| --- | --- | --- |
| **Metric** | **ASAS1 (fall 2011)** | **ASAS2 (fall 2021)** |
| Participated in center activities while students | 57% | 60% |
| Use IS expertise gained from this center in their careers | 77% | 85% |
| Travel abroad regularly for work | 50% | 68% |
| Regularly use languages learned at UW in their careers | 41% | 67% |
| Work/ed in education | 60% | 62% |
| Work/ed in private business | 34% | 24% |
| Work/ed in government | 16% | 14% |

* 1. How Activities Address National Needs and Inform the Public. We serve the nation by

building expertise in our priority LCTLs, to advanced-level competence, and by training experts (including future teachers) in international affairs. IRIS programming, guided by the Wisconsin Idea that all knowledge developed in the University belongs to the public, is systematically geared for public dissemination, which we accomplish via a resource-rich website, via outreach programming for schools, teachers, journalists, businesses, and community members; via the statewide reach of World Cinema Day and World Languages Day; and via the national reach of projects such as Global Islam. Our planned programming in this cycle is structured around five themes which reflect the interests of the communities we work with, the expertise of our core faculty, and the urgency of particular global issues as identified in the UN’s Sustainable Development Goals (SDGs). ***Theme 1) Global Poverty & Inequality***: The SDGs aim to end poverty (1) and hunger (2) by 2030. They also call for more inclusive and sustainable economic growth, with decent work for all (8), and a reduction in inequalities both within and between countries (9). ***Theme 2) Global Languages and Cultures***: The SDGs aim to strengthen efforts to

protect and safeguard the world's cultural and natural heritage (11), and to promote peaceful and

inclusive societies, institutions, and public spaces (16). They also recognize the importance of revitalizing global partnerships and international cooperation in order to achieve all goals (17). ***Theme 3) Gender & Global Health***: SDGs 1 to 6 directly address health disparities. Specifically, they aim to promote food security (2), support good health and wellbeing (3), expand access to quality education (4), promote women’s empowerment (5), and facilitate access to clean water and sanitation (6). SDG 4 also recognizes that progress on all of these SDGs will be stalled if women's empowerment and gender equality are not prioritized. ***Theme 4) Climate Change & Security***: The SDGs aim to guarantee access to affordable clean energy (7), make cities more sustainable and resilient (11), promote responsible consumption and production (12), take urgent action to combat climate change and its impacts (13), and to conserve life below water (14) and on land (15). ***Theme 5) Human Rights and Migration***: The SDGs also calls on signatory countries to strengthen commitments to human rights, to ensure that all people live free from discrimination and violence (5), and to establish responsible and well-managed migration policies to facilitate the orderly, safe, regular, and responsible migration and mobility of people

(10). We will also strive to make connections between the global and local by highlighting the role of Wisconsin in addressing global challenges. Outreach offerings projected for 2022 and onward focus on these five themes and are oriented towards underrepresented rural populations, MSIs, and targeting students before they reach college age.

* 1. Evaluation Plan. IRIS uses quantitative and qualitative evaluation methods, and files regular

activity reports to assure accountability and to improve programming. The IS Major submits annual assessment reports to L&S evaluating student achievement in six key categories for learning outcomes. The Major also conducts student and alumni surveys to assess the

curriculum, evaluate career training, and track students’ research and work experiences abroad. We have just completed a comprehensive self-study in preparation for the Major’s ten-year

program review that will result in a restructured major (see section D). Our Advisory Board is convened twice a semester and provides governance and feedback on the intellectual substance and campus role of our operations. For outreach, our participants routinely complete post-event surveys to better our programming.

In 2010, the UW NRCs created a model for Title VI impact assessment and evaluation. The Standardized Wisconsin Evaluation Plan for Title VI (SWEPT) was developed by a UW professor of sociology and survey design specialist. SWEPT is run by the UW Survey Center (an independent fee-for-service entity) and tracks our utility to our 10,000+ alumni. SWEPT led to the creation of two replicable surveys. ***The Global Learning Outcomes at Wisconsin Survey (GLOWS)*** surveys current undergraduates to measure the impact of UW’s NRCs. GLOWS generates data on student awareness of programming, courses, language options, and fellowships, and on student career ambitions and study abroad experiences. The second SWEPT survey, the ***Area Studies Alumni Survey (ASAS)***, surveys all graduate alumni of all UW NRCs to obtain data on the perceived value of center programming, advising, language courses, area studies courses, FLAS and other fellowships, lectures, and workshops. Equally important, ASAS obtains quantifiable data on the careers and international engagement of graduate alumni at various stages of their post-university lives. ASAS repeats on a ten-year cycle, an appropriate time frame for an alumni survey as it captures graduates at various phases of their careers. We conducted ASAS in fall 2011 and again in 2021. Table G.1 above provides a sample of 2021 results compared with 2011 results. GLOWS is run more frequently. GLOWS1 took place in 2013 and GLOWS2 in 2016. GLOWS3, originally planned for 2020, was delayed by the pandemic and is now set to take place in Spring 2022. Because of that, GLOWS2 acts as our baseline in table G.2 below. GLOWS3 results will be of particular interest as they will in all likelihood reflect the widespread pandemic-related restrictions on campus activities since March

2020. We will conduct GLOWS4 in the Spring 2025 semester. Data, findings, and evaluation plans are discussed below.

We will also introduce a new component to SWEPT: the ***Impact of COVID19 on NRCs Study (ICONS)***. ICONS will consist of small-scale surveys of attendees in all NRC-related activities conducted in the spring of 2023, 2024, and 2026. The focus of these surveys will be to assess how pandemic-related shifts in programming, such as the use of virtual and hybrid modes, limitations on face-to-face contact, and travel restrictions, have affected the experiences of participants in our programs. The Spring 2023 benchmark survey will contain useful attendee feedback to improve our programming, and subsequent ICONS in 2024 and 2026 will assess the impact of these improvements and will inform further adjustments. Our budget (8.17) allocates funds to cover shared costs of survey administration. Table G.2 details our evaluation plan and goals for 2022-26.

In Fall 2020, our then-new assistant director began to collect detailed information on all our program and event participants. This has resulted in the creation and maintenance of a growing database which includes information on attendee type (K-12 educator, post-secondary educator, student, community member), affiliation, geographic location, and grade and subjects taught.

This has allowed us to notice trends in participation, such as repeat participants, best time for events, and popular topics, which then informs our programming. Our current assistant director is data savvy and has used the database to improve our monthly newsletters, involve specific participants in relevant programming, and highlight IRIS opportunities. As detailed in Section B, we also do robust assessments of our language programs using OPI testing.

TABLE G.2: IRIS EVALUATION PLAN, 2022-2026

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Goal** | **Metric** | **Baseline** | **Baseline Data****Source** | **2022-2026****Target** | **Assessment Tool** |
| Increase awareness of IRIS programming | % Undergraduates reporting awareness of IRIS programming | Sophomores: 40%Seniors: 46% | GLOWS 2,2016 | Sophomores: 50%Seniors: 60% | GLOWS 4,2025 |
| Increase awareness of FLAS fellowships | % Undergraduates reporting knowledge of FLAS | Sophomores: 24%Seniors 30% | GLOWS 2,2016 | Sophomores 40%Seniors 50% | GLOWS 4,2025 |
| Increase *undergraduates* in IRIS activitiesbeyond IS Major courses and FLAS | % Undergraduates who know about IRIS participating in *at least one* IRIS event | Sophomores: 14%Seniors: 26% | GLOWS 2,2016. | Sophomores: 20%Seniors: 35% | GLOWS 4,2025 |
| Increase number of IS Majors who can access and enroll in relevant courses taught outside themajor | % Graduating seniors who feel that the courses necessary to complete the IS Major are both appropriate and available | Seniors: 69% | Annual Assessment 2018-19 | Seniors: 80% | Annual Assessment 2022-23 |
| Increase impact of advising services and resources to IS Majors | % Graduating seniors who feel advising, course lists, resources and communication are“excellent” | Seniors: 73% | Annual Assessment 2018-19 | Seniors: 85% | Annual Assessment 2022-23 |
| Increase value of IRIS activities to *all audiences* | 1. % undergraduates who participate in an IRIS

activity rating IRIS’s work “good” or better1. % participants at K-14 teacher events who rate IRIS’s work “good” or better
2. % participants at K-14 teacher events who rate IRIS’s support as “very relevant” to their teaching or professional development
3. % participants at K-14 teacher events who find delivery of remote programming to be “very

good” | Sophomores and seniors (combined): 84%UnknownUnknownUnknown | GLOWS 2,2016ICONS1 (2023)ICONS1 (2023)ICONS1 (2023) | Sophomores and seniors (combined): 94%--- | GLOWS 4,2025ICONS2 (2024)ICONS2 (2024)ICONS2 (2024) |
| Increase access to study abroad by underrepresented students | Global Gateway Initiative (IAP) data set on participant diversity | Participation on study abroad programs by ethnicminorities: 17.7% | IAP 2019-20Annual Report | Participation on study abroad programs by ethnicminorities: 22% | IAP 2023-24Annual ReportGLOWS 4,2025 |
| Increase centrality of IRIS to the student experience | % Sophomores and seniors who participated in an IRIS activity rating | Sophomores and seniors (combined): | GLOWS 2,2016 | Sophomores and seniors (combined): | GLOWS 4,2025 |

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| for those with at least some interest in global issues | IRIS role in education very or extremely central | 16% |  | 26% |  |

* 1. Equal Access and Treatment. Diversity is integral to the University’s master plan, which

builds on pre-college programs and financial aid to recruit and retain students from underrepresented groups and uses post-doctoral fellowships and target-of-opportunity hiring to increase faculty and staff diversity. IRIS complies fully with Section 427 of the GEPA in employment and student and public access. Since 2010, 60% of IRIS graduate and undergraduate award recipients have been women and 31%t have been minorities; we design selection processes to encourage this outcome (Section K). In L&S minority recruitment, hiring and retention strategies are priorities in the hiring process. IRIS ensures equal access and recruits minority and under-represented students, faculty and staff and works with DDEEA which coordinates minority student recruitment and provides special scholarship funds. All our programs enroll at least 50% women, and our facilities meet federal guidelines for the disabled and the elderly. Global Gateway, community college and MSI-directed programs target underrepresented populations.

# Outreach Activities

IRIS provides high quality outreach to K-12 teachers and their students, post-secondary institutions including community colleges and MSIs, businesses, media, and the general public. While the pandemic has necessitated changes to our outreach, the scope and reach of our programming has increased since virtual offerings have attracted broader and more diverse audiences. It also incentivized us to create a more robust online presence, including a content library for teachers and an active YouTube channel. For this cycle we will continue to offer high- impact online (and hybrid) programming alongside in-person events to best serve our various constituencies.

* 1. Elementary and Secondary Schools. IRIS faculty and staff actively provide international

studies content and pedagogical support for K-12 teachers. Each year we reach hundreds of pre- and in-service teachers and many more students through workshops, our book and film clubs, professional development programs, school visits, and participating at state educator conferences such as the WCSS and WAFLT (Budget 3.2, 5.6 & 8.20). We do direct programming with these organizations as well as with DPI. Table H.1 highlights some of these activities. Our Advisory Board and faculty (e.g., Bartlett, SOE; Di Prete Brown, Global Health; Tuli, Business; Klug, Law) frequently moderate or speak at our events, and we regularly collaborate with CALS Global, SOE, Law School among others. Our website, containing event recordings, lesson plans and curriculum units is a rich resource for our K-12 educators. New programming introduced during the pandemic, including our Global Education Fellows and Global Scholars Media Community has produced new K-12 educator resources and lesson plans for broad dissemination. We piloted the Global Libraries Initiative this year, providing books to school libraries across this state. This program has successfully expanded our network of K-12 librarians and strengthened our relationships with a community of global educators state-wide.

K-12 programming directly enrolled 313 unique teachers in 2020-2021 alone. Of these, 50% have attended two or more events. IRIS Assistant Director Essie Lenchner maintains direct contact with this community through newsletters and social media; using data gathered from google analytics, social media, and newsletter performance, as well as post-event surveys, she develops thematic transregional and global programming for educators. IRIS also provides large scale events for students directly. We partner with DPI for the biennial Global Learning Summit, offered online in Spring 2022, but which will bring 175 high-school students and 50 teachers to campus in 2024 and 2026. The summit provides a 6-hour Saturday program with separate tracks for students and teachers to help internationalize their schools and communities (Budget 8.15.b). Other large annual programs we plan to reintroduce post-pandemic include World Cinema Day

(partnering with the Wisconsin Film Festival) at which we screen and discuss award-winning foreign films for 400-700 high school students and World Languages Day (WLD), an event of the Language Institute we co-sponsor and helped create which brings over 700 high schoolers from around the state to Madison for a day of programming on languages taught at UW (Budget 8.11 & 8.12). IRIS is a member of the Wisconsin International Resource Consortium (WIRC), the outreach collaborative of Wisconsin NRCs which provides broad regional K-14 international education events and thematic teacher workshops (budget 8.15). In the next cycle we will partner with UW-Milwaukee NRCs the Center for International Education (CIE) and the Center for Latin American and Caribbean Studies (CLACS) and DPI on the Wisconsin Public Schools Career and Technical Education Initiative. Working with the DPI Division of Academic Excellence Teaching & Learning and Career and Technical Education Teams, our three NRCs will support: WI Common Career Technical Standards Review and Revision to help strengthen development of global competence; professional learning for CTE educators and school counselors; and resource development and dissemination. Efforts will take advantage of the existing DPI regional career pathways system. The initiative will support all Wisconsin schools, including rural schools, in which 44% of public school students are enrolled.

* 1. Post-secondary Institutions. We have designed a multi-faceted approach to training for post-

secondary educators to ensure lasting impact. IRIS collaborates statewide with Madison College (MATC), MSIs including Alverno and the College of the Menominee Nation (CMN), among others. In Spring 2021, IRIS, MATC and the Center for Research on College-Workforce Transitions, sponsored a 5-part series on Supporting Higher Education and Career Success for Refugees in Wisconsin. Combined attendance was over 160. Our June 2021 MSI book fair

(*Award Winning and Outstanding Global Children’s Literature [47]*), moderated by advisory board member, Lesley Bartlett (SOE) saw us partnering with CMN, Lac Courte Oreilles Ojibwe

College, Menominee County Public Library, and the Menominee Head Start Program. In partnership with other Wisconsin NRCs, we will continue to work with the Sustainable Development Institute at CMN to expand the international dimensions of their research, teaching and outreach mission. Prior successes of this collaboration include sponsoring CMN delegations to attend the UN Permanent Forum on Indigenous Issues in New York; co-organizing the Spring 2020 faculty in-service workshop on sustainability efforts at local and global levels; enriching its library with materials on global indigeneity (Budget 8.18).

We have a long-standing and very productive partnership with Madison College (MATC).

Our ***Global Studies Passport Program*** allows MATC Global Studies students to enroll in international and language courses at UW-Madison for dual credit. In the 2022-26 cycle we will expand this program with integrated support and advising across our institutions, encourage eligible incoming transfer students to apply for FLAS awards, create course equivalency lists for seamless credit transfer to UW IS programs, and increase student access to summer language programming through APTLI’s Madison Gateway Scholarship. IRIS has developed a strong relationship with the Midwest Institute for International/ Intercultural Education (MIIIE), and we plan to continue our collaboration in the upcoming four years to support community college faculty workshops on global topics (Budget 8.5). MIIIE has 231 member community colleges, including many MSIs, across the Midwest and the nation, with an average of 25% minority student enrollment. Programming planned for the coming cycle has been designed in close collaboration with all our partners. Table H.1 below gives a representative, not exhaustive, list of our outreach offerings.

Table H.1. Selected Outreach Activities

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| **Activity** | **Description** | **Audience** |
| Bimonthly book and film clubs | Topics in global studies, e.g., Ethical Fashion: Local Access, Global Impact, film club [69], Year 3 | K-12 educators, public |

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| Global Scholars Media Community & Global Learning Summit | Curriculum support & biennial conference for Global Scholars Coordinators and students in DPI’s Global Education Achievement Certificate | K-12 educators & students |
| Community College Master Teacher Institute (CCMTI) | Yearly event series with varying global themes and presentations from experienced CC educators, e.g., Teaching International Studies Through Film, 4-part workshop with GCC, BMCC, and MIIIE [52], Year 3 | Postsecondary, MSI |
| World Cinema Day World Languages Day World Appreciation Day | Large scale campus-based events, e.g., World Cinema Day for High Schoolers featuring Midnight Traveler [180], Year 1; World Appreciation Day: Using International Skills in Careers [365], Year 2 | Middle and high school students & educators |
| Global Studies Passport Program | Madison College-UW partnership to increase access to global and language courses | Postsecondary |
| Public Radio programming | Partnership with Wisconsin Public Radio on thematic topics, e.g., Global Islam, The World in Wisconsin | Media, public |
| LCTL Career Fair | Annual career fair for learners/speakers of Less Commonly Taught Languages [319], Year 2 | Postsecondary, public |
| IRIS International Career Bootcamps | International careers event series in areas of national need, e.g., International Career Bootcamp: Non-profitsand NGOs [37], Year 3, *irisnrc.wisc.edu/career- resources/* | Postsecondary |
| Speaker Series, web content | Guest lectures on IRIS themes, e.g., Global Islam (Years 3-4) and Human Rights (Year 3) with accompanying webpages containing resources and lesson plans, *irisnrc.wisc.edu/global-islam/* | Postsecondary, public, K-12 educators |
| Public lectures on emerging international events | Quickly draw on UW experts for current events, e.g., Stories on Afghan Women, Art, and Everything in Between [53], Year 4, response to Afghan crisis | Postsecondary, public |
| Global Education Fellows | Year-long support for cohort of K-12 educators to develop unit plans of their choice on global and transregional topics, *irisnrc.wisc.edu/curriculum-lesson- plans/* | K-12 educators |
| School & Public Libraries | Grants awarded via Read Africa Grant, Year 3 & Global Libraries Grant, Year 4, to enrich library collections with titles on global themes | K-12 educators & students, public |
| Career & Study Abroad Roadshow | High school visits across WI to promote international opportunities at UW with presentations from undergraduates | K-12 students |
| Global Madison, Global Wisconsin | Online self-guided tour highlighting global influences on local neighborhoods, used in UW courses and by K- 12 educators, *geography.wisc.edu/globalmadison/* | Postsecondary, K-12 educators, public |
| Career and Technical Education (CTE) curriculum standards | Work with DPI, IWA, CLACS on updating & internationalizing the CTE curriculum | K-12 educators & students |
| Thematic Workshops | Rotating thematic workshops for MSI and community college educators, e.g., Global Girlhood: Wisconsin to the World [71], Year 2 | Postsecondary, MSI |

* 1. Business, Media, and the General Public. IRIS actively liaises with local business and civic

associations (e.g., MITA, MCFR, WIPCS) providing speaker resources and information and

connecting our students to the business community through career events (e.g., MITA president was the keynote at our 2021 “Careers in International Business” Bootcamp). We present local events that bring informed commentary on world affairs to large diverse audiences, such as "From Awareness to Action: Immigration's Impact on Children from Madison to the Northern Triangle of Central America" (90 attendees). The IRIS website (irisnrc.wisc.edu) is a user- friendly hub for learning about the world through an extensive media library of our recorded events, learning resources, and programming. Our Global Islam Initiative developed out of a media project run in partnership with Wisconsin Public Radio (WPR). In the past four years we have expanded on Global Islam with digital resources and analyses of world affairs featuring work by our faculty. We plan another partnership with WPR, titled “The World in Wisconsin”, using the SDGs and our themes to explore global issues around Wisconsin. We co-sponsor the UNA-USA Dane County’s annual public luncheon (Budget 8.19) and our Distinguished Visiting Practitioners have been keynote speakers at these (e.g., Russ Feingold in 2018, Thierry Cruvellier in 2019). Our existing partnership with the Pulitzer Center on Crisis Reporting showcases important journalistic work to the campus and wider Madison community (Budget 8.22). Faculty director Young has developed Global Madison, a self-guided online tour that introduces people to the global influences that have shaped Madison. In the next four years, IRIS will provide resources and logistical support to expand this program by helping instructors and students across the UW system visualize how their cities have been shaped by global processes. (Budget 8.13).

# I. Program Planning and Budget

1. Development Plan. Our program plan for the 2022-26 cycle has been developed in

consultation with key partners and stakeholders. We are guided by an exceptional Advisory Board of nationally renowned global scholars and leaders from schools and divisions across the

university. Each board member will be actively involved in programming for one or more of our five SDG-inspired themes: 1) Global Poverty & Inequality; 2) Global Cultures and Languages;

3) Gender & Global Health; 4) Climate Change & Security; and 5) Human Rights & Migration.

We are led by a faculty director with a long-standing commitment to global studies and to internationalization efforts on and off campus; he teaches in the IS Major, regularly develops new courses and will spearhead our theme on Global Poverty and Inequality. Our center is managed by a full-time associate director, who is also an academic advisor and the Director of APTLI, and our full-time assistant director runs and directs our outreach programming, communications, and marketing. Table I.1, a timeline, shows how we will roll out our new initiatives. These plans for new ventures, the growth of ongoing projects, and the careful maintenance of time-tested activities described throughout this proposal show efficient use of personnel and resources to yield a strengthened center by grant’s end.

Table I.1. Timeline of Measurable Activities, IRIS, 2022-2026

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| **Activity** | **Description & Timeline** |
| **1. Create two new First- Year Interest Groups (FIGs) in International Studies tracks***Budget 8.1.b & 8.2b & Section D.* | Recruit a core IRIS faculty member to develop a FIG on **Global Peace & Security** in year 1. Teach the FIG course to 20 first-year students in years 2, 3, 4.Recruit a core IRIS faculty member to develop a FIG on **Global Economy** with a study abroad component in year 2**.** Teach the course to 20 students in years 3, 4.Support two guest lectures per year for each FIG. |
| **2. Increase scope of international career events to include high school, community college, undergraduates, and graduates. Featuring career planning specialists from across campus and a panel of UW-Madison alumni engaged in international careers***Budget 8.3 & Section 8****.*** | Run two International Careers Boot Camps (ICBCs) per year with the input of UW’s L&S career advising center, SuccessWorks, and the International Internship Program (IIP).Year 1: Run two bootcamps (*business, NGOs*)Year 2: Run two bootcamps (*government, education*), invite students from partner MSIs and community colleges to attend. Run a graduate student workshop on the challenges of international fieldwork.Year 3: Run two bootcamps (*law, 2. security*), run high school career and study abroad roadshow.Year 4: Run two bootcamps focused on Career and Technical Education (*agriculture, health*) with DPI, CIE, and CLACS for high school students, undergraduates, MSI and community college students |
| **3. Expand and restructure** | Rename the institute to MEDLI in year 1, rebrand and promote the new institute |

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| **APTLI to create a cross- regional Mediterranean and Middle East Institute (MEDLI), develop language offerings and levels, and increase access to language learning opportunities** *Budget 1.2.a,b,e,f,g & 8.1c* | for Summer 2023 (year 1) launch. Introduce Hebrew 1 in Summer 2022.Diversify portfolio of regional language courses and levels:Year 1: Offer Hebrew 2 and 3, create Arabic language sustainment page. Year 2: Introduce Business Arabic, create Persian language sustainment page. Year 3: Offer Kurdish 1, develop online Persian courseYear 4: Offer Kurdish 2, develop online Turkish courseOffer two Madison Gateway scholarships per year to Madison College students to study at MEDLI. |
| **4. Improve the undergraduate International Studies Major curriculum by launching the Human Rights and Humanitarianism track, expanding the Global Peace and Security track, introducing a capstone research requirement, and a Global South area requirement***Budget 1.3.c, 8.2.a & 8.16).* | Submit plans for restructured major and obtain approval by December 2022 and create new Assessment Plan for annual reporting. Introduce new major in year 2. Collect data on effectiveness of new major via student surveys in years 3 & 4.Develop two new courses for the Human Rights and Humanitarianism track, one in year 2, one in year 4. (Budget 1.3.c)Develop and teach new SDG course for IS Major on IRIS themes: Year 1: Global Cultures & Languages (Global Cultures track) Year 2: Global Health (Human Rights & Humanitarianism track)Climate (Politics & Policy in the Global Economy) Year 3: Inequality (Global Economy track)Environment (Global Peace & Security)Year 4: Teach Global Health and Climate SDG courses |
| **5. Develop our *Distinguished Practitioner in Residence* program (Distinguished****non-academic expert) to a 4– 6-week residency)***Budget 1.3.b* | Years 1-4: Recruit a Distinguished Practitioner in Residence for a 4–6-week residency in global human rights to teach a short course, give lectures to university, community and participate in high school human rights weeks. |
| **6. Develop interdisciplinary co-taught graduate seminars for the Global Studies PhD minor***Budget 8.16* | Year 1: Recruit two IRIS faculty to develop a graduate course on SDGs, cross listed in two other departments. Submit new course to L&S curriculum committee for approval.Year 2: Introduce new SDG course (enrollment 12) Year 3: Teach SDG course (enrollment 15)Year 4: Teach SDG course (enrollment 15) |
| **7. Support the Wisconsin Intensive Summer Language Institutes (WISLI) to develop programming and opportunities for strategic LCTL-learners.***Budget 1.2 & 8.3.d, 8.7, 8.8 & Section B.* | Host the WISLI LCTL Career Fair in years 1-4. Run co-curricular lectures for SIPI in years 1-4.Expand OPI testing across WISLI to Burmese, Tamil, and introduce OPI for Hebrew, and additional target languages Indonesian and Portuguese in years 1-4.Support instruction of critical LCTLs: Burmese in years 1&3, Tamil in years 2&4. Support instruction in APTLI (Arabic and Persian years 1-4). |

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| **8. Expand the thematic reach of our annual Community College Master Teacher Institute (CCMTI), and MSI teacher training focusing on our Five SDG Themes***Budget 8.4, 8.5, 8.18 & Section H.* | Invite MSI and community college educators to annual CCMTI workshop; collaborate with Guttman CC, BMCC, MATC, CMN, and others; increase # of participants each year.Year 1 theme: *Global Poverty and Inequality.* Year 2 theme: *Women, Health and Human Rights* Year 3 theme: *Climate and Sustainability*Year 4 theme: *Migration and Trauma* |
| **9. Collaborate on international education efforts with our own UW- Madison School of Education***Budget 8.16 Section C* | Support the *Globalizing Education* FIG based in the College of Education and provide instructional materials support and guidance for Curriculum and Instruction 375, *Internationalizing Education* |
| **10. FLAS Fellowships***FLAS Budget and Section K* | Years 1-4: Award 3 graduate student and 3 undergraduate student academic-year FLAS fellowships; award 15 summer FLAS fellowships, most of them for intensive study in WISLI |
| **11. Expand the online Global Madison project across the state***Budget 8.13* | Year 1: Update and enhance existing online Global Madison tour. Identify partners at UW-system schools.Year 2: Work with UW-La Crosse Geography faculty to develop the Global La Crosse ProjectYear 3: Work with UW-Eau Claire Geography faculty to develop the Global Eau Claire ProjectYear 4: Work with UW-Green Bay Geography faculty to develop the Global Green Bay Project |
| **12. Assume editorial and administrative responsibility for the Journal of Undergraduate International Studies (JUIS)** | Revamp JUIS website and work with JUIS editors (IS Major students) to publish 1 issue in year 1. Publish 2 issues per year in years 2-4, with one special issue in year 3, on the IRIS theme of *Global Poverty & Inequality*. |
| **13. Develop the Pulitzer Center Partnership with the Pulitzer Center for Crisis Reporting***Budget 8.22* | Years 1-4: Set up campus visit for 2 international journalists; schedule a campus visit from the Pulitzer staff; put out a call for applications for the Pulitzer International Reporting Student Fellowship; submit top three candidates to Pulitzer Center. |
| **14. School Library Programming and Partnership with CCBC Cooperative Children’s Book Center***Budget 5.3 &8.6* | Global Libraries Grant helps internationalize school library collections. Work with CCBC to curate SDG themed book lists each year. Award 12 school districts each year for total of 48 unique school districts.Run 4 Global Book Tours (author school visits) per year, different schools each time, totaling 16 unique schools and prioritizing geographic diversity and low- income schools. |
| **15. Develop Global Gateway (GG) Programming with IAP (Study Abroad) for students with demonstrated financial need. New GG programs connect to our** | Summer 2023: Run GG in Washington DC on the topic of Universal Basic Income, new course taught by IRIS director Young *(Global Poverty & Inequality theme)*; introduce new GG in Singapore *(Global Cultures theme)*.Summer 2024: Run GG in Washington DC and Singapore; introduce GG in Argentina *(Gender & Global Health theme).* |

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| **SDG themes***Budget 3.1.a* | Summer 2025: Run GG in Washington DC, Singapore, and Argentina. Summer 2026: Run GG in Washington DC, Singapore, and Argentina. |
| **16. Develop K-12 programming for educators (Global Educators Network)** *Budget 5.2, 5.5* | Run 4 online K-12 book clubs per year. Run 4 online K-12 film clubs per year.Lead programming and supply resources to the Global Scholars Media Community for high schoolers in the Global Education Achievement Certificate. 25 school groups in year 1; 30 groups in year 2; 40 groups in year 3; 45 groups inyear 4. |
| **17. Global Studies Consortium: development of a shared/parallel course for students at Consortium Member institutions.***Budget 3.1.b & 8.21* | Year 1: Issue a call for participation; identify and define topics (e.g., inequality, climate change); develop parameters for creation of common resources and modules. Attend Annual Conference (Years 1-3).Year 2: Develop resources and modules; organize a virtual speaker series. Year 3: Run virtual speaker series related to the course topic with individual moderators from participating campuses; continue to develop additional resources and modules; create a website for distributing shared materials.Year 4: First iteration of shared course taught in parallel with students from participating universities, working together; create online version of the course; begin planning for the second iteration of the shared course. |
| **18. Create the World in Wisconsin program in partnership with Wisconsin Public Radio** | Year 1: IRIS and WPR finalize partnership and develop program plan.Year 2: Produce the first World in Wisconsin series, theme: global inequality and universal basic income.Year 3: Produce the second World in Wisconsin series, theme: Refugees in Wisconsin; population movements and migration.Year 4: Produce third World in Wisconsin series, theme: Climate and sustainability. |
| **19. Internationalizing the Career and Technical Education curriculum** *Budget 5.4 & 8.3.b* | Year 1: Partner with DPI, CIE and CLACS (Budget 8.3.b) to review Career and Technical Education standards to internationalize CTE curricula.Years 2-4: Develop and disseminate global resources for CTE. Run a global workshop for CTE educators and school career counselors each year. |
| **20. Programming in collaboration with Wisconsin International Resource Consortium (WIRC) for MSIs,****Community Colleges, K-12 Students and Teachers** *Budget 8.15* | Year 1: MSI workshop with Madison College, “Global Education”Global Children’s Lit Celebration with Madison College, “Climate Change”Year 2: Global Learning Summit for high school teachers and students, with Wisconsin Department of Public Instruction (DPI)Professional development workshop for K-12 educators, with DPI, “How to Teach on Genocide”Year 3: MSI workshop with Madison College, “Technology and Democracy” Global Children’s Lit Celebration, “Music, Dance, and Identity”Year 4: Professional development workshop for K-12 educators, with DPI, “Visual Culture and the Media”Global Learning Summit |

1. Quality and Relevance. Our proposed Title VI grant will allow us to build upon our

accomplishments while developing new and dynamic programming focused on our five proposed themes. During the grant period, we will continue to develop relationships beyond the

traditional strongholds of international studies in the humanities and social sciences to work with

traditionally underrepresented disciplines (e.g., Health, Law) languages and underrepresented populations. Specific plans are articulated in each part of this narrative, noting points of continuity and change, and with budget references throughout. Our center has three primary ambitions for 2022-2026: 1) Improve curriculum and instruction in international studies on our campus by developing and restructuring our bachelor’s degree in International Studies, and enhancing our PhD Minor course offerings; 2) Improve curriculum and instruction in international studies beyond campus via programming and collaboration with partners (including DPI, K-16 teachers, community colleges, and MSIs) and developing significant outreach activities including an interwoven program of various teacher training institutes and workshops;

3) Increase LCTL programing broadly through our partnership with WISLI, and specifically by expanding our Arabic, Persian, and Turkish Language Institute to create a transregional intensive language program by introducing new languages, developing specialized and technical language courses, designing and offering online options, and increasing access to underrepresented student populations.

1. Cost Effectiveness. Our budget presents a cost-effective plan for strengthening international

studies programming to serve UW-Madison faculty and students, K-14, the community, region, and nation. Considered alongside our timeline of major activities (Table I.1), it demonstrates careful planning to realize a solid action plan with sensible investment. All activities leverage the University’s investment in IRIS, by building on ongoing campus collaborations (e.g., the Human Rights Program, Global Health Institute), and by establishing partnerships with external institutions and constituencies. In addition to specific budgetary items presented in the proposal, we have set aside modest amounts for travel to professional meetings (Budget 3.1 & 3.2), supplies (Budget, 5.0), communication and media (Budget 8.10), and other necessary activities such as impact evaluation (Budget 8.17).

1. Impact. The activities described in Table I.1 will help students, faculty members, K-16

teachers, and citizens understand and cope with international challenges and foster awareness of the interconnections and interdependencies that increasingly bind global populations. Our undergraduates will benefit from our carefully restructured major that better reflects the realities of global studies in the 21st century, supports learning outcomes, and offers research-based seminars. Students at all levels, through new IS courses, with opportunities to study critical LCTLs to advanced levels, and with access to career events and advising will be better prepared for a variety of career paths. New interdisciplinary undergraduate and graduate courses, along with new study abroad opportunities will give students more ways to engage in global issues and develop their international knowledge. Our resources, personnel, and infrastructure position us well to move forward with this mission over the next four years.

# J. NRC and FLAS Competitive Preference Priorities

NRC CPP: Partnership with Minority-Serving Institutions (MSIs) or Community Colleges.

IRIS will meet all of the NRC and FLAS competitive preference priorities to fulfil its mission and according to its plan for the next four years. We will build upon our long-standing and productive partnership with Madison College (MATC) to enhance and develop our Global Studies Passport Program to provide MATC Global Studies students greater access to our courses, and we have introduced a specific scholarship for MATC students to facilitate the study of summer LCTLs in APTLI. We continue to develop programming with partner MSIs such as Alverno College, Guttman Community College, and the College of the Menominee Nation (CMN). We are able to increase the reach of our events through virtual programming, and plan to extend our online international career bootcamps to students in MSIs and Community Colleges. Our collaboration with UW area studies centers in the Wisconsin International Resource Consortium (WIRC) further extends our outreach programming. In partnership with DPI and

MATC, WIRC will coordinate biennial MSI and Community College teacher workshops. Similarly in partnership with other Wisconsin Centers, IRIS will continue to work with the Sustainable Development Institute of CMN to expand the international dimensions of their research, teaching and outreach mission. Our partnership in the Midwest Institute for International-Intercultural Education’s faculty workshops extend international culture and language teaching skills to community college instructors hoping to inspire students toward globally engaged careers.

FLAS CPP 1: FLAS Fellowships for Students who Demonstrate Financial Need. Our

competitive process evaluates all applicants based on merit but gives competitive preference to applicants who demonstrate financial need. Financial need will be calculated on the basis of the applicant’s expected family contribution (EFC), and subsequently starting in 2023-24, the applicant’s Student Aid Index (SAI) as determined by the Free Application for Federal Student Aid (FAFSA). Applicants are encouraged during FLAS orientations and pre-application consultations to complete the online FAFSA to get their EFC or SAI number in time for the application deadline.

FLAS CPP 2: Academic Year FLAS Fellowships Awarded in the Less Commonly Taught

Languages. IRIS will pursue applications from a diverse pool for awards in our FLAS target

academic-year languages – *all are strategic languages in the LCTL category*: Arabic, Hebrew, Indonesian, Korean, Persian, Portuguese, Swahili, and Turkish.

# K. FLAS Awardee Selection Procedures

Our FLAS process is designed to select future leaders in government, business, the professions, and academia. IRIS pursues applications from a diverse pool for FLAS fellowships in our target academic-year languages: Arabic, Hebrew, Indonesian, Korean, Persian, Portuguese, Swahili, and Turkish. We do likewise when we award summer FLAS fellowships. Our eight target

languages are of global import due to their combination of strategic significance within a region and their broader global impact and give IRIS a truly global geographic range. All our FLAS

languages are on the U.S. Department of Education’s list of LCTLs, meeting **FLAS CPP 2**. Academic-year awards in Arabic and Turkish allow us to support study of trans-regional and global human rights across world regions. Korean, Hebrew, Indonesian, Portuguese, and Swahili allow us to support students working in zones of strategic interest with potential human rights hotspots. Arabic is widely spoken throughout northern Africa and the Middle East and is used daily by the planet’s 1.5 billion Muslims; Persian, Turkish, and Indonesian are the primary

language of countries that collectively account for about a third of the world’s Muslims. FLAS awards in Arabic, Persian, and Turkish in particular allow us to support study of transregional and global phenomena and work in critical Middle Eastern areas. These 3 languages along with Hebrew (to be introduced in summer 2022) are part of IRIS’s unique summer intensive language program, APTLI (See section B). IRIS FLAS awards in the other four languages enhance language capacity for work and study with a global focus, two of which - Indonesian & Portuguese - are available through established WISLI summer intensive programs. For this cycle we are requesting three academic year FLAS for graduate students and 3 academic year FLAS for undergraduates. We are requesting a relatively high number of summer FLAS (15) in part to support students wanting to attend intensive language courses in our target languages taught at WISLI. We would designate five of the 15 summer awards for undergraduate students studying at the intermediate or advanced level.

1. Advertising. Each fall we send emails and flyers broadly on campus to announce the FLAS

competition to all affiliated graduate students and IS majors, international programs staff, and graduate and undergraduate advisors across campus. We broadcast campus-wide and beyond via web and social media and offer online and in-person information sessions for students. We also

post announcements prominently in professional schools, and campus diversity offices. We announce FLAS in SOE, Business, Law, the School of Medicine and Public Health, the LaFollette School of Public Affairs, and the Nelson Institute for Environmental Studies to ensure representation in the applicant pool. Each application season, we visit advisors and faculty to develop new strategies to increase FLAS awareness in professional schools and among underrepresented groups. For summer awards, we will expand the range of advertising to colleges and universities that do not have Title VI support to encourage deserving students to study one of our LCTLs.

1. How Students Apply. We have a coordinated online FLAS application system that streamlines

the submission of applications and references and improves FLAS screening, the selection process, awards management, and record-keeping. This system increases the visibility of FLAS on campus. Thanks to the centralized portal, individual departments, including professional schools, can add the link to their own funding resource pages, yielding more applications from fields such as agriculture, health sciences, and education. Our online application is secure and confidential; records are accessible only by our FLAS Coordinator, the faculty selection

committee, and the financial staff who implement the awards. Applications include the student’s academic record, academic and career goals, statement of his or her need for language study, and academic references.

Financial need is calculated on the basis of the applicant’s self-reported expected family contribution (EFC), and subsequently starting in 2023-24, the applicant’s Student Aid Index (SAI) as determined by the Free Application for Federal Student Aid (FAFSA). Applicants will be encouraged during FLAS orientations and pre-application consultations to complete the online FAFSA to get their EFC or SAI number in time for the application deadline. Applicants will not be penalized if they choose not to submit an EFC or SAI but will not receive financial

need points if they do not complete a FAFSA (below).

1. Selection Criteria. FLAS awardees must be full-time students in good standing, committed to

international studies and language learning. Academic year recipients must enroll in the approved language and at least one international studies course each semester; summer recipients enroll in approved language courses only. All applications are scored on a 100-point scale: 50 points for academic record (transcripts, scores, letters, and language reference); 40 for proposal strength and language usage plans; and 10 on the degree to which the student has demonstrated financial need (10 points for students with an EFC or SAI showing need greater than half of anticipated tuition and fees, 5 points for students showing need, but less than half of anticipated tuition and fees). We ask for 3 academic year FLAS awards each for graduate and undergraduate students, and 15 summer FLAS awards.

1. Selection Committee. Each spring IRIS convenes a diverse faculty selection committee of

three persons collectively representing the following areas: language instruction, international studies, arts and humanities, social and natural sciences, and professional schools. The committee follows rules established in strict accordance with USED’s FLAS guidelines and priorities. The committee evaluates candidates only on materials submitted, compiling ranked lists of the candidates based on weighted criteria described in subsection 3 above.

1. Timeline. Advertisement and publicity start in early November each year and the online

application system goes live at that time as well; the deadline to apply is in mid-February. Selection occurs in March and applicants are notified as soon as budgetary approval is received, often in April.

1. Priorities*.* The process described above addresses and meets both **FLAS CPP 1 and 2**, as

already discussed above and in Section J of this proposal.