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**DIVERSITY, EQUITY, AND ACCESS:**

**NEW APPROACHES TO CONNECTING THE LOCAL AND THE GLOBAL**

A Proposal to the Undergraduate National Resource Center Program

U.S. Department of Education

Submitted by

The Board of Regents of the University of Wisconsin System for University of Wisconsin-Milwaukee

February 2022



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**Acronyms Guide**

ACTFL American Council of the Teaching of Foreign Languages AGSL American Geographical Society

BA Bachelor of Arts degree

CETL Center for Excellence in Teaching and Learning

CIE Center for International Education

CLACS Center for Latin American and Caribbean Studies

CTE Career and Technical Education

CV Curriculum Vitae (Appendix)

DEI Division of Diversity, Equity, and Inclusion

DPI Department of Public Instruction

ESSER Elementary and Secondary School Emergency Relief Fund Fac. Faculty

FAFSA Free Application for Federal Student Aid

FICL French, Italian & Comparative Literature

FLAG Foreign Language Advisory Group

FLAS Foreign Language and Area Studies Fellowships

FLL Foreign Languages & Literatures

GS Global Studies

HBCU Historically Black Colleges and Universities

HIS Hispanic-Serving Institution

IB International Baccalaureate

IDEAS Increase and Diversify Education Abroad for U.S. Students IGS Institute of Global Studies

IRIS Institute for Regional and International Studies

IS International Studies

IWA Institute of World Affairs

K-12 Kindergarten through 12th grade instruction

K-16 Kindergarten through college instruction

L&S College of Letters and Science

LCTLs Less Commonly Taught Languages

LEC Lubar Entrepreneurship Center

LRC Language Resource Center

MATC Milwaukee Area Technical College Mid-East/Med Middle East & Mediterranean Studies MPS Milwaukee Public Schools

MSI Minority Serving Institutions

MPS Milwaukee Public Schools

MSP Master’s in Sustainable Peacebuilding

NRC National Resource Center

NSEP National Security Education Program (Boren Fellowship)

OSP Office of Sponsored Programs

OUR Office of Undergraduate Research

R1 Carnegie Classification of Institutions of Higher Education rating for “highest research activity”

Sem. Semester

TA Teaching Assistant

SOE School of Education

SREed Socially Responsible Evaluation in Education

U University of

UG Undergraduate(s)

UK United Kingdom

UN United Nations

US/ED US Department of Education

UW University of Wisconsin

UWM University of Wisconsin-Milwaukee

WTA Milwaukee World Trade Association

INTRODUCTION: The need for an inclusive approach to global education is particularly acute

in Wisconsin, which has the nation’s highest high school equity gap for Black students and is in the bottom seven of all 50 states for Hispanic students. According to [data compiled in 2021 by the](https://www.herawisconsin.org/m7-region-data-dashboard/) [Higher Education Regional Alliance](https://www.herawisconsin.org/m7-region-data-dashboard/), 58% of White high school graduates in the seven-county Milwaukee region earned a degree or certificate within six years, compared to 35% of Hispanic students and 19% of Black students in the same time frame.

There is an obvious social and economic cost to having a substantial portion of the state’s youth unprepared for careers in a global environment. Widespread, equitable access to programs that develop 21st century global skills addresses two critical needs: fostering improved educational and career outcomes for students currently underserved and, more generally, equipping the region’s citizens to succeed and contribute.

The capacity to prepare a diverse student population for careers in a global environment is critical to the region’s overall success. Milwaukee County is one of Wisconsin’s poorest counties surrounded by some of the wealthiest counties in the nation. However, high poverty is a relatively recent phenomenon. Until the 1980s, Milwaukee County had poverty rates well below the national average. The increase in poverty was driven in large part by the decrease in manufacturing, which provided good incomes to those with lower educational attainment. The University of Wisconsin- Milwaukee (UWM) plays a key role in addressing this by giving students of all backgrounds the new competencies they need to succeed in today’s global economy.

UWM has maintained both its top-tier research status and its commitment to providing access to one of the most diverse and historically underserved student populations in Wisconsin while facing considerable headwinds. The university holds the Carnegie Classification of Institutions of Higher Education’s *Research 1* (R1) rating (one of just 137 out of 3,298 eligible institutions

nationwide), even as a recent analysis by the Wisconsin Policy Forum found that UWM’s per student state budget funding was 28% below the average of 15 national peer universities. Moreover, consistent with demographic trends of falling birth rates and net out-migration throughout the pre-pandemic Upper Midwest, UWM weathered an enrollment decline of more than six percent between 2013 and 2019. More recently, the net pandemic-related financial loss to UWM has been estimated at five percent of its total annual operating budget.

These challenges have created an imperative to maximize the impact of all available resources. The resulting culture of efficiency that has developed across the institution is evidenced by UWM simultaneously maintaining both its elite R1 research status and Carnegie's designation as one of the nation’s top universities for community engagement, despite a severely constrained funding environment. The latter designation is awarded to colleges and universities that benefit their communities in ways not reflected by national educational data typically used to compile lists of top institutions of higher education. Carnegie describes community engagement as a university partnership with the public and private sectors to, “prepare educated, engaged citizens; strengthen democratic values and civic responsibility; address critical societal issues; and contribute to the public good”. These values align closely with the U.S. Department of Education’s stated goal: “to prepare America’s students with the global competencies necessary to become leaders who are highly competent in world languages, international studies, and the critical thinking skills to fill roles in national security, diplomacy, international business, and education”.

UWM’s Center for International Education (CIE) is uniquely positioned to anchor a K-16 global education effort to address these realities and values. UWM enrolls more Wisconsin students and more Milwaukee Public School students than any other UW institution. Its student population is characterized by first-generation college students, adult and returning students, and

graduates of low-income school districts. Non-white and international students comprise about one-third of UWM’s 19,000 undergraduates– the largest number of any campus in the University of Wisconsin System. Nearly one-third of students can be considered low-income as indicated by their receipt of Federal [Pell Grant](https://www.collegesimply.com/colleges/wisconsin/university-of-wisconsin-milwaukee/students/) Aid. A large segment of UWM’s student population is non- traditional, working to support themselves and their families while attending college.

To serve these students, UWM’s administration, faculty, and staff remain committed to fostering a culture of equity, inclusion, and opportunity. A core value guiding CIE’s work in this regard is the belief that talent is universal, so opportunity must be as well. The Center looks to build on its success and maintain momentum that has been driven in part by previous support provided by the National Resource Centers Program and Foreign Language and Area Studies Program. With a robust and growing network of partners, UWM’s Center for International Education works to ensure that students of all backgrounds have the opportunity to develop unique and diverse global perspectives, equipping them as informed citizens and an important human resource for the state and our nation on the global stage.

1. COMMITMENT TO THE SUBJECT AREA – INTERNATIONAL

An international education must enable students to learn by making direct connections between global and local problems, and between their own experiences and those of people in other parts of the world. UWM boasts a unique environment for global learning. In contrast to institutions where diversity and international offices are working toward separate goals, CIE and the **Division of Diversity, Equity, and Inclusion** (UWM’s diversity office) work in concert to foster transformative cross-cultural learning experiences grounded in the curriculum and student life.

UWM’s **International Studies** Major was the first such program in Wisconsin, founded in 1957, preparing Wisconsin students for advanced studies and careers in international relations,

languages, and cultures. The **Institute of World Affairs (IWA)** was founded in 1960 to provide community outreach; it remains Wisconsin’s only World Affairs Council. The Bachelor of Arts (BA) in **Global Studies (GS)** was established to offer students a clear connection between their academic and career goals. Since 2009, a **Global Studies Minor** has allowed students in any major to include international, language, and globalization studies in their academic plans.

As CIE’s outreach arm, the Institute of World Affairs provides a central point for community partnerships, not only for CIE, but for the entire university. UWM’s commitment to international education access is underscored by its ongoing support for IWA’s K-16 and public outreach activities. IWA’s funding has been maintained despite repeated state budget cuts that have deeply impacted UWM. Two full-time staff and a director create and offer programs that enable off- campus communities and partners to benefit from UWM’s international education resources. IWA’s mission has evolved significantly since its establishment over six decades ago. While programming for the general public remains part of its portfolio, the institute has become central to UWM’s global education outreach to area educators and youth. The institute has become an important strategic partner to both Wisconsin’s Department of Public Instruction and Milwaukee Public Schools. IWA has also worked with UWM’s **School of Education** to provide opportunities for pre-service teachers to develop curricular resources and meaningfully engage in hands-on K- 12 global education experiences before they enter the classroom.

CIE works with Global Studies to ensure that the program is integrally connected to UWM study abroad, partnership development, faculty development, co-curricular and outreach activities. Its position within the university ensures CIE’s engagement with initiatives fostering student access, inclusion, and success. In total, ten CIE staff members are dedicated to coordinating on- campus and overseas academic, research, and outreach programs, including one staff member who

manages UWM's 196 partnerships/linkages (including 52 active undergraduate mobility agreements) with universities in 45 countries. For NRC-related activities, ***UWM provides***

***$2,331,223 annually***; $199,500 for scholarships, $1,300,000 for library resources and personnel, and support for Global Studies and International Studies (salaries, instructional costs) (**Table 1**).

The serious commitment demonstrated by this funding level is better understood in the context of UWM’s overall budget. UWM receives far less state support than Wisconsin’s other doctoral university, UW-

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| **Table 1: UWM Support for Global and International Studies Activities** |
| **Activity** | **Spent** |
| UWM NRC-Related Expenses: |  |
| Academic/Research Programs | $94,141 |
| Outreach (IWA) | $280,083 |
| Study Abroad | $370,699 |
| Business/Personnel/IT Support | $86,800 |
| UG Scholarships/Fellowships | $199,500 |
| Library Resources (est.) | $1,300,000 |
| **TOTAL:** | **$2,331,223** |

Madison, and its extramural funding pales in comparison. UWM’s investment in Global Studies academic, research, and outreach initiatives represents a concerted, sustained effort to build global competency.

Eighteen faculty and staff regularly teach Global Studies core and advanced courses. Many more sit on the Global Studies and International Studies advisory boards or participate in program- sponsored activities, including NRC funded events. One hundred twenty-two faculty and staff participated in the BA degree’s development, alone. UWM lacks the infrastructure provided by multiple area studies centers and institutes at better-funded universities, so Global Studies provides an important, engaging intellectual home for UWM’s internationally focused scholars. UWM Libraries staff work with CIE to ensure that the collections supporting Global Studies are comprehensive. Global Studies faculty identify purchasing priorities, and the staffs work together to ensure that needs are met, whether through the Libraries’ budget or through CIE’s.

Together with Financial Aid, the Division of Diversity, Equity, and Inclusion (DEI), and the **Office of Undergraduate Research (OUR)**, CIE provides ***international studies scholarships*** to about 175 undergraduates each year. This includes $100k in need-based Study Abroad Grants;

merit-based Klotsche Scholarships to Global Studies and International Studies majors in the amount of $4,000 on average, and the Ian Elliot Memorial Scholarship in the amount of $2,000. Both the Klotsche and the Elliot awards are typically split among two or three students per year. Scholarships are critically important to UWM students. The opportunity presented by FLAS Fellowships to forego working while focusing on languages and international coursework, at UWM and abroad, is an investment in students’ futures and in national global competence.

1. QUALITY OF THE CENTER’S LANGUAGE INSTRUCTIONAL PROGRAM

UWM offers Wisconsin students and residents ***exceptional language study opportunities***. The number of programs, the number offered through advanced levels, the opportunities to major in less commonly taught languages (LCTLs), and the diverse language course array is second in Wisconsin only to UW-Madison, which has highly selective admission policies. UWM’s open admissions ensure that all high school graduates wishing to study languages may do so, as degree- seeking or non-degree students.

UWM’s language requirements mandate that all undergraduates complete at least two semesters. **College of Letters and Science (L&S)** students need four semesters. The Global Studies BA requires six semesters of language study.

Languages are taught with a focus on proficiency in the four basic skills (reading, writing, speaking, and listening) and on increasing awareness and understanding of culture. Language programs target their performance expectations for each semester of instruction to the American Council of the Teaching of Foreign Languages (ACTFL) scale (**Table 2**).

UWM offers several ACTFL level IV languages including Arabic, Chinese, Japanese, Korean, and other languages not on the

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| **Table 2: Language Program Performance Expectations** |
| **Level** | **Learning outcome (Listening, Speaking, Reading, Writing)** | **Assessment methods (examples)** |
| Sem. 1 | Novice Mid | interview, exam, essay, video project, skit presentation, speech project |
| Sem. 2 | Novice High |
| Sem. 3 | Intermediate Low |
| Sem. 4 | Intermediate Mid |  |
| Sem. 5 | Intermediate High | portfolio, writing journal, exam, essay/rewrite, video project, presentation |
| Sem. 6 | Intermediate High |
| Sem. 7 | Adv. Low (LS); Inter. High (RW) |
| Sem. 8 | Advanced Low\* |  |
| \* *Japanese expects Adv. Low (LS); Inter. High (RW) in Sem. 8* |

U.S. Department of State list (Hmong, Ojibwe, and Potawatomi) (**Table 3**). Russian is considered a level III language and would progress quickly, but at UWM there are fewer contact hours for second-, third-, and fourth- year language classes for these languages so the progress is at approximately the same rate.

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| **Table 3: Language Program Performance Expectations for Level IV languages (Arabic, Chinese, Japanese, and Korean)** |
| **Level** | **Learning outcomes (Listening, Speaking, Reading, Writing)** | **Assessment methods (examples)** |
| Sem. 1 | Novice Mid | interview, exam, essay, video project, skit presentation, speech project |
| Sem. 2 | Novice Mid |
| Sem. 3 | Novice High |
| Sem. 4 | Intermediate Low |
| Sem. 5 | Intermediate Low | portfolio, writing journal, exam, essay/rewrite, video project, presentation |
| Sem. 6 | Intermediate Mid |
| Sem. 7 | Intermediate Mid |
| Sem. 8 | Intermediate High |
| Level III languages (Russian and Polish) progress more quickly but have fewer contact hours in 2nd 3rd and 4th year language classes. |

Cooperative, inductive, active learning is encouraged through group and pair activities in which students “discover” rather than “memorize” vocabulary, grammar, and information about target cultures. Language input derives

primarily from authentic sources in a variety of media, and language production is facilitated by creating real-life situations requiring students to negotiate meaning. Productive and receptive skills are evaluated in each course through proficiency-oriented achievement testing.

Language courses are taught or overseen by 18.5 faculty and 36 lecturers (**Table 4**) in **Foreign Languages & Literatures (FLL)**; **French, Italian & Comparative Literature (FICL)**; **Spanish & Portuguese**; and **Linguistics**. Class enrollments are capped, and new sections are opened to meet student demand. Faculty and staff in Arabic, Chinese, French, German, Korean, Japanese,

Russian, Portuguese, and Spanish either studied second language acquisition or linguistics or have training in performance-based assessment methodologies. ***Professional development travel*** will strengthen LCTL faculty’s use of current pedagogies and assessment methods. In addition, ***new courses in intermediate and advanced LCTLs and languages*** across the curriculum will help students attain higher levels of language proficiency.

Graduate programs in **Foreign Languages & Literature (FLL)**, **Linguistics**, and **Translation** ensure a supply of native speakers who support undergraduate instruction while completing advanced studies in language acquisition. New TAs enroll in a course on ***performance- based instruction*** as well as a seminar on second language acquisition and lessons for pedagogy. Of the 18 languages UWM offers, seven provide a ***full eight semesters of sequenced language acquisition,*** as well as ***advanced literature and culture courses.*** Fifteen may be studied through

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| **Table 4: UWM Language Programs: 2021-2022 Enrollments****# Semesters Offered; # Faculty/Lecturers/TAs; Major/Minor/Certificate offered** |
| **Language** | **sem** | **fac** | **lec** | **TA** | **M/m/c** | **Enroll** |
| **Indigenous Languages of Wisconsin** | 4+ | 1 | 1 | 0 | c | 50 |
| **Arabic** | 6 | 0 | 2 | 1 | m/c | 117 |
| **Chinese** | 8 | 0 | 3 | 0 | M/m/c | 223 |
| **French** | 8+ | 4 | 3 | 4 | M/m/c | 468 |
| **Gaelic** | 4+ | 0 | 1 | 0 | c | 63 |
| **German** | 8+ | 2.5 | 5.5 | 2 | M/m/c | 545 |
| **Greek** | 4 | 3 | 2 | 0 | M/m/c | 53 |
| **Hebrew** | 4+ | 1 | 2.5 | 0 | M/m | 72 |
| **Hmong** | 2+ | 0 | 1 | 0 | c | 13 |
| **Italian** | 8+ | 2 | 5 | 0 | M/m | 372 |
| **Japanese** | 8+ | 1 | 6 | 0 | M/m/c | 418 |
| **Korean** | 4 | 1 | 1 | 0 | c | 132 |
| **Latin** | 4 | 3 | 2 | 0 | M/m/c | 53 |
| **Portuguese** | 4+ | 0 | 1 | 0 | m | 138 |
| **Russian** | 8+ | 1 | 2 | 1 | M/m/c | 98 |
| **Spanish** | 8+ | 6 | 11 | 13 | MA/M2 m/c | 1808 |
| **TOTAL** |  |  |  |  |  | **4,623** |
| + = additional semesters as independent study or study abroad M = Major; m = minor; c = part of area studies certificate |

the advanced level via study abroad programs initiated, monitored, and evaluated by the faculty as part of their programs’ curricula, such as those

established under

partnerships with AMIDEAST and the Mandarin Training

Center. Language study and acquisition is further supported by a wide array of Linguistics and Translation courses. These offerings, shown in **Table 4**, meet the needs of most UWM undergraduates and include ***vital and growing LCTL programs***, such as Arabic, Chinese, Japanese, Ojibwemowin, Portuguese, and Russian.

Arabic illustrates UWM’s approach to building language programs, more than doubling in size and course offerings since a new faculty member was hired in 2006 with CIE seed money. With other Middle East/North African Studies faculty, he developed an integrated curriculum, co- curriculum, and study abroad program, supported through teacher training programs and K-12 outreach. UWM Arabic enrollments now rival other leading Midwest programs.

Recurring state budget cuts and pressure to maximize enrollments have limited UWM’s ability to offer on-campus courses taught in languages outside of the language departments. Instead, language faculty offer ***advanced language courses on a range of interdisciplinary subjects***, such as *Chinese 441: Business Chinese* and *Portuguese 360: Brazilian Culture.* French, Italian, and Spanish offer courses on food and culture. French, Italian, and Portuguese offer *Intensive Weekend Immersion* courses focusing on contemporary issues. Chinese, French, German, Japanese, Russian, and Spanish offer language courses for professional use, including a two-semester sequence of *Spanish for Health Professionals*. These explore overseas workplace practices and contribute to UW-Milwaukee's Minors in Business French, Spanish, and German.

Many opportunities for students to ***apply their languages to non-language learning*** are offered through UWM’s overseas curriculum. Winter and summer programs enable undergraduates to study non-language subjects in a foreign language. Opportunities like the *Costa Rica: Language & Culture Immersion* program in **Social Work** and **Social Welfare** and the *Japan Bunraku: Traditional Puppetry Workshop* are examples of education abroad programs at UWM

incorporating subject-matter learning into programs in which English is not the language of instruction.

The **Language Resource Center (LRC)** facilitates the creation and use of performance-based instruction materials. Under the direction of second language acquisition and instructional technology specialist Dr. Mingyu Sun, the LRC provides ***workshops on K-16 language teaching and assessment methods*** for Wisconsin K-12 and postsecondary language teachers. The LRC provides a training program on teaching language with technology that encompasses workshops, course material and curriculum development, and conference presentations. This ensures that language teaching staff have been exposed to current language pedagogy training appropriate for performance-based teaching. The LRC is home to seven ***specialized language labs*** supporting gaming, ESL testing, video production, audio recording, distance learning, active learning, and faculty development, one general lab equipped with a Smart Board, and five Smart Language Classrooms. The LRC creates learning activities and assessment tools for classroom use, provides a wealth of resources for student practice, and produces supplemental materials that expand on texts, such as ***digital audio and video materials***. Undergraduate students play a vital role in the LRC’s development of digital instructional resources. Supervised by language faculty, students have undertaken language research and development projects yielding, for example, digital resources on Dialectical Variation in the Arab World, an Online Hebrew Vocabulary Pronunciation Tutorial, an Interactive Multimedia Spanish Exercise Bank, and research on Expanding L2 Knowledge and Increasing Accuracy through Japanese Collocations and E-learning Strategies for Vocabulary and Grammar Acquisition. LRC-produced materials are housed on language-specific websites, readily available to students, and integrated into the language

programs’ curricula. With NRC support, the LRC and its ***student workers*** will expand ***dedicated undergraduate research and supplies to create materials***.

1. QUALITY OF THE CENTER’S NON-LANGUAGE INSTRUCTIONAL PROGRAM

The University of Wisconsin-Milwaukee offers internationally focused, degree-relevant, on- campus and overseas courses in each of its schools and colleges, and unique interdisciplinary courses that anchor the Global Studies curriculum and connect faculty across campus. Many courses are offered online or in the evening to accommodate non-traditional students.

The **Course List** reflects the ***diversity and depth of international studies teaching,*** with 503 unique, non-language courses offered by faculty, staff, and TAs in 55 disciplines between 2020/21 and 2021/22. Together, language courses and non-languages courses span 75 disciplines. Courses that support globalization/international studies are shaded blue. Courses that are core to the Global Studies program are starred. Descriptions are provided for all courses to illustrate the richness of the international content provided in each course. Approximately half are fully focused on international themes, and another quarter have a primary (50% or greater) international focus.

Within Letters & Science, transnational themes of *migration, culture, and diaspora; global economy; international organization; language and intercultural communication; media and society; power and identity; and cultural diversity* are most evident in offerings in **African and African Diaspora Studies**, **Anthropology**, **Communication**, **Comparative Literature**, **Economics**, **Geography**, **Global Studies**, **History**, **Journalism**, **Political Science**, **Sociology**, and **Women’s and Gender Studies**. Transnational themes are also prevalent in courses offered by UWM’s ***professional schools****.* **Architecture** examines the contemporary and historical influences of culture, population shifts, and natural resources on built environments. It maintains active overseas study sites that ensure virtually all majors complete a studio course abroad.

**Information Studies** courses address issues of access, property, local context, and resource disparities in a world marked by a global information divide. **Business** teaches about globalization across its curriculum, as the business world’s context and management strategies respond to the realities of the global marketplace. The **School of Education (SOE)** offers a Global Educator Certificate for undergraduate and graduate pre-service teachers, an outcome of prior NRC funding. Each of these schools co-sponsors the **Global Studies (GS)** degree, through which its students also enroll in international courses offered by GS and in L&S departments. Cross-campus collaboration coordinated by the **College of Nursing** has yielded courses and programs in health- related fields, including a Global Health Certificate and **Master of Sustainable Peacebuilding (MSP)** program. Every year since its development, GS students have been accepted into the MSP program. With past NRC support, UWM has built on this momentum with a Global Studies/Global Health track and strengthened campus and overseas offerings in Health and Education. Students in the Global Health track now have access to courses and mini-courses in water studies, including water and health-related issues. Global Studies will continue to build curricular pathways fostering

matriculation into related professional Masters’ programs.

UWM’s **Global Studies (GS)** and **International Studies (IS)** majors are two strong interdisciplinary programs that provide a focused undergraduate global curriculum*.* These programs are served by approximately 50 faculty and lecturers that currently ***teach and conduct research on international topics*** in a wide range of non-language disciplines, including in “Areas of National Need” with world region specialties in Africa, Central/Inner Asia, East Asia, the Middle East, South Asia, Russia/East Europe and the Western Hemisphere. These scholars are supported by the **Center for Excellence in Teaching and Learning (CETL)**. CETL works with faculty to develop and implement assessment plans and provide instructor training, with programs

on the scholarship of teaching and learning. UWM’s award-winning CETL offers further training to ensure optimal use of instructional technologies and best practices in online teaching.

The Global Studies program currently offers five tracks: Global Communications, Global Health, Global Management, Global Security, and Global Sustainability. Through its interdisciplinary “Global” curricular area code, GS offers ***lower-level courses*** covering theories and concepts of globalization and ***specialized upper division courses*** relating to the themes of its tracks. Located on the first three pages of the Course List, these courses were developed by teams of faculty to incorporate perspectives from across disciplines. The Global Studies tracks draw upon the expertise of international scholars from across campus. Like the rest of the UW system, Global Studies has weathered shrinking economic resources and the special challenges presented by the global pandemic. In 2018, GS was incorporated into the College of Letters and Science. In further efforts to support the program and involve more international faculty, Global Studies recently merged with the interdisciplinary department of **French, Italian and Comparative Literature (FICL)**. The resulting new unit will be called the **Department of Global Studies**. This gives the GS program a departmental base for the first time in its history, thereby increasing the base of committed faculty and staff. Global Studies plans to keep the well-enrolling tracks focused on Communications, Health, and Management, and to merge the Security and Sustainability tracks into one. Tracks will be added in Italian Studies, French and Francophone Studies, Global Cultures and Literatures, as well as a new track focused on the Middle East and Mediterranean region.

The International Studies program is an established program within Letters and Science, drawing heavily upon departmental course offerings. Like Global Studies, IS prepares students for international careers in government, business, non-profits, and education. Both IS and GS degrees

culminate in a Senior Seminar that features transnational topics to serve students’ need for a clear understanding of pathways to international careers.

NRC funds will support a new ***interdisciplinary Middle East & Mediterranean (Mid East/Med) track*** of Global Studies that will provide students with specialized learning opportunities about a region designated as an “Area of National Need”. The track will include content about the adjacent Mediterranean region, taking advantage of additional faculty strengths, and with which the MENA region has important cultural, linguistic, and economic links. NRC funds will be used to support faculty developing new courses on the region from a wide array of disciplinary perspectives, including **Architecture**, **Art History**, **Foreign Languages and Literatures**, **Global Studies**, **Hebrew Studies**, **History**, **Jewish Studies**, **Linguistics** and **Freshwater Science**. Milwaukee area schools are also interested in K-12 teachers with training in the Middle East and surrounding regions. This track will provide pre-service and current teachers with a strong foundational knowledge about the region. Global Studies will work with the **School of Education’s Department of Teaching and Learning** which intends to adopt these new courses as part of the requirements for ***teacher certification in Arabic and Portuguese*** that is being developed with the Department of Public Instruction. ***Library acquisitions*** will support newly developed courses in these areas and language fields.

The Mid East/ Med track will incorporate both historic and contemporary perspectives to give students a broad understanding of the complex and longstanding cultural, political, and commercial linkages between countries in the region. The track will draw upon existing UWM faculty experts in contemporary culture and language as well as scholars focusing on cultures, politics and arts of the ancient and medieval periods. Caroline Seymour-Jorn's research focuses on women’s and youth commentary on social and political issues in Egypt, Jordan, and Lebanon.

Hamid Ouali’s research focuses on Arabic and Berber Linguistics. Jocelyn Boor teaches Egyptian and ancient Near Eastern archaeology and art courses as well as Egyptian civilization and mythology courses. Derek Counts researches and teaches ancient Mediterranean archaeology and theorizes understandings of ancient ‘globalization.’ Richard Leson’s research and teaching focuses on art and architecture including that of Byzantium and Islamic Spain. Students in this track will be able to fulfill their language requirement by studying Arabic, Hebrew, Portuguese, or Spanish. The Global Studies program focuses on issues of equity, social justice, and sustainability at the local and global levels as it educates first-generation, low-income and minority Wisconsin and regional students. The program actively provides modest financial support through scholarships

and advising for students who are pursuing international careers and studying foreign languages. Career development remains a focal point of the Global Studies degree program with a credit-

bearing internship requirement for graduation. The internship can be completed domestically or internationally and is a crucial component of the program for obtaining international experience. NRC funds will support international education equity by supporting pathways to make GS internships more beneficial and accessible to lower-income students. Students prepare for their internships through one on one advising and when offered, an optional careers course, *Introduction to International Careers*, open to all majors. All students in the GS program complete *Global 488/9,* the *International Internship* course online while completing their internship from anywhere in the world. Following the internship, students prepare a comprehensive portfolio assignment.

Workforce development initiatives are becoming ever more important. Higher education must seek to support these initiatives by providing students with more opportunities to build skills and gain practical job experience. Often the biggest barrier to completing an international internship for UWM students is finding one. Relationship building with vendors, businesses and other

organizations are essential to meet this need. With the use of NRC funds in the previous cycle, and despite the pandemic, Global Studies staff have conducted site visits to five countries (Costa Rica, Ecuador, Ghana, Italy, and Japan). The relationships built with these site visits are already helping students find internships more quickly. As soon as COVID travel restrictions ease, site visits are planned to Morocco, Portugal, Spain and Brazil.

Despite the challenges of the Covid-19 pandemic, Global Studies students have persevered, adapting to change, employing a high tolerance for ambiguity, taking responsibility, and being flexible, all qualities necessary to be successful in the 21st century workplace. Last year during the pandemic, 18 students moved forward with internships, embracing the circumstances as another learning opportunity. Students have connected with and completed successful internships as a direct outcome of NRC funding both in person and virtually in Ghana, Ecuador, and Japan. As a result of NRC-supported internship site development in Ghana, a partnership is being developed with the Ghana Library Authority. This partnership will connect GS interns with a youth engagement and leadership project headquartered in Accra. The Library Authority has asked for UWM's assistance in bringing GS interns into the project, including a virtual format.

These kinds of virtual internship opportunities have allowed students to complete their degrees on their pre-pandemic timelines while gaining valuable work and digital skills. For example, with Department of Education permission, CIE redirected some site development funds to Evolve Abroad, a small, woman-led company in South Africa. This internship provider successfully placed five students into virtual internships in South Africa and other countries. Global Studies plans to use years one and two of the grant to ***develop more virtual internship opportunities***. In the post-pandemic era, the virtual space will remain part of the workplace. Providing opportunities for students to learn new platforms, etiquette, and ways of digital communication is crucial.

However, there are unique networking, relationship building, cultural, and linguistic learning benefits that come from in-person internships. As pandemic restrictions ease, Global Studies plans to continue limited ***international internship site scouting***. Students remain eager for in-person experiences. It will be important to be ready with more internship site options, specifically in locations with peoples that speak languages taught at UWM, including Less Commonly Taught and Critical Need languages. Potential countries include Morocco (Arabic and French), Taiwan and Republic of China (Chinese), Korea (Korean), Russia (Russian), Israel (Hebrew), Germany (German), and locations in Francophone Africa (French).

NRC funds will also support a ***Global Studies Research Fellows program*** to reduce the teaching responsibilities of one faculty member by one course per year. The fellowships will be available to faculty from across campus to conduct research on topics related to social justice, equity, sustainability, and globalization to be applied to a multidisciplinary Global Studies course. The Fellows program will meet a need for more global course content informed by these issues. This initiative is inspired in part by a successful GS/CIE collaboration funded by the Department of State Increase and Diversify Education Abroad (IDEAS) program to establish a cohort of African American faculty to develop a course entitled *Global Studies 391: Black Lives Matter, A Comparative Global Study* that is being offered this spring 2022.

As a result of the merger of the GS program with FICL, a new group of international, interdisciplinary scholars is available to teach for Global Studies. NRC funding will provide ***course development awards*** for instructional materials, teaching assistants, and other curricular support as these faculty develop and adapt courses made possible by this merger.

Global Studies will partner with the LRC, Study Abroad staff, and the Title VI funded **UWM Center for Latin American and Caribbean Studies (CLACS),** to create a ***new student-led***

***podcast on international careers called “Panther Planet,”*** (a panther is the UWM mascot). The podcast will feature academic opportunities at UWM, world language study, internships, study abroad, graduate opportunities, international programming, and post-graduate careers including those in government service. Global Studies will also promote UWM’s new status as a Peace Corps Prep institution through the podcast, further encouraging a more diverse student body to engage in global learning and career development. UWM is only the third university in Wisconsin to achieve Peace Corps Prep status and the only one in an urban setting.

A new ***Global Career Bootcamp*** will be offered both in person and virtually by GS staff in cooperation with CLACS and the **Department of African and African Diaspora Studies (AADS)**. The bootcamp is designed to help a diverse group of students interested in globally focused careers to prepare resumes, cover letters, and talking points to highlight their cross-cultural and linguistic skills. Sessions will also include mock interviews and guest speakers, such as the State Department’s Diplomat in Residence-Midwest, the upper-Midwest Peace Corps recruiter, local leaders and notable alumni with global careers.

1. QUALITY OF CURRICULUM DESIGN

CIE plays a critical role in connecting study abroad, globally focused academic programs, and outreach initiatives. A recent example of collaboration between Global Studies and Study Abroad staff resulted in the *Global Studies 391: Black Lives Matter*, *A Comparative Global Study* course being paired with a study abroad course in Bristol, England. With five tracks in which students focus their studies **(Table 5)**, the BA in Global Studies offers a blend of ***academic and experiential training*** that has proven deeply relevant to UWM students’ learning and career goals. Conferred by **Letters & Science**, **Business**, **Information Studies**, and the **Zilber School of Public Health**,

the BA combines the strengths of liberal arts and professional studies with opportunities to develop competencies for understanding global trends, processes, and impacts.

When the BA was developed, many were skeptical that GS could require extensive language study, overseas study, and internships and still attract students from UWM’s student population.

The degree’s success has proved this not to be the case.

The Global Studies program has 78 majors and 38 minors. All GS students complete ***core requirements*** outlined in **Table 6**. Majors undertake coursework exploring various

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| **Table 5: BA in Global Studies** |
| **Track and Upper Division Core Course Emphases:** |
| **Global Communications:** explores relevance of language and culture in understanding innovations in andapplications of IT, technology’s impact in today’s world, and technical competencies relevant to various careers |
| **Global Health:** explores intersections between science, public policy, and practice in understanding challenges of poverty, disease prevention, and healthcare delivery systems |
| **Global Management:** focuses on globalization’s impact on business contexts and practices, implications forprivate and public sectors, globalization’s role in economic development |
| **Global Security:** examines conditions shaping political, economic, environmental, and human security; explores health, environment, human rights, peace building, social movements, migration, race, gender, ethnicity |
| **Global Sustainability:** with a basis in international conservation and environmental studies, explores theintersections between science, management, and policy in systems approaches to sustainable development |

dimensions of globalization, six semesters of language, and two of three options to complete their ***international experience***

***requirement***. Option one is 3-9 credits of study abroad, Option two is 1-6 credits of international internship,

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| **Table 6: Curriculum Overview** |
| **Core Requirements** | **Cr** |
| Lower Division Core Courses: |  |
| Global 101: People & Politics | 3 |
| Global 201: Economics & the Environment | 3 |
| Global 202: Globalization & Technology | 3 |
| World Regions Course | 3 |
| Upper Division Core Courses: special for each track | 6 |
| Professional Studies Courses | vary bytrack |
| Language Courses (6 semesters) | varies |
| Study Abroad – 1 semester OR International Internship (160 hours) | 1-9 |
| Domestic Internship (if International Internship not completed)– 160 hours, acad. supervision | 3 |
| Integrated Capstone Seminar | 3 |

Option three is 1-6 credits of a domestic internship with a global organization of clear international focus. The international experience is particularly important as it enables students to develop intellectual competencies and a knowledge base that serves as a strong foundation

for graduate studies or entry-level jobs in the student’s chosen field. The GS minor is flexible enough to encourage students from any major to engage in international learning, including students from fields where curricula are heavily proscribed. It requires six credits of lower-level global core courses, four semesters of a global language and three credits of an international study abroad or internship experience.

While completing professional studies for their tracks, students take three courses on globalization and its impact on society and government, economics and the environment, and technology. Majors then take three advanced interdisciplinary courses within their tracks, noted in the **Course List**. Graduates have generally met standard prerequisites for admission to graduate programs in their track’s related field. Each core “Global” course was designed with specific cross-disciplinary learning goals and integrated assessment strategies to which faculty align and teach their syllabi, using their own approaches and subject expertise. This commitment to learning outcomes assessment is an essential feature of the degree, addressed in **Section C**.

Global Studies majors are actively pursuing the study of Less Commonly Taught Languages, with 47% currently studying Arabic, Chinese, Hebrew, Japanese, Korean, Polish, Portuguese, or Russian. Nearly 25% of Global Studies students are simultaneously completing a double major or a minor in a world language. A semester of study abroad or internship abroad helps these students attain higher proficiency levels in their second languages than might have been the case if they had stayed in Milwaukee.

Global Studies’ mandatory international study and/or internship requirements are essential academic experiences contributing to attainment of the degree’s cross-cultural competency goals and are high impact practices proven to promote student retention. Students typically

complete the semester abroad or internship in a country in which the language they have studied is spoken. The internship requires 160 work hours in a field related to the student’s track. Students plan their internships with GS Assistant Director Christine Wolf, identifying their own learning goals and placements, which they secure on their own. While abroad, they enroll in a three-credit online internship course through which they share their experiences and complete self-reflective assignments assessing their experiences against their goals. **Table 7** provides examples of recent students’ internships.

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| **Table 7: Global Studies Internships – examples** |
| **Track** | **Employer** | **Project** |
| Communications | Kay Group Tokyo, Japan<https://kaygroup-asia.com/> | Communication track intern conducted research, gathered data and prepared reports on a variety of topics for a consulting, coaching firm in both English and Japanese. 2021 |
| Management | Saha Global Tamale, Ghana<https://sahaglobal.org/> | Management track intern working with women in rural villages in northern Ghana on developing clean water systems for their communities through training,microlending, and business development. 2019 |
| Security | Permanent Mission of the Republic of Somalia to the UNNew York, NY | Security track intern worked closely with mission staff to research and prepare a variety of reports and infographics on topics ranging from female genital mutilation to the Security Council Report. 2021 |
| Sustainability | Engineers Without Boarders (UWM Chapter)Guatemala | Sustainability track intern collecting data and conducting interviews in rural Guatemala with community members about their access to water. 2019 |
| Health | Action Change London, England<https://actionchange.org/> | Health track intern worked remotely on a global health project through a South African based organization. Evaluated four international organizations working to tackle global health issues and accomplish sustainable development goals for projected partnerships. 2021 |

For most Global Studies students, studying abroad is their first overseas experience, and a life changing one. Samantha Erwin is a 2019 graduate of the security track of the Global Studies program, and also completed four years of Mandarin Chinese during her program. She studied and interned abroad in Shanghai, China and was hired after graduation as a bi-lingual administrative assistant and project manager for the Taiwanese company FoxConn. She says “I specifically chose the Global Studies program because I wanted a diverse range of

education…the program taught me that you learn best when you are out of your comfort zone. This program pushes in all the right ways and is something I would easily do again.”

The **International Studies (IS)** program has 74 student majors and 15 minors. IS majors can choose between three tracks: International Politics and World Affairs, International Economics and Development, and World Languages and Cultures. The IS major continues to be very popular, with steady enrollments. **Table 8** provides an overview of IS and the ***area studies certificate programs*** CIE supports. Other UWM departments offer additional internationally focused majors, minors, and certificates, including area studies programs that provide opportunities for students to achieve greater depth of regional expertise.

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| **Table 8: Other CIE-Supported Undergraduate Academic Programs** |
| **Program** | **Tracks/Emphases** | **Requirements** |
| International Studies Major and Minor | Int’l Politics & World Affairs Int’l Economics & DevelopmentWorld Languages & Cultures | Min. 14 cr. Language; micro-, macro- economics; political science; history; geography; statistics/data analysis; 36 cr. in track courses; IS Senior Seminar |
| Asian StudiesCertificate | General Asian StudiesAsian Studies/Language Focus | Min. 12 cr. Language; core course; 15cr. electives |
| French & Francophone Studies Certificate | French and Francophone history, politics, culture | Min. 9 cr. Advanced Language; 3 cr. humanities; 6 cr. social sciences; 6 cr.Europe-centered courses; 6cr. non-Europe Francophone courses |
| Middle East & N. African StudiesCertificate | MENA languages, history, culture | Min. 8 cr. Language; Islamic civilization; 12 cr. electives |
| Russian & EastEuropean Studies Certificate | General REES REES/Language Focus | Min. 4 sem. Language; 9 or 19 cr. REES electives |

***Academic and career advising*** is an essential piece of these programs and student success. The programs’ advisory committees and faculty coordinators are aided by both a Director and Assistant Director of Global and International Studies. In addition, the College of Letters & Science advising center guides students to the programs that best meet their needs, explains requirements, and assists with course selection. The directors and advisors share academic, co- curricular, and funding opportunities via listservs, Facebook, Instagram, and LinkedIn, help students apply for study abroad and scholarships, develop resumes and cover letters for

internships, and coordinate visits and talks related to graduate studies for which the faculty are the primary advisors. Career programming is essential because many UWM students have no prior experience with international career paths. The Assistant Director is also the UWM Peace Corps Prep coordinator and will offer an international internship course, co-direct international careers bootcamps, and coordinate a *Careers Across the Map* speaker series.

CIE supports the development and operation of a diverse portfolio of ***study abroad program*s**, engaging with students and faculty campus wide, as well as with study abroad and exchange partners across the world. On average, CIE supports 65 semester-long and 50 short-term study abroad programs in 35 countries serving 550 students annually: including bilateral exchange programs, faculty-led programs, and study abroad program provider programs. Many programs offer opportunities to engage in credit-bearing international internships as well as virtual experiences (coursework and internships). The expansion of virtual international opportunities due to the pandemic has increased access for students who are not able to travel.

A team of six CIE staff members supports students throughout the study abroad process -- including site selection, pre-departure advising and orientation, registration, financial management and fee posting, support while abroad, health and safety monitoring, emergency response and support, post-program support, and transcript processing and credit transfer. The team also provides scholarship advising and administration. In collaboration with Financial Aid, CIE helps administer the Wisconsin Study Abroad Grant, a need-based scholarship of approximately

$100,000 annually awarded to Wisconsin-resident students on both long- and short-term programs. CIE staff also provide advising and support for students applying for national scholarship programs such as the Benjamin A. Gilman Scholarships for Pell Grant recipients, NSEP Boren Awards for studies in critical world areas, and the Fulbright Program for U.S. Students. Cost is a significant

concern for UWM students. Students are able to apply their financial aid toward study abroad. CIE develops cost sheets detailing the total cost of program participation so students may maximize their aid. UWM does not charge additional tuition for programs with comprehensive fees and offers many low-cost tuition-based exchange programs.

CIE’s study abroad team continues to be committed to making study abroad accessible to all students, by being intentional with their outreach, programming, advising, and support. As mentioned earlier, CIE worked collaboratively with Global Studies to secure IDEAS Grant funding for capacity building in study abroad. Through this initiative, the Center can support utilization of study abroad as a social justice tool, by offering the *Black Lives Matter: A Global Comparative Study* course (Spring 2022) and subsequent faculty-led study abroad programs (January 2023). The goal is to increase participation from students and faculty of color. This initiative ties directly into values and goals set by UWM and CIE to expand support beyond the initial grant period.

1. QUALITY OF STAFF RESOURCES

CIE is headed by Vice Provost Devarajan (Dev) Venugopalan, who will serve as Co-principal investigator for the NRC/FLAS project. Dr. Margaret Noodin will serve with Vice Provost Venugopalan as the grant’s second Co-PI. Dr. Noodin is the Associate Dean of Humanities in the College of Letters & Science. Both are experienced in program planning and review, and curriculum development. Dr. Venugopalan oversees UWM’s faculty development activities through the Center for Excellence in Teaching and Learning (CETL) and is deeply involved in developing, planning, and administering CIE’s academic, research, and outreach programs. With direct reporting line to the Provost, his responsibilities give CIE regular access to deans, department chairs, and faculty. Together, Dr. Venugopalan and Dr. Noodin can ensure visibility

for international programs, including Global Studies, International Studies, and the language departments, and the ability to engage faculty, administrators, and students across UWM.

The Center for International Education is supported by staff who coordinate the Center’s diverse programs. Those central to NRC/FLAS activities include Kailan Brown, the Academic Programs Specialist in CIE, who assists in the programming and management of grant-funded activities that support UWM internationalization initiatives and academic programs. Doug Savage, Director of IWA, is a founding member of the statewide council that developed Wisconsin’s Global Scholars program for high school students. His collaboration with the State Department of Public Instruction informs CIE’s K-12 outreach efforts. Nicole Palasz and Victoria Ibiwoye make up IWA’s outreach team. Together, Ms. Palasz and Ms. Ibiwoye work with SOE and GS to develop global education outreach programs for K-12 educators, K-16 students, and the broader Milwaukee community. Sharon Gosz, Director of Study Abroad, oversees all UWM education abroad efforts, from faculty development through implementation. More information about the staff supporting NRC activities is contained in the CVs.

***Professional development opportunities*** provide important support for international studies efforts. By administering the NRC funds, CIE supports faculty and staff conference travel and skills courses; released time to participate in overseas seminars; and ability to engage in campus or professional association service activities. CIE helps faculty develop grant proposals, plan and staff their conferences, and provides opportunities to conduct, present and publish their research. Funds are awarded by faculty committees using peer review.

While CIE faculty and staff will play important roles in coordinating Title VI efforts, all proposed activities address priorities that the Center shares with its campus and community

partners. Several other faculty and staff from various UWM schools, colleges, the Libraries, and the diversity office will play lead roles for NRC-supported projects, as cited in **Table 9**.

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| **Table 9: NRC Project Leaders** |
| **NRC Project Leaders** | **Projects** |
| Dr. Dev Venugopalan, Vice Provost | CIE |
| Dr. Margaret Noodin, Associate Dean, College of Letters and Science | International Education |
| Dr. Chia Vang, Vice Chancellor, Division of Diversity, Equity, and Inclusion | Global/Diversity |
| Dr. Anne Dressel, Director, Center for Global Health Equity, College of Nursing | Global Health |
| Dr. Mingyu Sun, Director, Language Resource Center, College of Letters & Science | Language Development |
| Dr. Caroline Seymour-Jorn, Director of Global Studies and Int’l Studies | Global/ Int’l Studies |
| Ms. Christine Wolf, Assistant Director of Global Studies and Int’l Studies | Global/ Int’l Studies |
| Dr. Tatiana Joseph, Assistant Professor, Teaching and Learning, School of Education | Teacher Education, ESL |
| Mr. Doug Savage, Director, Institute of World Affairs, CIE | Outreach, CIE |
| Ms. Nicole Palasz, Program Manager, Institute of World Affairs, CIE | K-16 Outreach, CIE |
| Ms. Marcy Bidney, Curator, American Geographical Society Library, UWM Libraries | AGSL, K-12Outreach |
| Ms. Sharon Gosz, Director of Study Abroad, CIE | Study Abroad |
| Dr. Marlo Reeves, Senior Evaluation/Research Associate, Office of Socially Responsible Evaluation in Education | Program Evaluation |

In keeping with UWM’s strong tradition of shared governance, UWM faculty and staff comprise the oversight committees that are integrally involved in guiding CIE’s work, from executive committees for each academic program, to ad hoc planning groups that provide guidance and assistance for curricular and outreach projects. The Global Studies Advisory Committee has 12 members representing 11 different departments and colleges, and includes faculty from the languages, humanities, social sciences, sciences, and professional fields.

UWM’s ongoing funding challenges have made collaborative approaches essential to how it operates. CIE coordinates its efforts with myriad offices and committees that represent campus interests. The Language Resource Center and the **Foreign Languages Advisory Group (FLAG)** of language faculty/staff are chief stakeholders in the activities designed to strengthen K-16 language instruction. The **Division of Diversity, Equity, and Inclusion** is a central and important partner in efforts to strengthen cross-cultural dialogue and student learning about global diversity

issues and will continue to guide efforts to engage more underrepresented students in global learning. The **Center for Global Health Equity** plays a key role in strengthening Global Health offerings.

UWM uses ***non-discriminatory recruitment and selection practices*** designed to ensure objective evaluation and equitable treatment of candidates for employment. Applications are evaluated against a rubric. CIE actively seeks to increase diversity among its staff and Global Studies faculty applicant pools. Strategies include using national and international job registries; diversity employment listservs; journal ads; and vacancy announcements sent to newsletters and professional organizations geared to women and minorities and to HBCU and HSI international departments. Efforts include offers with competitive salaries, course load reductions, moving expenses, and support for research. Core faculty and staff associated with the Global Studies program come from a variety of backgrounds and demonstrate this commitment to diversity.

1. STRENGTH OF LIBRARY

UWM library holds a plethora of resources more than sufficient to support undergraduate international studies teaching and research. As part of the UW System, students have ***access to one of the nation’s largest library collections***, with over 5.5 million printed volumes, almost 50,000 physical serial titles and more than 150,000 electronic titles.

Materials relevant to international studies exceed one million items in English and other languages, and include ***print, electronic, and streaming media***. Strengths include collections in diplomacy and foreign affairs, international organization, economics, development studies, and social and cultural change, as well as those focusing on Europe, Latin America, and Asia.

***International Digital Collections*** include over 140,000 photographic images, maps, and books drawn from the American Geographical Society Library, the Archives, and Special Collections.

Over 50 bibliographic databases support Global Studies, with materials covering diverse subjects such as business, architecture, city planning, geography, geology and ecology, political, social and economic issues, and engineering and technology.

Unique to UWM is the **American Geographical Society Library (AGSL)**, a premier collection of over 1.6 million items, including maps, atlases, books, periodicals, photographic images, and geospatial data files. The AGSL is a frequent CIE partner, hosting visiting delegations and offering scholarly programs for the campus community. The AGSL boasts a wide range of rare resources supporting international studies instruction, research, and outreach. Its scope is worldwide with coverage from the 15th century to the present; its resources have been used to produce an ongoing series of digital collections, including an award-winning collection on Afghanistan, a comprehensive collection highlighting world transportation, collections featuring unique photographic documentation of Tibet, the Republic of Georgia, Korea, and World War II Poland, and a series on cities of the world.

Recent acquisitions have greatly enhanced resources for China, Latin America, Southeast Asia, and the Arctic. In 2020/21, UWM expended more than $1,000,000 for internationally focused resources in all formats; salaries for staff throughout the UWM Libraries who directly support international studies are estimated at $300,000. Materials not located at the UWM Libraries are available through cooperative arrangements providing online delivery and interlibrary loan options, with access to the libraries of local and regional universities, the UW System, and libraries worldwide. These arrangements provide reciprocal access to UWM collections to students and faculty across the U.S. As a public institution, the UWM Libraries serve the public, including K- 12 students and teachers, providing research assistance to visitors, welcoming them to tours, workshops, and other public events. ***Digital library projects*** will make this national resource more

widely accessible. CIE will also partner on an integrated ***AGSL K-12 outreach program*** to provide teacher professional development, curriculum development residencies, and interactive youth workshops to build global geographic literacy skills.

1. IMPACT AND EVALUATION

Global Studies’ ***impact on UWM*** has been profound. Since 2005, Global Studies has awarded 444 degrees. The program provides students with integrated advising on internationally focused on-campus and abroad academic opportunities, internships, and careers, while aligning efforts with other UWM offices to promote student success. It supports a dynamic campus life marked by internationally focused public programs and cultural events. Global Studies’ institutional importance is all the greater because UWM lacks the strong area studies center infrastructure often found at better-funded flagship research universities, and its students often lack direct experience with individuals who have international careers.

CIE’s investments in UWM’s infrastructure have yielded greater numbers of UWM students engaging in meaningful international learning. Despite overall campus enrollment declines due to the economy and the pandemic, Global Studies has maintained a total enrollment of 116, and International Studies enrollment of 89. Notably, the body of International Studies students has significant diversity with approximately 20% of students self-identifying as multi-ethnic, 10% identifying as African American, and 8% identifying as either Latinx or Asian-American. Study abroad enrollments have tripled, and program offerings have expanded from 30 in 13 countries to 109 in 34 countries since the program’s 2003 founding.

While these numbers underscore CIE’s role as a dynamic source of international learning, they only provide a partial picture. The true measure of Global Studies’ impact lies in the difference

that it makes in students’ lives. Its success is measured by its students’ ***graduate studies and careers*** in fields that benefit from their international skill sets. As indicated in **Table 10,** 97% of Global Studies graduates are employed, 29% of these are actively using their international skills, and 44% have pursued graduate studies in

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| **Table 10: Global Studies Career Placements** |
| **Post-Graduation Employment** | **% Grads** |
| 1. Graduate Studies in Int’l Fields | 44% |
| 2. Employed – using int’l skills | 29% |
| 3. Employed – not using int’l skills | 68% |
| 4. Unemployed/Unknown | 3% |

international fields. Faculty and staff provide extensive advising regarding graduate studies

options and career paths related to Global Studies fields. They stress the importance of continuing studies if students hope to achieve their career goals. In spring 2022, 73% of Global Studies graduates were either pursuing graduate studies in international fields or employed in positions related to their degrees, such as in ***education, business, and non-profit sectors,*** as well as national security fields, as summarized in **Table 11.**

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| **Table 11: Sample Global Studies Alumni Activities as of February 2022** |
| **Year** | **Track** | **Study/Employment** |
| 2008 | Communications | Oral English Instructor, Zhengzhou University, China |
| 2009 | Communications | UX Designer, Servicios Telepro, Mexico City, Mexico |
| 2011 | Communications | MA in Int’l Relations &Diplomacy, American Graduate School, Paris, France |
| 2016 | Communications | Laboratory Technologist, Kaytee Products, Chilton, Wisconsin |
| 2013 | Communications | International Federation of Engineering Education Societies, Milwaukee, WI |
| 2009 | Management | US Tax Specialist, Euroclear Bank, Brussels, Belgium\* |
| 2010 | Management | International Logistics Specialist, Trek Bicycle, Milwaukee |
| 2010 | Management | International Data Technician, Rockwell Automation, Milwaukee\* |
| 2011 | Management | Senior Executive, Auaha Events, New Zealand |
| 2012 | Management | Sales Support Specialist, Brand State, Belgrade, Serbia |
| 2008 | Security | MSc in Health Economics, University of York, UK |
| 2008 | Security | Senior Producer, Edelman Digital, Barcelona, Spain\* |
| 2011 | Security | JD/MA in Security Studies (National Security Law & Policy), Georgetown University |
| 2012 | Security | Program Analyst, National Defense University, Virginia |
| 2016 | Security | Senior Program Officer, World Education, Boston, MA |
| 2012 | Security | Head of Facebook’s Election Research Committee, San Francisco, CA |
| 2018 | Sustainability | Green Jobs and Education Coordinator, Groundwork Milwaukee, WI |
| 2019 | Sustainability | Department of Natural Resources, Milwaukee, WI |
| 2018 | Sustainability | Naval Officer, US Navy |
| \**Student from US targeted minority background* |

All alumni pursuing graduate studies were either enrolled in explicitly international degree programs (including some overseas) or indicated that their focus is international. Professionally, GS students are securing jobs in a wide variety of fields globally. For example, since graduating

in 2012, one student from the Global Security track pursued graduate work and worked professionally in Chile, Brazil, Mexico, Russia, Mozambique and Senegal using his skills in Portuguese, Russian and Spanish in work related to climate security and natural resource management. A 2018 graduate from the Communications track returned from her study abroad in Spain, where she completed an internship with a TV production agency and joined the AmeriCorps College Possible program to work with students of diverse cultural and linguistic backgrounds.

These outcomes are even more impressive considering many UWM students face greater challenges than those at other institutions receiving NRC and FLAS support. By these indices, Global Studies provides a remarkable national example of what can be achieved with interdisciplinary international studies at an urban research university with an access mission. Global Studies’ comparative success lies in its use of ***high-impact practices***, from study abroad to individualized advising. With NRC and FLAS support, CIE will build on this success through activities to further expand under-represented students’ enrollment in the GS program.

***Access to Success*** is a central tenet of UWM’s mission. It is understood as providing ***equal access*** to quality education with proactive approaches to recruit and retain underrepresented students. UWM serves more undergraduates from targeted U.S. minority backgrounds than any other Wisconsin postsecondary institution – including institutions designated as *Minority- Serving Institutions* by US/ED – and many non-traditional, older, and returning students with jobs and families. **Table 12** shows UWM’s relative racial diversity compared with other UW institutions.

Additionally, many UWM courses are offered online or in blended formats to foster access for students who work or have childcare responsibilities. The CETL is a national leader in online pedagogies. UWM offers extensive student support services, including a childcare center, specialized advising for students of different racial and ethnic backgrounds, and a network of

multicultural programs. Pathway Advising at UWM guides students with insufficient academic preparation through academic exploration called “metamajors”. Coursework in these pathways leads to a permanent affiliation at one of UWM’s Schools and Colleges, enabling promising students from underfunded school systems to obtain a college education.

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| **Table 12. Racial Diversity Relative to UW System 2021/22 UG Enrollment of Minority Students** |
| **Institution** | **Enrolled** | **Minority** | **%** |
| UW-Parkside | 4,143 | 1,357 | 33.1 |
| **UW-Milwaukee** | **24,019** | **7,089** | **29.5** |
| UW-Madison | 47,824 | 9,758 | 20 |
| UW-Green Bay | 9,759 | 1,715 | 17.5 |
| UW-Eau Claire\* | 10,559 | 1,177 | 11.1 |
| UW-La Crosse\* | 10,330 | 711 | 6.8 |
| UW-Superior\* | 2,609 | 279 | 10.6 |
| UW System | 162,980 | 29,773 | 18.2 |
| *\*designated Title III- and Title V-eligible by US/ED* |

UWM’s brand of diversity sets it apart from most NRC institutions and underscores the importance of CIE’s and Global Studies’ efforts. CIE serves many students who face economic and social

barriers to higher education. These students particularly benefit from the world-expanding experience offered by international studies. Efforts to assist them stem from a longstanding, unwavering commitment to removing barriers to international learning. CIE’s approach to study abroad employs low-cost programs and cost-containment strategies, working with Financial Aid to ensure aid portability.

Study abroad staff help students identify scholarships and strategies to finance overseas study and internships. Each year several UWM Pell Grant recipients receive Gilman Scholarships to support their study abroad, attesting to the work of CIE-affiliated faculty and staff and their commitment to empowering disadvantaged students. Consequently, students who enroll in UWM’s international programs, both on campus and overseas, represent the range of diversity reflected in UWM’s undergraduate student body.

Yet these successes are not enough. Wisconsin’s unique circumstances – high levels of segregation along socio-economic and racial/ethnic lines exacerbated by an intensely polarized political environment – warrant an exceptional effort to overcome disparities in access to global

learning. CIE is proposing a comprehensive plan of integrated initiatives that, with the help of its campus and community partners, will expand traditionally underrepresented students’ participation in meaningful learning of languages and global issues.

***Evaluation:*** With Title VI funds, UWM’s Center for International Education will expand the reach of Global Studies and Language teaching and research, increase the global competence of K-16 educators, foster global learning for traditionally underrepresented students, and ultimately prepare students for career and graduate studies placements in fields corresponding with national needs. Using culturally responsive evaluation methodological approaches, stakeholders from students to faculty will be engaged to better understand the implementation and impact of each activity pursued within CIE.

CIE’s unique administrative structure enables it to design, coordinate, and manage a ***comprehensive evaluation plan*** designed to (a) engage K-12 students, teachers, undergraduates, graduate students, technical assistance providers, and faculty in developing a comprehensive logic model for the program, (b) achieve measurable alignment between the grant’s overarching goals, performance measures, and funded activities, (c) yield a range of qualitative and quantitative data to address both national and institutional needs, and (d) incorporate external, professional evaluation expertise into every level of grant activity planning and implementation.

With CIE personnel serving ex officio, the committee will be led by ***an independent project evaluator***, Marlo Reeves, from the **UWM Office of Socially Responsible Evaluation in Education (SREed)**. Dr. Reeves, a senior evaluation/research associate, has served as the lead evaluator for multiple grants. Along with the support of the SREed office, Dr. Reeves will provide third-party objectivity and knowledge about campus assessment and accreditation concerns. The overall evaluation plan will ensure the integrity and validity of the logic model and evaluation

design as well as coordinate data collection, management, analysis, sense-making, and application. In three phases, the evaluation will yield timely, formative, and summative quantitative and qualitative data that will help monitor the progression of grant activities, measure the direct and cascading impacts of these activities, and ensure the presence of each stakeholder's voice throughout the program’s duration. **Table 13** outlines these phases.

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| **Table 13: CIE Evaluation Plan** |
| **Phase** | **Steps** | **Timeframe** |
| *Phase 1* | Engage project planners; build logic model based on inputs, activities, intended outcomes, and objectives. | August 2022 - December 2022, then ongoing until 2026 |
| *Phase 2* | Gather credible evidence; engage all stakeholders in data collection and sensemaking. | January 2023 – June 2023, then ongoing until 2026 |
| *Phase 3* | Develop and justify conclusion; collectively develop and share recommendations; begin phase 1 with new data. | June 2023 – September 2023, then ongoing until 2026 |

Phase 1: CIE and the SREed evaluation team will use various facilitation and evaluation strategies to achieve the above measures. Upon proposal approval, each primary project leader will be interviewed to document their specific activities and intended outcomes from each arm of the CIE program. Each project arm will be examined to determine the various inputs used for their execution. Potential input toward impact will be documented from the amount of funding allocated, to the partners engaged, to the time invested, and beyond. Using these inputs alongside the specific activities and outcomes, a comprehensive logic model will be produced and shared amongst each project leader to determine its validity and use going forward.

Phase 2: From this point, K-12 students and educators, undergraduates, graduate students, and faculty from each project will be surveyed, focus-grouped, and interviewed to home in on the relationship between each program's intended implementation process versus a stakeholder’s actual experiences. Surveys, focus groups, and interviews will provide mixed-method data, build relationships with stakeholders beyond that of the project, and provide opportunities to identify patterns in outcomes, leading to further improvements in assessment instruments and processes.

Assessment for Global Studies mirrors the degree structure, with clear, interrelated learning outcomes for the core courses, overseas study and internship components, for each of the GS tracks. Global Studies faculty use various measures to assess student learning in the degree, including embedded essay questions, semi-structured questionnaires and interviews, intercultural competence surveys, portfolios, and personalized evaluation of (post-internship) resumes. Global Studies will also assess its course development program, including the quality and depth of new and adapted courses in support of the new Department of Global Studies and Mid East/Med track. Global Studies will monitor the podcast’s reach through the number of subscribers and listens. Potential evaluation approaches for the GS virtual internships and site placements include student participant focus groups and the number and chosen locations of student internships.

Alongside SREed, CIE will work with K-16 world language educators and their students to understand educator efforts and student experience using qualitative indicators chosen by the stakeholders.

Evaluation of outreach activities will examine the long-term impacts of IWA programming on K-12 educators and students, with a particular focus on two multi-dimensional programs, the ***Global-to-Local Civic Engagement*** initiative and the ***Global-to-Local Journalism and Information Literacy*** initiative. Evaluation tools will assess whether program activities are effectively engaging teachers and students in globally informed civic action, building civic and information literacy skills for global citizenship, and increasing awareness of connections between global and local issues. With an expansion of global career-related activities in this proposal, evaluation will also track the exposure of underserved students in rural and urban areas to global careers and the ways global and language competencies can support all career paths.

CIE will administer undergraduate FLAS awards in languages whose faculty actively use four- skills, proficiency-based assessment of student learning. NRC funding for faculty development will support the consistent application of good teaching practices. Besides the learning outcomes assessment in the classroom, UWM faculty will administer the government’s required FLAS pre- and post-program language proficiency assessment and will supplement this test with additional skills-oriented assessments as determined necessary by each language program upon reviewing the instrument. FLAS fellows will complete mandated pre- and post- program self-assessments of language skills and surveys regarding their placements and use of language/international training every two years for eight years after graduation. The federal survey instrument will be administered in tandem with CIE’s alumni data survey, to capture complete information regarding long-term program impacts. CIE will assess the administration of FLAS awards by analyzing data on applications submitted and awards made against the FLAS selection procedures described in this proposal and the federal priorities for making awards: (a) to students who demonstrate financial need; and (b) in priority LCTLs.

Phase 3: Expanding on the data collected and analyzed in phase 2, project planners and evaluators will identify the strengths and drawbacks of implementation, altering the logic model as needed. Similarly, evaluation approaches that best fit the needs of the stakeholders will be revisited and reformulated throughout the grant cycle. The committee will review the progress of the grant on an ongoing basis based on all the evaluative information and provide recommendations for future grant activities.

***Use of recent evaluations:*** CIE’s rigorous use of survey instruments to evaluate courses, study abroad programs, and alumni placements facilitates ongoing program improvement. Advising staff use study abroad surveys to improve pre-departure orientation programs and to guide new program

development. Alumni data tracking enables CIE to recruit career event speakers and collect data on longer-term impacts; alumni surveys have led to an expansion of career programs and advising services. Outreach surveys have led to new models of content delivery and innovative public programming and have guided IWA’s focused work with K-12 educators and students. External evaluations also provide critical feedback.

Institute of World Affairs programs are significantly informed by on-going surveys and stakeholder engagement with educators and community partners. At the onset of the pandemic, IWA surveyed its educator network to assess ways its programs could support teachers during an exceptionally challenging time. IWA also organized a teacher dialogue session to exchange ideas and experiences on ways to support and empower youth as global changemakers during the pandemic. Educators expressed an interest in professional development programs that provided classroom strategies to foster global citizenship and youth engagement in positive change. They were seeking programs that went beyond increased global knowledge to access more connections and skills. IWA responded with a series of workshops connecting global perspectives on peacebuilding and justice with restorative practices in the classroom. Another series explored human rights and civic engagement in our global communities. Surveys of these series suggested that teachers are also lifted and energized by the experience of connecting with other educators who are committed to engaging their students as active global citizens.

The activities proposed for NRC and FLAS funding will strengthen CIE’s already impressive track record in meeting ***national needs*** by producing an ***improved supply*** of Global Studies specialists from diverse backgrounds that are often underrepresented in Title VI-funded programs, including many for whom undergraduate admission to a highly competitive university was simply never an option. They leave UWM with advanced language skills, often in LCTLs; integrative

cross-cultural competencies developed through coursework and overseas experiential learning and professional expertise in Global Communications, Health, Management, Security, and Sustainability – fields that support national economic, political, and human security interests. The ***graduate studies and career placement*** data shown in **Table 10** illustrate their success: GS students are actively applying the skills gained through their Global Studies in roles from US Government Intelligence Analyst, to Head of Programs at the Terre des Hommes foundation in Libya, to a range of educational roles around the globe. Both Global Studies and International Studies graduates have demonstrated high academic achievement with a total number of 72 members of *Phi Beta Kappa* Honor Society.

Global Studies’ contributions to the field are not limited to its student outcomes. CIE expands ***public understanding*** with outreach programs in formats that reach large audiences and almost always focus on contemporary political, economic, and human security issues, whether in the context of training teachers to teach about them, working directly with students, or engaging business, media, or public audiences in dialogue. Its K-12 programs are particularly impactful because of the underserved audiences they engage. CIE undertakes ***national dissemination*** of program models and outcomes, teaching resources, and faculty scholarships through conference presentations, web-based delivery, and publications. These outcomes will be amplified through the integrated activities proposed for NRC funding.

1. OUTREACH ACTIVITIES

A founding principle of the University of Wisconsin system is the Wisconsin Idea, a concept first articulated in 1904 by University of Wisconsin President Charles Van Hise. Van Hise suggested that university leaders should "never be content until the beneficent influence of the university reaches every family in the state". Thus, unlike institutions that engage with

communities beyond their campuses only if and when it supports their university teaching and research needs, UWM views outreach as a foundational part of its mission. UWM’s ongoing commitment to this philosophy has been recognized by the Carnegie Foundation for the Advancement of Teaching, which named the institution to its national list of Centers for Community Engagement.

As people, culture, and commerce flow increasingly across national borders, enhancing global awareness has become a critical component of community engagement. This need is particularly acute within under-served segments of society that are often left out of the global conversation. Since its founding, CIE has embraced the notion that global education partnerships beyond the confines of the campus are essential and mutually beneficial. Through the Institute of World Affairs (IWA), the Center maintains a vibrant network of relationships with groups and institutions ***serving K-16 students and educators, business, media, and the general public***. The institute also serves as Wisconsin’s affiliate of the World Affairs Councils of America, providing access to a national network of speakers and other resources. **Table 14** highlights the range of CIE’s outreach programs serving K-16 educators and students, business, media, and the general public.

IWA public and K-12 programs have, on average, ***directly reached over 2,000 people annually,*** including 700-1,000 middle and high school students. Since the onset of the pandemic, IWA’s virtual ***professional development programs*** have reached over 500 educators in twenty- one countries and thirty-three U.S. states, territories, and the District of Columbia.

IWA places an emphasis on bringing global voices to our community who can offer both a personal and analytical perspective on world events and global issues. In the most recent grant cycle, IWA has featured speakers from 25 different countries across many world regions.

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| **Table 14: CIE Outreach Programs and Audiences** |
| **Activity** | **Audience** | **Focus** |
| Professional development. workshops | K-12 pre and in- service teachers | global education knowledge, pedagogies and curriculum development (virtual or face-to-face) |
| Curricular consultations | K-12 teachers | sharing and packaging thematic K-12 lessons and activities forthe unique needs of individual educators and schools |
| Global-to-Local Citizenship initiative | 9-12 teachers | support for teachers incorporating global perspectives and inquiry-based learning in civics courses |
| Global youth workshops | 9-12 students, teachers | interactive global issue and global citizenship workshops for youth |
| Fabric of Milwaukee | 4-8 students, teachers | collaboration with local arts organization exploring the UN Sustainable Development Goals through arts activities |
| Global-to-Local Library Research Workshops | 7-12 students, teachers | introduce middle and high school classrooms to global-to- local research and media literacy |
| Global Practitioner Visits | 9-12 students, teachers, public | virtual and face to face conversations between global issue practitioners and schools and community groups |
| Diverse Ideas | postsecondary and public | joint programming with UWM entrepreneurship center featuring global social entrepreneurs and innovators |
| Scholarly Conferences | postsecondary | research dissemination, professional development |
| MJS Editors briefings | media | published analysis, live briefings for WI’s largest daily newspaper |
| Public Radio interviews | media | world affairs analysis and background for local NPR affiliate |
| Int’l Business Roundtables | business | CIE-affiliated experts brief global business practitioners |
| WTA Careers Exploration | business | international careers exploration for high school students with World Trade Association member companies |
| Fireside Forum Series | public | live series connecting local and global aspects of a single issue |
| Kennan Lecture Series | public | analysis of foreign policy issues from leading global specialists |
| Global Webinars | public | Virtual and face to face conversations on timely global topics |

IWA has received ***national and international recognition*** for its inclusive K-12 model of global education that places local challenges in a global perspective and empowers students to take action on global-to-local issues that impact their lives. Youth and educator programs highlight ways global issues present themselves in different communities around the world, often featuring global changemakers trying to address challenges in their countries to foster a sense of shared humanity and provide ideas for youth action.

IWA’s approach to outreach involves building and sustaining ***long-term relationships with educators and community partners***. This has never been more important. The pandemic has created unprecedented stress on teachers and reduced or eliminated many opportunities for K-12

students. IWA is committed to providing caring, energizing, and inspiring programs for teachers and connecting underserved students to opportunities that assist them in recognizing their place in the world.

Previous National Resource Center funding has helped IWA design and implement innovative activities that introduce global topics and careers to K-12 students and educators. Through CIE and its university partners, students who matriculate at UWM are presented with clear pathways toward their global goals. However, for K-12 students who are newly exposed to the possibility of a globally focused career, immediate next steps are less obvious. This identified need to reinforce students’ initial interest and help them navigate the period leading to their entering a formal global education program will be a priority going forward. This will include on-going communications with teachers to identify and support students who may be inspired to engage in additional learning opportunities in world languages and area studies.

In recent years, a cornerstone of IWA’s K-12 programming has been a partnership with Milwaukee Public Schools to redesign the district’s introductory civics course, adding global perspectives and modeling a range of civic skills for active citizenship on global-to-local challenges. Building on this experience, IWA will partner with the University of Minnesota’s Title VI-funded Institute for Global Studies (IGS) on a one-year intensive capacity-building series of trainings with a cohort of teachers from Minnesota and Wisconsin to incorporate ***Global Perspectives in Civic Education***. This will be a part of a larger ***Global-to-Local Civic Engagement Initiative*** that will expand the reach of its professional development programming beyond social studies teachers to a broader range of content areas in Milwaukee Public Schools, increasing global-to-local civic skills and informed action across the curriculum. The initiative will also provide support for related youth programming to inspire learning for global action.

The Institute of World Affairs will expand on its current partnership with the UWM Libraries that has brought many Milwaukee area K-12 classrooms to campus for global research visits. As part of a ***Global-to-Local Journalism and Information Literacy*** program, IWA and the Libraries will deliver additional student workshops focused on global media and information literacy in face-to-face, virtual and hybrid formats to increase accessibility. These will complement expanded educator and youth program partnerships with organizations such as the Pulitzer Center on Crisis Reporting to promote responsible consumption of global news, expose students to diverse perspectives, and build journalism skills.

The arts can be a powerful way to engage students in global learning and cultural understanding. IWA’s new initiative, ***Global Learning through Storytelling and the Arts***, will expand cultural and literary offerings for the campus and community. In partnership with UWM’s Libraries and CLACS, NRC funds will support the development of a robust ***International Children’s and Young Adult Literature (CYAL)*** collection for the UWM Curriculum Library, including professional development for teachers and librarians. Funds will also support interactive global storytelling and arts-based activities and programs for educators and youth with campus and community arts partners.

CIE will continue supporting ***Collaboration with MSIs and Community Colleges*** by organizing joint K-16 educator programs with Alverno College (Wisconsin’s first Hispanic- serving Institution) throughout the grant cycle and a ***World Languages and Careers Exploration for Milwaukee Public Schools Students*** in year one of the grant. This will be offered in partnership with Alverno, CLACS, and Milwaukee Area Technical College.

Working with the Wisconsin Department of Public Instruction’s Career and Technical Education Team, CIE will collaborate with CLACS and the UW-Madison’s Title VI funded

Institute for Regional and International Studies (IRIS) on a ***Global Career and Technical Education (CTE) Initiative*.** The two centers will participate in a one-year CTE standards revision process to incorporate global competencies and support the new standards through professional development for CTE educators and school counselors across the state.

IWA will continue a partnership with UWM’s Lubar Entrepreneurship Center (LEC) to offer ***Global Entrepreneurship and talks*.** These talks are part of an effort at the LEC to build a larger and more diverse network of students involved in entrepreneurship and support global perspectives and connections to broader networks of innovation.

In partnership with the Metropolitan Milwaukee Association of Commerce World Trade Association and its member companies, IWA will offer a new ***Global Futures*** program. The initiative will provide opportunities for Milwaukee Public School high school students to interact with international business practitioners and learn about related careers they can pursue. The professional trajectory of K-12 World Language teachers is often unsupported, undervalued, and lonely. Research shows 87% of World Language teachers leave the profession within their first three years, and 58% of U.S states and territories have reported shortages in qualified World Language teachers. Induction, mentorship, and support can play an important role in teacher retention. In partnership with the School of Education, CIE will create a ***Milwaukee World Language Teacher Network*** to build a professional learning network of support. The network will engage newer World Language teachers, especially those teaching less commonly taught languages, to help them navigate the challenges of the first years of teaching and equip them with the mentorship, professional development, and curricular resources they need to remain

energized and committed to their chosen profession.

The School of Education will also lead efforts to expand ***Community-Based Language and Cultural Programming*** for Milwaukee youth and families to reduce barriers and expose more students to world languages and area studies. These opportunities will encourage enrollment in MPS K-12 language programs to develop and strengthen language and cultural learning.

To provide resources to introduce global issues into curricula in which they traditionally have not been included, CIE will offer a ***Global Perspectives in the Skilled Trades Curriculum*** program. The initiative will offer small professional and curriculum development grants to Milwaukee Area Technical College instructors in skilled trades programs that will allow them to help their students understand how factors such as international supply chains and other aspects of the global economy impact the domestic world of work.

Through the ***Teaching the World Consortium*** of NRCs around the country, CIE will support dissemination of Title VI programs and resources to a national audience of K-12 and community college educators at national conferences.

1. PROGRAM PLANNING AND BUDGET

CIE’s mission has always been and continues to be about strengthening and expanding Milwaukee’s international capacity while also addressing the global education access disparities in southeast Wisconsin. With support from the US/ED Title VI grant, the Center’s integrated activities, as described in **Table 15,** will improve Wisconsin’s K-16 pipeline for international learning.

Having merged with FICL, an already interdisciplinary department, the Global Studies major is now its own department. This merger allows for the development of a new Middle East/Mediterranean track and continued ***curriculum development and redesign*** in the major’s five other tracks.

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| **Table 15: CIE NRC Program Development Plan** |
| **ACTIVITY** | **TIMELINE KEY** | **PARTNERS** |
| x = Initiate**X = Implement** |
| **Y1** | **Y2** | **Y3** | **Y4** |
| **Language Programs*** LCTL course development and redesign
* LCTL instructor pedagogy training travel and registration
* Workshops on K-16 language teaching methods for WI language teachers
* LRC LCTL digital materials development/research projects by UG
 | **X X****X X** | **X X****X X** | **X X****X X** | **X X****X X** | Language Resource Center School of Education Language faculty/staff/TAsK-16 language teachers Language students |
| **Education Abroad*** Overseas internship site development
* Virtual international internship providers
 | x | **X** | **X** | **X** | Global Studies Faculty CIE Study Abroad staff External providers |
| **Global Studies Program Innovation*** New Middle East & Mediterranean GS Track
* Global Fellows Program
* Course development on equity issues for all Global Tracks
* Podcast “Panther Planet”
* Global Career Bootcamp
 | x x **X**x x | **X X X****X X** | **X X X****X X** | **X X X****X X** | GS faculty Multiple L&S dept. facultyGS Students & AlumniLRC CLACSAfrican Studies dept. |
| **MSIs, Community/Technical Colleges*** Educator and youth workshops with Alverno and CLACS
* MATC course and professional development for globally infused skilled trades curriculum
 | x x | **X X** | **X X** | **X X** | IWA CLACSPartners at Alverno MATCCommunity/Tech College faculty through University of Arizona |
| **IWA Professional Development and Programming*** Milwaukee World Language Teacher Network
* NRC consortium and exhibit conference
* Global CTE resource development and dissemination
* Global-to-Local Civic Engagement
 | x x xx | **X X X****X** | **X X X****X** | **X X X****X** | CLACSUWM Language Depts UW-Madison IRIS Wisconsin DPIMPSUniv. of Minnesota Other NRC centers |
| **AGSL Teacher Fellowship & Youth Outreach*** Study at the AGSL to develop new or enhance existing curricula
* Interactive workshops for middle and high school students to build geographic literacy skills
 | **X**x | **X X** | **X X** | **X X** | UWM Libraries AGSLK-12 teachers and students |
| **IWA/SOE K-16 Career & Language Outreach*** Global Futures
* World Languages and Careers Exploration for MPS students
* Lubar Entrepreneurship Center partnership for global and social innovation talks
* Journalism and Information Literacy program
* Global Learning through Storytelling and the
* Arts; CYAL collection
* World Language and Cultural programming for Milwaukee families
 | x**X X****X**x x | **X****X****X X****X** | **X****X****X X****X** | **X****X****X X****X** | UWM faculty (SOE, Nursing, Translation) CLACSTeacher networks MPSUWM libraries LECAlverno College MATC WTAPulitzer Center UWM and communityarts organizations |

Similarly, the seven LCTLs housed in L&S - Arabic, Chinese, Japanese, Korean, Polish,

Portuguese, and Russian - will receive funding to further enhance and redesign their curriculum, especially to support upper-level LCTLs to reverse the recent drops in enrollment.

Funding for the ***Global Studies Research Fellows*** program will support scholars working on issues of social justice, equity, and sustainability.

With ***faculty support,*** the School of Education’s World Language Coordinator and assistant professor in Teaching and Learning will work alongside IWA’s program manager and a ***K-12 Outreach Assistant*** to provide pre-service educators with access to a range of teacher training opportunities through CIE’s Institute of World Affairs. The K-12 Outreach Assistant position provides pre-service teachers with intensive mentoring and hands-on experiences creating and facilitating global education activities with their K-12 students. The SOE professor will also dedicate time to expanding the K-12 LCTL pipeline (to increase the number of languages and language teachers available for student education at traditionally underrepresented Milwaukee Public Schools), the ***Milwaukee World Language Teacher Network***, and the ***Community-Based Language and Cultural Programming.***

All NRC-funded activities will be coordinated by CIE’s ***Program Manager***, who will be responsible for drafting and disseminating requests for proposals, tracking grant-funded expenditures to ensure timely and appropriate use of monies, managing communications with sub awardees, and working with SREed to collect reports and data for US/ED yearly reporting. Moreover, the program manager will keep NRC stakeholders in regular communication to identify additional synergies between the Title VI-funded activities throughout the grant cycle. The program manager is prepared to interact with a growing and varied number of students and faculty

across disciplines, and operate alongside Financial Aid, L&S, UWM’s Office of Sponsored Programs (OSP), and other UWM entities to effectively advance CIE’s ambitious mission.

Long-term Impact: To suitably address the historical factors that have disadvantaged large

segments of the community, it is essential to allow students and families to become familiar with potential globally focused careers well before their post-secondary experience. This deep, ongoing commitment to fostering seamless K-16 educational opportunities in the state is reflected in the M³ Initiative, a unique partnership between UW-Milwaukee, Milwaukee Public Schools (MPS), and the Milwaukee Area Technical College (MATC). By combining and leveraging the efforts of the state’s three largest urban and public educational entities, the initiative works to close the achievement gap and equip graduates with the 21st century skills required for success in a global environment.

Working together in this way, the partnering entities identify and develop pathways that students can travel from kindergarten through college. This partnership allows resources and expertise to be shared more effectively, yielding a unified whole that is truly greater than the sum of its parts. As resources at all levels have become increasingly scarce, this collaborative approach among educational stakeholders has proven to be a critical high-efficiency, high-yield strategy.

Despite temporary funding under the federal Elementary and [Secondary School](https://milwaukeenns.org/2021/05/27/three-things-to-know-about-the-proposed-mps-budget/) Emergency Relief Fund (ESSER), Milwaukee Public Schools’ budget struggles to meet the resource needs of its students and their teachers. Among the district’s 77,000 students, 75.3% are economically disadvantaged under federal guidelines, and 89% of this group are Black, Indigenous, or people of color. The four-year graduation rate is 67.4%, a full twenty-two points below the state average. CIE has taken a leading role in addressing these circumstances, which continue to inhibit these students from learning about and pursuing globally focused careers.

One example illustrative of how these resource challenges impact educational outcomes is the Wisconsin Department of Public Instruction’s (DPI) encouragement of school districts to obtain its approval to facilitate and award graduates its *Global Scholars* credential, which DPI describes as an effort “to prepare all students to be workforce-, world-, and life-ready with global competence.” To earn this award, students must meet DPI’s specific curricular requirements, including four years of a world language. However, resource challenges at MPS have reduced the number of schools offering four years of world language instruction to a few specialty programs like the district’s International Baccalaureate (IB) high schools. Thus, a credential that could help set a young person on a path to a globally focused career is effectively unavailable to most students in the state’s largest school district. Not only are these students unfairly denied an opportunity, but the talent they would one day bring to these positions is lost to society.

Every area of activity incorporates a plan to benefit educators and students beyond UWM, particularly MPS, MATC, Wisconsin Technical Colleges, the UW System including its affiliated two-year campuses, and Minority-Serving Institutions. Efforts to serve Wisconsin’s underserved populations are central to this proposal, because these are UWM’s students.

Cost-Effectiveness: CIE maximizes its reach and ***cost-effectiveness*** by leveraging support and

cooperating with multiple partners from UWM, the wider UW-system, the Milwaukee community, and nationwide. These partnerships enable the Center to conduct more activities with greater impact and at less cost while enhancing the range and quality of programs. UWM provides extensive in-kind support for CIE’s faculty, staff, and operating budget, as described in **Table 1**, that allows campus and community programs to be offered at no cost to teachers, students, and the public.

1. COMPETITIVE PREFERENCE PRIORITY

Partnerships with MSIs and Community Colleges

CIE will continue its collaboration with Alverno College by offering jointly sponsored K-16 educator workshops. The Center will work with both Alverno and MATC on ***World Languages and Careers Exploration for Milwaukee Public Schools Students****.* CIE will also pilot ***Global Perspectives in the Skilled Trades Curriculum***, an innovative curriculum development opportunity for MATC instructors to bring a global perspective to students in technical fields. Outreach support will be provided to community college educators nationwide through contributions to the University of Arizona’s Community College outreach website, providing teaching resources and information about professional development opportunities.

CONCLUSION: The previously described *Wisconsin Idea* remains the guiding principle for

the University of Wisconsin System. Within that context, UWM has embraced a unique dual mission, focusing on diversity, equity and access while maintaining its status as a top-tier research institution. A critical part of this mission is the recognition that global education has often been overlooked as an option for students from under-served communities.

With previous NRC funding, CIE has made considerable progress in building a world-class Global Studies program at Wisconsin’s largest urban university. While the Center has a brick-and- mortar presence on campus and a significant number of dedicated full-time professional staff, it is more than a typical unit on the university’s organizational chart. Since its creation nearly twenty- five years ago, CIE has served as a source of inspiration and an engine for collaboration for individuals and departments across the university and beyond interested in fostering global competence among students and members of the community.

As the Center continues to coordinate and support UWM’s efforts to refine and enhance its global education offerings, it is also aggressively pursuing the less-frequently undertaken mission of providing clear pathways from K-12 to higher education for under-served youth. Rather than taking an “if you build it, they will come” approach, CIE and its university and community partners are working to actively guide students along the road that passes from middle and high school through two-year and four-year higher education programs to eventual globally focused careers.

Title VI and FLAS funding will allow CIE to build upon existing partnerships and programs to provide a replicable, sustainable set of opportunities that puts global competence within the reach of all students, while providing exceptional advanced training for those who choose to specialize in the global dimensions of needed professional fields. In so doing, we not only create greater diversity, equity, and access in these programs, but also promote national security by more deeply engaging students with enormous untapped potential, allowing them to contribute more fully to our society.