

**U.S. Department of Education
Office of Postsecondary Education
International and Foreign Language Education Office**



**Title VI Undergraduate International Studies and
Foreign Language Program
CFDA 84.016A
Grant Awards List and Project Abstracts
Fiscal Year 2020**

Group Projects Abroad Program FY 2020 Grant Awards List

Grantee Institution	State	Funding Amount	Page Number
Agnes Scott College	GA	\$88,114	3
Bridgewater State University	MA	\$82,170	4
California State University, San Bernardino and California State University, Sacramento	CA	\$100,583	5
Calvin University	MI	\$100,000	6
Clemson University	SC	\$97,441	7
Coastal Carolina University	SC	\$90,818	8
College of Saint Benedict and Saint John's University	MN	\$73,395	9
Cornell University and Monroe Community College	NY	\$100,000	10
Governors State University	IL	\$85,000	11
Illinois College	IL	\$93,082	12
Indiana University – Purdue University Indianapolis and Ivy Technical Community College	IN	\$100,000	13
Johnson County Community College	KS	\$71,629	14
LaGuardia Community College	NY	\$84,954	15
Long Island University – Brooklyn	NY	\$85,236	17
Maryville College	TN	\$100,000	18
Massasoit Community College	MA	\$85,677	19
Montana State University Billings and Northwest College	MT	\$101,946	20
Pacific University	OR	\$99,914	21
Ramapo College of New Jersey	NJ	\$69,847	22
Rowan University and Rowan College at Burlington County	NJ	\$83,912	23
Sinclair Community College	OH	\$92,369	24
University of Arizona	AZ	\$98,050	25
University of Colorado Boulder, Tibetan and Himalayan Studies	CO	\$97,990	26
University of Colorado Boulder, Latin American Studies	CO	\$25,289	27
University of Denver	CO	\$67,425	28
University of Illinois at Urbana-Champaign	IL	\$99,042	29
University of Kentucky and Bluegrass Community and Technical College	KY	\$100,000	30
University of Maine at Farmington	ME	\$99,262	31
University of New Mexico and Central New Mexico Community College	NM	\$100,000	32
University of North Texas	TX	\$87,442	33
University of Pittsburgh	PA	\$98,543	34
Worcester Polytechnic Institute	MA	\$98,474	35

Agnes Scott College

Enhancing Global-Mindedness at Agnes Scott College through Middle Eastern Studies

Project Director:

Dr. Mona Tajali

Assistant Professor of International Relations and Women's, Gender, and Sexuality Studies

Agnes Scott College 141 E. College Avenue Decatur, GA 30030

Phone: 404-471-6532

Email: mtajali@agnesscott.edu

Agnes Scott College (ASC), a liberal arts college that educates women to think deeply, live honorably, and engage the intellectual and social challenges of their times, requests funding for launching a new minor in Middle Eastern Studies (MES) that will require mastery of Arabic at the intermediary level. This project builds upon the expertise of three interdisciplinary tenure-track faculty members in Middle East Studies who were all hired within the past five years: Dr. Reem Bailony (History), Dr. Mona Tajali (International Relations and Women's Studies), and Dr. Roshan Iqbal (Religious Studies). These hires represent a significant investment by the College to provide educational experiences covering this important region of the World. ASC also recently launched a new general education curriculum, SUMMIT, which emphasizes global learning and leadership. As part of the SUMMIT program, each first-year student travels abroad during her second semester at ASC. The MES program will contribute to this initiative through both curricular and co-curricular enhancements.

In addition to Arabic Studies and Middle Eastern Studies curricular components, this project provides funding to build a culture around Middle Eastern Studies both at Agnes Scott and in the greater Atlanta region. The objectives of this proposal are to:

- (1) Provide students at ASC with more comprehensive coverage of the Middle East region (encompassing the Middle East, Northern Africa, and South Asia) by offering curricular and co-curricular programs related to the language, history, culture, and politics of the region.
- (2) Offer students additional opportunities to apply their knowledge of Arabic and Middle Eastern Studies (MES) in professional settings and through high-impact practices.
- (3) Create a Middle Eastern Studies minor to serve as a model for other small liberal arts colleges.

Bridgewater State University

Pathways to the Middle East & North Africa (MENA)

PROJECT DIRECTOR

Madhu Rao, Ph.D. Professor, Geography
College of Science and Mathematics
Bridgewater State University
24 Park Avenue, DMF Room 223
Bridgewater, MA 02325-0001
508-531-2120 mrao@bridgew.edu
PRIORITIES: #1 and #2

Pathways to the Middle East and North Africa (MENA) at Bridgewater State University (BSU), MA. is a project designed to integrate several programs at BSU including foreign language instruction, international partnerships with MENA institutions, study abroad, undergraduate student research, faculty professional development and community engagement. While BSU already has a strong record in all these areas, it is proposed to leverage synergies across them and achieve a significant expansion of the international studies programs at BSU by launching the *Pathways to MENA* project. BSU is submitting for both competitive priorities as we are identified as an MSI and require two years of a foreign language for admittance.

Successful completion of the MENA project will lead to a significant increase in the interactions of the BSU students, faculty and regional community with the communities and cultures of the MENA region, and thereby promote international understanding of the people in this region. The programs included in the MENA project will afford new institutional and community members the opportunity to connect with the MENA languages and culture, strengthen undergraduate instruction in MENA studies, elevate the Arabic language instruction from beginner to an intermediate level, introduce the Modern Hebrew language and three new courses to reinforce the MENA studies minor.

The strategies to achieve the goals of the MENA project are designed to leverage the interlinks among the various activities directed at the four loci of the project, namely *Curriculum Enhancement, Student Success, Faculty Development* and *Community Outreach*. While Curriculum Enhancement involves introducing three new MENA courses, launch a new course on Modern Hebrew language and offer a professional certificate; goal two focuses on student success and the immersion of Arabic and Hebrew language learning overseas along with P2P – peer to peer interaction through networking and to gain field experiences in the Arab world through Study Abroad programs. Goal three captures the need for faculty professional development and research, while goal four engages K-12 teachers through summer institutes, conduct public seminars and panel discussions on the role of Arab women and the people of MENA. Twenty-two countries with a combined population of 372 million with the second largest religion Islam, this project will contribute to the effort of strengthening the connection between the U.S. and MENA through international integration and foreign languages.

California State University, San Bernardino and California State University, Sacramento

Spanish Language Proficiency and International Cultural Experience for Criminal Justice Professionals

PROJECT CO-DIRECTORS:

Dr. Carmen Jany, Department of World Languages

cjany@csusb.edu - (909) 537-7386

Dr. Nerea Marteache, Department of Criminal Justice

nmarte@csusb.edu – (909) 537- 52092

5500 University Parkway, San Bernardino, CA 92407

Two California State University campuses, CSUSB (in southern California) and CSUS (in northern California), will partner as a consortium to develop a new Certificate Program in Spanish for Criminal Justice Professionals, including the necessary specialized instructional materials and international cultural experience, to address the urgent need for linguistically and culturally prepared law enforcement workers serving the rapidly growing largest minority group in the state: Hispanics. This project responds to the UISFL focus of conducting research for and developing specialized teaching materials, including language materials.

The purpose of the Certificate Program is to develop specialized Spanish proficiency at an intermediate level or higher, while reviewing and broadening the grammar foundation attained in elementary Spanish. Therefore, the program is designed primarily for second and third-year Spanish courses. Moreover, many students have already developed basic Spanish proficiency in high school or at home if they are heritage speakers. The Certificate Program will stress the development of linguistic, cultural, and behavioral demeanors appropriate for successful communication with persons of Hispanic heritage in a professional situation.

Both campuses will develop the Certificate Program in consultation with Criminal Justice faculty and professionals to be offered to undergraduates who are majoring or minoring in Criminal Justice. The instructional materials and culminating international experience will be developed jointly, while program implementation will slightly vary between the two campuses. CSUSB will develop three new courses and adapt four, and CSUS will adapt two current courses and develop four new ones. For this, the consortium will create specialized teaching materials consisting of a second-year Spanish language multimedia eBook, a third-year multimedia eBook that includes specialized terminology and case studies for Criminal Justice professionals, and a third-year specialized Hispanic culture multimedia eBook, each with authentic materials from various Spanish-speaking countries. The Certificate Program will also include practice in the local community and abroad.

CSUSB and CSUS will pilot the Certificate Program during the three-year grant period. Quarterly internal assessments and feedback from two external evaluators leading to revisions, as necessary, will ensure highest quality of the developed materials, which will be freely accessible on the Certificate Program website. Continuous recruitment and promotion efforts, as well as institutional commitment, will guarantee long-term sustainability of the Certificate Program.

Calvin University

Opening Doors to the World:

Improving Access Foreign Language Learning and International Studies

Project Director: Dr. F. Corey Roberts, fcr3@calvin.edu, 616-526-7583

Calvin University seeks to expand instruction in several foreign languages through online education, increase international studies through a new certificate program, and enhance study abroad programs with international internship or research opportunities.

This project is the outgrowth of sustained efforts at Calvin University to internationalize our curriculum and to enhance foreign language and culture learning opportunities for students across disciplines. In semester abroad programs, international off-campus courses during our January term, and summer work and study abroad opportunities, there is already infrastructure in place for a range of international experiences.

To expand instruction, we will increase the number of students who gain novel access to foreign language and culture study by developing and launching 14 online course sequences at the beginner or intermediate levels in Chinese, Dutch, Japanese, Korean and Portuguese and at the advanced level for French, German and Spanish. This meshes with goals already spelled out in our most recent strategic plan and thus will meet with broad interest and support from across the university.

To engage more students in global and international studies and learning about other cultures, we will create and offer a certificate in international studies. We will create a new identity and brand, the Calvin Academy for International Studies (CAIS), to launch and sustain this five- course (15-credit hour) certificate that will pair and leverage existing and new foreign language and culture courses offered on-campus and online.

Finally, we will develop the plan and begin the groundwork to enhance our Study Abroad Programs, with the goal of increasing students and broadening participation, especially among underserved and underrepresented populations such as community college students and bachelor's-level professional and STEM students. The plan will leverage the new foreign language online offerings and international studies certificate program while building new opportunities to augment study abroad through an internship or research opportunity with international organizations or businesses. During the grant period, agreements will be developed with international organizations (business and nonprofit) and a small number of internships will be piloted with select students. This plan will lay the groundwork for additional university progress.

Clemson University

Engineering Language

The proposed project builds upon ongoing efforts at Clemson University to establish an interdisciplinary curriculum to produce engineers who are both proficient in foreign language and culturally adaptable in a global workplace.

In alignment with the institution's Clemson *Forward* strategic plan, faculty in Engineering and Modern Languages have collaborated to create new programming that integrates global learning into the curriculum. The pilot program will be a Mechanical Engineering (ME)+*German* degree. Key components of this novel degree will include: 1) a technical foreign language course and two Math courses taught at Clemson University in German; and 2) both a semester abroad and an internship in an international, German-speaking context. To better prepare students for their work abroad, the technical German and Math courses will feature International Virtual Exchange (IVE) components that will enhance students' language proficiency, cultural awareness, and intercultural communication competency.

In Year 1, the grant team will implement the curriculum for the ME *German* program, validating modules for International Virtual Exchange (IVE) for the technical German and Math courses, as well as growing the program's network of industry partners and student internship opportunities. In Year 2, the team will conduct training workshops for faculty and staff to expand the program beyond ME and German, starting with the less-commonly taught languages of Chinese and Japanese. Lastly, comprehensive evaluation and assessment will be conducted to improve and inform future iterations of Engineering *Language* programming.

CU is submitting this proposal under Competitive Preference #2.

Coastal Carolina University

Building Collaborative Area Studies through an Interdisciplinary Language Resource Center

Project Director: Dr. Gary Schmidt (phone: 843-349-2741; e-mail: gschmidt@coastal.edu)

The proposed Interdisciplinary Language Resource Center (ILRC) will create and maintain opportunities for students to actively apply language skills to other areas of study in concrete, real-world tasks directly relevant to their future careers. The ILRC will foster active interdisciplinary engagement by bringing together students and faculty from the Department of Languages and Intercultural Studies and other disciplines, including but not limited to Political Science, Intelligence and National Security Studies, History, and English.

The ILRC will accumulate, maintain, and disseminate resources related to language learning and area studies that will assist students and faculty in engaging in curricular and co-curricular learning activities, including collaborative interdisciplinary courses and projects that allow students to apply language proficiency directly to the study of other disciplines central to area studies. Hardware and software will promote students' acquisition and application of advanced proficiency, and the center director will serve as a mentor for students and faculty in utilization of the resources for individual study and collaborative projects. The center will include a computer lab that can be reserved for class use, an office for the director, a common area equipped with technology where events can be held, a collection of media and software related to language learning and language acquisition available to both faculty and students, as well as subscriptions licenses for foreign media and news sources.

Examples of activities to be scheduled in the event space include discussions of contemporary international events, international news viewings, language conversation groups, student club meeting, film screenings, reading groups, lectures, and telecollaborations with foreign partners. The ILRC Director will advise all area studies minors, identify and collect language learning resources, facilitate interdisciplinary collaborations, and coordinate student advising in the following areas: study abroad opportunities; applications for Critical Language Scholarships, Boren Awards, and other opportunities; results of Stamp4s language proficiency assessments and identification of resources available for improvement of language skills. The director will also coordinate programming, collaborating with faculty to identify opportunities for webinars, guest speakers, and professional development activities (including grants, workshops, and conferences).

Project goals are as follows: 1. Increase number of CCU students enrolled in international area studies minors; 2. increase number of CCU students who complete at least four semesters of study of a critical language (Arabic, Chinese, or Russian); 3. increase numbers of applications and awards for major scholarship such as the Critical Language Scholarship, Boren Awards, Gilman Scholarships, and Fulbright Language Teaching Assistantships. 4. Increase number of interdisciplinary courses that include both a modern foreign language and international area studies component; 5. Increase the number of CCU graduates with demonstrable advanced proficiency in at least two skill areas (reading, writing, listening, and speaking) in a modern foreign language as measured by the Stamp4s exam.

College of Saint Benedict and Saint John's University

Global Health Minor

Project Director: Ellen Block, assistant professor (associate professor as of Fall 2020) of Sociology, (320) 363-3193, eblock@csbsju.edu

College of Saint Benedict and Saint John's University (hereafter "CSB/SJU") proposes a new interdisciplinary global health minor that will strengthen and improve undergraduate instruction in international studies and foreign languages by providing international and transnational perspectives on issues pertaining to healthcare practice, advocacy, and policy using a liberal arts approach. UISFL funding will support initial development of the minor, which will significantly strengthen CSB/SJU's foreign language programs, area studies programs, and pre-professional programs in health-related fields. The proposed project will include (1) revision of two existing courses that will serve as the two required interdisciplinary courses for the minor; (2) creation of three new elective courses for the minor; (3) strengthened institutional partnerships with organizations and institutions in South Africa and Minnesota; (4) faculty professional development around teaching global health; (5) enhanced study abroad opportunities in South Africa that include health-related experiential learning opportunities and foreign language study; and (6) new Minnesota-based health-related experiential learning opportunities for students with advanced Spanish language proficiency.

The overall goal of the proposed project is to develop and implement a new minor in global health that (1) meets student interests in social-scientific and humanistic approaches to global health issues; (2) offers an in-depth exploration of the economic, political, and social factors that impact health care globally; and (3) better prepares students for graduate school or health-related careers with culturally diverse populations both locally and globally. CSB/SJU has established the following objectives to meet this goal:

1. Develop a global health minor curriculum that will increase students' global and cultural competency and foreign language proficiency, especially among students who graduate with degrees in health-related fields including pre-professional programs in medicine, physician assistant, physical therapy, and other fields.
2. Enhance the interdisciplinary knowledge and expertise of CSB/SJU faculty in global health and best practices in advising students in global health.
3. Strengthen existing partnerships and establish new partnerships with domestic and international organizations and institutions where students can pursue further language training and gain ethically grounded, relevant field experience in global health.

Anthropologist Ellen Block will serve as project director, and the project will be carried out by an eight-person Global Health Steering Committee that includes Block, Barb May (Department of Academic Affairs), Karlyn Forner (Department of Academic Affairs), Jeffrey Anderson (peace studies), Brittany Merritt (history), Roy Ketchum (Hispanic studies), Manuel Campos (biology), and Kevin Clancy (Center for Global Education). Libby Smith of University of Wisconsin-Stout's Applied Research Center will serve as the project's external evaluator.

Cornell University and Monroe Community College

*Creating an Africa Nexus: Building Networks at Home and Abroad to
Strengthen Undergraduate African Studies and Languages*

Institute for African Development, Cornell University in Consortial Partnership with Monroe Community College, Muna Ndulo, Principal Investigator 190A Uris Hall, Ithaca, NY 14853 Mbn5@cornell.edu; tel. 607-255-930

The Institute for African Development (IAD) at Cornell University is applying for a UISFL consortial grant with Monroe Community College (MCC) to strengthen African studies and languages at Cornell and Community College (CC) partners through the creations of new meaningful, effective, and sustainable learning opportunities for undergraduates on campus as well as in Africa. The focus is on establishing cohesive and multi-layered Cornell “hubs” in Zambia and Ghana serving as anchors for broader programming throughout the region, creating a network of African-based alumni mentors offering research and internship opportunities to students of diverse disciplines, as well as on offering new innovative on-campus language and cultural pre- departure courses and reflection seminars. The initiative includes:

- Develop and support two new opportunities for undergraduate students to take faculty-led study abroad courses that provide innovative learning opportunities in Zambia and Ghana
- Build and enhance strategic partnerships with IAD Alumni fellows and institutions in Africa
- Provide and support new opportunities for undergraduate students in humanities, social sciences, and sciences fields to work in summer internships or conduct honors thesis research in Africa
- Create innovative African language and culture courses particularly for science students who may not otherwise study a foreign language
- Create conversation hours for African languages offered in an informal, low-pressure atmosphere
- Recognize undergraduates for their achievements and provide them an opportunity for reflection after their experiences in Africa
- Engage undergraduate students in discussion and awareness of current events and issues and facilitate collaborative programming with regional Minority Serving Institution (MSI)/CCs
- Increase African studies content at regional MSI/CC partners.

Over 400 IAD Alumni Fellows are working across Africa in a wide range of disciplines. Building on existing partnerships and collaborations, the initiative seeks to create an African Nexus including a new Alumni Mentor Network in Africa as well as a network of African scholars on campus and regional MSI/CCs partners. In doing so it seeks to increase enrollments of undergraduate students in on-campus African studies and language classes particularly from the STEM fields. It also seeks to increase the number of undergraduate students with experiential learning in Africa, and, more broadly, generate greater interest in the study of Africa.

Governors State University

Making Spanish and Global Studies Accessible to All

Project Co-Directors:

Novia Pagone, npagone@govst.edu, 708-235-7435

Jelena Radovic-Fanta, jradovic-fanta@govst.edu, 708-235-3987

The College of Arts and Sciences (the College) at Governors State University (GSU) is applying for a grant under the Department of Education's Undergraduate International Studies and Foreign Language Program (UISFL) to develop off-campus study and curricular, co- and extra- curricular opportunities to expand its existing programs in Spanish and Global Studies. Both Spanish and Global Studies support GSU's mission to offer "an exceptional and accessible education that prepares students with the knowledge, skills and confidence to succeed in a global society." In Fall of 2019, the average age of our undergraduate population (3,136) was 27 years old and included 63.3% women, 59.8% students of color, 49.1% Pell Grant recipients, 39.8% first-generation college students, and 62% military-connected students. Our main challenge at GSU is offering meaningful opportunities to connect with the global public square that also are accessible to our undergraduate student population. The vast majority of GSU students come from economically under-resourced backgrounds, with many balancing study, work, and family responsibilities. This means they have few resources available to participate in activities outside the classroom that will provide skills, knowledge, and experience to be competitive in the employment marketplace and in graduate programs. As a minority-serving public regional institution, GSU and its faculty are committed to offering a rich curriculum that prepares our students for success after graduation.

Building on the early success of our Spanish and Global Studies minors, a UISFL grant will contribute to our ability to make off-campus study accessible to students, to enrich our Spanish for the Professions courses, and to further infuse global programming into campus life. Our proposed project will contribute to the College's capacity to:

1. Create a new Global Studies course—Afro-Latino Cultures of Latin America—with a built-in study abroad component.
2. Develop open access materials for our Spanish for Professions courses – Spanish for Business Professions and Spanish for Health Professions.
3. Support current Spanish faculty in becoming certified to conduct the ACTFL (American Council on the Teaching of Foreign Languages) Oral Proficiency Interview in order to provide official proficiency level credentials to students minoring in Spanish upon graduation and the ability to evaluate students' language proficiency for placement in language courses and for Prior Learning Assessment credit.
4. Establish a language resource archive containing digital and physical materials (books, DVDs, streaming films, software) for use by students, community members, faculty, and staff; and
5. Expand existing series of cultural events, including the "Making Global a Local Concern" on-campus film festival, Voices of Spring bilingual visiting poet, speaker series, and visits to the National Museum of Mexican Art, Pilsen mural tour, Chicago Latin American Film Festival and the Chicago International Film Festival.

Illinois College

Integrating Caribbean Culture, Language, and Ecology into the Curriculum

Project Director Contact Information: Dr. Devin Bryson, Associate Professor of Modern Languages—French; Illinois College, 1101 W. College Ave., Jacksonville, IL 62650.

Illinois College (IC), the first college to award degrees in Illinois, is a top- ranked, private, four-year institution. The college is in Jacksonville, Illinois, a community of 18,749 (U.S. Census, 2018). Students can choose from 32 academic majors leading to Bachelor of Arts or Bachelor of Science degrees. Student participation in international experiences is high. Thirty-six percent (36%) of the Class of 2019 participated in an international experience. Since 2016, Illinois College has had five Fulbright Scholars, a strong achievement for a small institution.

The proposed “Integrating Caribbean Culture, Language, and Ecology into the Curriculum” project (ICCLEC), will provide critical resources to expand Illinois College’s institutional relationships within the Caribbean region, a major and exemplary focus of the college’s global education work; engage faculty across the curriculum in incorporating Caribbean Studies into their course content while expanding their own intercultural competency; and expand language learning and hands-on, multilingual, group study abroad experiences for Illinois College students.

Specific Objectives: The project will be guided by the following five objectives that relate to the UISFL program purpose of planning, developing, and carrying out projects to strengthen and improve undergraduate instruction in international studies and foreign languages in the United States.

- 1) Develop and implement a Caribbean Studies concentration in the Global Studies Department that is focused on the cultural and social contexts of ecological issues in the Caribbean.
- 2) Improve the teaching of Global Studies at the undergraduate level through a faculty training framework designed to support the research and development of Caribbean Studies teaching materials and to increase the overall intercultural competency of IC faculty.
- 3) Expand and enhance course offerings in the Global Studies Department and in courses across the curriculum to increase undergraduate students’ intercultural competence and language proficiency.
- 4) Increase the number of undergraduate students participating in international and intercultural experiential learning activities related to Caribbean Studies.
- 5) Build the long-term capacity and effectiveness of existing international partnerships within the Caribbean and develop opportunities for new or enhanced partnerships.

Indiana University – Purdue University Indianapolis and Ivy Technical Community College

Building Global Learning Foundations:

Developing Global Engagement Pathways for Freshman and Transfer Students

PROJECT CO-DIRECTORS:

Dr. Hilary Kahn, (Associate Vice Chancellor of International Affairs and Associate Professor, IUPUI, hkahn@iu.edu)

Dr. Russell Baker (Vice President of Academic Affairs, Ivy Tech, rbaker80@ivytech.edu)

Project introduces freshmen and transfer students to global skills and competencies by building Global Learning Foundations at both institutions. These global learning foundations will allow first-year students to encounter and successfully navigate four global engagement pathways (international studies, world languages, global career, and study abroad pathways) to help them achieve the necessary international, intercultural, and multilingual skills for academic and career success. The global foundations will be created by 1) integrating high-impact global practices in the first-year curriculum and transfer student transition orientation, including in world language courses, 2) providing high-quality and sustained professional development to faculty, and 3) training academic and career advisors about the benefits of a global skillset. The goal is to provide equitable access to global learning for all, particularly to those who may not have traditionally had access to global learning, such as transfer and underrepresented minority students.

The potential impact of transforming the first-year experiences of both campuses is monumental. In addition to deliberately internationalizing 20 one-week preparatory freshman Bridge Programs and 20 First-Year Seminars (FYS) annually by the end of the grant, IUPUI will also be introducing students to global learning across all sections of IUPUI's 160 FYS by integrating a module about the importance of global skills and the resources available to IUPUI students to achieve them. Ivy Tech will also introduce global learning into its statewide IVYT first-year seminar. First-year language courses in Arabic, Chinese, Japanese, and Spanish will be enhanced through the integration of high-impact practices, with the goal of creating more engaging learning environments as well as pathways to intermediate and advanced language learning. Lastly, the project will introduce global pathways into the IUPUI Transition Student Experience. With academic and career advisors at both institutions also being trained to lead students toward global engagement pathways, the grant will have a wide and long-term impact.

Three annual professional development workshops will prepare faculty and staff from IUPUI and Ivy Tech, and curricular and collaborative connections between the two institutions will be fostered to facilitate this project. Further, a Transition Scholarship will be made available for students transferring from Ivy Tech to IUPUI to study abroad.

Johnson County Community College

Expanding Global Awareness through STEM Curriculum and Study Abroad

Project Director:

Dr. Tom Patterson, Director of International Education

12345 College Blvd, Overland Park, KS 66210

tpatte12@jccc.edu

913-469-8500, ext. 3496

Johnson County Community College (JCCC) requests funding through the Department of Education's *Undergraduate International Studies and Foreign Language* grant program to support infusing international education, expanding study abroad opportunities, and enhancing Japanese Language acquisition for its students. The proposed project will integrate international education across STEM education. The project will recruit 16 faculty from Math and Physical/Life Sciences, as well as Industrial Technology (Welding, Engineering, and Construction Management) and Computer Science/Information Technology. These faculty will participate in professional development on how to globalize their courses and travel abroad to support their effort. These faculty will create modules to bring international content into their courses.

Additionally, the project will include the development of three new study abroad programs focusing on STEM topics. These include exploring the Netherland's technological advancement in flood mitigation and manufacturing, Sweden's historical contributions to chemistry and biology, and medicine, space exploration, and architecture in India.

Finally, the project will enhance Japanese language instruction for students. The project outcomes will include the development and piloting of a new one-credit hour Japanese course for true beginners. This course may serve as a prerequisite for students to participate in a new study abroad program to Tokyo, Japan. This study abroad trip will have students attend Genki, a Japanese language school, and visit Video Game and Web Development companies in Tokyo.

LaGuardia Community College

Redesigning Foreign Language Instruction and Forging Overseas Institutional Partnerships

Project Director: Dr. Arthur Lau; (718) 482-5626; alau@lagcc.cuny.edu

Few cities have experienced the level of migration flows, cross border experiences, and manifestation of global heritage more than the borough of Queens in New York City. Queens boasts a population of 2 million, the majority of who are either foreign-born, children of immigrants, or second-generation immigrants.

Representing a diverse linguistic and cultural heritage that is embedded within the fabric of local life, Queens is considered by many to be the epitome of ethnographic pluralism in the United States.

Located in Long Island City in Queens, LaGuardia Community College has educated students for over 50 years. While its mission to provide equitable education to economically underprivileged and academically underprepared students remains unchanged, the demographics of the student body has seen substantial shifts. For example, an increasing number of students from South and Southeast Asia are observed on campus today, replacing students from Southern and Eastern Europe who made up a large proportion of students just a few decades ago. Changes are observed even among Latino students, who now constitute 50% of the student body, with an increasing representation of students of Dominican, Mexican, and Ecuadorian descent.

An overarching theme of the proposed project is to modernize our modern language and international studies curricula while building international partnerships on both classroom (pedagogical) and institutional levels to better serve our students. LaGuardia Community College seeks Title VI UISFL funding to pursue four independent yet interconnected objectives to accomplish this goal:

Project Objectives

<p><u>Goal 1: (Curriculum development in LCTLs)</u> Provide professional development for faculty in Less Commonly Taught Languages (LCTLs), including (modified) Oral Proficiency Interview (OPI or mOPI) certificate training. Recruit heritage students in such LCTLs as Arabic, Mandarin Chinese, Korean, Bengali, Nepali, Russian, Tibetan, Urdu/Hindi, Uzbek, and Haitian Creole in collaboration with local ethnic-based organizations. Develop a new two-year sequence in some LCTLs (Bengali and Urdu/Hindi).</p>

<p><u>Goal 2: (Formalized Overseas Institutional Partnership)</u> Establish an overseas institutional partnership that has an analogous International Studies/LA Program through a formalized agreement. This partnership may take the form of a dual degree, awarded to students by higher education institutions in both countries, and an extension certificate, awarded to students based on a specific course sequence/course completion in either one of the partner institutions.</p>
--

<p><u>Goal 3: (Collaborative Online International Learning)</u> Introduce Collaborative Online International Learning (COIL) to targeted International Studies and Modern Language courses. Provide professional development training to two faculty cohorts and subsequently implement COIL modules in their courses. COIL is an experiential, accessible and sustainable form of global learning pedagogy whereby students residing in different countries collaborate on course projects using a variety of virtual platforms.</p>

Goal 4: (Co-curricular Program Design) Design and implement co-curricular and experiential international programming to promote the above-mentioned project goals. The co-curricular projects include but are not limited to Model UN, COIL showcases, and workshops for Gilman and CLS study abroad scholarships. Partner with local, external agencies to recruit 1.5 and 2nd generations in the local ethnic communities to college-level education.

Since its founding in 1971, LaGuardia has served the highly diverse low-income immigrant communities residing in Queens and New York City. LaGuardia students represent 153 different countries of origin and over 100 home/heritage languages. Ethnically, 85% of our 20,000-degree students are of Hispanic, Asian, or Black descent, with Hispanics comprising the largest group at 43%.

Long Island University – Brooklyn

"Words Matter! Building Innovative Professional Diplomacy through Diplomatic Communication and Language Skills"

Project Director: Dalia F Fahmy, PhD, Associate Professor of Political Science, Long Island University – Brooklyn

Long Island University – Brooklyn, a Title III-eligible campus characterized by a low-income, highly diverse and recent immigrant student population, proposes an innovative curriculum ("Words Matter") to enhance the Five Core Foundation courses and 28 core curriculum courses with 5 UN critical languages (Arabic, Chinese, French, Russian, Spanish). This new approach will support the growth of LIU's recently created International Relations & Diplomacy (IR/D) Major, lead to a Certification in "Diplomacy of UN Languages" for students, and result in a *UN- Diplomacy Curriculum Guide* to assist other universities promote active understanding of the central role languages play in IR/D.

The goal of "Words Matter" is the development of an interdisciplinary International Relations program with a foreign language component focusing on diplomatic language skills. The Objectives are threefold:

- a) Strengthen the IR/D Curriculum through New Course Development.
- b) Expand foreign language offerings at LIU to include language professionalization in the official languages of the United Nations (Arabic, Chinese, English, French, Russian, Spanish) and
- c) Provide enhanced qualifications (Training) in foreign languages and diplomatic fluency for faculty in IR and ten faculty across the college to infuse within non-language courses.

The Curricular approach includes a. Critical [UN official] language infusion (Symbolism, Etymology and Phraseology, and Communications theory), b. Building an interdisciplinary community of practice, and c. Training. By example, Dr. Fahmy (PI), then at Rutgers, wanted to expose students to language and the "power of slogans" that students were seeing emerge out of Tahrir Square in a way for them to understand the history. To that end, Dr. Fahmy incorporated three language labs into the semester. These labs were a break from the non-language based instruction and during three 85-minute sessions students were exposed to: 1) the history of the Arabic alphabet and script through maps and movement of language throughout time 2) the concept of 3-letter root words in Arabic and how their derivatives create cluster meaning (e.g., freedom and democracy have the same root) 3) lost in translation, how core elements slogans and statements are lost when translation is used.

The project will take a similar approach with the formalization of the training and curriculum achieved through an expert Advisory Board/Training Experts from the Middlebury Institute of International Studies who will work with faculty at LIU. An experienced evaluator joins this effort, and the support of the institution is clear and substantive.

Maryville College

Global+: Global Competencies Across the Curriculum

Project Director: Dr. Lori Schmied, chair of the International Programming Committee, professor of psychology, coordinator of neurosciences, Sutton Science Center 127 Maryville College, 502 E. Lamar Alexander Pkwy, Maryville, TN, 37804; Phone: (865) 981-8162; Email: lori.schmied@maryvillecollege.edu

The project goal is to strengthen and improve undergraduate instruction in international studies (IS) and foreign language (with an emphasis on Spanish) at Maryville College (MC) by increasing global/intercultural competencies across the curriculum. We will develop the Global+ program (Global+ is shorthand for infusing global competencies), to: (1) strengthen and expand the curriculum in international studies and foreign languages through integration with other disciplines, (2) develop and enhance global competencies among faculty and their ability to develop integrated courses (Total=80), and (3) engage students in acquisition of global competencies (Total=250/year). Activities will include: (1) create a Global+ program (G+) with faculty coordinators and affiliated faculty and staff that will integrate functions of the existing programs and serve as the campus hub for promoting global competencies across the curriculum and co-curriculum; (2) redesign IS and Spanish majors to include a revised INT 201 introductory course and the INT 401 capstone course, easier integration with core curriculum and other majors, and development of applied language options such as courses in translation/interpretation and Spanish for business; (3) create the Certificate Program in Global Competency that allows students from any major to achieve global fluency while pursuing their chosen field. It can be earned within the IS major but does not require students to choose that major track. The Certificate will include coursework, study abroad, and co-curricular activities designed to increase global competencies in cross-cultural and language fluency; (4) develop G+ courses: create at least one language plus course and one IS plus course each year. Examples of these integrated courses that couple advanced language training or international studies with other disciplinary course content include Spanish + business; Spanish + criminal justice; and incorporate travel-study programs, such as global child welfare (international studies + psychology); (5) develop a specific travel-study program in Costa Rica that adheres to G+ program principles (either IS+ or Lang+) as a 6-week residential program, building upon current study abroad partnerships during the summer led by MC faculty using partnership arrangements in-country; (6) use mini-grants to incentivize faculty members to develop G+ program courses (to create new courses or revise existing ones - 10/yr.) to incorporate student learning goals and support activities to enhance global competencies; (7) conduct one faculty workshop in Year 1 on global competencies and strategies to embed them in courses. In Year 2, the workshop will be replaced by an embedded session at the annual faculty retreat. A culminating G+ summit of faculty and staff who have participated will occur at the end of the grant period. (8) Students will develop global competencies by enrolling in G+ program courses. Specific engagement activities targeting students will also add depth to their skills, knowledge, and attitudes, and promote interaction with diverse populations. Direct support for students studying or interning abroad will take the form of individual scholarships to reduce the financial burden, especially among groups traditionally underrepresented in study abroad programs. Competitive Preference Priority# 2 is requested.

Massasoit Community College

The MAGGIE Project: Massasoit Goes Global: Internationalizing Education

Project Director: Dr. Sawsan Zahara E-mail: szahara@massasoit.mass.edu Telephone: 508-588-9100

Massasoit Community College, an inner-city community college that serves a highly diverse low-income student population, is committed to preparing its students for membership in a global society. The proposed MAGGIE Project will result in the development of a new Global Studies Certificate credential, 30 new or enhanced courses, and Study Abroad programs to two destinations with Less Commonly Taught Languages.

The MAGGIE Project has two strategic objectives that support the improvement and expansion of international studies and foreign languages:

1. Globalize curriculum across disciplines and introduce one interdisciplinary Global Studies certificate to enhance professional and pre-professional degrees.
2. Increase institutional capacity to offer study abroad programs by adding two credit-bearing, inter-disciplinary courses that incorporate travel to countries with less commonly taught languages.

To achieve these objectives, the college will provide training in curriculum globalization for faculty in disciplines across the college. To ensure that students in any professional or pre-professional major can select from an adequate number of elective courses to earn a Global Studies certificate on their way to an associate degree, faculty from across disciplines will develop or substantially revise 30 courses to qualify as Global Studies electives. The inclusion of foreign language as a requirement of the Global Studies certificate and a component of the study abroad course will help to increase enrollment in foreign language courses. To ensure that our diverse students can access and benefit from a full complement of international experiences, Massasoit will build on an existing co-curricular study abroad framework to design a template so that faculty from any discipline can contribute to the design a multi-disciplinary, module-based Study Abroad seminar that will enhance the Global Studies certificate and that can be paired with any college degree program.

Montana State University Billings and Northwest College

Global Skills Certificate Program and International Studies Minor

Project Director:

Dr. Paul M. Foster

paul.foster4@msubillings.edu

(406) 247-5785

Montana State University Billings and Northwest College in Powell, Wyoming are seeking funds to increase opportunities for undergraduate students to grow their global skills by: 1) accessing a new interdisciplinary focusing on East Asian studies and 2) increasing faculty expertise in Global Skills learning outcomes and East Asian studies in service of these programs. There are 7 main objectives of this project: 1) increase faculty expertise in global studies and East Asia; 2) create new and revise existing MSUB and NWC courses with focus on global studies and East Asia; 3) develop and implement an interdisciplinary Global Studies Certificate Program; 4) increase participation in Study Abroad Programs in Korea, Japan, and China; 5) develop language programs in less commonly taught languages (Chinese, Japanese, Korean); 6) develop a bi-annual Global Studies Seminar; and 7) form a Global Studies Advisory Committee.

This proposal addresses all three program priorities: 1) Competitive Preference Priority 1 (application from a consortium of higher education institutions including community colleges). 2) Competitive Preference Priority 2 (requirement that graduating students in the program to earn two years of post-secondary credit in a foreign language). In addition, the project will create a new track in an existing International Studies Minor program to focus on one world area (East Asia) and include training in Less Commonly Taught Languages, thus addressing the Invitational Priority of the Program. The objectives of the project are to strengthen and improve undergraduate instruction in international studies and foreign languages at both institutions. Grant funds will be used to revise and update curricula, develop faculty expertise and add language instruction at both institutions. Some funds, less than 10% of the total budget, will support student study abroad in East Asia.

The MSU Billings UISFL project will greatly enhance faculty expertise in international studies and East Asia in Montana and Wyoming. 27 faculty will receive funds to revise curricula and to travel to East Asian partner universities. Over 6,000 undergraduate students in a largely under- represented area will have full access to the activities and outcomes of the project (Global Studies Certificate, International Studies Minor – East Asia Track, Study Abroad, language instruction), thereby increasing their career prospects, especially in relation to service in areas of national need. MSUB and NWC have developed considerable strengths in International Studies and have fully staffed professional offices to support campus internationalization. East Asia is the most important trading partner with Montana/Wyoming and the source of much investment resources in the region. MSUB has existing, active partnerships with three universities in East Asia (Beijing, China; Kumamoto, Japan; Chuncheon, Korea) who support this project. The bi- annual Global Studies Seminars will bring together national experts in East Asian studies and consortial partner students, faculty, and community members. A Project Advisory Committee will provide faculty and administrative oversight.

Pacific University

Global Scholars Program

Project Director: Erica Andree, Center for Language, and Int'l Collaboration; 2043 College Way, Forest Grove, OR 97116; andr5108@pacificu.edu; 503-352-1607

The Global Scholars Program at Pacific University is an emerging effort to internationalize the undergraduate curriculum and to expand and diversify study abroad so that every student has equitable access to the benefits of global learning. Serving the global community is an important element of Pacific University's mission. We seek to educate students to become global leaders who think, care, and pursue justice in our world. In keeping with Pacific's mission, we seek to expand opportunities beyond our current undergraduate degree requirements--4 credits of foreign language and 2 credits of coursework with the International and Diverse Perspectives (IDP) designation. By comparison, students participating in the four-year Global Scholars pathway, will take a deep, multidisciplinary dive into global learning across their core curriculum. The Global Scholars Program will offer students majoring in any discipline a pathway to internationalize their education by completing their core coursework with IDP-designated courses, participating in study or internship abroad, and integrating their global experience through an internationally focused senior capstone project. Moreover, the Global Scholars program adds minimal credits for students and minimal costs to the university.

With \$199,688 in funding support from the Undergraduate International Studies and Foreign Language program, we propose to develop three aspects of the Global Scholars Program: (1) to establish the first-year global learning curriculum which consists of a Global Scholar First Year Seminar and companion Global Explorations faculty-led travel course, with an equity-informed focus on early, scaffolded exposure to global learning, (2) to expand the selection of International and Diverse Perspectives courses across the undergraduate core curriculum, and (3) develop equitable opportunities for diverse students to apply their global education through study or internship abroad. The proposed first-year seminar will prepare students to study abroad by providing internationally focused course content aligned with U.S. foreign policy goals as well as intercultural and logistical preparation for the subsequent winter-term Global Explorations travel course. Early, scaffolded international experience in the first year will provide a globalizing framework for students' subsequent pathway toward an internationalized Global Scholars core curriculum. This will concurrently build students' capacity to participate in future study and internship abroad opportunities.

Pacific University is a small, liberal arts college in rural Oregon, and a designated Asian American Native American Pacific Islander Serving Institution (AANAPISI). About 80% of our roughly 1800 undergraduates qualify for needs-based financial aid and about 30% receive federal Pell grants. Nearly 50% of Pacific students identify as non-white or multi-ethnic. Thanks to their multi-cultural backgrounds, many of our students already practice intercultural skills such as code-switching or bilingualism. Meanwhile, these same diverse students tend to be underrepresented in global learning. We recognize an opportunity to increase equitable access to the benefits of global learning by identifying and valuing students for their intercultural strengths and recruiting them to participate in the Global Scholars Program.

The resulting Global Scholars will be globally informed graduates who are prepared to think, care, and pursue justice in the world. This equity-informed, multidisciplinary approach to global learning may serve as an example to other small liberal arts colleges seeking to internationalize the curriculum and improve global learning outcomes for all students.

Ramapo College of New Jersey

Improving Cross-Cultural Communication Between Patients and Human Services Professionals

Project Director:

Natalia Santamaria Laorden, Ph.D.

Associate Professor of Spanish

Ramapo College of New Jersey

201-684-7426

nsantama@ramapo.edu

The purpose of this UISFL request is to enhance key components of a new Certificate in Spanish for Health Care and Human Services Professionals at Ramapo College of New Jersey, launched in 2018. The project we propose will create three new courses for the certificate (on narrative medicine, on interpretation, and a bridge course in Spanish language for health care), a study abroad and internship course with aphasia centers in the US and Spain, and by holding a symposium on narrative medicine.

Given the success of enrollment in our certificate we will continue efforts to address the specific communication gaps that occur between Spanish speaking patients and non-Spanish health care providers by implementing a course on interpretation for psychologists and social workers and creating a low intermediate course on Spanish for Health Care to help students bridge the proficiency gap required of the certificate. We will work with anthropology, biology, social work and psychology faculty to create the new course on narrative medicine that will address the need of less-taught languages and cultures in the medical field and expose the difficulties in communication between patients and health care providers in cross-cultural contexts. The course will be delivered in English but will introduce a component of digital storytelling in public health, open to different languages and cultures.

We will create a study abroad program built on Ramapo students' internships at local aphasia centers that raised the interest of national organizations to acquire linguistic proficiency and cultural competence to meet the needs of their bilingual members.

A symposium on narrative medicine will allow us to meet with colleagues and share best practices.

Following the 2018 National Academies of Sciences, Engineering, and Medicine consensus study report entitled "The Integration of the Humanities and Arts with Sciences, Engineering and Medicine in Higher Education", professor Rita Charon and lessons learned from world language theories, like Saphir-Whorf, our projects aims "to improve healthcare by increasing the accuracy and scope of clinicians' knowledge of their patients and deepening the therapeutic partnerships they are able to form."

Rowan University and Rowan College at Burlington County

Global Security and International Studies

PROJECT DIRECTORS

Dr. Lawrence P. Markowitz
Professor of Political Science
Chair, Department of Political Science &
Economics
317 Robinson Hall, 201 Mullica Hill Road
Rowan University
Glassboro, New Jersey 08028 USA Office Tel:
856-256-4889
Email: markowitzL@rowan.edu

Dr. Kelly M. Duke Bryant
Associate Professor, Department of History
Coordinator, International Studies and Area
Studies
Rowan University 201 Mullica Hill Road Glassboro,
NJ 08028
856-256-4500; 53972
Email: duke-bryant@rowan.edu

The Rowan University and Rowan College at Burlington County (RU-RCBC) Consortium is seeking a three-year UISFL grant for a project that integrates a targeted study of global health threats, environmental dangers, and emergency response into its International Studies Program. As global security becomes increasingly complex, institutions of higher education are called upon to provide a mix of language training, regional knowledge, and specialized technical expertise. Through interdisciplinary programming in global security that focuses on health, environment and emergency response, coupled with strengthening foreign language training and building international studies, this project will enable RU-RCBC to become a leading undergraduate center in global security for years to come. Rowan University (RU), a public university in southern New Jersey established in 1923, has undergone several recent transformations enabling it to become a Carnegie-ranked, comprehensive public research institution that remains committed to undergraduate education with its consortia partners. Rowan College at Burlington County (RCBC), a public two-year university established in 1966, has become a leading community college in southern New Jersey, developing innovative partnerships and degrees that enable its graduates (many of whom go on to study at RU) to succeed across the region. Building on faculty strengths in international studies and global security, strong student demand for language courses and international programs, and extensive support for Rowan University's International Studies Program, a UISFL grant will enable the RU-RCBC Consortium to develop a set of integrated, dynamic undergraduate programs that enables its students to meet 21st century global security challenges.

Sinclair Community College

Growing Asian Language and Global Learning Opportunities

Dr. Derek Petrey, Project Co-Director

Assistant Director of Center for Teaching and Learning, Director of Global Studies Program
derek.petrey@sinclair.edu | (937) 512-2092

Yufeng Wang, Project Co-Director

Lead Professor of Chinese, Professor of History yufeng.wang@sinclair.edu | (937) 512-2248
Dayton, OH

Sinclair Community College (Dayton, OH) seeks a single-institution UISFL grant of \$185,716 for the *Growing Asian Language and Global Learning Opportunities* project. Sinclair is an education and workforce training leader in the southwest Ohio region, with a full-time Fall 2019 enrollment of 18,797. The College recognizes the need to continually grow language and global programming to meet the needs of regional businesses and industries. Major employment sectors include manufacturing, information technology, and healthcare. These industries play a key role in the economy, and increasingly, they operate across national borders.

This UISFL project design, *Growing Asian Language and Global Learning Opportunities*, includes increasing faculty and institutional capacity to internationalize the curriculum, developing new foreign language courses and international studies curriculum, and launching intercultural programming that will be sustained beyond the grant period. This project aligns with Sinclair's International Education Strategic Plan and the goals of the Undergraduate International Studies and Foreign Language Program. Over the two-year project period, Sinclair will:

1. Launch an "Internationalizing the Curriculum" professional development track to train 24 faculty in developing international studies modules
2. Develop 10 university-parallel foreign language courses: Beginning and Intermediate Chinese and Japanese I and II, and Business Chinese I and II
3. Develop an 18-credit hour Business Chinese short-term certificate
4. Create new Asian Studies modules for dissemination in programs across multiple disciplines
5. Launch annual Immersion Fairs at Sinclair, bringing together Sinclair and K-12 students, community based cultural organizations, and business and industry partners
6. Develop two new short-term study abroad programs to China and Japan

University of Arizona

Central American Studies: Undergraduate Student Engagement in Human Security, Environment, Health and Migration

Marcela Vásquez-León, mvasquez@email.arizona.edu

The Center for Latin American Studies (CLAS) at the University of Arizona (U of Arizona) seeks funding from the U.S. Department of Education to create a program of activities and learning opportunities in support of a Central America Studies and Indigenous Language undergraduate certificate. Central America (CA) is at a critical moment. Compared to the 1980s, the region has achieved a measure of political stability, has become a strong economic partner of the US, and armed conflict in the region has declined. Despite the positive trends, about half of the population lives in poverty, and violence linked to crime and weak judicial systems is endemic. Poverty and violence drive out-migration, which tends to flow towards the US. As of 2017, there were more than 3.5 million Central Americans living in the US; the majority came after 2000.

The crisis in CA, framed in the US as both a national security concern and a humanitarian crisis, poses a serious threat to Hemispheric stability and impacts U.S. strategic foreign policy and economic interests. More than ever, it is in the national interest of the U.S. to expand its global educational outreach to teach its citizenry about CA. We propose to prepare undergraduate students and future professionals in Central American culture and Indigenous languages, as well as to provide outreach programs to larger audiences, contributing to the promotion of international understanding and diplomacy and to the strengthening of democratic processes and poverty alleviation in CA. This is even more critical when considering that the U.S. has largest Central American population outside of CA. Also, at a regional level, Southern Arizona and the American Southwest have directly faced the impact of the Central American migration. For instance, in the past year, more than 20,000 asylum seekers, mostly Central American families, have passed through migrant shelters in Tucson after release by immigration authorities. At least half of those migrating from Guatemala are Indigenous and speak little or no Spanish, Language diversity is not only critical to understanding the region, but within the U.S., Mayan languages are among the top languages requested at US immigration courts.

The proposed program aims to achieve the following: 1. Create a new interdisciplinary Central American Studies Certificate open to students from across campus, which includes pathway programs for students transferring from Arizona Community Colleges. 2. Enhance Mayan Languages Training and increase student enrollment, with a focus on online curriculum development, cultural competence, and specialized language courses. 3. Increase International Engagement Opportunities for undergraduates by expanding existing study abroad programs; community-based research and internship opportunities in CA. 4. Promote a greater understanding of Central American cultures and Indigenous languages via campus and community outreach through the establishment of the UA Central American Scholars Network; free/public events on CA (lectures and cultural events); K-16 professional development workshops; and more. The U of Arizona is particularly well suited to develop a strong Central America Studies Program. start a critical languages program.

University of Colorado Boulder, Tibetan and Himalayan Studies

Creating a Certificate Program in Tibetan and Himalayan Studies

Tim Oakes, Project Director
toakes@colorado.edu

Danielle Rocheleau Salaz, Co-Director
salaz@colorado.edu
303-735-5312

CU Boulder is one of the world's centers of excellence in research on Tibetan and Himalayan Studies. This excellence is recognized in terms of the quality of research faculty; strength of graduate research in Tibetan and Nepali studies in cognate departments of Anthropology, Geography, and Religious Studies; and in the university's support for the Tibet Himalaya Initiative, a multidisciplinary hub for research, teaching, and public engagement on Tibet and the greater Himalaya region which is housed within CAS. CU is also one of the world's leading institutions for research and teaching on alpine environments, climate systems, and human- environmental interactions in alpine regions. CU Boulder thus already attracts many students interested in both human and environmental alpine systems.

The proposed project seeks to match, at the undergraduate level, CU Boulder's expertise in human and environmental alpine systems with international and area studies expertise on the world's largest and most extensive alpine region of Tibet and the Himalayas. The project begins with the recognition that our strengths in Tibetan and Himalayan Studies research and graduate training have yet to be fully realized in the undergraduate curriculum. The project will thus build an undergraduate curriculum in Tibetan and Himalayan Studies, including language study, that will complement existing research strengths.

The proposed project aims to develop an undergraduate certificate in Tibetan and Himalayan Studies. The project is designed to do this by meeting three key goals:

Goal 1: Build a sustainable area studies curriculum in Tibetan and Himalayan Studies. This goal will be met by 1) hiring a new part-time Asian Studies instructor to teach an introductory level civilization course on Tibet and the Himalayas, and regional courses on Tibetan and Nepali culture, society, politics, religion, literature, and economy; 2) offering professional development grants to faculty for enhancing curriculum; and 3) generating student interest through enhanced programming through the Tibet Himalaya Initiative.

Goal 2: Enhance DILS language instruction in Tibetan and Nepali for undergraduate students. This goal will be met by 1) creating consistently taught, credit-bearing versions of existing introductory Tibetan and Nepali Directed Independent Language Study (DILS) courses; 2) supplementing our existing colloquial Tibetan DILS with literary Tibetan DILS; and 3) developing a series of open access online learning modules for teaching Tibetan and Nepali DILS.

Goal 3: Expand study abroad and other language study opportunities for undergraduates studying Tibetan and Nepali. This goal will be met by 1) providing language study scholarships targeted at students looking to continue their Nepali and Tibetan language training beyond the introductory level offered by the DILS classes; and 2) developing a new undergraduate global seminar in Nepal, India, or Bhutan.

University of Colorado Boulder, Latin American Studies

Building Institutional Continuity in Latin American Studies

The Latin American Studies Center (LASC) at the University of Colorado Boulder is requesting grant funding for the purpose of supplementing its Undergraduate Certificate Program in Latin American and Latinx Studies. More specifically, LASC seeks to strengthen the feasibility of this Program through interdisciplinary training for faculty, support for existing and new courses, and activities that will enhance student recruitment, retention, and completion of the Program. In applying for UISFL funds, LASC has three particular objectives: first, to enhance its interdisciplinary and international curriculum, attracting all students and better representing the growing Latinx population of the state of Colorado; second, to offer a sequence of 3 semesters of courses in an endangered Latin American indigenous language, Quechua.; and third, to support a steady study abroad program with an indigenous language component in Latin America.

With respect to the objectives, LASC intends to support its interdisciplinary curriculum by providing course releases and training for faculty teaching LAMS 1000 (Introduction to Latin American and Latinx Studies, the core course of the program). In addition, LASC intends to hire a part-time instructor to create and teach a sequence of new Quechua language courses, which will fulfill the university's foreign language requirement; and to promote both the Quechua courses and the Program by increasing library holdings in Latin American Indigenous Studies, by carrying out activities and events that aid with recruiting and retaining a diverse student body, and by awarding travel grants to undergraduates studying indigenous languages. In sum, UISFL funds will enable LASC to provide crucial support for the University of Colorado's mission with respect to diversity and equal access for all.

University of Denver

Expanding Core Strengths in Middle East Studies

Project Director: Andrea L Stanton, Religious Studies (CAHSS), andrea.stanton@du.edu; 303-871-3503
Project Co-Director: Nader Hashemi, Josef Korbel School of International Studies

To support undergraduate interest in learning about the history, religion, culture, politics, and languages of the Middle East, the University of Denver is applying for UISFL federal funding to support its new, interdisciplinary Middle East Studies minor. It will be jointly directed by two faculty members: Andrea Stanton and Nader Hashemi. It addresses the invitational priority.

This project will involve five mutually-reinforcing activities: support the establishment of an interdisciplinary undergraduate minor in Middle East Studies based on the 25+ courses regularly taught by faculty across six units; broaden and deepen Middle East language instruction by expanding Arabic and Hebrew and introducing Turkish; support the development of new Middle East-focused courses with course development grants; support and encourage undergraduate study abroad in the region with stipends for language training, research, community-engaged learning, and internships; and organize quarterly teacher outreach workshops. Specifically, it will:

Support the establishment of an interdisciplinary undergraduate minor in Middle East Studies, housed in the Korbel School of International Studies and administered by the Center for Middle East Studies. The minor will require students to complete five, four credit-hour courses in at least two departments (including Art History, History, International Studies, Judaic Studies, and Religious Studies), as well as completing two upper-level language courses in Arabic or Hebrew.

Broaden and deepen the University's Middle East language instruction by expanding Arabic to a third year, systematizing the Hebrew offerings, and offering a full year of introductory Turkish. It will support the Center for World Languages and Cultures in offering Persian and Egyptian Arabic through its directed independent language study program, as well as in developing proficiency and placement exams for these languages.

Increase existing course offerings in Middle East studies, by providing course development grants. To encourage disciplinary diversity, one grant per cycle will be open to faculty in any department or school, and one per cycle in the first year will be reserved for faculty applying from programs with fewer than four Middle East Studies courses.

Support and further encourage undergraduate study abroad in the Middle East by offering supplemental study abroad stipends to students who have committed to studying abroad in the region, to be used to extend their time or deepen their experience with additional language study, a local internship, community-engaged learning, or scholarly research.

Systematize previous K-12 outreach efforts by hosting one teacher workshop each quarter.

University of Illinois at Urbana-Champaign

Enhancing Undergraduate Middle Eastern Language and Cultural Studies at the University of Illinois

Project Director: Hadi Salehi Esfahani, CSAMES, esfahani@illinois.edu

The Center for South Asian and Middle Eastern Studies (CSAMES) at the University of Illinois at Urbana-Champaign seeks a single institutional UISFL grant to meet the following objectives:

Objective #1: Enhance and expand Middle Eastern language instruction and learning opportunities for students:

- 1.A. Hiring a Director of Persian who will work on establishing a minor in Persian, that will include the addition of Persian culture classes along with elementary, intermediate and advanced levels of language classes.
- 1.B. Hiring a graduate assistant for the Arabic program
- 1.C. Hiring a teaching assistant for the Turkish program
- 1.D. Providing online language tutoring by native speakers for students of Arabic and Persian
- 1.E. Funding the Arabic Debate
- 1.F. Supporting summer intensive language study of Arabic, Persian and Turkish

Objective #2: Encourage student study, research and application of the languages and cultures of the Middle East:

- 2.A. Developing a study abroad course to Jordan on refugee and immigrant experiences
- 2.B. Developing a study abroad course to Turkey on Turkish language and culture
- 2.C. Offering scholarships for undergraduates to do summer language study and to take study abroad courses or conduct field research abroad
- 2.D. Organizing career workshops on working in international development and government

Objective #3: Strengthen and enhance non-language curriculum on the Middle East:

- 3.A. Developing an online course on Introduction to Middle East Studies
- 3.B. Developing a course on the Modern History and Politics of the Persian Gulf
- 3.C. Developing a course on Digital Humanities Tools for data management; providing an opportunity for students to use Cline Center's Global News Index database

Objective #4: Increase student awareness and public understanding of Middle Eastern languages and cultures:

- 4.A. Sponsoring a documentary film series on daily life in the Middle East
- 4.B. Collaborating with Yunus Emre Institute on events on Turkish language and culture
- 4.C. Engaging teacher education students through events on teaching about the Middle East
- 4.D. Collaborating with the Military Education Council for events serving ROTC students
- 4.E. Organizing a workshop on the U.S. military interventions in the Middle East

This proposal addresses Competitive Preference Priority 2.

University of Kentucky and Bluegrass Community and Technical College

CLIME: Consortium for Language and International Majors' Experiences

The importance of giving students a global lens through which to study STEM curriculum is a vital in creating the next generation of the STEM workforce. As recognized by the President's Committee on STEM Education of the National Science & Technology Council: "Moreover, the modern workplace itself is convergent; people with different perspectives, life experiences, knowledge, and understandings innovate and drive work forward in ways that monolithic groups often cannot. America stands to benefit from education systems that produce STEM-literate talent capable of asking and answering meaningful local or global questions that blur disciplinary boundaries." This project directly speaks to this need for students studying Science, Technology, Engineering, and Math in a global context.

Bluegrass Community and Technical College (BCTC) and University of Kentucky (UK), responding to worrisome trends in enrollment in International and language majors and participation in study abroad, propose CLIME: Consortium for Language and International Majors' Experiences. CLIME meets Competitive Preference Priority 1 as we seek to improve foreign language instruction at the community college campuses, and Competitive Preference Priority 2 as the community college partner offers two years of postsecondary credit in several foreign language (currently Spanish and French but we hope to add more as part of this project). CLIME guarantees students in four target majors (Anthropology, Hispanic Studies, International Studies and Modern and Classical Languages, Literatures, and Cultures) an internationally- oriented experience as part of their degree and expands the menu of options beyond study abroad to include internships, service learning, and research both abroad and locally, with an international focus. The guarantee is accompanied by comprehensive faculty support via new curriculum and co-curricular programming designed by Faculty Facilitators. Three core objectives shape our project: to deepen learning via internationally oriented experiences for students in the 4 majors, to increase enrollment in these majors, and to increase retention and graduation in these majors. Addressed in these objectives is the recognition that under-represented minorities, first generation, high financial need, and transfer students are all less likely to take advantage of high impact experiences such as study abroad. As such, all aspects of our collaboration are designed to close gaps in participation, retention, and graduation for students from these traditionally under- represented groups. CLIME will reshape the two-campus ecosystem for these majors by placing internationally focused experiential learning at their core and expand opportunities for all students to experience meaningful global engagement, and the success it brings to their education.

University of Maine at Farmington

Global Classrooms to Promote International and Foreign Language Studies

Project Director: Linda J. Beck

Linda.Beck@Maine.edu

Tel. 207-778-7292, Fax. 207-778-7879

The national decline in the study of foreign languages is cause for concern with implications for US National Security that depends on the training of the next generation of regional studies experts with proficiency in foreign languages. There are a growing number of universities that are responding to this trend through the offering of Global Semesters to their first-year students. This is not an option, however, for a public liberal arts institution like the University of Maine at Farmington (UMF), where a large percentage of the student body come from low to lower-middle income families for whom tuition is already daunting without the additional costs associated with a semester abroad program.

Promoting international and foreign language studies in this context is particularly challenging. It requires innovative approaches such as the two-year project “Global Classrooms to Promote International and Language Studies” that UMF is proposing. Project activities include: revision of eleven current courses to include Collaborative Online International Learning (COIL) to create virtual global classrooms by allowing UMF courses to collaborate on group activities and/or projects with faculty and students at a university in another country; professional development focused on the incorporation of COIL in curricula across campus with extensive training for at least sixteen faculty members; the creation of a new Global First Year Seminar Program (GFYS) to be piloted by four UMF faculty with an initial two-week program in Japan and Senegal; and faculty development and curricula review of World Language and World Language Education to strengthen the impact of these innovations on foreign language proficiency and enrollments in international and language studies courses.

The three primary goals of UMF’s Global Classrooms project are: 1) to foster the internationalization of the curriculum; 2) to increase student interest in international and foreign language studies; and 3) to provide professional development to faculty in order to achieve those goals. UMF’s project meets the invitational priority by including the promotion of the study of a less commonly taught language, Japanese, through the GFYS course in Japan as well as an assessment of the World Languages and World Language Education programs that include both Japanese and Mandarin to improve teaching and enrollments. Student exposure to Wolof in Senegal may also encourage them to take an online, summer or study abroad course in this less commonly taught language.

The Global Classrooms Project will jumpstart the development and revision of courses that incorporate COIL approaches into the UMF curriculum to provide an affordable, and thus sustainable, way to increase student interest in international and foreign language studies. By focusing on faculty training, curriculum development, and strengthening UMF’s international partnerships, this will ensure that the project has a life beyond the grant. Initial funding for student participation in the GFYS courses will create the basis for marketing future offerings to incoming students and establish a basis for approaching potential donor support for student scholarships, with continued funding guaranteed through UMF’s Global Education Fund.

University of New Mexico and Central New Mexico Community College

Project Title: Building Global Learning and Student Pathways in New Mexico

Project Directors: Ronda Brulotte and Zachary Shank

Project Contact: Krista Savoca | atsirk@unm.edu | 505.277.7044

The University of New Mexico (UNM) will partner with Central New Mexico Community College (CNM) to form a consortium dedicated to building global learning and student pathways both within and between partner institutions. This proposal is an outgrowth of the need for increased collaboration between two-year and four-year colleges in New Mexico, where economic and demographic trends dictate that many New Mexican students will begin their higher education trajectory at the community college level. It is designed to foment global knowledge and language capacity at every level of the student pathway, not only to build a strong network of support for students transferring from CNM to UNM, but also to increase the overall global literacy of students at both institutions. The five areas of development proposed are as follows:

1. UNM and CNM Area Studies Curriculum Development: UNM will develop one new course each year in each of the two geographic regions involved in the grant (Latin America and the Middle East). CNM will develop one new LAS focused course per year, prioritizing those that engage new modes of technology and teaching, and will also fund the redesign of two general education courses to include LAS and international content.
2. Content and Language Integrated Learning (CLIL) Courses: Following a content and language integrated learning (CLIL) model, UNM will develop and offer a 3-credit hour course focused on one of the three thematic areas (climate change & development, migration, and food systems) with a corresponding language section taught in Arabic and Portuguese on the same subject.
3. UNM and CNM Study Abroad Development: Partner institutions will develop a total of six summer study abroad courses. Aligning with the umbrella themes, UNM summer study abroad programs will travel to Brazil in 2021 (focusing on climate change and development), Colombia in 2022 (focusing on migration), and Oman in 2023 (focusing on food systems). CNM summer study abroad programs will travel to Guatemala or Mexico, focusing on geographic areas with faculty strength and student interest.
4. UNM and CNM Less Commonly Taught Language Offerings: UISFL funding will support UNM's offering language instruction of two less commonly taught Latin American Indigenous languages, Quechua, and Nahuatl, which will be available to students at both institutions. Funding will also support enhanced curriculum in two others: U.S. State Department identified critical languages, Arabic and Portuguese.
5. CNM Transfer Student Support: Building on an initiative established through a grant from the Andrew W. Mellon Foundation, "New Mexico Humanities Now!," UISFL funding will aid in increasing the number of students pursuing associate's and bachelor's degrees in the humanities and to support the transfer of humanities students from CNM to UNM; this includes creating degree transfer pathways, hosting humanities focused programming on CNM's campus, provide graduate student mentors, and building summer academies to support student transfer.

University of North Texas

Globalizing the Educational Experience: The College of Merchandising, Hospitality & Tourism

Project Director: Pia Wood, Ph.D.; (940) 565-2197; Pia.Wood@unt.edu

The University of North Texas is requesting \$180,371 over two years to develop, implement, and assess the proposed project.

The University of North Texas (UNT), located in Denton, Texas (36 miles north of Dallas) is a comprehensive research university of approximately 40,000 students and 4,600 faculty and staff. The diversity of the student body is noteworthy with some 8,800 Hispanic students, 5,400 African American students and 2,700 International students. The institution applied for and received the designation of Hispanic Serving Institution (HSI) from the Department of Education in 2020. The College of Merchandising, Hospitality & Tourism (CMHT) is a highly ranked college with 2,200 + students. CMHT houses the largest merchandising program in the nation

and one of the largest Hospitality and Tourism programs. The mission statement of CMHT is “to transform learning, research, and engagement for a global experience economy” and the faculty members of the college fully understand that students following this career path must be prepared for a global workplace. The purpose of the proposal *Globalizing the Educational Experience: The College of Merchandising, Hospitality & Tourism* is to give its students the skills and knowledge to thrive in the increasingly interconnected and global workplace.

Project objectives and outcomes are:

- Objective I: Internationalize the CMHT curriculum by re-designing 12 existing courses to include international studies perspectives and developing two new internationally focused courses.
- Objective II: Develop one new course in Japanese Language and one new course in Spanish Language targeted at students in CMHT but open to all students. Develop a *Culture and Language in the Global Workplace certificate* offered on-line through Sales Boost, open to all students.
- Objective III: Develop two study abroad programs: one to Costa Rica and one to Japan where students can engage in language, culture, and discipline-based content.
- Objective IV: Develop and provide internship opportunities in San Jose, Costa Rica and in Tokyo, Japan through our existing partnerships.
- Objective V: Introduce International Cocurricular Programming to Support Student Learning

The University is strongly committed to diversifying and internationalizing the campus. *Globalizing the Educational Experience: The College of Merchandising, Hospitality & Tourism* is a collaborative, interdisciplinary project among two colleges, four academic departments, international affairs, the study abroad office and the Center for Learning Experimentation, Application, and Research (CLEAR). While activities listed in the objectives will positively impact the educational experience of CMHT students, they are also open to the general student population.

University of Pittsburgh

Strengthening African Studies and African Languages at Pitt

Project Director: Dr. Macrina C. Lelei, Tel 412-258-2058, email: macrina@pitt.edu

The African Studies Program (ASP) at the University of Pittsburgh (Pitt) is applying for FY 2020 grant under the Undergraduate International Studies and Foreign Language (UISFL) program to support initiatives that will strengthen and improve African languages, instruction in African Studies, and study abroad and immersive learning opportunities in Africa for undergraduate students. We are requesting \$197,087 for the two-year grant period to support proposal goals.

The specific goals of the Proposal are to:

Goal 1: Enhance Pitt African language program through increasing levels of instruction offered in the existing languages (Swahili and Amharic). We plan to do this by hiring a visiting instructor to teach Amharic for two years and strengthening our Swahili courses by hiring a part-time instructor to teach Swahili 5 & 6.

Goal 2: Develop two new study abroad programs in Ethiopia and Tanzania that will focus on language and immersive learning giving students the opportunity to experience firsthand the country and practice the language on the ground and helping them to develop a deeper knowledge of the respective host cultures and societies.

Goal 3: Improve student engagement and knowledge of the African Union by developing one new course "Introduction to the African Union" that will connect to participation of students in the International Model African Union Conference hosted in Washington D.C. where they will have the opportunity to link theory to practice. We will hire a part-time instructor to develop and teach the course and serve as faculty advisor.

Goal 4: Expand opportunities for study abroad by offering scholarships to give students more financial ability to study in Africa. Furthermore, as previously stated we will be building two study abroad programs that will give students more chances to study in Africa.

The proposed project is firmly grounded in the African Studies Program goals of enhancing African Studies for students to engage and experience depth of African language and courses as well as through experiential learning both in Africa and domestically in D.C. via the Model African Union conference. We will build on the assets and structures already in place at Pitt and abroad by leveraging current resources with the Less Commonly Taught Language Center, Study Abroad Office, Africana Studies Department, The University Center for International Studies, and our partners in Ethiopia and Tanzania.

The proposal meets the competitive preference priority 2 in that Pitt requires entering students to have successfully completed at least two years of secondary school foreign language instruction. The proposal also meets the invitational priority because our project includes a strong commitment to improving language training and the development of study abroad programs in Ethiopia and Tanzania that will also have a strong focus on language study and cultural immersion.

Worcester Polytechnic Institute

Enhancing STEM Curriculum with Latin American and Caribbean Studies

Principal Investigator: John Starosta Galante, PhD

Salisbury Labs, Office #234 Worcester Polytechnic Institute 100 Institute Rd, Worcester, MA 01609

Email: jsgalante@wpi.edu

Phone: 508-831-5246

To meet key future challenges, STEM students will require skills that reach across geographic, cultural, and disciplinary borders—and that transcend language barriers. This project leverages existing efforts at Worcester Polytechnic Institute in project-based learning and real-world problem solving, to fill a gap in the institution's training of students with interest in Latin American and Caribbean (LAC) languages, culture, history, technology, and development. First, curriculum development will create courses in I) Spanish language and literature, (ii) history and international studies, and (iii) socio-economic development. We will use these courses to introduce a minor program in Latin American and Caribbean Studies. We will develop modules related to Latin America into STEM courses to build more robust curriculum tracks in LAC studies. The second pathway will expand on-campus programming by institutionalizing a Hub for Latin American and Caribbean Studies (H-LACS). This hub will I) expand an event series that brings together internal and external interdisciplinary expertise related to the region, ii) coordinate on-campus activities and training related to LAC Project Centers, and iii) engage in outreach with other Area Studies and Global Studies on campus. The third pathway will develop off-campus relationships to promote student development and community engagement. This will include pertinent events that inspire local, Worcester-area participation, as well as programming partnerships and network development with peer HEI's. We will also work with community partners and sponsors in Cuenca, Ecuador and Buenos Aires, Argentina to offer junior and senior students in-depth and impactful project-based learning opportunities.

Throughout the project, we will integrate an extensive adaptive evaluation, that will assess ongoing project results and use this data to improve activities and augment outcomes. This project will coordinate efforts across the diverse interests in LAC history, culture, politics, and language among WPI's faculty, staff, and STEM students, as well as the Worcester community.