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**Proposal to the Senate Educational Policy Committee  
to Establish a Unit (including Centers and Institutes)**

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5. **TITLE OF PROPOSAL:** Permanent Status for Center for Global Studies
6. **BRIEF DESCRIPTION AND JUSTIFICATION:**

Establish permanent status for the Center for Global Studies (CGS). CGS was founded in 2000 as a center under Illinois International and became a U.S. Department of Education designated Foreign Language and Area Studies (FLAS) fellowship grantee in 2000, and a U.S. Department of Education designated National Resource Center (NRC) in 2003. CGS has maintained its FLAS and NRC designations since 2000 and 2003, respectively. As a unit under the Illinois Global Institute with an increasing portfolio of academic programming and exemplary record of securing external funding for the university, CGS seeks permanent status as a Center to ensure long-term growth and success under the IGI.

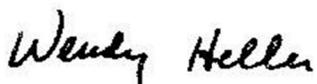
7. **DESIRED EFFECTIVE DATE:**

August 16, 2023

**STATEMENT FOR THE ACADEMIC CATALOG** (If there is text in the Academic Catalog, <http://catalog.illinois.edu/>, that will need to be added or updated as a result of this request, please list the URL(s) of the page(s) and the text to update.):

**CAMPUS CLEARANCES**

  
 \_\_\_\_\_  
 Sponsor Name and Signature 3/02/2023 \_\_\_\_\_  
Date

  
 \_\_\_\_\_  
 College Contact Name and Signature (if applicable) 3/22/2023 \_\_\_\_\_  
Date

  
 \_\_\_\_\_  
 Provost/Representative 4/3/23 \_\_\_\_\_  
Date

\_\_\_\_\_  
 Educational Policy Committee Representative \_\_\_\_\_  
Date

**1. Unit Objectives and Contributions**  
 Describe specific objectives and measurable contributions the unit will make to the university's mission, paying particular attention to the unit's consistency with the university's focus statement and priorities. Is the unit to be involved in instruction and, if so, to what extent?

The Center for Global Studies (CGS) seeks permanent status (Phase 2) under the Illinois Board of Higher Education's rules for an Administrative, Research, or Public Unit. Established in 2000 and since 2019 constituting one of the ten foreign language and area studies thematic programs and centers of the Illinois Global Institute (IGI), CGS works to globalize the research, teaching, and outreach missions of the University of Illinois Urbana-Champaign (UIUC) - tasks central to UIUC's strategic vision articulated in its Strategic Plan to be the pre-eminent public research university with a land-grant mission and global impact. CGS's central mission has been to promote and support innovative research to better understand global issues confronting the world's populations and identify ways to cope with and resolve these challenges. To achieve these goals, CGS:

- Supports campus programming through external funding, particularly the U.S. Department of Education's Title VI program. During the current, 2022-26 award period, CGS has a combined NRC and FLAS budget of \$557,045 each year, which makes it the highest funded NRC in its category (International) and one of only 13 such NRCs across the nation. Supports study of Less Commonly Taught Languages (LCTLs) by UIUC's graduate and undergraduate students as part of the Foreign Language and Area Studies (FLAS) program.
- Partners with faculty and disciplinary units to develop new courses and degree programs in global studies. Since 2003, CGS funding has supported the development of 22 majors, minors and certificate programs.

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- Facilitates deep understanding of the values, thinking, practices, and aspirations of the world's diverse cultures and the acquisition of advanced language skills in LCTLs. Through Title VI Foreign Language Area Studies Fellowships (FLAS), CGS supports study of nineteen LCTLs currently taught at UIUC, and supports teaching, instructor training and course development for all language instruction on its Title VI grant. CGS also currently funds fourteen students each year on its FLAS Fellowships.
- Develops teaching resources, professional training opportunities, and public programs in global studies for researchers, educators, students, business leaders, media, governmental agencies, civic organizations, and all members of the public concerned with understanding and solving global problems. CGS sponsors or cosponsors approximately 85-100 events a year that are open to the University and our community, to encourage engagement and connection across campus.
- Supports a Global Studies Minor program that develops global awareness among graduate students and enhances their disciplinary credentials by providing them with a grounding in global studies. CGS currently has 28 active students in the Global Studies Minor program and 22 program graduates.

In 2019, CGS joined nine other area studies and thematic programs and centers to form the Illinois Global Institute within the College of Liberal Arts & Sciences (LAS). LAS includes as its strategic goal to seek out and support college and departmental initiatives to develop and improve long-term reciprocal partnerships with local Preschool to grade 12 (P-12) schools, community organizations and minority-serving institutions. Venetria K. Patton, the Harry E. Preble Dean of LAS, underlined this goal in a recent presentation, stating, "The Illinois Global Institute and all of the centers within it are an important part of our mission as a public land-grant university," Patton said. "They support vital programs in education and research, language study, public engagement, and educational outreach."

In these several, specific ways, CGS contributes directly to the following goals expressed in UIUC's Strategic Report, *Next 150 Strategic Plan*:

- "Develop global awareness and cultural competency through a combination of curricular, student-life activities, and international experiences that build and foster collegewide and university-wide strategic partnerships." (*Next 150*, Goal 2, Section W, Item iv)
- "Integrate and emphasize global perspectives within our learning environment, and benefit from the international diversity of our students, faculty, and staff" (Goal 2, Section C, item vii)
- "Foster an environment where our excellence in education and scholarship have a global impact and where international perspectives are built into the institutional culture such as through the area studies centers and critical conversations" (Goal 3, Section B, iv)

#### **2. Need**

Explain how the unit will meet regional and state needs and priorities. What is the demand for the unit's services? What clients or population will the unit serve? Identify similar units of administration, research, or public service in the state, at both public and private colleges and universities. Compare the proposed unit with these units and discuss potential impact upon them.

Over the past two decades, Global Studies has emerged on campuses around the United States and the world as a field that focuses interdisciplinary research and teaching on issues that affect the world's diverse populations at local, national, regional, and global levels. Governments, businesses, non-governmental organizations (NGOs), trade groups, academic institutions and not-for-profit (NFP) organizations in the United States and worldwide have increasing needs for individuals with specialized training that will enable them to navigate, engage, and help to resolve some of the important issues challenging societies today. CGS organizes the complex dimensions of global studies, research, teaching, and outreach into Clusters of Excellence that bridge disciplines, regions, and professions. The four clusters of excellence listed below build global studies expertise, available to government and non-government decision-makers in key policy areas: Global Health, Global Society and Sustainable

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Development, Global Knowledge (Education/Library/Informatics/Media), and Global Governance (Security/Law/Human Rights). CGS's work helps fulfill the demand for individuals with the interdisciplinary skills required to analyze global issues and work within the global arena.

CGS programs impact the region and nation significantly via the production and dissemination of global studies knowledge to the P-12 and higher education communities. This impact is derived through internationalization and institutionalization of courses, degrees and outreach that emphasize diverse global issues and perspectives. Since its inception in 2000, CGS helped develop 141 new global studies courses, 22 degree programs and certificates and awarded 339 undergraduate and graduate Foreign Language and Area Studies Fellowships in 33 languages. Interdisciplinary undergraduate and graduate programs supported by CGS remain strong with over 2,800 undergraduates and 1,800 graduates currently enrolled. CGS support for degrees, minors, programs, courses and certificates positions UIUC graduates for productive public engagement and successful careers which support the society at the local, state, and national levels.

This contributes directly to the following goal in UIUC's Strategic Report:

*“Prepare students for living in a diverse, globally minded society by offering enriching programming and services” and “Develop global awareness and cultural competency through a combination of curricular, student-life activities, and international experiences that build and foster collegewide and university-wide strategic partnerships” (Goal 2, section D, items i and v)*

Adhering to the University's land-grant mission, CGS achieves widespread local, regional and national impact through its broad range of outreach activities, which target audiences of different ages; provides them with a range of ideas, perspectives and cultural experiences; and leverages Title VI funds with institutional support. The goals of disseminating knowledge, providing resources and promoting innovative solutions are organized around CGS' Four Clusters of Excellence described above and tailored to the full range of communities and age groups studying and working in Illinois. CGS programs and resources, electronically and in-person, reach nearly 140,000 people annually in P-12, post-secondary, community college, business, military, media and public sectors, including underrepresented populations. CGS collaborates with other Illinois National Resource Centers and campus units.

Within the state of Illinois, CGS is a unique program with an all-campus scope and broad engagement mandate. As the only U.S. Department of Education designated National Resource Center in International Studies in Illinois, CGS provides state-wide leadership and marshals the expertise of the University of Illinois toward its research, teaching, and educational missions. CGS' status as an NRC has proved to be highly advantageous to Illinois' other universities and colleges with Centers for Global Studies, because our broad outreach mandate has fostered productive partnerships and collaborative engagements in which CGS takes a leadership role. For example, CGS partnered with Bradley University's Office of Global Studies and Initiatives to host the statewide Governing Globalization Conference in 2017. In addition, CGS has also taken the lead in conducting grant evaluations for Illinois College's and Western Illinois University's Global Studies programs. CGS has also worked with Northwestern and the University of Chicago to collaborate on global studies speakers for panels and workshops.

CGS has had active collaborations with local and national community colleges. Locally, CGS partners with community colleges such as Parkland College, Harper College and Heartland College to support the development of innovative programming and curricula aimed at internationalizing the experiences of community college students across the state. Nationally, CGS hosts community college instructors every summer as part of its International Studies Research Lab (ISRL); 17 participants benefitted from this program in the summer of 2022.

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Overall, CGS' status as an NRC at UIUC has a multiplier effect within the state of Illinois, stewarding Title VI resources within the University to the benefit of our campus and the greater Illinois community.

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### **3. Organization**

Describe the proposed unit's organizational structure. Explain how the unit is organized to meet its stated objectives. Attach the unit's bylaws (or equivalent governing document) and briefly outline the process used to establish them.

The Bylaws, attached, were last amended in 2020, by a vote of the Center's advisory board. The CGS Advisory Board uses a collaborative process to establish and vote on the Bylaws.

CGS is a unit of the IGI, which in turn is a unit of the College of Liberal Arts and Sciences. The Director of CGS reports to the Executive Director of the IGI, who reports to the Dean of LAS with a dotted-line reporting to the Provost. This organizational structure enables CGS to effectively work and collaborate with units within the IGI while also maintaining its all-campus focus on providing resources to faculty and students aimed at integrating global studies approaches to teaching, research, and engagement.

The organizational structure of CGS consists of a Director, Associate Director (full-time), Outreach and FLAS Fellowship Coordinator (full-time), and Office Support Specialist (50%).

The CGS Director is responsible for strategic planning as well as the day-to-day operations, research, programmatic, and administrative leadership. The director supervises the Center's graduate minor in Global Studies.

The Associate Director's primary responsibilities are to oversee the execution and implementation of the U.S. Department of Education Title VI and FLAS grants, prepare all grant reporting documentation, manage office budgets, and execute the programmatic activities of CGS.

The Outreach and FLAS Fellowship Coordinator advises students enrolled in FLAS Fellowships the Global Studies minor works closely with other NRCs to strengthen CGS' outreach to other academic units, and P12.

The CGS Office Support Specialist functions under a shared service model within the IGI. The Office Support Specialist position serves as primary assistant to the Director and Associate Director of the Center for Global Studies. The Office Support Specialist establishes effective office procedures and workflows, provides specialized knowledge of university policies and procedures, and provides support to fulfill the budgetary requirements for federal grant funding.

CGS maintains a diverse advisory committee composed of emeritus faculty, junior faculty, senior faculty, administrators and students across multiple disciplines that evaluate CGS programs. The 2022-23 committee includes faculty from Agriculture, Anthropology, Education, Linguistics, Law, Political Science, and Sociology.

As part of IGI, CGS also relies on IGI staff, which consists of an Executive Director, Assistant Director, Communications Coordinator, Fellowship and Scholarship Coordinator, and Visiting Scholar Coordinator.

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**4. Unit Outcomes**

Identify what targets have been set to assess the proposed unit’s success in achieving its objectives. Among others, specific performance measures might include: expected research and/or public service products; ratio of external to internal funding for unit; impact of this unit on national, state, regional, and local area organizations, businesses, or communities; and collaborative research product that promotes the Illinois economy.

CGS is a national leader in promoting teaching, research, educational outreach and public engagement in global and international studies. The Center’s excellence is measured in three ways: First, through success in securing external funding to support both its own programs and globally engaged research and teaching and outreach across the University of Illinois. Second, it is reflected in the participation in CGS center and program activities by students and faculty in every college and school at UIUC. Third, it is evident in the sustained engagement in P-12 and community college educational outreach and public engagement activities.

CGS’ principal intended outcomes are:

1. Comprehensive multidisciplinary engagement with world regions combined with global studies and crosscutting thematic approaches.
2. Securing resources through grant development and advancement that support global and area studies at UIUC as a subject of teaching, research, and public engagement.
3. Sustaining and enhancing student and community awareness and understanding of world regions, cultures and societies in multidisciplinary perspective.

The metrics used to measure success in these three areas are:

1. The range of regional, global and thematic approaches embodied by IGI units;
2. Success in securing grant and gift support and the ratio of external to internal funding;
3. UIUC impact measured by the number of open campus events held; number of student fellowships and scholarships for research and language study; number of courses and instructors supported; and the number of public engagement and educational outreach activities conducted in Illinois.

Outcomes:

1. Broad coverage of global regions, including Africa, East Asia and the Pacific, South Asia, the Middle East, Russia, Eastern Europe, Eurasia, the European Union, Latin America and the Caribbean, and Brazil, and a comprehensive exploration of their complex and developing interconnections and interactions through the prism of global studies.
2. As a U.S. Department of Education Designated National Resource Center (NRC) in Global Studies, CGS promotes and supports innovative research to better understand the global issues confronting the world’s populations and identify ways to cope with and resolve these challenges. The U.S. Department of Education awarded the CGS a four-year grant of \$1,073,540 for the period of 2022-26. This Title VI funding renewed the Center’s status as a National Resource Center in Global Studies, a distinction CGS has held since 2003. CGS was also awarded \$1,154,640 for Foreign Language and Area Studies (FLAS) fellowships for both undergraduate and graduate students for the same period. With a state budget of only \$130,655, the ratio of external funding to internal funding is 4.3, demonstrating that every year, CGS raises 4.3 times the amount of the state funds required to run the Center.
3. During the current grant period, CGS programming emphasizes four interdisciplinary “Clusters of Excellence”: 1) global health, 2) global society and sustainability, 3) global knowledge, and 4) global governance. CGS works with the support of 304 faculty affiliates from approximately 80 different units, who recognize the role of global studies in their work and teaching, and who

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contribute to the growth and vitality of the field. Also, since its 2000 inception, CGS helped develop 141 new global studies courses, 22 degree programs and certificates and awarded 339 undergraduate and graduate Foreign Language and Area Studies Fellowships in 33 languages at UIUC. CGS outreach promotes a vigorous dialogue and search for solutions among individuals and units working in a broad range of methodologies, cultural, and philosophical traditions that focus on global problems and seek global perspectives. The goals of disseminating knowledge, providing resources, and promoting new solutions are organized around four Clusters of Excellence and tailored to the full range of communities and age groups living in Illinois. CGS sponsors or cosponsors approximately 85-100 events a year that are open to the University and our community, to encourage engagement and connection across campus. CGS programs and resources, electronically and in-person, reach nearly 140,000 individuals annually in P-12, post-secondary institutions, community colleges, media, business, military, and public sectors, including underrepresented populations. CGS collaborates locally with Illinois National Resource Centers (NRCs) and campus units, including LAS, the College of Education, the College of Agriculture, Consumer and Environmental Sciences, NCSA, and ROTC. Locally CGS partners with community colleges, school districts, and the University YMCA; regionally and nationally CGS works with Global Studies NRCs, and teaching associations.

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### 5. Quality Assurance Processes

Briefly describe the processes that will yield evidence to demonstrate the quality of the unit. Address the following elements: evidence that the unit supports the university's mission and statewide goals; evidence that the unit's product or outcomes achieve stated objectives; determination of organizational effectiveness; faculty and staff qualifications and reward structures; determination of adequate support staff, equipment, and other resources; and use of results from evaluations to improve the unit's effectiveness.

CGS conducts a multi-layered evaluation of its programs and staff. CGS' programming and activities are evaluated by the U.S. Department of Education through bi-annual reports that measure program participation, student impacts, and progress toward grant program goals. In addition, CGS works with an external evaluator, ALK Evaluation & Consulting (ALKEC), to provide assessment and evaluation of teaching and engagement. Overall, this assessment ensures the effectiveness of CGS' contributions to UIUC's research, teaching, and engagement missions. The evaluation measures focus on CGS' ability to (a) provide transformative learning experiences; (b) make a visible societal impact; and (c) foster scholarship and innovation.

As a unit of the IGI, CGS also participates in the units' evaluation activities, including a five-year external review program, which last occurred in 2020. CGS additionally submits an annual review to the College of Liberal Arts and Sciences. Further, staff performance is evaluated annually. Faculty research grantees, FLAS, postdoctoral, and research fellows complete a final report on their grant-funded activities on a yearly basis.

These multiple layers of program review at both CGS and within the IGI have paid significant dividends in giving IGI units the agility to adapt and organize their programs and maximize unit cohesion and effectiveness as the structure of the IGI has been built out. The review processes have also strengthened shared governance practices, improved stewardship efforts, and helped underwrite success in securing external funding. The below table provides an illustrative example of the type of rigorous program evaluation that CGS conducts on its outreach and engagement programs with community colleges and P-12 schools and the resulting impact on students through the FLAS fellowship program.

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### NRC-CGS Evaluation

Motivating Questions	Targeted Program Element	Objective	Quantifiable Measures	Indicators for Program Impact	Evaluation Activity
How have educators benefitted from and applied support from Title VI funding for area studies course development and training?	Parkland College Global Studies	Identify strengths of support and programming from the perspective of educators charged with utilization and implementation; assess effectiveness of partnership with Community College.	1.) Proportion of educators who report increasing integration of global/area studies into their curriculum. 2.) Proportion of class time educators report spending on global/area curriculum compared with proportion of time spent prior to Title VI support. 3.) Proportion of educators who report that the experience was beneficial or generally regard the program as having a positive impact on their teaching.	Increase in all quantifiable measures between the first and second round of data collection.	Focus Group interviews with faculty (digital or in-person)
How effective is the Parkland College Global Studies program in meeting student interest and need? Do students who participate in honors program activities have an interest in a sustained professional commitment to global and area studies?	Parkland College Global Studies	Investigate whether students report a satisfactory experience in the classroom; identify opportunities for program growth and innovation in meeting student interest and need; assess future intended commitment to global and area studies.	1.) Proportion of students who report that these courses meet their intellectual interests. 2.) Proportion of students who report an intended future professional commitment to global/area studies. 3.) Using the appropriate statistical model, identify predictors for students who enroll in multiple courses from this program.	Increase in all quantifiable measures between rounds of data collection; show trends over the course of the cycle; determine what type of student is most likely to take multiple courses associated with this program.	Annual enrolled student surveys
How has the administration of the IGlobal program influenced educator development and student interest in global and area studies?	IGlobal	Assess how the administration of IGlobal program, offerings, and other programming related to IGlobal have influenced student and teacher experiences and outcomes from the perspective of administrators.	1.) Number of participants. 2.) Number/frequency of opportunities offered. 3.) Number of returning participants.	Increase in all measures throughout the cycle.	Educator and student surveys/ follow-up interviews, in-depth staff interviews, review of program archival materials
Does IGlobal programming inspire future commitment to language and global/area studies among all participants?	IGlobal	Determine how the IGlobal program impacts student and teacher interest in global/area studies engagement and their future intentions for engagement.	1.) Number of students who report having increased global awareness 2.) Number of teachers who report an intended future professional commitment to introducing more global/area studies in their own classroom.	Increase in all measures throughout the cycle.	Participant surveys and follow-up interviews of selected respondents
How strongly is FLAS funding associated with a continued commitment to language and global/area studies training?	FLAS Program	Investigate whether FLAS recipients are likely to remain professionally committed to the region in the absence of financial support from the Title VI program; assess financial need for FLAS.	1.) Number of students who intend to pursue future careers in area studies. 2.) Number of alumni currently in an area studies-related professional field 3.) number of alumni who, at some point, worked in an area studies-related professional field. 4.) Number of respondents who report that FLAS is/was essential to their language and area studies training.	Consistent or upward trend in all measures throughout the cycle.	Current student survey and alumni survey
What is the overall quality of FLAS qualifying courses?	FLAS Program	Investigate whether FLAS recipients report a satisfactory experience in the classroom while completing their FLAS requirements; identify opportunities for program growth and innovation in meeting student interest and need.	1.) Number of students and alumni who rate their language course experiences as satisfactory or better. 2.) Number of students and alumni who rate their area studies course experiences as satisfactory or better. 3.) Number of students and alumni who rate the overall quality and quantity of FLAS-eligible courses as satisfactory or better.	Consistent or upward trend in all measures throughout the cycle.	Current student survey and alumni survey

**6. Facilities (space, equipment, instructional materials)**

Describe the available facilities and equipment to develop and maintain high quality in this unit of administration, research, or public service including buildings, classrooms, office space, laboratories and equipment, and other instructional technologies. Summarize information about library resources including a list of key academic journals and other publications that will support this unit and be used by faculty, students, and staff.

CGS along with other units of the IGI moved into the historic and centrally located Coble Hall (801 S. Wright St., Champaign) in 2021. Although the transition into this space is still underway, CGS staff works within a contiguous office space that facilitates collaboration across the IGI and with campus partners.

CGS is well supported by the University of Illinois International and Area Studies Library (IASL) which has nationally significant holdings in area and global studies. Core holdings in international area studies at the University Library were began through UIUC’s participation in the Farmington Plan, a collective collections initiative developed by American research libraries during the Second World War. The University Library actively builds collections across multiple world regions as well as global studies themes. CGS Director, Steve Witt, is also the director of the International and Area Studies Library and the Global Studies Librarian, ensuring close collaboration between the Center and library. The University Library includes a faculty of nine area studies librarians with regional and thematic specializations that align with the specializations of CGS and the other IGI units and routinely serve on the advisory boards and executive committees of IGI units.

As a result, the University Library has sufficient resources to support CGS, and these collections’ strength is an integral reason for CGS’ success in advancement and grant development as well as a significant asset for the recruitment of graduate students.

**7. Resources**

Indicate the number of students, businesses, industries, and/or other clients to be served by this unit. Include a description of faculty participation and student involvement in the unit if applicable. Provide a narrative budget statement explaining the data in the associated Budget Table. Include detail describing revenues from governmental grants and contracts private gifts and grants, endowment/investment income, sales and services, and other sources; and expenditures including salaries of faculty, administrative staff, benefits, and other personnel related expenses for the proposed unit; library resources, services, equipment, and facilities.

As described in the below table, in 2022 CGS had 304 faculty affiliates from across campus and disciplines who participate in CGS programming and contribute to the center’s campuswide mission to infuse global studies across research, teaching, and engagement activities of the campus. Programs such as Global Intersections encourage multicultural, international, transnational, and global perspectives in student research. This initiative invites collaborative proposals from faculty and students across multiple disciplines that promote understanding and aid in solving global problems. These projects provide opportunities for students to engage directly in the process of developing new research directions in areas of global import. As noted previously, CGS also impacts students across campus through its partnerships with faculty to develop courses and innovative programs which currently enroll over 4,000 students. Through the FLAS fellowship program, CGS further impacts students by providing funding to engage in advanced language training coupled with global and area studies instruction. The CGS-administered graduate minor in Global Studies, which currently enrolls 28 students, further engages students in interdisciplinary coursework that integrates each student’s specialized skills within the broader

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interdisciplinary, intellectual, and public policy demands of the challenges confronting the world’s populations.

<b>CGS Faculty Affiliations = 304</b>	
<b>College Affiliation</b>	<b>#</b>
Agricultural, Consumer & Environmental Sciences	18
Business/Labor & Employment Relations/Law	24
Education	26
Engineering	13
Fine & Applied Arts/Media	19
International Programs & Studies/Executive Offices	17
Liberal Arts & Sciences	153
Library & Information Science	17
Medicine & Vet Med/Applied Health Sciences/Social Work	17

CGS is centrally budgeted through the IGI. CGS’ state allocations are determined and allocated by the IGI through the Office of the Provost following the responsibility center budgeting model. CGS’ primary expenses are salaries, and CGS’ primary revenue sources are state funding for those salaries and Title VI grants for programming, fellowships, outreach, teaching and research support.

CGS currently has 2.5 full-time equivalent (FTE) excluding the Director, who retains a home-unit faculty appointment. The IGI supports the work of the Director through a course buyout and summer salary. CGS’ Title VI NRC grant does not allow for grant funds to be spent on managerial or administrative salaries, but it provides a portion of support for the Outreach Coordinator salary and

supports three to four graduate employees and one undergraduate student employee who are not included in the FTE total above. Title VI and FLAS grants further support most of CGS’ programming, fellowships, outreach, teaching and research support. Supplies, services and equipment are also determined and allocated by the IGI through the Office of the Provost following the responsibility center budgeting model. As described in the budget chart, CGS is not seeking additional State funds through this proposal.

**8. A Thriving Illinois: Higher Education Paths to Equity, Sustainability, and Growth**

EQUITY
Describe plans to implement systemic solutions that will increase access and opportunities for service to underserved communities and the implications for the proposed unit of administration.
Explain how progress will be monitored. [See Equity Strategy #1 and #2]

CGS’s equity plans implement systemic solutions to increase access and opportunities for underserved communities closely align with the Illinois system’s programs to foster Equity Strategies 1 and 2.

**Equity Strategy 1** emphasizes that “It is critical to provide differentiated academic and social and emotional support that students need to ensure they return to their pre-pandemic learning trajectory. While these strategies are essential to address pandemic-related educational impact, they should be implemented as systemic solutions that will address equity gaps for the long-run.”

At the System level, the University of Illinois prioritizes closing equity gaps among the citizens across Illinois, within our urban and rural communities, and beyond. While the fundamental needs that will drive greater economic vitality vary greatly across zip codes in the state, closing equity gaps among our citizens remains crucial to achieving the mission of the University of Illinois (UI) System.

Among the tools referenced are high-impact practices which CGS specializes in, specifically through study abroad programs and courses of language study. In AY22, CGS was awarded a 4-year FLAS grant that provides nearly \$1.2 million in student awards, supporting approximately 56 research, travel, and language study fellowships, student research awards, and tuition scholarships for study away and study

abroad. The FLAS fellowships support the study of critical languages for students' research and professional development.

In addition, CGS programs are open to the public which extends to traditionally underrepresented groups, including ethnic minorities, seniors, veterans and rural populations. All CGS in-person outreach activities are held in wheelchair accessible facilities. CGS virtual events are close-captioned, recorded and permanently archived. The CGS website and all streaming videos comply with accessibility standards, including ASL interpretation upon request and support access for users with screen readers. CGS disseminates info through campus organizations that target historically marginalized populations and co-sponsors and helps disseminate info about their events in turn.

**Equity Strategy 2** points to the need to “Establish and implement institution-level equity plans, practices to close access, progression, completion and attainment gaps.”

**Supportive of IBHE’s A Thriving Illinois plan and aligning its Equity Strategy #2**, the UI System’s **Access 2030 Strategic Plan** is a comprehensive initiative designed to increase the number of graduates from underrepresented groups by 50 percent by the end of the decade. This will include students from disadvantaged backgrounds – ethnic and racial, rural, and urban. This initiative will strengthen the University of Illinois’ bedrock commitment to the public good, ensuring that as we work to improve life in our state, we are not leaving communities behind. It will build on ongoing efforts to create more opportunities for Illinoisans of all backgrounds. The initiative is being tooled to close equity gaps throughout the pipeline, working from K-12 through college, including our community colleges. **Access 2030 embodies Equity Goal 2 of A Thriving Illinois**, providing a framework for and supporting the three institutions’ equity plans.

At the institution level, the University of Illinois Urbana-Champaign’s diversity, equity, and inclusion work is led by the Office of the Vice Chancellor for Diversity, Equity, and Inclusion (OVCDEI). The OVCDEI’s goals, ongoing assessments, and initiatives impact students as well as faculty and staff, and student-focused programming sets the tone for the institution’s efforts as they relate to all of the “A Thriving Illinois” equity strategies. In Spring 2023, the institution launched a campus-wide climate assessment instrument to understand the degree to which students feel safe, accepted, and valued. The goal is to provide a quantitative sense of how individuals feel about their campus experiences. This assessment will include students’ perceptions of the quality of their interactions with peers, faculty members, and administrators, including their sense of the campus as a place where they belong and are treated with respect. The university is partnering with the Association of American Universities (AAU), external organizations, and peer institutions to ensure the survey instrument is state of the art, has questions that shed light on multiple axes of diversity, and generates data that can be shared and benchmarked against peer institutions to tease out challenges that are unique to the UIUC campus as well as those that are common to peer universities.

In keeping with the institutional framework led by the OVCDEI, the University of Illinois Urbana-Champaign is engaged with several efforts to strategically support and bolster equity on campus. For example, in July 2020, the university pledged \$2 million annually for the Chancellor’s Call to Action to Address Racism and Social Injustice to focus the intellectual and scholarly talent of the university to examine two of the greatest challenges facing society and seek new solutions. The proposals submitted in 2021 underwent a vigorous and scholarly review that included pre-proposal submission, evaluation, a request to prepare a full proposal, further assessment from both internal and external evaluators, and funding notification. Ninety-two proposals were submitted and 22 were funded, for a total of \$1,630,373. The remainder of the funds will support a symposium and other programmatic operations. Principle Investigators leading the funded proposals represent eight colleges and two administrative units across 17 departments.

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The IGI was one of the units whose proposal was selected for funding by the Chancellor's Call to Action, to implement the project "A Blueprint for Transitional Justice in the U.S." This project draws on global experiences with transitional justice, such as the work of truth and reconciliation commissions in South Africa, Korea, Guatemala, and Brazil to build insights into the use of transitional justice tools to address structures of racism in the United States.

Talks from the speaker series are all publicly accessible at: <https://igi.illinois.edu/transitional-justice-speaker-series>. Work this year focuses on organizing the Midwest Transitional Justice Network, which includes scholars and practitioners from around Illinois and neighboring states whose research or work concerns transitional justice.

A significant number of Illinois graduate students also did their undergraduate studies at Illinois, thus increasing access and attainment for undergraduate degrees can support increased access for graduate degrees. Looking at the last four years, campus graduate programs have been able to successfully recruit and enroll between 700 and 800 students from UIUC undergraduate programs, which is approximately 19% of UIUC total new enrollments each year. Looking specifically at those from domestic underrepresented populations, campus has been able to successfully recruit and enroll between 100-130 students from campus undergraduate programs, which accounts for approximately 30% of UIUC total new enrollments for these underrepresented populations each year.

Accordingly, although targeted at the undergraduate population, the campus **Student Success Initiative** (SSI) indirectly impacts graduate students too. Goals of the SSI are to: 1. increase access (reduce cost of attendance, increase aid, consider time to degree); 2. eliminate equity gaps (increase retention and graduation rates for underrepresented and minoritized students); 3. improve the Illinois experience (abandon "sink or swim" mentality, identify and broaden campus programs, support services, and opportunities for engagement). In February 2022, SSI hosted the inaugural Student Success Symposium, which engaged over 200 faculty, staff, and students. A variety of other projects emerged from SSI that have enabled the university to provide greater focus on recruitment efforts. United with the university's Mental Health Working Group, a comprehensive **wellness website** was implemented, the **Faculty and Staff Mental Health Ambassador Program** was piloted, and a Mental Health statement for syllabi was implemented. SSI members contributed to the planning of a UI System-wide **Mental Health Symposium** and received a \$5,000 grant to create Wellness Spaces on campus. Working toward a more streamlined Learning Management System (LMS) experience for students, SSI team members helped faculty migrate materials to **Canvas**. An SSI implementation team reviewed **Article 3 of the Student Code** on Academic Policies and Regulations with an equity lens, provided findings to the Provost's office, and recommended policy changes to be implemented in the 2022-2023 Student Code.

Finally, the university hosts a **series of outreach, recruitment, and transition programs** on their Diversity, Equity and Inclusion website to improve access and successful outcomes in graduate education for students from historically underrepresented groups. The **Summer Research Opportunities Program** at Illinois brings highly competitive undergraduate students for a nine-week introduction to graduate study. Participants conduct research under the mentorship of a faculty member in their chosen field of study, explore careers in research, attend workshops, and take part in team activities that prepare them for graduate study. **Aspire Illinois** recruits talented students from backgrounds typically underrepresented at elite institutions to consider attending graduate school at Illinois. Toward this aim, campus fosters a webinar series to guide students through the process of selecting a graduate program and submitting competitive applications. In addition, ASPIRE applicants are supported through direct contacts with Directors of Graduate Studies and faculty as well as through campus visits. The **Community of Scholars** visit weekend unites newly admitted students with their admitting graduate programs and with prospective peers. Through networking and orientation to the campus, students are able to better understand how graduate study at the university can support their short and long-term goals.

To support the graduate school application process, application fee waivers are provided for Illinois Promise students, Summer Research Opportunities Program participants, McNair Scholars, ASPIRE

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scholars, individuals with US military service and FreeApp applicants through a Big Ten Academic Alliance program to increase access to graduate education for diverse applicants.

Finally, working with units across the IGI, CGS is deeply invested in building understanding about the Global South, among other world regions, at UIUC and its communities. The IGI has prioritized building connections between global communities and themes and underrepresented minority communities in the United States. In promoting this goal, CGS, as a unit of IGI, participated in 2021-2022 in the OVCDEI Chancellor's Call to Action to Address Racism and Social Injustice, which was a project drawing on global experiences with transitional justice, such as the work of truth and reconciliation commissions in South Africa, Korea, Guatemala, and Brazil to build insights into the use of transitional justice tools to address structures of racism in the United States. Talks from the speaker series are all publicly accessible at: <https://igi.illinois.edu/transitional-justice-speaker-series>.

2. Explain institutional strategies being implemented to increase and retain faculty, staff, and administrators of color and the implications for the proposed unit. Explain how progress will be monitored. [See Equity Strategy #3]

Institution-level efforts to recruit and retain faculty, staff, and administrators of color

**Aligned with Equity Strategy 3** (Implement equitable talent management to increase and retain faculty, staff, administrators, and trustees of color), the UI System and the UIUC Campus support efforts in this area, particularly in supporting underrepresented minority faculty. The **Distinguished Faculty Recruitment Program** has a stated goal of increasing underrepresented minority faculty. Since 2017, the System has committed \$20 million to this program, the recruitment of tenured, star, or rising faculty from a range of disciplines who can transform our universities by their exceptional scholarship and teaching. One criterion is that the faculty member “will enhance diversity in the unit and in the college.” The **Public Voices Fellowship** is a year-long program open to tenured faculty to join a cohort of leaders, the majority of whom will be underrepresented (including women) and provide them with extraordinary support, leadership skills, and knowledge to ensure their ideas shape not only their fields, but also the greater public conversations of our age. The **Leadership Initiative for Women Faculty** brings together women faculty from across the UI System who are leaders and/or potential leaders to identify barriers to and facilitators for advancement of women. Finally, the System will also be providing funding in support of each university's faculty recruitment plans which will also emphasize the recruitment of underrepresented minority faculty.

As a campus, the University of Illinois Urbana-Champaign is committed to investing in strategic hiring of faculty to maintain our academic strengths, respond to student demand, and capture opportunities. Investments from the **Office of the Provost** in faculty hiring, retention, and development are critical to maintaining and enhancing the academic excellence of our campus, especially at a time when the competition for top talent is intense. The **Next 150** strategic plan identified a major hiring initiative to expand faculty hiring in key areas over the next five years, with the goal of expanding the overall size of the faculty. While the COVID-19 pandemic slowed that initiative, the University remains committed to hiring with the goals of enhancing faculty diversity and meeting student demand.

Though all faculty hiring is a department and college-level decision, the campus has devoted significant resources to incentivize hiring activities that support diversity, recruitment, and retention goals. Prominent among those programs are the **Targets of Opportunity Program (TOP)** and the **Dual Career Academic Couples (DCAC)** program. The TOP program provides recurring funds for salary support for hires that enhance campus diversity, including faculty from underrepresented groups and women in STEM fields. Nearly all of these hires are identified through a traditional search process. The Provost invests ~\$1 million per year in this recurring salary support for TOP. The Office of the Provost, in conjunction with the **Office of the Vice Chancellor for Diversity, Equity, and Inclusion** also announced a temporary modification to the TOP program to recruit more faculty of color. This initiative made an additional ~\$1 million available to units to support hiring in this area. For the DCAC program,

### Administrative, Research or Public Service Unit Application

the Provost provides recurring matching funds (i.e., 1/3 of the initial salary) if the partner is hired into a tenure track position through the DCAC program. Several years ago, the Provost modified the DCAC program to provide only non-recurring funding (1-3 years) for non-tenure track partner hires which has helped to reduce the overall cost of the program.

The campus also continues to fund postdoctoral fellowships targeted to underrepresented scholars in ethnic studies programs (e.g., Latina/Latino Studies, American Indian Studies) and through the **DRIVE program**. These programs are intended to help provide postdocs with an opportunity to build a foundation of scholarship that will prepare them for tenure track positions. While the ethnic studies postdocs are selected through a specific advertisement, the DRIVE program identifies candidates through a search process for open faculty positions.

Finally, through a partnership with the University System Office and departments, the Provost's Office also supports the **Underrepresented Faculty Recruitment Program** in making available non-recurring funds for research to enhance offers of employment. Awards up to \$20,000 per year for each of the first three years of employment are available for those hired in the 2022-2023 academic year. The Provost's Office funds the additional search expenses incurred by bringing an additional candidate to campus if that person is from an underrepresented group.

Additional retention efforts include programming and development activities for executive officers and faculty members across ranks. Programming and resources for unit executive officers (EOs) equip them with the knowledge and skills necessary for leadership including ways to enhance their ability to support and mentor faculty within their units, particularly faculty members of color. The **Office of the Provost** also coordinates several leadership development programs to increase the pool of potential academic leaders on campus with intentional focus on supporting faculty members from marginalized and underrepresented groups to explore campus leadership and administrative roles.

The **Office of the Provost** also invests in faculty development. From recruitment to onboarding, through promotion, and retirement, faculty members have access to programming and resources designed to meet them and address their careers needs. The office also supports several institutional memberships that provide external resources to our faculty, such as the **National Center for Faculty Development and Diversity** to ensure faculty members' continued access to NCFDD's resources.

To monitor progress of our efforts to recruit and retain faculty members of color on our campus, we collect, manage, and report annual data through the **Division of Management Information and Office for Access and Equity**. Additionally, we release a yearly report on hiring and retention of women faculty of color through the Women at Illinois report (e.g., 2020-2021 report and 2021-2022 report).

The IGI and its units have an excellent record of recruitment and retention of faculty, staff, and administrators of color. As units deeply invested in building understanding about the Global South, among other world regions, at UIUC and its communities, the IGI has prioritized building connections between global communities and themes and underrepresented minority communities in the United States. The units are also attuned to experiences of ethnic, racial, gender, and religious minorities in world regions as well as the experiences of international students and scholars at UIUC. A significant proportion of the staff and leadership of the IGI and its units are part of underrepresented minority communities and/or have international backgrounds. In 2023, the IGI is organizing a Diversity, Equity, and Inclusion (DEI) Committee comprised of staff and students. This will be the IGI's first standing committee beyond its core governance structure and will be charged with addressing questions of climate and inclusion in the IGI and its programs. The IGI DEI Committee will coordinate and elevate efforts across IGI units to avoid issues of microaggression, promote recruitment of underrepresented faculty and staff, and the implementation of pipeline programs. All are already significant elements of IGI efforts. In Spring 2023, the IGI and its units will be participating in the Berkeley Campus Climate Survey. Faculty and staff search processes follow the practices developed by the College of Liberal Arts & Sciences for diversity advocacy and recognition of unconscious bias in recruitment.

**Sustainability**

3. For this new unit of administration, describe how the institution plans to maximize effectiveness and efficiencies in its administrative structure and operations while avoiding unnecessary or existing duplication.

The IGI and its component units maintain an efficient organizational structure. Each center and program has a core professional and academic staff that includes a 50% administrative appointment and typically an associate director. Other staff positions are partially grant-supported and include roles in educational outreach, instruction, and academic advising. The units rely on a shared services business operations model developed by the IGI. This is a recently created business operations unit (organized beginning in 2019) developed in coordination with the Office of the Provost and the College of Liberal Arts and Sciences. The shared service model applies to business operations, grant administration, human resources, fellowship coordination, and office administrative support. This model avoids duplication within units by providing services across all units, and in the case of office support, across clusters of units.

As a unit of the IGI, CGS is a part of a highly efficient organizational structure. CGS has a core professional and academic staff that includes 2.5 full-time equivalent (FTE) excluding the Director, who retains a home-unit faculty appointment. The other roles include an Associate Director and Outreach Coordinator – a position which is partially grant-supported and involves educational outreach, and academic advising. CGS has an Office Support Specialist at 50% FTE and relies on a shared services business operations model developed by the IGI.

4. Explain further how the new unit will capitalize and build collaborative synergies on campus and within and outside of the state; support future-ready learning, research, or public service approaches; and ensure that the unit is a good steward of its financial resources.

CGS develops global awareness and cultural competency through a combination of faculty research and professional development, curricular internationalization, student-life activities, international experiences, public engagement, and outreach. Through the programs in CGS, Illinois students have opportunities to learn languages and to pursue global studies engaging with world regions and themes. CGS also supports faculty research on international themes in global, regional, and national contexts, and encourages research collaboration between scholars at Illinois and their peers and institutions throughout the world. Since its inception in 2000, CGS has supported the development of 22 undergraduate and graduate Majors/Minors and Certificates, has students studying 19 LCTL languages through FLAS Fellowships, and brings together 304 affiliated faculty from nearly all UIUC colleges. Those faculty members conduct cutting-edge research related to almost all areas of the world. In 2022-23, CGS administers \$2,228,180 in external grants, including U.S. Department of Education Title VI and FLAS funds. Those funds are disbursed according to the guidelines, and under the oversight, of U.S. Department of Education program officers and the UIUC Sponsored Programs Administration.

CGS 's work contributes to incentivizing Illinois students and scholars to stay in Illinois by increasing educational attainment, and by increasing the number of high-quality post-secondary credentials to meet the demands of the economy and an increasingly global society. CGS has a rich history of developing and supporting degrees, minors, programs, certificates, and courses in global studies that position Illinois graduates for productive public engagement and success in their careers. Graduates of these programs have founded multiple NGOs, are leaders in public institutions, and excel in the private sector. Their advanced academic certification will increase their competitive positions and opportunities to be hired by agencies in academia, business, corporations, government, foundations, international organizations, and national and international NGOs. The combination of the specialized expertise that they bring to a post, and an understanding of how their expertise and the organization which hired them is situated in a globalizing world, makes their candidacies for these posts more attractive. In addition, global studies programs offer people in fields that focus on global issues options for career advancement. Thus, CGS

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provides an important resource to Illinois programs, and employers, by enlarging the pool of graduates with specific skills and topical area knowledge relevant to global challenges.

### GROWTH

5. As one of the Core Principles, demonstrate how the proposed unit will reinforce and promote public good in the state (e.g., civic engagement, exposure to arts and humanities, and solutions to society's challenges).

CGS' mission embraces the campus' long standing land-grant mission to promote public good in the state and globally. Collectively, CGS develops global awareness and cultural competency through a combination of faculty research and professional development, curricular internationalization, student-life activities, international experiences, and outreach and public engagement. In concert with other components of IGI, CGS supports faculty research on international themes in global, regional, and national contexts, and encourages research collaboration between scholars at Illinois and their peer institutions throughout the world. In total, these activities strive to provide the campus community and citizens of Illinois with the tools and understanding to identify and address the complex and nuanced global challenges that our society faces at local, regional, international, and global scales and levels.

Through CGS programs, students have opportunities to learn languages and to pursue interdisciplinary programs of undergraduate and graduate study engaging with world regions and themes.

To achieve these goals, a significant portion of the CGS' energies are focused outwardly on outreach and engagement to the campus and community. Having Title VI National Resource Center Status from the US Department of Education, CGS is committed to providing transformative teaching and engagement programs while also providing resources to further efforts towards exposing students and the public to the cultures of the world and the global challenges that we collectively face. To achieve this, CGS sponsors academic conferences and symposia that are open to the public, supports professional development activities for Illinois' P-12 and Community College instructors, and directly engages children and their families through innovative cultural programming in local public libraries.

In 2021-22, CGS sponsored over 110 outreach events, attended by 7,105 people in Illinois, the US and worldwide. Because of the pandemic, CGS outreach became virtual, invigorating contacts across state and international borders among both speakers and audiences and finding new ways of using technology to further our mission. CGS outreach strives to stimulate a vigorous dialogue and search for solutions among individuals and units working in a broad range of methodologies, cultural and philosophical traditions that focus on global problems and seek global perspectives. The goals of disseminating knowledge, providing resources and promoting innovative solutions to the full range of communities and age groups studying and working in Illinois. CGS programs and resources, electronically and in-person, reach nearly 140,000 people annually in P-12, post-secondary, CC, business, military, media and public sectors, including underrepresented populations.

6. Describe how the unit plans to contribute to research, innovation, and economic development by leveraging the Illinois Innovation Network. [See Growth Strategy #1]

The University of Illinois Urbana-Champaign has strong partnerships with business and industry through the statewide initiatives like the Discovery Partners Institute (DPI) and the Illinois Innovation Network (IIN), which closely align with A Thriving Illinois' Growth Strategies. As a key gubernatorial initiative, DPI's Tech Talent Lab and immersion programs engage with Chicago's technology workforce, allowing

### Administrative, Research or Public Service Unit Application

students to interact with Chicagoland technology and innovation culture. Students make meaningful connections to regional employers and industries, university research teams, civic and nonprofit organizations, and startups that will lead to employment and talent retention in the region. IIN works to enrich the student experience through short-term boot camps around topics such as artificial intelligence, data science, entrepreneurship, and more. These intensive programs will encourage students' interest in topics that are key to the 21st century economy and give them a foundation for continued study.

The IGI and its units contribute to the mission of the Illinois Innovation Network through research, language, and international competency skills development among UIUC undergraduate and graduate students. IGI programs connect with multiple institutions in the Illinois Innovation Network, including the Discovery Partners Institute as well as the other campuses of the University of Illinois system. The IGI is working with the College of Liberal Arts & Sciences at UIUC to pursue space for educational outreach and institutional collaboration work for programs sustained by IGI units. The IIN creates new opportunities to create the sort of institutional framework that could allow for synergies between the two institutions. Having an IGI space within the Discovery Partners Institute would allow the opportunity to convene meetings on joint educational programs (such as language and area studies instruction and study abroad) as well as research collaborations between the U of I system and international institutions. In addition, as representatives of their regions of the state, UIC and UIUC could collaborate on public engagement programs aimed at both the Chicago area and downstate Illinois, including initiatives to make international and area studies accessible to underserved urban and rural populations. Building these relationships could greatly benefit from meetings and colloquia conducted jointly between these two universities at DPI.

7. Explain how the new unit engaged with business and industry in its development and how it will spur the state's economy by leveraging partnerships with local, regional, and state industry, business leaders and employers. [See Growth Strategy #3]

CGS is regularly the point of contact for businesses and governmental organizations seeking linguistic and cultural assistance from campus experts. In partnerships with other campus units, we promote events and initiatives to foster dialogue and cooperation with campus, business, government, military and NGOs. CGS supports the Heartland Environmental and Resource Economics (HERE) Conference, a multidepartmental program in ACES that includes faculty and students from Economics, Natural Resource & Environmental Sciences, Finance, Institute for Government and Public Affairs, and Law. CGS and the Institute for Sustainability, Energy, and Environment (iSEE) host the Sustainability Congress, hosting world academic, business and industry leaders in ecosystem science, food security and socioeconomics to address global social challenges. CGS partners with Illinois' YMCA to support exchanges and joint programs with Njala University in Sierra Leone and works with ACDIS to support technology and policy workshops for business, industry and policymakers. In partnership with other IGI centers, CGS also supports engagement and exchange between academic, public sector and industry leaders by hosting of IGI Career Day, which connects students with alumni in state and national businesses and prepares students to be competitive in professional job markets.

8. Describe how the proposed unit will expand access and opportunities for students regarding high-impact practices including research opportunities, internships, apprenticeships, career pathways, and other field experiences. [See Growth Strategy #6]

In addition to programs such as Global Intersections and FLAS fellowships described above, CGS will continue to hold workshops on careers in public service in support of areas of national need, as well as workshops with representatives from the Peace Corps, U.S. Department of State, the CIA, and NGOs.

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Recent graduates affiliated with CGS are employed as Foreign Service Officers, Advisors in Public Health, Study Abroad and Program Coordinators, Congressional Fellows in the U.S. House of Representatives, medical professionals, teachers, professors, and U.S. Army and Air Force officers. CGS' evaluation plan emphasizes graduate placement in areas of national need. In 2022-26, CGS will draw on its growing alumni network in career mentoring in areas of national need.

CGS support for degrees, minors, programs, courses and certificates will also position Illinois graduates for productive public engagement and successful careers. Alumni of CGS supported programs successfully enter the workforce and impact society through careers in public and private sectors, graduate and professional programs and research and teaching in P-12 and post-secondary schools and colleges. Each year CGS sponsors international career events and outreach that involve industry, education and US government, resulting in successful placements.

In addition, CGS support provides funding that enables the College of Education to provide over 50 undergraduate internships annually to provide aspiring Illinois teachers with valuable experience in both online education and working within diverse and multicultural classrooms through the IGlobal program.

9. Explain how the proposed unit of administration will expand its models of teaching and learning, research, and/or public service and outreach that provide opportunity for students to succeed in the work of the future. [See Growth Strategy #6]

In the coming years, CGS will expand its models of support for campus and state needs for global studies programming through new professional pathways for graduates. For example, during the current Title VI NRC grant cycle, CGS will help develop 5 critical certificates to professionalize pathways in global studies, creating training opportunities with broad application in government, education, the private and nonprofit sectors and other areas of national need. These new degrees will be enhanced by CGS' long-term investments in instruction, assessment and pedagogical training in the LCTL program, especially with the proposed additions of new online courses, training services and Virtual Reality technology that promises to expand flexibility and accessibility for learners. The Certificate in Computer-Assisted Language Learning (CALL) adds to areas of national need integrating technology and language teaching for pre-service and in-service language teachers, fostering new connections between Illinois language programs and local and international audiences.

For the state's community colleges, CGS will expand its International Studies Research Lab to include more participants. Further, CGS is partnering with Parkland, Harper and Heartland colleges to grow internationalization initiatives launched by their work in ISRL. CGS will also support a global security workshop for Community College faculty and a STEM competition focused on the United Nations Sustainable Development Goals to build pathways between the institutions.

CGS also aims to develop an MS in Global Studies to provide value added to the disciplinary and professional credentials of students. Such an advanced academic certification will support agencies in academia, business, corporations, government, foundations, international organizations, and national and international NGOs. The combination of the specialized expertise that students bring to a post, and an understanding of how their expertise and the organization which hired them is situated in a globalizing world, makes their candidacies for these posts more attractive. Compared to those entering the employment field with only an undergraduate preparation suitable for admission to the MS program, completion of the degree will provide a cost-effective alternative for graduates seeking employment. In addition, the program will offer people in fields that focus on global issues options for career advancement.

Estimated Costs and Sources of Funds for Proposed Unit						
Illinois Higher Education						
			Year of Operation			
			1st Year	2nd Year	3rd Year	4th Year
<b>Expenditure</b>						
Personnel			2.5	2.5	2.5	2.5
Faculty Count	by # of FTE		0	0	0	0
	Personal Services in \$		\$130,655	\$130,654.79	\$130,654.79	\$130,654.79
	Other Personnel Costs in \$		0.00	0.00	0.00	0.00
	Supplies, Services, Equipment <sup>1</sup> in \$		0	0	0	0
	Facilities in \$		0	0	0	0
	<b>Total</b>		<b>130654.8</b>	<b>130654.79</b>	<b>130654.79</b>	<b>130654.79</b>
<b>Resources</b>						
Current Unit			130,655	130,654.79	130,654.79	130,654.79
Other Internal Sources <sup>2</sup>			0	0	0	0
Federal Funds			557,045	557,045	557,045	557,045
Fees, Sales, Other Income			0	0	0	0
New State Appropriation <sup>3</sup>			0	0	0	0
	<b>Total</b>		<b>687700</b>	<b>687699.79</b>	<b>687699.79</b>	<b>687699.79</b>

<sup>1</sup> Includes expenditures for library resources.

<sup>2</sup> Reallocation within institution from other budgetary unit.

<sup>3</sup> Complete table 2 if greater than zero.

Note: Do not estimate inflationary factor.

Narrative must accompany this table

CGS is centrally budgeted through the IGI. CGS' state allocations are determined and allocated by the IGI through the Office of the Provost following the responsibility center budgeting model. CGS' primary expenses are salaries, and CGS' primary revenue sources are state funding for those salaries and Title VI grants for programming, fellowships, outreach, teaching and research support.

CGS currently has 2.5 full-time equivalent (FTE) excluding the Director, who retains a home-unit faculty appointment. The IGI supports the work of the Director through a course buyout and summer salary. CGS' Title VI NRC grant does not allow for grant funds to be spent on managerial or administrative salaries, but it provides a portion of support for the Outreach Coordinator salary and supports three to four graduate employees and one undergraduate student employee who are not included in the FTE total above. Title VI and FLAS grants further support most of CGS' programming, fellowships, outreach, teaching and research support. Supplies, services and equipment are also determined and allocated by the IGI through the Office of the Provost following the responsibility center budgeting model. As described in the budget chart, CGS is not seeking additional State funds through this proposal.

Within the Expenditures section, Line 9 includes staff salaries; Lines 10 and 11 are covered in the IGI budget as explained in the narrative above. Within the Resources section, Line 17 counts Title VI and FLAS support from the U.S. Department of Education.

Estimated Expenditures of New State Appropriations for Proposed Unit						
Illinois Higher Education						
		Year of Operation				
		1st Year	2nd Year	3rd Year	4th Year	
<b>Expenditures tied to New State Appropriation</b>						
Personnel		0	0	0	0	
Faculty Count	by # of FTE	0	0	0	0	
	Personal Services in \$	0	0	0	0	
	Other Personnel Expenditures in \$	0	0	0	0	
	Supplies, Services, Equipment <sup>1</sup> in \$	0	0	0	0	
	Facilities in \$	0	0	0	0	
	<b>Total</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	

<sup>1</sup> Includes expenditures for library resources.

Note: Narrative must accompany this table

January 13, 2023

Dean Wendy Heller  
Executive Associate Dean of Social and Behavioral Sciences and Area Centers  
College of Liberal Arts & Sciences  
University of Illinois Urbana-Champaign  
2090 Lincoln Hall,  
702 S. Wright St., MC-448  
Urbana, IL 61801

Dear Dean Heller,

As the Directors of the ten area and global studies centers and thematic programs united within the Illinois Global Institute, we write in unanimous support of the proposals to grant permanent status to CGS, CSAMES, and WGGP, as well as to IGI itself. (The other centers within the IGI have already been granted permanent status.)

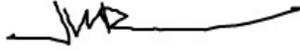
As their petitions show, these Centers provide efficient and effective support for the University's core missions as a land-grant institution, in alignment with Illinois' Strategic Plan. They foster interdisciplinary scholarship across campus, while connecting Illinois to global networks of discovery and innovation. Their curricular programs, scholarships, and public events open doorways to the world for Illinois students, supporting the transformative study of languages and world regions and promoting a more profound engagement with issues that face all of humanity, at a global scale. The Centers work to bring the world in all of its diversity to Illinois, even as they invest in fostering access and diversity on campus and closing equity gaps among communities across Illinois. And as they do all of this they not only serve as careful stewards of campus resources, but also generate new resources for our University, through the successful pursuit of endowment and grant support from a wide variety of funders.

Founded to provide an organizational and business operations home to all of our activities, IGI has shown itself to be an empowering framework for our collaboration and development. IGI multiplies the impact of our centers, allowing our units to be greater than the sum of their individual parts. Granting permanent status to IGI, CGS, CSAMES, and WGGP will consolidate this foundation and allow us to build on it in the years to come. It will place all of our programs on an equal footing and also enable them to cooperate on research, teaching, public engagement, and advancement initiatives most effectively going forward. For all of these reasons, we strongly endorse these proposals.

Thank you very much for your consideration and attention.

On behalf of the Directors,

Yours sincerely,

A handwritten signature in black ink, appearing to be 'JR', written over a horizontal line.

John Randolph  
Chair, Directors' Council (IGI)  
Director, REEEC

Teresa Barnes  
Director, CAS

Wail Hassan  
Director, CSAMES

John Tofik Karam  
Director, Lemann Center for Brazilian Studies

Colleen Murphy  
Director, WGGP (CGGE)

Matthias Grosse Perdekamp  
Director, ACDIS

Emanuel Rota  
Director, EUC

Misumi Sadler  
Director, CEAPS

Gisela Sin  
Director, CLACS

Steve Witt  
Director, CGS



**College of Liberal Arts & Sciences**

Office of the Dean  
2090 Lincoln Hall, MC-448  
702 S. Wright St.  
Urbana, IL 61801

April 10, 2023

Kathy Martensen  
Associate Provost for Educational Programs and Success Initiatives  
Office of the Provost  
207 Swanlund Administration Building, MC-304  
Champaign, IL 61820

Dear Kathy,

The Executive Committee of the College of Liberal Arts & Sciences has voted upon and approved the following proposal:

**Establish permanent status for the Center for Global Studies**

The proposal is now ready for review by the Senate Educational Policy Committee.

Sincerely,

A handwritten signature in black ink that reads 'Wendy Heller'.

Wendy Heller

Executive Associate Dean, College of Liberal Arts and Sciences  
Professor, Psychology Department, University of Illinois  
Presidential Fellow, University of Illinois System  
2090 Lincoln Hall, MC/448  
702 S. Wright Street  
Urbana, IL 61801  
email: [w-heller@illinois.edu](mailto:w-heller@illinois.edu)  
Telephone: 217-333-0632

cc: Linda Moorhouse  
Steven Downie  
Jerry Davila



## ILLINOIS GLOBAL INSTITUTE

Center for Global Studies  
Coble Hall, 201-A  
801 South Wright St. | M/C 402  
Champaign, IL 61820 USA

April 13, 2023

Stephen R. Downie  
*Associate Dean for Curricula and Academic Policy*  
College of Liberal Arts and Sciences  
University of Illinois Urbana-Champaign  
2090 Lincoln Hall  
702 S Wright St | M/C 448  
Urbana, IL 61801

Dear Associate Dean Downie,

Throughout the process of completing the Center for Global Studies (CGS) application for permanent status, the center worked closely with key stakeholders and its advisory committee to ensure the proposal is reflective of its mission and continued campus wide contributions to the research, teaching, and engagement missions of the University of Illinois. During its fall 2022 meeting, the CGS Advisory Committee, which is comprised of a diverse group of faculty, staff, and graduate students from six colleges and representing nine academic departments across campus, approved CGS' work towards permanent status. The CGS Advisory Committee reaffirmed its support and final approval of CGS' proposal by unanimous vote on April 11, 2023.

Sincerely,

A handwritten signature in black ink, appearing to read 'S. Witt', written in a cursive style.

Steve Witt  
Director, Center for Global Studies  
Associate Professor  
University of Illinois at Urbana-Champaign

Phone: 217.265.7518  
Email: [switt@illinois.edu](mailto:switt@illinois.edu)

**SENATE COMMITTEE ON EDUCATIONAL POLICY**  
**MONDAY, APRIL 17, 2023**  
**PUBLIC HEARING MINUTES**

**PUBLIC HEARING**

As per Section 8, C.4 of its *Bylaws*, on April 17, 2023, at 2:00 pm, the Senate Committee on Educational Policy (EP) held a Public Hearing via Zoom on five proposals from units seeking permanent status. Campus notice of this Public Hearing was published through the Illinois Faculty/Staff Notices on April 9, 2023 (Eweek) online bulletin.

Thirty-seven participants were logged into the Zoom meeting held at the time of the Public Hearing. The following guests from the College of Education (EDUC) and the College of Liberal Arts and Sciences (LAS) were in attendance: Amanda Brown (EDUC), Antoinette Burton (LAS), Jerry Davila (LAS), Wail S. Hassan (LAS), Rodney Hopson (EDUC), Anita Kaiser (LAS), Timothy Leyhe (EDUC), Jessica Li (EDUC), Mithilesh Mishra (LAS), Elizabeth Niswander (EDUC), Donna Tonini (LAS), and Steve Witt (LAS).

Before discussion began, EP Chair Linda Moorhouse shared some of the recent discussions she and EP Office of the Provost liaisons, Brooke Newell and Kathy Martensen, have had with sponsors concerning the governance process used to determine the decision to move these units into permanent status. Each proposal was discussed separately during the Public Hearing.

**EP.23.053, Proposal to Establish a Unit – Permanent Status for Center for Global Studies (CGS)**

The Center for Global Studies (CGS), in the College of Liberal Arts and Sciences (LAS), was founded in 2000 as a center under Illinois International and became a U.S. Department of Education designated Foreign Language and Area Studies (FLAS) fellowship grantee in 2000, and a U.S. Department of Education designated National Resource Center (NRC) in 2003. CGS has maintained its FLAS and NRC designations since 2000 and 2003, respectively. Since 2019, CGS has been one of the ten foreign language and area studies thematic programs and centers of the Illinois Global Institute (IGI). CGS works to globalize the research, teaching, and outreach missions of the University of Illinois Urbana Champaign (UIUC) - tasks central to UIUC's strategic vision articulated in its Strategic Plan to be the pre-eminent public research university with a land-grant mission and global impact. CGS's central mission has been to promote and support innovative research to better understand global issues confronting the world's populations and identify ways to cope with and resolve these challenges. More information about this proposal can be found in EP.23.053.

Jenny Amos, EP subcommittee chair assigned to this proposal, gave a background summary of the proposal itself and relevant activities up to the time of the Public Hearing. EP Chair Moorhouse facilitated the discussion, asking for questions or comments about the proposal from participants in the Public Hearing who were not on EP.

- Jerry Davila, Professor in History and Executive Director for the Illinois Global Institute, thanked the campus offices and Senate Committee on Educational Policy for their support and guidance.

**EP.23.054, Proposal to Establish a Unit – Permanent Status for Center for South Asia and Middle Eastern Studies (CSAMES)**

The Center for South Asia and Middle Eastern Studies (CSAMES), in the College of Liberal Arts and Sciences (LAS), was founded in 1983 in the College of Liberal Arts and Sciences and was incorporated within the Illinois Global Institute (IGI) along with other area and thematic centers in 2019. CSAMES was founded to sponsor, highlight, and encourage events that further our academic community's awareness of and knowledge about the societies of South Asia and the Middle East. CSAMES is engaged in activities to foster knowledge and debate on those areas on campus as well as among community institutions such as schools, libraries, and service organizations, and we welcome suggestions for collaborative efforts in the service of these goals. CSAMES has been designated a National Resource Center under the U.S. Department of Education's Title VI and FLAS programs, with awards of over \$1.6M for the current cycle. More information about this proposal can be found in EP.23.054.

Nolan Miller, EP subcommittee chair assigned to this proposal, gave a background summary of the proposal itself and relevant activities up to the time of the Public Hearing. EP Chair Moorhouse facilitated the discussion, asking for questions or comments about the proposal from participants in the Public Hearing who were not on EP.

- Mithilesh Mishra, Senior Lecturer in Linguistics, asked about the historical reason for combining South Asian and Middle Eastern into one center. He commented there are many other universities in the country which have separate centers for these two areas. He also expressed the need to be forward looking and look at ways to fix the imbalances that exist today in geographical representation.
- Wail Hassan, Professor in Comparative and World Literature and Director of CSAMES, thanked campus and EP for their support. Hassan explained that one of the reasons for the combined center has to do with the limited number of faculty in each area. He also stated other historical reasons these two regions were combined into one center, which initially included efforts to prepare Title VI paperwork/applications. Hassan also stated there are future hopes to separate these two regions, South Asian and Middle Eastern, into two centers, and he expressed optimism that the South Asian faculty will continue to grow on our campus.
- Jerry Davila, Professor in History and Executive Director for the Illinois Global Institute, discussed future opportunities for hiring in South Asian, which will be important for program building, funding, faculty building.

### **EP.23.55, Proposal to Establish a Unit – Permanent Status for Illinois Global Institute (IGI)**

The Illinois Global Institute (IGI) was established in 2019, with temporary status from the IBHE, to serve as the organizational and business operations home of ten international area and global studies centers and thematic programs in the College of Liberal Arts and Sciences (LAS). Its mission is to sustain engagement with world regions and global themes in teaching, research, and public engagement at the University of Illinois Urbana Champaign (UIUC), both through support for its component units as well as to support the extensive range of international engagement by UIUC faculty. Since 2019, the IGI has organized a business operations unit, organized its internal governance and quality assurance processes, and pursued an external review. Additionally, its component units have had significant successes in grant development that reflect the longstanding strength of area and global studies at UIUC. The Illinois Global Institute oversees the Center for African Studies (CAS, created in 1970); Center for East Asian and Pacific Studies (CEAPS, 1964); Center for Global Studies (CGS, 2003); Center for Latin American and Caribbean Studies (CLACS, 1963); Center for South Asian and Middle Eastern Studies (CSAMES, 1983); European Union Center (EUC, 1998); Lemann Center for Brazilian Studies (LCBS, 2009); Program in Arms Control and Domestic and International Security (ACDIS, 1978); Russian, East European and Eurasian Center (REEEC, 1959); and the Women and Gender in Global Perspectives Program (WGGP, 1980). More information about this proposal can be found in EP.23.055.

Jenny Amos, EP subcommittee chair assigned to this proposal, gave a background summary of the proposal itself and relevant activities up to the time of the Public Hearing. EP Chair Moorhouse facilitated the discussion, asking for questions or comments about the proposal from participants in the Public Hearing who were not on EP.

- Jerry Davila, Professor in History and Executive Director for the Illinois Global Institute, thanked the campus offices and EP for their support and guidance.

### **EP.23.056, Proposal to Establish a Unit – Permanent Status for Women and Gender in Global Perspectives Program (WGGP)**

In 1980, the Women and Gender in Global Perspectives Program (WGGP), in the College of Liberal Arts and Sciences (LAS), was established as the Office of Women in International Development (WID) at the University of Illinois Urbana Champaign. The formal program arose from the interdisciplinary efforts of the Committee on Women in Development that had been meeting on campus for a year previously. In 2000, the unit changed from an Office to a Program which included the name change to “Women and Gender in Global Perspectives” (WGGP). The mission of WGGP over the past 40 years has been to promote scholarly activities that advance our understanding of how resource inequalities and gender equity affect individual and community capabilities. More information about this proposal can be found in EP.23.056.

Laura Shackelford, who serves on EP subcommittee B, the subcommittee assigned to this proposal, presented the proposal since the subcommittee chair was unable to be present for the Public Hearing. Shackelford gave a background summary of the proposal itself and relevant activities up to the time of the Public Hearing. EP Chair Moorhouse facilitated the discussion, asking for questions or comments about the proposal from participants in the Public Hearing who were not on EP.

- Anita Kaiser, Associate Director of the Women and Gender in Global Perspectives, thanked the campus offices and EP for their support and guidance.

**EP.23.071, Proposal to Establish a Unit – Permanent Status for Center for Culturally Responsive Evaluation and Assessment (CREA)**

The Center for Culturally Responsive Evaluation and Assessment (CREA) is in the College of Education (EDUC) and was established in 2011 as one of five EDUC strategic priorities by then Dean Mary Kalantzis. Since that time, CREA has shown international growth and prominence in its educational and intellectual footprint, and community engagement outreach efforts. CREA intends to serve as the major evaluation center on the University of Illinois Urbana Champaign (UIUC) campus to benefit its constituents and the state of Illinois, by repurposing a now dissolved College of Education Center, the Center for Instructional Research and Curriculum Evaluation (CIRCE). CREA continues and expands upon the legacy of “responsive and responsible” evaluation at UIUC through its founding director and other core members of its founding community and UIUC alumni, many of whom are recognized as leading international experts in culturally responsive evaluation and culturally responsive assessment. More information about this proposal can be found in EP.23.071.

Nolan Miller, EP subcommittee chair assigned to this proposal, gave a background summary of the proposal itself and relevant activities up to the time of the Public Hearing. EP Chair Moorhouse facilitated the discussion, asking for questions or comments about the proposal from participants in the Public Hearing who were not on EP.

- Rodney Hopson, Professor in Educational Psychology and Interim Director for the Center for Culturally Responsive Evaluation and Assessment, thanked the Senate Educational Policy Committee for their help in facilitating the proposal process.

When no further questions or comments were forthcoming about any of the proposals from those in attendance, EP Chair Moorhouse thanked everyone for their comments and discussion and ended the Public Hearing.

**From:** [Lehman, Barbara J](#)  
**To:** [Lehman, Barbara J](#)  
**Subject:** FW: Invitation: Senate EPC Public Hearing on Permanently Established Unit Proposals  
**Date:** Friday, April 21, 2023 10:39:47 AM

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**From:** Jerry Dávila <[tgitler@illinois.edu](mailto:tgitler@illinois.edu)>  
**Date:** Tuesday, April 11, 2023 at 3:38 PM  
**To:** Davila, Jerry <[jdavila@illinois.edu](mailto:jdavila@illinois.edu)>  
**Subject:** Invitation: Senate EPC Public Hearing on Permanently Established Unit Proposals

[Click here to see this online](#)

[University of Illinois Urbana-Champaign](#)



Illinois Global Institute

Colleagues,

I am writing with great news. The proposals to establish the Center for Global Studies (CGS), and the Center for South Asian and Middle Eastern Studies (CSAMES), as [permanent centers](#), the Women and Gender in Global Perspectives Program (WGPP) as a [permanent program](#), and the Illinois Global Institute (IGI) as a [permanent institute](#) are currently under consideration by the [Senate Educational Policy Committee](#). As an affiliated faculty member of one or more of the area and global studies centers and thematic programs at UIUC, if you have any feedback you want to share, there is a public hearing on Monday, April 17, at 1:10 p.m. via [Zoom](#), and you are welcome to participate.

With best wishes for the last weeks of the semester and the academic year,

Jerry Dávila

Executive Director, Illinois Global Institute

Lemann Chair in Brazilian History

101 Coble Hall

Champaign, IL 61820

[jdavila@illinois.edu](mailto:jdavila@illinois.edu)



**Illinois Global Institute**

College of Liberal Arts & Sciences

107 Coble Hall

801 S. Wright St., Champaign, IL 61820

Phone: [\(217\) 244-1146](tel:(217)244-1146)

E-mail: [igi-info@illinois.edu](mailto:igi-info@illinois.edu)



**From:** [Martensen, Kathy](#)  
**To:** [Moorhouse, Linda](#); [Lehman, Barbara J](#)  
**Cc:** [Davila, Jerry](#); [Downie, Stephen R](#); [Newell, Brooke](#)  
**Subject:** Fwd: EPC Town Hall message distribution  
**Date:** Tuesday, April 11, 2023 7:32:29 PM

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Hi again Barb and Linda,

Can you please add this documentation to the four proposals from LAS?

Thanks!

Kathy

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**From:** Davila, Jerry <[jdavila@illinois.edu](mailto:jdavila@illinois.edu)>  
**Sent:** Tuesday, April 11, 2023, 4:35 PM  
**To:** Downie, Stephen R <[sdownie@illinois.edu](mailto:sdownie@illinois.edu)>; Martensen, Kathy <[kmartens@illinois.edu](mailto:kmartens@illinois.edu)>;  
Newell, Brooke <[bsnewell@illinois.edu](mailto:bsnewell@illinois.edu)>  
**Subject:** EPC Town Hall message distribution

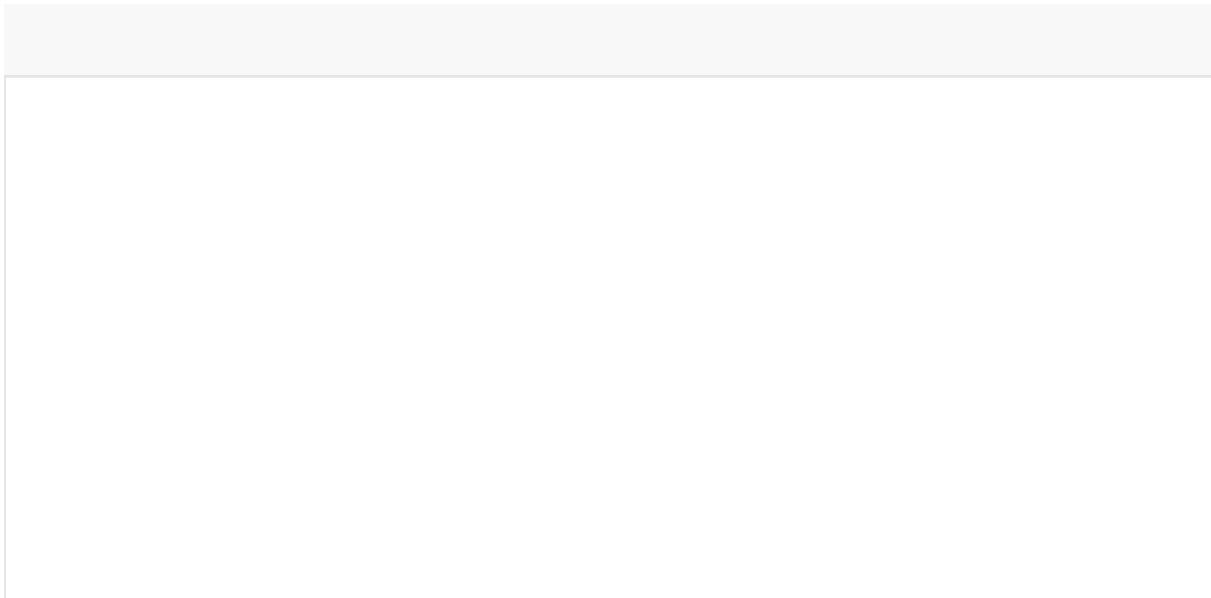
Dear Stephen, Kathy, and Brooke,

Here is the webtools acknowledgement that the town hall invitation was sent to 511 recipients.  
These are unique faculty affiliates (excluding multiple center affiliations)

Best, Jerry

---

**From:** no-reply-webservices@illinois.edu <[no-reply-webservices@illinois.edu](mailto:no-reply-webservices@illinois.edu)>  
**Sent:** Tuesday, April 11, 2023 3:40 PM  
**To:** Gitler, Terri <[tgitler@illinois.edu](mailto:tgitler@illinois.edu)>  
**Subject:** Email was sent





## **Sending complete for the following email**

Subject: Invitation: Senate EPC Public Hearing on Permanently Established  
Unit Proposals

From: Jerry Dávila

Emails sent: 511

Date sent: 4-11-23 3:39 pm

Email ID: 1458562689

Powered by Webtools

**From:** [Lehman, Barbara J](#)  
**To:** [Lehman, Barbara J](#)  
**Subject:** FW: Illinois Faculty/Staff Notices - 4/9/2023  
**Date:** Friday, April 21, 2023 10:55:27 AM

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**From:** Eweek <ewee@illinois.edu>  
**Sent:** Sunday, April 9, 2023 8:23 AM  
**To:** Lehman, Barbara J <bjlehman@illinois.edu>  
**Subject:** Illinois Faculty/Staff Notices - 4/9/2023

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Eweek bulletin



If you will need disability-related accommodations in order to participate, please email the contact person for the event. Early requests are strongly encouraged to allow sufficient time to meet your access needs.

Announcements for the week of April 9, 2023

## ANNOUNCEMENTS

### Open Hearing for a Change in Status (5 Units) - Ed. Policy Committee

The Senate Committee on Educational Policy will discuss five proposals to grant permanent campus status on Monday, April 17. Proposals include these units: Illinois Global Institute, Center for Global Studies, Center for South Asian and Middle Eastern Studies, Women and Gender in Global Perspectives Program, and the Center for Culturally Responsive Evaluation and Assessment (CREA).

April 17, 1:10–2:50 PM • [Zoom](#)

[Linda R. Moorhouse, Chair](#) • Senate Committee on Educational Policy

This opportunity is available online.



The Next 150 is the university's five-year strategic plan designed to lay a foundation for generations.  
See the full text of the plan at [strategicplan.illinois.edu](http://strategicplan.illinois.edu).

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**CENTER FOR GLOBAL STUDIES BYLAWS**  
**Approved February 2020**

**Article I: Membership**

a) The membership of the Center for Global Studies (hereafter referred to as the Center) shall be open to any person affiliated with the University and whose current or past research, teaching, and/or public service activities indicate that he/she has substantial interests in global studies.

b) There shall be two classes of faculty membership consisting of core faculty and affiliate faculty. The core faculty shall constitute the pool from which candidates for selection to the Center's Advisory Board are drawn.

(1) The core faculty shall consist of faculty members who participate actively in the promotion of global studies and/or allocate time to research, thesis guidance, teaching, and forms of public services to global studies. Specifically, core faculty should include: faculty who teach within a Global Studies undergraduate or graduate program; faculty who serve on the CGS Advisory board, and faculty who actively participate in CGS-sponsored grant programs as a sub-grantee, fellowship evaluator, or co-PI. Core faculty will be reviewed every four years.

(2) Affiliated faculty will consist of any faculty member who is not currently active in the Center for Global Studies but retains expertise in the field of Global Studies and/or its allied areas of teaching, research, and public service.

c) Students, staff, and other University affiliates may be named to Center membership upon recommendation of a core faculty member and upon request and approval of Center Director and/or Associate Director.

**Article II: Functions**

It is the responsibility of the Center for Global Studies:

a) To stimulate and promote global studies as a field of study in the university.

b) To serve as the instrument for generating resources and maintaining multidisciplinary cooperation in support of the Center's academic aims in the field of global studies.

c) To help plan comprehensive instructional coverage in global studies.

d) To stimulate the intellectual activities of its faculty and the involvement of the university and the community through lecture series, seminars, workshops and extracurricular activities.

e) To encourage faculty and graduate student research, publication and service in the field of global studies.

f) To assist our faculty and graduate students to gain access to global scholarly research networks.

g) To promote global studies outreach activities to the public.

h) To carry out other activities which are consistent with its responsibilities as an International and Global Center.

i) To facilitate and host scholarly exchanges and visits with global scholarly research networks.

**Article III: Administration**

a) The administrative officers of the Center shall consist of a Director, as chief executive officer, and such associate or assistant directors as the Advisory Board shall approve. The Dean of the College of Liberal Arts and Sciences shall appoint the Director, based on the recommendation of the Illinois Global Institute Executive Director, for a once renewable term of up to five years, subject to annual review. The appointment process will typically be conducted by: 1) a search committee formed by the Executive Director in consultation with the Unit Executive or Advisory Committee, or 2) the Executive Director will consult with the members of the Advisory Board and will seek input and suggestions from the Center's staff and affiliated faculty. Reappointment would be based on an evaluation that follows the procedures for Cyclical Evaluation of Administrators in the LAS policy manual (<https://las.illinois.edu/faculty/policy/ii3>).

b) On academic and related matters, the Center's Director shall report directly to the Executive Director of the Illinois Global Institute and meet and consult with him/her on research and related matters.

c) The Director shall oversee all activities and programming for the Center and shall be responsible for insuring that the Center's objectives are met in accordance to the Center's bylaws and in consultation with its Advisory Board. He/she shall also have the responsibility for the direction, program planning, and development functions, management, staffing, appointment of Center Program Coordinators, and the budget of the Center. He/she shall be responsible for institutional proposals and act as an ex-officio member and Chair of the Advisory Board.

d) The staff shall consist of the Director, Associate Director, Office Manager, program and project coordinators and other staff members as needed. Staff of the Center, including the Associate Director, will be hired by the Center Director based on University Human Resources policy, and the procedures outlined in its bylaws and in consultation with its Advisory Board. The Director shall hold regular meetings with the staff.

e) Grievances and/or Petitions for removal of the Director of the Center for Global Studies may be addressed to the Executive Director of the Illinois Global Institute and Dean of the College of Liberal Arts and Sciences at any time. Whenever six or more members of the Center present such a petition, the Director and Dean are expected to consult the members of the Advisory Board, the executive officers of relevant departments and colleges, and other persons directly concerned, and to take appropriate action.

#### **Article IV: Standing Boards**

a) There shall be an Advisory Board that shall assist in the formulation of policy for the Center and advise the Director and the Associate Director in the execution of their duties. The Advisory Board, selected from the pool of core faculty who work closely with the Center of Global Studies and actively engage with the Center to pursue its mission, shall be invited annually by the Center Director and Associate Director in consultation with Center staff.

(1) The Advisory Board shall consist of the following *ex officio* members: The Director, who serves as chair, the Associate Director, and the Global Studies Librarian. No less than 7 and no more than 9 members will be selected from among the core faculty. The faculty members should represent a wide range of colleges, schools and departments that have programs and courses with Global Studies content. An additional member will be selected from graduate student constituency groups. The Board shall meet as often as necessary, but at least two times a semester.

(2) The graduate student member of the Advisory Board, selected from the pool of students who work closely with the Center of Global Studies and actively engage with the Center to pursue its mission, shall be invited annually by the Center Director and Associate Director in consultation with Center staff. Student members are entitled to vote on matters other than those pertaining to student admissions and grants and personnel issues.

(3) On matters requiring formal decisions a simple majority is required.

(4) The Office Manager of the Center shall serve as the secretary of the Advisory Board. S/he shall prepare and distribute minutes among the faculty.

b) The Advisory Board and the Director may establish such standing boards and task forces as are deemed necessary.

#### **Article V: Membership Meeting**

Meetings of the general Center membership may be convened as necessary by the Center administrators, or at the request of at least five Center members.

#### **Article VI: Grievance Resolution: Non-grade**

a) The Center believes amicable mutual settlement of issues at the Center level is preferable to Campus-level grievance procedures because such settlement is more conducive to a satisfactory continuing employment relationship. Formal grievance procedures should be used only after efforts within the Center have left all or part of the problem unresolved.

b) Any grievance must be submitted in writing to the Center Director and must identify and describe the subject matter of the grievance, summarize the results of the informal efforts to resolve the grievance, and specify the remedy sought. A grievance should be presented within a reasonable time after the circumstances prompting the grievance have taken place or after the staff member becomes aware of the grounds for the grievance. Only in unusual cases will grievances be considered timely if delayed more than six months.

c) On receipt of the written grievance, the Center Director will determine whether the matter is within his/her purview and whether it merits investigation. If both conditions are met, the Center Director will first attempt to resolve the matter internally. The Center Director may exercise the option of convening the Grievance Board (comprised of the Center Advisory Board members.)

d) The Center Director will take whatever action he/she deems appropriate. Among the possible actions, the Center Director may 1) dismiss the matter, 2) conduct further investigations, or 3) attempt to resolve the matter.

e) All affected parties shall be notified in writing of the Center Director's recommendations for resolution. All parties will have fourteen (14) days from the date notification is received to inform, in writing, of additional relevant information or of errors of fact that may affect the outcome. The Center Director will consider such additional information before making his/her final decision.

f) Upon receipt of the Center Director's decision, affected parties may appeal the decision to the appropriate campus grievance board (Faculty Advisory Board or the Council of Academic Professionals) as appropriate.

g) Current law and/or University policy prohibits sexual misconduct as well as discrimination or harassment by reason of race, color, religion, sex, sexual orientation, national origin, ancestry, age, marital status, disability, unfavorable discharge from the military, or status as a disabled veteran or a veteran of the Vietnam era. The procedures for complaints and grievances based on sexual misconduct are outlined in the *Campus Administrative Manual*. The procedures for complaints and grievances based on discrimination or harassment are outlined in the *Policy and Procedures for Addressing Discrimination and Harassment*. Grievances or complaints alleging discrimination, harassment or sexual misconduct should be referred to the Office of Diversity, Equity, and Inclusion or a similar body at the University of Illinois.

h) In all cases any grievance matter coming before the Center Director will be held confidential to the extent allowed by law.

#### **Article VII: Grievance Resolution: Grade Grievance Procedures**

Students who have questions regarding their semester grade in a course should confer directly with the instructor. Students who also believe the grade awarded is demonstrably improper by reason of capricious or arbitrary grading should confer directly with the instructor of the course or, if the instructor is unavailable, with the Associate Director or Director, who mediates between instructional personnel, teaching staff, and administrative staff on the one hand and students on the other. After an unsuccessful resolution, students contact the Director, who will appoint an *ad hoc* Capricious Grading Committee that will consist of Global Studies specialized faculty and a tenure-stream faculty who is a member of the CGS Advisory Committee. The appeal must be filed within six working weeks after the start of the next semester. Students may obtain the name of the committee chairperson from the departmental office.

For further information, refer to the section § 3-107 of the [Student Code](http://studentcode.illinois.edu/article3_part1_3-107.html). [http://studentcode.illinois.edu/article3\\_part1\\_3-107.html](http://studentcode.illinois.edu/article3_part1_3-107.html)

The Associate Director also assists teaching staff and instructional personnel with students' infringement of the Student Code of Conduct, such as plagiarism or other infringements of academic integrity, as described in the LAS guidelines on academic integrity: <https://www.las.illinois.edu/students/integrity/>.

#### **Article VIII: Interim Policy on De-Affiliation of Faculty Affiliates**

a) Permanent Removal

The Advisory Committee may remove by majority vote a faculty member or academic staff member from the list of Center affiliates if that affiliate has been censured or received disciplinary sanctions by his or her department, school, college, or a university body.

b) Interim Actions

The Advisory Committee may by majority vote engage in interim actions when a Center affiliate is being investigated by the University's Office of Diversity, Equity and Inclusion or a similar body at the University of Illinois or other institutions. Such interim actions may include removal of the affiliate's name from the list of affiliates, removal of references to the affiliate from the Center's website or other materials, removal from Center committees (including the Advisory Committee), restrictions on the use of Center funds or facilities, or other appropriate actions. Interim actions are non-punitive actions designed to ensure the safety and well-being of all individuals and the integrity of the Center. Such actions last only until the completion of the investigative process, including any appeals.

#### **Article VIII: Amendment Procedures**

a) Amendments to any portion(s) of these Bylaws may be proposed by any member of the Advisory Board.

b) The amendment process requires an affirmative vote of a majority of the Advisory Board obtained through an email ballot.

N/B

If any of the aforementioned is in conflict with the University Academic Staff Handbook, or the Campus Administrative Manual, the Code on Campus Affairs, or "Provost Communication Number 9" it is these official statements of university and campus policy that take precedence.