



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


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5. **TITLE OF PROPOSAL:** Establish Permanent Status for Illinois Global Institute

6. **BRIEF DESCRIPTION AND JUSTIFICATION:**

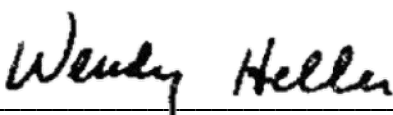
The proposal seeks permanent status for the Illinois Global Institute (IGI) The IGI received temporary status from the IBHE in 2019. Since then, the IGI has organized a business operations unit, organized its internal governance and quality assurance processes, and pursued an external review. Additionally, its component units have had significant successes in grant development that reflect the longstanding strength of area and global studies at UIUC. Permanent status brings continuity to those efforts and their contributions to the university.

7. **DESIRED EFFECTIVE DATE:** August 16, 2023
8. **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

Jerry Dávila  February 14, 2023

Sponsor Name and Signature Date

Wendy Heller  March 21, 2023

College Contact Name and Signature (if applicable) Date

Kathryn Martensen  4/3/23

Provost 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 Illinois Global Institute (IGI) is home to the University of Illinois Urbana-Champaign's ten international area and global studies centers and thematic programs. Area studies are the multidisciplinary study of specific world regions or countries, e.g., East Asia or Brazil. Global studies are the multidisciplinary study of thematic questions in a global perspective, e.g., global health, gender equity, or arms control.

The IGI and its area and global studies units have a staff of 40, including academic professionals, instructors, and civil service employees, as well as faculty from other campus units who hold administrative appointments as unit directors. The units are as follows:

- 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)
- Women and Gender in Global Perspectives Program (WGPP, 1980)*

**Proposals for permanent status for these units are being advanced concurrent to this proposal.*

The IGI was established in 2019, with temporary status from the IBHE, to serve as the organizational and business operations home of the ten longstanding units. 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.

The significance of this global engagement by IGI units and by faculty, students, and staff across campus is reflected in the high rates of external funding, as well national and international recognition IGI units receive. The major funding source for the internationalization of higher education in the United States is the Department of Education Title VI National Resource Center (NRC) program. IGI units have held NRC and Foreign Language and Area Studies (FLAS) grants steadily since 1959. UIUC currently holds the second largest number of NRC awards in the United States. These centers are the CAS, CGS, CLACS, CSAMES, EUC, and REEEC, while CEAPS holds a no-cost extension from prior NRC and FLAS awards.

In addition, IGI units have received over \$20M in endowment gift funds as well as grants from both U.S. and international foundations. These include the Tinker Foundation, the European Union, the Wanxiang Group, the Lemann Foundation, and the São Paulo Research Foundation. IGI units have an annual budget allocation from the university of approximately \$2.3M, and in addition have annual grant and gift income of \$3.6M and endowment income of \$959K. The total funding from all sources is \$7M.

These successes are equally a reflection of the excellence of the IGI centers and programs as well as the extent of faculty and student engagement with global questions at UIUC. Together they make UIUC the preeminent global gateway for the state of Illinois and create an extraordinary range of pathways for learning and research. These are connected to the centers' extensive public engagement mission and commitment to K12 and Community College educational outreach across the state.

The IGI and its component units contributes directly to the following goals expressed in UIUC's *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)*

The IGI and its units are guided by the principle that a public university has a responsibility to its communities to foster global understanding and develop its capacities for global engagement.

The resources secured by IGI units through federal grants, gifts, and other sources, are invested in networks of support for students and faculty across campus. This support reaches every college and school at UIUC. In addition to fostering scholarship and research, the IGI and its component units sustain scholarly communities on campus with interests either in different geographic regions or global thematic areas. The scope of that support and those efforts are reflected in the over 600 affiliated faculty across campus, who together make the IGI one of the principal multidisciplinary hubs of UIUC.

The component centers and programs of the IGI are small units with large missions that are met through their substantial grant and gift support. Among the range of teaching, research, and public engagement activities they conduct, highlights include the following:

Fellowship and scholarship support: In AY22, the IGI and its units disbursed \$1.78M in student awards, supporting 103 research, travel, and language study fellowships, student research awards, and tuition scholarships for study away and study abroad. The main awards were FLAS fellowships from the Department of Education Title VI program that support the study of critical languages for students' research and professional development. The IGI Graduate Language Fellowship complemented these awards to support other areas of unmet language study needs. Additional fellowships are funded by the Lemann Center for Brazilian Studies, the Center for Latin American and Caribbean Studies, and the Women and Gender in Global Perspectives Program.

Research support for students and faculty from UIUC and other institutions: IGI units provide support for multidisciplinary research on world regions and global themes. Since 2009, the Lemann Center for Brazilian Studies has awarded over \$1M in [faculty research and collaborative grants](#) for research in Brazil, many of which received additional matching funds from the São Paulo Research Foundation. The Lemann Center also funds two postdoctoral fellows annually. Most IGI centers provide seed research and conference travel grants that are awarded to faculty across campus.

Several units support scholars from the United States and other countries who conduct research using UIUC resources. The Russia, East European and Eurasian Center (REEEC), has received recurring grants from the Department of State Title VIII program that sustain two programs that make UIUC's unique library collections in Russian, East European and Eurasian studies available to scholars from around the world. The [Summer Research Lab](#) and the Open Research Lab typically make 60 awards per year. Since 2017, REEEC has received \$1.38M from the Department of State for these programs. The Center for Global Studies' [International Studies Research Lab](#) makes the collections of the UIUC International and Area Studies Library accessible to community college faculty, staff, librarians and administrators. In 2022 it supported 18 scholars. The Center for East Asian and Pacific Studies' [Visiting Asian Scholars Program](#) receives visiting scholars from China, Japan, and Korea for periods of up to one year to conduct research and develop professional networks at UIUC.

Support for language instruction: Cost of education allowances for FLAS grants bring \$211K in income to the College of Liberal Arts and Sciences (LAS) that supports instruction in Less Commonly Taught Languages (LCTLs). In addition, IGI centers and programs provide direct support for instruction outside of IGI units.

Assisting the university response to COVID-19 by supporting faculty and students: In the summer of 2020, the IGI and its units awarded \$111K in course development grants to support faculty work to move classes into online and hybrid formats in response to the global pandemic. The awards were made to support 33 courses in 22 departments in six colleges. Though this initiative responded to an acute need, it was based on the centers' and programs' longstanding support for on campus and travel course development.

State-wide public engagement and educational outreach for K12, Community College, and Minority-Serving Institutions: In AY 2022, despite limitations on in-person programs, IGI units held 414 events that were open to the public, 202 of which were events designed for community engagement and educational outreach.

Seven staff members of IGI centers are engaged full-time in educational outreach. Their work both significantly advances UIUC's public engagement efforts and brings an international dimension to them. Educational outreach activities take place in the Champaign, Urbana, and other regional school systems, as well as Parkland, Harper, and Heartland Colleges.

Many outreach activities support K12 teacher professional development. An example is the "Afro-Descendants in Latin America: History, Lifeways, and Culture" workshop organized by the Center for African Studies (CAS) and the Center for Latin American and Caribbean Studies (CLACS). Other activities support students at Minority-Serving Institutions (MSI's) such as Think Tank, a program of the Russian, East European, and Eurasian Center (REEEC). Think Tank program is a multiyear professionalization initiative that consists of 20-25 students. It offers opportunities for professionalization and orientation to the field, including mentored research, as well as opportunities to present research.

Campus Initiatives: The IGI and its units have participated in campus and university initiatives that include the Chancellor's Call to Action to Address Racism and Social Injustice. Through this program, the IGI has conducted 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. Since 2019, two IGI units – CAS and CLACS - have received Presidential Initiative in the Arts and Humanities awards. The CAS award funded Swahili language study, as well as a study abroad program in Kenya, and was followed by community engagement for a group of underrepresented minority undergraduate students in AY23, its pilot year.

Global and its Worlds: This program was a year-long collaboration with the Humanities Research Institute that included a graduate fellows' workshop and campus programming that examined themes of globalization from diverse international vantage points.

Migration and Refugees in Global Perspective Initiative: This initiative supported research and community engagement projects that included the development of Q'anjob'al language resources for newcomers in Champaign County; Research on financial literacy and banking networks among Syrian refugees in Lebanon; and a multinational comparative study of policy frameworks for migrants and refugees in East

Asia and Latin America. Q'anjob'al is now being added as a language of direct instruction with support from the Department of Education.

Scholars at Risk Network: IGI is the coordinating unit for supporting departments and colleges that beginning in 2022 receive support from the Chancellor and Provost to welcome scholars and practitioners at risk from around the world, noting current acute needs in Afghanistan and Ukraine.

In addition, UIUC academic programs are enhanced by the many activities that are funded, organized, and promoted by the IGI's units. They include offering interdisciplinary lectures and roundtable discussions; hosting visiting professors and speakers; as well as sponsoring conferences, symposia, and film series. These events often convene expertise from campus and beyond on pressing contemporary questions. The units' grant and gift income additionally contribute critical co-sponsorships undergirding a wide variety of programming organized by academic departments and other campus units. These events sustain a range of voices and global perspectives to the "critical conversations" called for by the *Next 150* Strategic Plan.

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.

The IGI and its component centers and programs constitute one of the state of Illinois' preeminent global gateways. Global and area studies are integral parts of the educational and research infrastructure of almost all colleges and universities in Illinois. Among Illinois institutions there is no comparable public or private university that sustains the range of teaching, research, collaboration, exchange, educational outreach and public engagement across world regions and international themes than UIUC.

Within the University of Illinois system, the University of Illinois Chicago has departments and programs in Global Asian Studies, International Studies, Latin American and Latino Studies, Polish, Russian and Lithuanian Studies as well as other culture, language and thematic studies housed in the School of Literatures, Cultural Studies, and Linguistics. The University of Illinois Springfield has a Global Studies major.

Among Illinois' public universities beyond the UI system, Eastern Illinois University has interdisciplinary majors in International Studies based in the Departments of Economics, History, and Political Science, as well as a major in Spanish and Hispanic Studies and minor in Latin American and Latinx Studies. Governors State University offers minors in Global Studies and in Latin American, Caribbean, and Latina/o Studies. Illinois State University has a major in European Studies and minors in African Studies, East Asian Studies, Global Studies, Latin

American and Latino/a Studies, Middle Eastern and South Asian Studies, and Peace and Conflict Resolution. Northeastern Illinois University offers a major in Global Studies and minors in African and African American Studies, Asian Studies, Latina/o/x, and Latin American Studies. Northern Illinois University has a Department of World Languages and Cultures, and it offers minors in Global Studies, Latino/Latin American Studies. Southern Illinois University, Carbondale has majors in Africana Studies and Language, Cultures, and International Studies, as well as minors in Global Studies and in Latino and Latin American Studies. Southern Illinois University, Edwardsville has a major in International Studies.

The University of Chicago has nine area studies, thematic and country centers, and three of these hold National Resource Center designations, as well as a Global Studies major. At Northwestern University, the Weinberg College Center for International and Area Studies is home to five area and international studies programs. DePaul University has programs in African and Black Diaspora Studies, International Studies, Latin American and Latino Studies, and Peace, Justice, and Conflict Studies. Loyola University Chicago has a major in Global Studies and minors in African and African Diaspora Studies, Asian Studies, European Studies, Islamic World Studies, and Latin American and Latino Studies. Bradley University has a major in International Studies and minors in Asian Studies and Latin American Studies. Illinois Institute of Technology has a Global Studies major.

Area, international, and global studies are part of programs of research and programs of study in both public and private institutions across Illinois. Beyond the constituted academic units, programs, and centers, there is faculty research and instruction in area, international, and global studies across academic disciplines, with their greatest concentration in the humanities and social sciences. The extent of this institutionalization reflects the significance of area and international perspectives for the global engagement of students across the state. Within this landscape, UIUC stands out for the extent of federal support and recognition of its programs, its successes in advancement, in the range of disciplines connected to area and global studies, and the scope of educational outreach IGI units sustain.

Within this role, there are several highlights:

The IGI and its units support the most extensive resources funding language training and international research by undergraduate and graduate students. Each year, IGI units fund \$1.76 million in language fellowships and scholarships through awards from the Department of Education Foreign Language and Area Studies (FLAS) program. With these funds, students study over 30 languages at UIUC and can travel to language institutes in the United States and other countries. The IGI Graduate Language Fellowship funds an additional \$150K in language fellowships for critical language learning outside of the scope of the FLAS awards. IGI units fund an additional \$257K in fellowships from endowment income. Most of that support aids graduate student research in locations outside of the United States, including eight graduate fellowships per year for students conducting research in or about Brazil, as well as fellowships for the study of gender in global perspective and grants for research in other parts of Latin America, Africa, Europe, and East Asia.

IGI units also sustain academic programs in multidisciplinary area and thematic study. Undergraduate and graduate programs offered by units are managed and advised by academic professional associate directors or academic coordinators who hold terminal degrees. Some courses in those programs are taught by associate directors or academic coordinators, as well as, in the Center for Latin American and Caribbean Studies, specialized faculty who offer Quechua, and beginning in 2023, Q'anjob'al language instruction.

Three IGI units offer undergraduate majors. They are the Center for Latin American and Caribbean Studies (CLACS), the European Union Center (EUC), and the Russian, East European, and Eurasian Center (REEEC). These three centers as well as the Center for African Studies (CAS) also offer undergraduate minors. The Arms Control and Domestic and International Security Program (ACDIS) offers an undergraduate certificate. Units that offer majors also offer minors in the same field.

Five centers offer MA degrees. They are the Center for African Studies (CAS), the Center for Latin American and Caribbean Studies (CLACS), the European Union Center (EUC), and the Russian, East European and Eurasian Center (REEEC). The Center for South Asian and Middle Eastern Studies (CSAMES) offers two MA degrees in Islamic World Studies and in South Asian Studies. Those units, in addition to two others, the Center for Global Studies (CGS) and the Women and Gender in Global Perspectives Program (WGPP) also offer graduate minors.

Beyond MA, major, minor, and certificate programs, these units along with the Center for East Asian and Pacific Studies (CEAPS) and the Lemann Center for Brazilian Studies (LCBS) collaborate closely with academic programs across campus, particularly within the School of Literature, Culture and Linguistics (SLCL) and humanities and social science departments such as Anthropology, History, Political Science, and Sociology. They also collaborate in instruction and study abroad support with units outside of the College of Liberal Arts and Sciences including the Carle-Illinois College of Medicine, the College of Agricultural, Consumer and Environmental Sciences, the College of Applied Health Sciences, the College of Fine and Applied Arts, the College of Education, the College of Law, the Gies College of Business, the Grainger College of Engineering, the School of Social Work, and the University Libraries. Leadership of IGI units has come from most of these colleges as well.

Beginning in AY2023, LAS Global Studies, which has approximately 150 majors and was previously housed independently in the College of Liberal Arts and Sciences, moved its administrative line into the IGI, with budgeting and business operations now part of IGI. LAS Global Studies has 4 instructional staff, an academic advisor, office manager, and director. It offers programs of study that include the Global Studies major, a BA/MA degree with the European Union Center (EUC), as well as thematic and methodological minors and certificates.

With its focus on undergraduate programs, LAS Global Studies is distinct from the Center for Global Studies (CGS) within IGI, which is a unit that supports faculty research and course development, sustains K12 and community college outreach, offers undergraduate scholarships

and graduate fellowships, and is home to a graduate minor.

The administrative integration of LAS Global Studies is a significant shift for the major, and for the IGI and its centers and programs. It was also the major recommendation of the 2019 external review committee report. The external review team identified the benefits as including the following:

“Allowing the IGI to house the Global Studies major will provide a number of benefits that align with the aims of the IGI, Dean, and Provost:

IGI will have a stronger presence throughout the university as a center of activity around global and international studies;

Having the Global Studies major housed within the IGI will raise its profile within LAS and will bring stability to instructors in the program;

With the Global Studies major, IGI will move toward a less siloed institute in which the different area studies reside as distinct and separate entities. Students and faculty will have increased incentive to collaborate across (geographical) area divisions and even consider projects that transcend regional studies to consider truly global or transnational projects.”

The administrative integration has already begun to achieve these aims by placing the leadership of LAS Global Studies in closer coordination with the IGI centers and programs in areas such as the development of curricular goals in the 2022 cycle of National Resource Center proposals. This helped make the proposals more competitive while aligning new resources to enhance the major. There is also stronger communication and the development of programming and advancement goals across the units. LAS Global Studies and IGI will submit to the University Senate a proposal to move the curriculum into IGI.

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 IGI maintains business operations and coordinates across units and with campus publics. The individual units have separate bylaws; maintain affiliated faculty; develop programming; award fellowships, grants, and scholarships; pursue advancement opportunities; implement academic and research programs; as well as hire and supervise unit staff. Grant development by the units is conducted in coordination with the IGI business operations staff.

The IGI is a unit of the College of Liberal Arts and Sciences. The Executive Director of the IGI reports to the Dean of LAS, with dotted-line reporting to the Provost. The Executive Director

also meets quarterly with the Vice Chancellor for Research and Innovation. The reporting line of the IGI to LAS provides the primary context for strategic planning, academic accreditation, budget planning, personnel decisions, advancement, governance areas, and assessment and evaluation of the IGI and its Executive Director. The dotted-line reporting to the Provost provides the context for strategic planning, budget planning, and advancement. Meetings with the Vice-Chancellor for Research and Innovation increase the ability to coordinate with globally engaged research across campus.

The IGI Executive Director provides administrative leadership, strategic direction, and overall oversight for the international area and global studies centers and thematic programs housed in the IGI, ensuring cohesion between unit operations and university policies and procedures. The Executive Director retains a faculty line in their home department.

The major duties of the Executive Director include management of the administrative budget for the IGI and its units; oversight of business operations, human resource functions, and grant administration needs for the units; and implementation of budgetary decisions and educational and research policy. The Executive Director serves as the primary Institute representative to UIUC and extramural constituencies.

Furthermore, the Executive Director is responsible for organizing efforts in the IGI that include a shared governance framework as well as policies and procedures for associated personnel, including specialized faculty; memoranda of understanding for collaboration with campus units; budget planning; and review of the units. As part of the organizational efforts, the Executive Director works in coordination with unit directors to develop a strategic plan for the IGI and the units which aligns itself with the university's strategic plan and is informed and guided by input received from a self-study of the units. The Executive Director works to raise the visibility of the units, promote educational and research relationships, and develop a vision and a roadmap for advancement and foundations relations in support of the Institute and its units.

Decisions pertaining to units' research support, programming, events, grant development, advancement, budgeting, staffing, outreach and visiting scholar programs, and other activities are the purview of individual units.

The Executive Director is appointed by the Provost in consultation with the Dean of LAS and the Directors of the IGI units for a term that is typically five years. Recommendations for the appointment of unit directors are made by the Executive Director to the Dean of LAS, in consultation with the respective unit's executive committee or advisory board, and in consultation with the designated director's dean, if outside of LAS.

The IGI administrative office is headed by an Assistant Director (professional civil service rank) who supervises staff administrative and business operations efforts carried out by staff who provide shared services to the IGI and its units. Information about staff follows.

- Deputy Director (1 FTE) who provides academic coordination for programs and students within IGI, coordinates IGI programming, supports advancement, and serves as liaison between the faculty and staff of the units and the IGI;
- Assistant Director (1 FTE) who manages the IGI grants and contracts and provides overall supervision to the administrative staff of the IGI;
- Accounting Associate, (1 FTE) responsible for the budget of the IGI as well as business operations support for the units and manages facilities and inventory;
- Accounting Assistant (1 FTE) supports the budget of the IGI as well as business operations support for the units;
- Human Resources Associate, (1 FTE) responsible for IGI and unit human resources needs including those for core staff and for visiting scholars, student appointments, as well as supporting Units with student grant awards;
- Communications Coordinator, (1 FTE) responsible for developing and maintaining public communications around IGI and units initiatives, in coordination with the LAS Office of Communication and Marketing, as well as campus-wide activities in international research and collaboration;
- Fellowship Coordinator (0.5 FTE) manages student fellowship and scholarship awards;
- Visiting Scholar Coordinator (0.5 FTE) supports visa and placement needs for international visiting scholars including support for the Scholars at Risk Network;
- Office Support Specialists/Office Managers, (6 FTE) responsible for supporting Institute operations around scheduling, greeting visitors and responding to telephone and email inquiries, and working with clusters of units.

Funding for the staffing of each of these positions is provided in the Provost’s budget allocation for the IGI. A portion of the fellowship coordinator salary is funded by the cost of education allowance of the Department of Education FLAS grants.

Since 2021, the IGI sustains a Coordinating Committee, comprised of faculty and senior administrators from across campus. Members of the Coordinating Committee are named each year by the Deans of the UIUC colleges and schools. The committee meets once per semester to both foster the integration of IGI initiatives with schools and colleges as well as sustain dialogue across colleges and schools on globally engaged research and teaching.

Bylaws, attached, were adopted on April 19, 2020, by a vote of the directors and associate directors (or equivalent) of all units in IGI, and are included as Appendix A.

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.

The IGI and its component centers and programs are national leaders in promoting teaching, research, educational outreach and public engagement. Their excellence is measured in four ways: (1) by the extensive range of world regions – Africa, East Asia, Europe, Latin America, the Middle East, Russia and Eurasia, and South Asia – as well as the global themes that its units cover; (2) through their success in securing external funding not only to support both their own programs but also globally engaged research and teaching across UIUC; (3) by the participation in IGI center and program activities by students and faculty in every college and school at UIUC; and (4) by the sustained engagement in K12 and Community College educational outreach and public engagement activities carried out by IGI and its units.

The IGI and its units' principal intended outcomes are as follows:

- (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 as follows:

- (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 unternal funding for the IGI and its units;
- (3) UIUC impact measured by the number of open campus events held; number of student fellowships and scholarships for research and language study offered; number of courses and instructors supported; and the number of public engagement and educational outreach activities conducted in the state of Illinois.

Outcomes:

- (1) The IGI's centers and programs engage with multidisciplinary topics related to 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. One unit focuses on Global Studies, one focuses on Gender and Equity, and one on Arms Control and Domestic and International Security, the last two from a global perspective.
- (2) The IGI and its units have a high ratio of external to internal funding. Counting grant, endowment and gift income, IGI units bring \$2 to UIUC for every \$1 in university financial support. Excluding gift and endowment income, IGI units bring \$1.50 for every \$1 in university financial support. It is important to note that a large majority of the annual grant, endowment, and gift income of IGI units – \$4.67m projected for AY 2024 – is invested across the UIUC campus in support of instructional, research, and programming activities, and invested in public engagement, particularly in K12 and community college educational outreach programs.
- (3) The range of student support and educational outreach programs across the IGI's units is extensive. In AY 22, 171 UIUC students received fellowship and scholarship support. In

AY 21, despite limitations on in-person programs, IGI units held 202 events designed for community engagement.

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.

The IGI conducts an evaluation modeled on the academic program review process every five years. This process includes a self-study of IGI and all of its component units, an external evaluation, and the development of a strategic plan. The IGI and its units also follow university and LAS strategic planning goals. The first of these reviews was conducted in AY 2020. The next will be conducted in AY 2025.

This assessment includes the IGI and its units' impact through the evaluation of the aggregate contributions of the units to UIUC's research, teaching, and engagement missions. Measures will focus on the Institute's ability to (a) provide transformative learning experiences; (b) make a visible societal impact; and (c) foster scholarship and innovation. This evaluation involves regular program review, including an external evaluation by a committee comprised of senior faculty and administrators from nationally leading global and area studies programs, and the development of a strategic plan facilitating coordination between the units, as well as advancement and grant development.

The IGI and its centers and programs conducted their first program review and strategic planning process in the 2019-2020 academic year. The external review committee, which included unit leaders from three of the leading international institutes and schools at U.S. universities (Indiana, Washington, and Wisconsin), concluded that:

"The IGI is well positioned to contribute robustly to the university's commitment to global impact. It is an institute that can act as an incubator of multi-disciplinary research around global clusters. It promises to become the primary center of academic and research internationalization at UIUC. It also has the potential to play an important role in faculty retention and recruitment in LAS and across campus."

The review committee's recommendations were incorporated into the IGI strategic plan adopted in 2020 and implemented amid the disruptions caused by the Covid-19 pandemic.

As of January 2023, all recommendations made by the review committee that are under the purview of the IGI have been achieved or are at advanced stages of implementation. These

include: integrating the LAS Global Studies major into IGI, which has been completed administratively with the curricular integration under campus review; developing and implementing a communications plan that raises campus awareness of initiatives in international research, teaching and public engagement; and the hiring of an associate director for IGI. Aside from these only one recommendation is pending: routing indirect cost returns (ICR) for grants secured by IGI units to those units. Discussions about how to achieve this are ongoing with campus, college, and department stakeholders. At present ICR goes to the principal investigator's home unit. Unit directors' faculty appointments are all in academic departments outside of IGI.

In addition to the IGI-wide review process, individual units conduct regular review and evaluation that is tailored to their specific missions and funding models. The six centers holding Department of Education National Resource Center awards conduct annual program assessment as part of their federal funding. The Lemann Center for Brazilian Studies conducted program reviews in 2016 and 2022 and prepares an annual report as part of its stewardship efforts. All ten programs and centers conduct an annual evaluation of their programs and the leadership of their directors that employs the annual review of units and their executive officers conducted by the College of Liberal Arts and Sciences. In addition, the reappointment of center and program directors is conducted through review of the executive officer by an elected committee following the procedure of the College of Liberal Arts and Sciences Policy Manual. Six such reviews have been conducted since the creation of IGI.

Within both the IGI and its units, staff performance is evaluated annually. Faculty research grantees, FLAS, postdoctoral, and research fellows complete a final report on their grant-funded activities.

These multiple layers of program review at both the IGI and unit levels have brought significant positive returns in giving the 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.

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

The IGI and most of its units moved in 2021 to Coble Hall (801 S. Wright St., Champaign) from spaces in the International Studies Building and Armory. This transition is still underway as the IGI awaits the availability of offices on the third floor of Coble Hall and student and visiting scholar workspace in the basement of Coble Hall. In the meantime, part of the IGI business

operations unit as well as visiting scholars and postdoctoral fellows occupy space provided by the Office of the Provost at 505 E. Green St, Champaign. The CEAPS Visiting Asian Scholars Program uses space in the Atmospheric Sciences Building. Once the move to Coble Hall is completed, the IGI and its units will have a configuration of contiguous office space that will support student-facing needs as well as coordination and collaboration across units.

The UIUC International and Area Studies Library (IASL) has nationally significant holdings in area and global studies. Core holdings in international area studies at the University Library began through UIUC's participation in the [Farmington Plan](#), a collective collections initiative developed by American research libraries during the Second World War. The UIUC University Library held the subject responsibility for collections on the Soviet Union. Since the inception of that program, the University Library actively builds collections across multiple world regions as well as global studies themes. The director of the International and Area Studies Library serves as the director of the NRC-holding Center for Global Studies. The University Library includes a faculty of area studies librarians with regional and thematic specializations that align with the specializations of the IGI units and routinely serve on the advisory boards and executive committees of IGI units.

As a result, the University Library has more than sufficient resources to support the IGI's units. The strength of these collections is an integral reason for units' successes in advancement and grant development as well as a significant asset for recruitment of graduate students.

Our technology needs are supported by ATLAS.

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.

The IGI and its units are centrally budgeted. The state budget allocation for the IGI and its units comes in two components. The budget for the IGI and its centers and programs is determined and allocated by the Office of the Provost. The budget for the LAS Global Studies major is allocated by the College of Liberal Arts and Sciences based on the staff size and number of majors enrolled in the program. The budget process for the IGI and its units passes through three stages: internal planning, review by LAS, and review by the Provost.

The IGI has 40 full-time-equivalent (FTE) employees of whom five are specialized faculty. In addition, there are 10 directors of centers and programs, as well as the executive director of IGI, all of whom retain faculty appointments in their home units. The budget includes the costs

of course buyouts and summer salary for directors and the executive director. The university's financial commitment to the IGI and its units is predominantly (over 85%) dedicated to supporting staff lines. Grant and gift support provides some salary support. Grants and gifts are also the source of most of the units' programming, fellowships, scholarships, outreach, and research support. As described in the budget chart, IGI is not seeking additional state funds in this proposal.

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

Equity

Part 1. 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]

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, it is clear that closing equity gaps among our citizens remains crucial to achieving the mission of the University of Illinois System.

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 K12 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 (UIUC) 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 A Thriving Illinois' equity strategies. In Spring 2023 UIUC has 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 a number of 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 2021 proposals 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.

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 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.

The Illinois campus prioritizes increasing the number of Illinois graduate students that completed their undergraduate coursework at Illinois, as a metric of increasing access for graduate degrees as well as reflecting access and attainment of undergraduate degrees. The administrative integration of LAS Global Studies into the IGI directly promotes this goal. LAS Global Studies integrated into IGI will provide avenues for the development of undergraduate to graduate pipelines of students interested in global and regional and thematic programs of study. The LAS Global Studies Program (GS) will report to LAS and Illinois Global Institute (IGI).

Part 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, 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 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 and Sciences for diversity advocacy and recognition of unconscious bias in recruitment. Several IGI units sustain mentoring and pipeline programs for increasing access to area and global studies fields and for advanced degree completion at UIUC, including the Lemann Center's participation in the Empodera program in Brazil and the REEEC Think Tank program.

Sustainability

Part 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 director 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.

Part 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.

Illinois Global Institute is home to ten area and global studies centers and thematic programs at the University of Illinois at Urbana-Champaign. These centers and programs develop global awareness and cultural competency through a combination of faculty research and professional development, curricular internationalization, student-life activities, international experiences, public engagement, outreach. Through the centers and programs in IGI, Illinois students have

opportunities to learn languages and to pursue interdisciplinary programs of undergraduate and graduate study engaging with world regions and themes. The Institute and the centers and programs also support faculty research on international themes in global, regional, and national contexts, and encourage research collaboration between scholars at Illinois and their peers and institutions throughout the world. Combined, IGI units offer 21 undergraduate and graduate Majors/Minors and Certificates, teach 31 languages, and bring together 823 affiliated faculty from all UIUC colleges. Those faculty members conduct cutting-edge research related to dozens of countries. In AY 2023, IGI units administer \$3.5M in external grants, including U.S. Department of Education Title VI and FLAS funds. IGI units participate in advancement efforts that have also established endowments that generate \$959K in income for their programs and for support of global and area studies activities on campus. A recent estate planning gift will create an additional \$500K endowment for student support.

Growth

Part 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).

The IGI and its constituent units embody the campus' long standing land-grant mission to promote public good in the state and globally. Collectively, the IGI and its units develop 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.

Through the centers and programs in IGI, students have opportunities to learn languages and to pursue interdisciplinary programs of undergraduate and graduate study engaging with world regions and themes. The Institute and the centers and programs also support faculty research on international themes in global, regional, and national contexts, and encourage 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.

To achieve its mission goals, a significant portion of the energies of the IGI are focused outwardly on outreach and engagement with the campus and community. Within the IGI, six centers currently have Title VI National Resource Center Status from the US Department of Education. This signifies the overall strength of the IGI and commitment to transformative teaching and engagement programs while also providing resources to engage students and the public with the cultures of the world and the global challenges that we collectively face. To achieve this, the IGI sponsors academic conferences and symposia that are open to the public, supports professional development activities for Illinois' K12 and community college instructors, and directly engages children and their family through innovative cultural programming in local public libraries.

Part 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 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 and Sciences at UIUC to pursue space for educational outreach and institutional collaboration work for programs sustained by IGI units. These include: 1) The Center for East Asian and Pacific Studies (CEAPS) Wanxiang Fellowship Program, a competitive fellowship program open to undergraduate students at the campuses of the University of Illinois at Chicago, Springfield, and Urbana-Champaign. CEAPS works closely with the UIC study abroad office to advise and support students from UIC during their 4-week study abroad residency in China; 2) The Center for Latin American and Caribbean Studies (CLACS) intends to use potential access to space at the DPI to develop larger regional engagement in the teaching of indigenous languages of the Americas – particularly Quechua and Q'anjob'al. Instruction of Quechua is a longstanding strength of the Center for Latin American and Caribbean Studies and Q'anjob'al is newly funded through the current Department of Education NRC grant; 3) The Russian, East European and Eurasian Center (REEEC) aims to deepen collaboration with the Polish, Russian and East European Studies Program at UIC. 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.

Part 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]

In addition to the **Discovery Partners Institute (DPI)** and **the Illinois Innovation Network (IIN)**, which **closely align with A Thriving Illinois’ Growth Strategies**, the University of Illinois Urbana-Champaign has partnerships with the Research Park, the work of the Campus Community Compact, and PK12 programming overseen by the Associate Chancellor for PK12 Initiatives align with **A Thriving Illinois’ Growth Strategies**.

As a crucial hub that provides meaningful and industry-focused research and internship opportunities, the [Research Park](#) employs 800 interns year-round in part-time employment, allowing University of Illinois Urbana-Champaign undergraduate and graduate students to work on campus and be enrolled as full-time students. There are more students working at the UIUC Research Park than at any other peer United States university research/tech park. Students are paid highly competitive wages for their specialized skillsets in areas like computer science, data analytics, UX/UI design, engineering, business development, and human resources. A number of these interns are classified as Federal Work-Study. Research Park internships increase students’ employment prospects by expanding their professional networks, building their professional portfolios, and developing their leadership skills. Many of the corporate sites focus on DEI outreach and participate as sponsors to various student groups and campus units. Examples include **Motorola Solutions’ partnership with the [National Society of Black Engineers](#)** and **COUNTRY Financial’s work with the University of Illinois Women in Finance Academy**. Building on the well-established relationships of the affinity and community groups both on campus, the Research Park campus office has ongoing partnerships with units like La Casa Cultural Latina, the Bruce Nesbitt African American Cultural Center, and The Career Center, as well as student groups such as the Society of Women Engineers, Alpha Omega Epsilon (professional women’s leadership sorority), and Sigma Alpha (professional agricultural sorority), to educate Illinois’ diverse population of students on the opportunities available within the Park. The **Illinois Reboot tech training** program provides a free course in data science literacy to Central Illinois professionals who are underrepresented in technology and looking to upskill their careers. Since its inception in 2020, Reboot has trained 150 community members, 61 percent from underrepresented populations. Reboot also provides career coaching and access to Research Park data science professionals. [Accelerating Women And underRepresented Entrepreneurs \(AWARE\)](#), programmed through the EnterpriseWorks incubator at the Research Park, supports entrepreneurship training, counseling, and networking for women and underrepresented entrepreneurs.

Another local program, [We CU](#), connects student volunteers with community projects. This program empowers students to make a positive impact in the community while building their resume and enriching their university experience. In the first two years of the program (2020-

2022), 1,973 UIUC students from 12 colleges worked to complete almost 37,000 hours of training and service on 516 service projects.

The **Campus-Community Compact** (Compact) is one of the major initiatives of the Community Action and Public Engagement (CAPE) Committee of UIUC's Chancellor's Call to Action to Address Racism and Social Injustice. Comprised of a co-equal partnership between UIUC and the broader Champaign-Urbana community, the Compact is an ambitious and visionary initiative to accelerate social justice by addressing structural racism, bias, and social injustice over the next 5-10 years in six interrelated grand challenge areas: inclusive education; accessible technology; economic development; health, wellness, and resilience; workforce development; and community relations. The Compact also includes several crosscut areas; namely, accessible campus/transportation, accessible information, community safety, and language (e.g., multilingualism, communications, and messaging).

Three priorities have been identified for the Inclusive Education focus area: *restoring opportunity*; providing a *community-based information delivery service*; and *professional development*. *Restoring Opportunity* addresses the need for greatly improved access to quality health care, access to a rich array of courses taught by culturally responsive and affirming educators, and access to well designed and well-resourced schools. The development, implementation, and sustainability of a *community-based information delivery service* requires a community that partners with the university to invest in professional development strategies and training opportunities to continuously strengthen the capabilities of our teacher workforce in order to address the needs of an increasingly diverse student population. *Professional development* involves continuous professional development for teachers and administrators, including addressing COVID-19-related professional development. UIUC, through its College of Education, will work with the local schools' districts to create targeted initiatives to recruit and hire teachers of color at a level proportionate to the population of students of color taught or that increase the total population of teachers of color by 100% of their current numbers.

The IGI and its units make a significant contribution to the economy of Illinois and contributes to the competitiveness of state employers. The IGI's units bring to Illinois a combined annual investment of over \$4 million in federal grant funds and endowment and gift income that supports student learning and academic programs that create a globally aware and competitive workforce. IGI units also support research that contributes to areas that range from crop sciences, bioengineering, livestock pathogens and vaccination, and genomics, to areas of engineering such as materials science research in geopolymers and sustainable construction. Areas of distinction in Illinois' agricultural, technological, and manufacturing economies are highly globalized. The capacity of businesses in Illinois to compete globally is supported by the combination of sponsored student learning opportunities that support workforce development, international collaborative research, K12 and community college educational outreach, and the capacity to convene interdisciplinary conferences and symposia that bring together both educational and industry leaders. Examples of this kind of engagement and exchange between academic, public sector and industry leaders are the Lemann Center for Brazilian Studies Dialogues held in [2013](#), [2017](#), and 2023. Another area of direct engagement is the IGI [Career](#)

[Day](#), which connects students with alumni in state and national businesses and prepares students to be competitive in professional job markets.

Part 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]

As noted in the previous response, the **Research Park** expands access and opportunities for students by employing 800 interns year-round in part-time research opportunities and career-relevant internships, allowing University of Illinois Urbana-Champaign undergraduate and graduate students to work on campus and be enrolled as full-time students.

The campus Career Services Council, which includes the campus-wide [Career Center](#) in partnership with the college and departmental career offices and professionals, offers Handshake@Illinois, a platform for students to connect with employers, internship opportunities and job postings. Handshake@Illinois was used by more than 23,000 students and 8,500 employers last year.

In an effort to establish or enhance sustainable outreach and partnerships with PreK12 schools, the Chancellor at the University of Illinois Urbana-Champaign established the position of **Associate Chancellor for PreK12 Initiatives** in August 2021. This new position creates partnerships with superintendents statewide as well as identifies and partners with key education stakeholders to attract and retain underserved and underrepresented students. It allows us to rethink and enhance the high school to college pipeline in Illinois by partnering with organizations such as the **Discovery Partners Institute (DPI)**, **Illinois Innovation Network (IIN)**, and the **Jackie Joyner-Kersey Foundation**.

This new initiative reconceptualizes the important role higher education must play in ensuring Illinois learners gain the confidence and comprehension for college. The ultimate goal of this initiative is to ensure that the University of Illinois Urbana-Champaign has developed structural outreach and partnerships to systemically close persisting opportunity gaps in our state's school systems.

Graduate students serve an important role within the [Office of Undergraduate Research \(OUR\)](#) as mentors for many undergraduate researchers. The OUR is guided by the philosophy that all Illinois undergraduate students should learn about current disciplinary research, take part in research discussions, and be exposed to research experiences in their regular coursework. Furthermore, where practical, an advanced research experience should be among the capstone options in all major programs of study. To achieve its mission, OUR seeks to: 1) inspire students and faculty to collaborate on research projects driven by mutual interests by fostering a research mentoring environment that encourages and rewards collaboration; 2) disseminate best practices and models for undergraduate research to campus stakeholders; 3) assist in the development and evaluation of curricular and co-curricular structures that support undergraduate research; 4) encourage the creation of new opportunities for undergraduate

research on campus and 5) coordinate and nurture undergraduate research efforts across academic units on campus.

The IGI and its units support a significant range of pathways for undergraduate and graduate student learning across multiple professional sectors and academic disciplines. At the core of these efforts are the fellowship and scholarship programs sustained through the Foreign Language and Area Studies Fellowships, which support specialized language training in over 30 languages. This takes place primarily through instruction on campus. But it also creates opportunities for students to pursue language study at approved institutions outside of the United States, and when languages instruction is not available on campus, to pursue studies at other U.S. institutions. These language skills are a critical competency across multiple fields of professional and academic engagement which increase the global competitiveness of our students and our state workforce. Since these are funded learning opportunities which provide undergraduate tuition scholarships and graduate fellowships, these fellowships make this skill development equitably accessible to students, contributing to retention and improving time to degree by supporting dedicated language study.

IGI centers and programs provide support for undergraduate and graduate student research that allows students to apply and refine research skills applicable in a wide range of academic and professional settings. Units also provide support for study abroad and in response to pandemic-related limitations on travel, adapted virtual study abroad experiences to provide students with field experiences. IGI units also organize an annual career day that brings practitioners and professionals – many of them alumni – to campus to enhance student preparedness for entering the workforce. Career day activities include mock interviews, career pathway advising, and guidance in presenting international learning as competitive experience for professional placement.

Part 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]

The IGI and its units are expanding models of teaching, learning, research, and public outreach in multiple areas. Most notably, this is being accomplished through a 50% increase in U.S. Department of Education funding for area studies instruction as well as K12 and community college educational outreach programs. These benefit students well beyond the UIUC campus community. The implementation of a research cluster program recommended by the external evaluation committee will prioritize proposals that include support for undergraduate and graduate student research experience within the multi-disciplinary research clusters organized in the 2024 academic year. By pursuing the integration of the Global Studies major within IGI, we are significantly strengthening the pathways for connecting undergraduate majors to faculty mentoring and to the range of globally engaged programming sustained by the area and global studies centers and thematic programs. Finally, IGI units provide support for faculty professional development through support for course development, including an extensive effort to support the development of online and hybrid instruction of international subjects

during the Covid-19 pandemic. Support for faculty course development and professional development through areas like seed research and participation in professional meetings is ongoing.

Illinois Global Institute Bylaws

I. Name

The name of the Unit is the Illinois Global Institute (the Institute, IGI).

II. Mission

The Global Institute advances UIUC's mission to foster an environment where our excellence in education and scholarship have global impact and where international perspectives are built into the institutional culture. It is home to ten interdisciplinary area studies centers and thematic programs which work to develop 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.

The IGI promotes global understanding through the work of area studies centers in interdisciplinary research, teaching and outreach on all regions of the world, as well as programs which explore global themes in areas such as gender studies and arms control and security, which sustain interdisciplinary efforts in research and instruction around critical global questions. The IGI also fosters dialogue with visiting international faculty and scholars who bring their expertise to the University of Illinois.

Through these centers and programs, students have opportunities to learn languages and to pursue interdisciplinary programs of undergraduate and graduate study engaging with world regions and themes. The IGI and its Units support faculty research on international themes in global, regional and national contexts, and they encourage research collaboration between scholars at Illinois and their peers in international institutions.

Together with its centers and programs, the IGI sustains the University of Illinois' commitment to fostering international education and represents the State of Illinois' most extensive engagement with world societies, academic institutions, and global themes

III. Composition

A. Membership

The Institute serves as the administrative home of the following Centers and Programs (the Units):

Center for African Studies (CAS)

Center for East Asian and Pacific Studies (CEAPS)

Center for Global Studies (CGS)

Center for Latin American and Caribbean Studies (CLACS)

Center for South Asian and Middle Eastern Studies (CSAMES)

European Union Center (EUC)

Lemann Center for Brazilian Studies (LCBS)

Program for Women and Gender in Global Perspectives (WGGP)

Program in Arms Control & Domestic and International Security (ACDIS)

Russian, East European and Eurasian Center (REEEC)

B. Governance

1. The IGI shall be led by an Executive Director, who will serve as chief executive officer and will consult with an IGI Advisory Committee and a Council of Directors.
2. The Executive Director shall lead the overall direction of the IGI and execution of its programs and functions and shall coordinate with the Institute's Units. He/she shall be responsible for staffing, management, reporting, and the budget of IGI, including the allocation of Unit budgets, in consultation with the IGI Advisory Committee. The Executive Director shall, after consultation with the IGI Advisory Committee, create such additional standing or ad hoc committees as may be necessary.
3. The Executive Director reports to the Dean of the College of Liberal Arts and Sciences and to the Provost and will be appointed by them jointly for a renewable term of up to five years, subject to annual review. 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>).
4. The IGI staff will be structured by the Executive Director in consultation with the IGI Council of Directors to meet the administrative needs of the IGI and provide administrative support in business operations, human resources, and grants and contracts management for the Units housed within the Institute.
5. The Advisory Committee will consist of six members elected from among Unit Faculty Directors and Associate Directors (or their Unit equivalent). The Advisory Committee will advise the Executive Director on matters pertaining to the IGI, including staffing, advancement, programming, budget, academic programs, and campus initiatives. The Advisory Committee will meet at least once per month during the academic year.
6. The Advisory Committee will be elected to two-year terms as follows: in even years, Directors will elect one member from among that group and Associate Directors will elect two members from among that group; in odd years, Directors will elect two members from among that group and Associate directors will elect one member from among that group. No Unit should have more than one representative on the Advisory Committee, so the ballots for Directors and Associate Directors will be staggered. Directors or Associate Directors from Units that already have representation on the Advisory Committee will not appear on the ballot.
7. The Council of Directors will be comprised by the Unit Faculty Directors. In the absence of the Director of a Unit, the Associate Director (or the Unit equivalent) of that Unit will represent the Unit on the Council. The role of the Council of Directors will be to coordinate between centers and programs, establish general principles of operation for the IGI, and advise the Executive Director on matters pertaining to IGI operations, as well as academic programs within the centers and programs. The Council of Directors will also consider grievances submitted that relate to the Executive Director. The Council will meet at least

once per semester. The Council of Directors will elect a Chair annually, with each Unit as well as the Executive Director holding one vote. Only persons present will may cast a vote on Council business. The Executive Director may attend meetings at the request of the Council of Directors.

8. Directors of the Units will be appointed by the Dean of the College of Liberal Arts and Sciences based on the recommendation of the Executive Director, for a 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 Executive or Advisory Committee and will seek input and suggestions from the Unit'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>).
9. The Director of each Unit shall oversee all activities and programming for that Unit and shall be responsible for insuring that the Unit's objectives are met in accordance to the Unit's bylaws and in consultation with its Executive or Advisory Committee.
10. Center and program staff questions, including hiring, are conducted at the unit level following University Human Resources and College of Liberal Arts and Sciences policies.
11. The Council of Associate Directors will be comprised by Unit Associate Directors or their Unit equivalent. The AD Council will meet monthly to coordinate between Units in areas such as proposal development, grant reporting, shared programming, and the management of fellowships and awards.
12. The International Outreach Council will be comprised of Unit Outreach Coordinators and other Unit staff active in outreach and public engagement activities. The IO Council will meet monthly to coordinate between Units in the areas of outreach, extension, community education and public engagement.

IV. Grievance Procedure

The Institute believes amicable mutual settlement of issues at the Institute level is usually 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 Institute have left all or part of the problem unresolved.

Any grievance must be submitted in writing to the Executive 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.

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

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

All affected parties shall be notified in writing of the Executive 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 Executive Director will consider such additional information before making his/her final decision. Upon receipt of the Executive 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.

Any grievance relating to the Executive Director must be submitted in writing to the Chair of the Council of Directors, to be shared with the Council of Directors, 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.

On receipt of the written grievance relating to the Executive Director, the Council of Directors will determine whether the matter is within its purview, whether it merits investigation, and whether it should be referred to the Dean of the College of Liberal Arts and Sciences. If both conditions are met, the Council of Directors will first attempt to resolve the matter internally. The Council of Directors may exercise the option of referring the grievance to the Dean of the College of Liberal Arts and Sciences.

The Council of Directors will take whatever action it deems appropriate. Among the possible actions, the Council of Directors may 1) dismiss the matter, 2) conduct further investigations, or 3) attempt to resolve the matter. Decisions of the Council of Directors should be made by majority vote.

All affected parties shall be notified in writing of the Council of Directors' 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 Council of Director will consider such additional information before making a final decision. Upon receipt of the Council of Directors' decision, affected parties may appeal the decision to the appropriate campus grievance board as appropriate.

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 Access.

In all cases any grievance matter coming before the Executive Director, or coming before the Council of Directors, will be held confidential to the extent allowed by law.

V. Acceptance and Amendment Procedures

1. The Bylaws shall become effective when approved by two-thirds of the Directors and Associate Directors (or Unit equivalent) of the Units, including the Executive Director of the IGI.
2. Amendments to these Bylaws may be proposed by any Unit Director or Associate Director (or Unit equivalent). Amendments become effective when approved by two-thirds of the Directors and Associate Directors (or Unit equivalent) of the Units, including the Executive Director of the IGI.
3. These Bylaws will be reviewed ~~one year~~ five (5) years following their approval.

Approved April 29, 2020

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.)

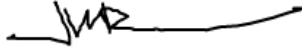
As their petitions show, these Centers provide efficient and effective support for the University's core missions as a land-grant institution, in alignment with Illinois' Strategic Plan. They foster interdisciplinary scholarship across campus, while connecting Illinois to global networks of discovery 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, WGPP (CGGE)

Matthias Grosse Perdekamp
Director, ACDIS

Emanuel Rota
Director, EUC

Misumi Sadler
Director, CEAPS

Gisela Sin
Director, CLACS

Steve Witt
Director, CGS

Estimated Costs and Sources of Funds for Proposed Unit						
Illinois Higher Education						
		Year of Operation				
		1st Year	2nd Year	3rd Year	4th Year	
Expenditure						
Personnel		40	40	40	40	
Faculty Count	by # of FTE	5	5	5	5	
	Personal Services in \$	2109636	2109636	2109636	2109636	
	Other Personnel Costs in \$	258700	258700	258700	258700	
	Supplies, Services, Equipment ¹ in \$	329000	329000	329000	329000	
	Facilities in \$	0	0	0	0	
	Total	2697336	2697336	2697336	2697336	
Resources						
	Current Unit	2697336	2697336	2697336	2697336	
	Other Internal Sources ²	0	0	0	0	
	Federal Funds	3617168	3689511	3673302	3838568	
	Fees, Sales, Other Income	1056500	1056500	1056500	1056500	
	New State Appropriation ³	0	0	0	0	
	Total	7371004	7443347	7427138	7592404	

0

¹ Includes expenditures for library resources.

² Reallocation within institution from other budgetary unit.

³ Complete table 2 if greater than zero.

Note: Do not estimate inflationary factor.

Narrative must accompany this table

The IGI and its units are centrally budgeted. The state budget allocation for the IGI and its units comes in two components. The budget for the IGI and its centers and programs is determined and allocated by the Office of the Provost. The budget for the LAS Global Studies major is allocated by the College of Liberal Arts and Sciences based on the staff size and number of majors enrolled in the program. The budget process for the IGI and its units passes through three stages: internal planning, review by LAS, and review by the Provost.

The IGI has 40 full-time-equivalent (FTE) employees of whom five are specialized faculty. In addition, there are 10 directors of centers and programs, as well as the executive director of IGI, all of whom retain faculty appointments in their home units. The budget includes the costs of course buyouts and summer salary for directors and the executive director. The university's financial commitment to the IGI and its units is predominantly (over 85%) dedicated to supporting staff lines. Grant and gift support provides some salary support. Grants and gifts are also the source of most of the units' programming, fellowships, scholarships, outreach, and research support. As described in the budget chart, IGI is not seeking additional state funds in through this proposal.

Within the Expenditures section, Line 9 includes instructional faculty and staff salaries; Line 10 includes the costs for appointments of unit directors, including course-buyout funds provided to their home departments; and Line 11 includes graduate fellowships, programming funds, and operational costs. Within the Resources section, Line 17 counts Title VI and FLAS support from the U.S. Department of Education and Title VIII support from the U.S. Department of State. Line 18 counts endowment and gift income as well as grant income from sources other than federal funds.

Estimated Expenditures of New State Appropriations for Proposed Unit						
Illinois Higher Education						
			Year of Operation			
			1st Year	2nd Year	3rd Year	4th Year
Expenditures tied to New State Appropriation						
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 ¹ in \$			0	0	0	0
Facilities in \$			0	0	0	0
	Total		0	0	0	0

¹ 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

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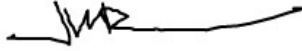
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Thank you very much for your consideration and attention.

On behalf of the Directors,

Yours sincerely,

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John Randolph
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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 Illinois Global Institute

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
Telephone: 217-333-0632

cc: Linda Moorhouse
Steven Downie
Jerry Davila

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.

APPROVED BY SENATE
03/04/2019



Proposal to the Senate Committee on Educational Policy for the Creation of a New Unit of Research or Public Service

TITLE OF PROPOSED UNIT: Illinois Global Institute

SPONSOR: Professor Jerry Dávila, Lemann Chair in Brazilian History, Executive Director, International Area Studies Centers and Thematic Programs, 217-300-0390, jdavila@illinois.edu

COLLEGE CONTACT: Associate Dean David Tewksbury, College of Liberal Arts and Sciences, 217-333-1350, tewksbur@illinois.edu

PROPOSED STATUS:

This is a proposal for Phase 1 Temporary status for the Illinois Global Institute (hereafter IGI, the Institute). The IGI is a new campus unit being created to house UIUC's International Area Studies Centers and Thematic Programs. These ten centers and programs (hereafter the Units) are currently housed in different campus units – six within the College of Liberal Arts and Sciences (LAS) and four within Illinois International Programs (IIP). The Institute will be created in LAS and will bring all ten Units together to be housed within it. The Institute will create new opportunities for coordination between the Units, provide their administrative support services, and contribute to UIUC's goals of educating global citizens, internationalizing the curriculum and promoting global research collaboration.

DESCRIPTION OF THE CHARTER:

Overview and Mission

The IGI will house the existing ten Units (who have a combined staff of 46, including faculty with administrative appointments as directors, academic professionals, instructors, and civil service employees) currently split between LAS and IIP, as noted above. These Units are:

Units currently housed in IIP	Units currently housed in LAS
Program for Women and Gender in Global Perspectives (WGGP)	Center for African Studies (CAS)
Program in Arms Control & Domestic and International Security (ACDIS)	Center for East Asian and Pacific Studies (CEAPS)
European Union Center (EUC)	Center for Latin American and Caribbean Studies (CLACS)
Center for Global Studies (CGS)	Lemann Institute for Brazilian Studies (LIBS)*
	Center for South Asian and Middle Eastern Studies (CSAMES)
	Russian, Eastern European, and Eurasian Center (REEEC)

**In a separate proposal to the Senate Committee on Educational Policy, the Lemann Institute will seek to change its name to Lemann Center for Brazilian Studies in order to disambiguate it from the new Global Institute.*

The Illinois Global Institute (IGI) will strengthen UIUC's capacity to conduct research and teaching with international dimensions in four significant ways: 1) the IGI will provide an organizational home and stable business operations structure for the ten International Area Studies Centers and Thematic Programs (the Units); 2) the IGI will foster cross-campus connections in international research and teaching; 3) It will raise the visibility of international research, collaboration and instruction; and 4) the IGI will pursue new efforts in grant development and advancement in support of these areas. The immediate organizational and operational needs of the Units (1) are addressed by establishing the IGI, which in turn creates the opportunities to achieve these other aims (2, 3 and 4).

This Institute was a recommendation of the 2017-18 Task Force on Area Centers and Thematic Programs, comprised of current and former Unit directors. The Task Force was empaneled by the Vice Provost for International Affairs and Global Strategies and the LAS Executive Associate Dean, and was charged with defining an organizational structure for the Units that would be a prominent hub for global, area, and thematic studies and would better serve faculty, students and the community, pursuing UIUC's commitment to global impact.

The timing of the creation of the IGI results from the immediate need to create a new business operations structure to support the Units. The six Units housed in LAS and the four units housed in IIP have relied upon a shared business services office in Illinois International Programs (IIP). In December 2017, IIP communicated its intention to end its support of the six Units housed in LAS in the areas of business operations, human resources, grant management, as well as the preparation of new grant proposals, including the Department of Education Title VI Area Studies National Resource Centers and Foreign Language and Area Studies (FLAS) programs that are the major funding source for many of the Units. The IGI will take on administrative support for the Units previously provided by IIP, with the aim of becoming the reference unit at UIUC for administrative services in support of international research.

The ten Units will continue to pursue their respective missions in research, teaching and engagement, while gaining a shared organizational home, administrative support, and the capacity of the Institute to expand communications and collaboration. With the exception of one graduate minor housed in the School of Social Work, all of the academic programs of the Units are housed within LAS. All academic programs, whether in LAS or Social Work, will remain in their current homes.

Among the Units are Area Studies Centers with a long and distinguished history on our campus, with the research and teaching they foster in many cases having roots in the formative years of the university. To sustain this campus role, while the Institute will be housed in LAS, its budget will be allocated by the Office of the Provost, who will be consulted on Institute initiatives. The Units' successes in grant development, and the establishment of endowments to support their programs, create a lasting need for the leadership and logistical support the Institute will provide.

Proposed Time Period

This proposal requests Phase 1 Temporary Status for a period of five years (AY 2019-2020 through AY 2023-2024).

The proposal was drafted in Fall 2018 with the collaboration of the Area Studies Centers and Thematic Programs' Faculty Directors and Associate Directors. It circulated in draft form to the executive committees and advisory boards of the Units following their respective bylaws, and suggestions for revision from the members of the committees and boards were incorporated in the proposal. The proposal was endorsed by the executive committees and boards of the ten Units. This process will continue in the Phase 1 Temporary Status period. The Units will conduct a self-study of their programs and the IGI will invite an external review committee comprised of directors of comparable institutes at public research universities to campus in Fall 2019. Based on this work the IGI and Units will develop a strategic plan in Spring 2020 that will consider ways to strengthen the educational, research and community programs of the Units. This planning process will include consultation with campus stakeholders including affiliated faculty of the Units.

Among the questions the planning process will consider are: coordination between programs of study among the Units or the development of programs of study in collaboration with other campus units; strategies for advancement and revenue generation that will provide stability and allow growth; and steps to expand UIUC's international engagement in research and teaching. The Phase 1 proposal creates the structure and context for this process. The outcomes of this process will be reflected in a proposal for Phase 2 permanent status, to be submitted in Fall 2022.

Strategic Alignment

Each of the Units pursue varied research, teaching, public service and outreach activities. These interdisciplinary activities are also closely connected to and engaged in supporting research and teaching in world areas and themes across UIUC, with a particularly intense role in supporting graduate training through fellowships for language study. The Units are also significant agents of grant development and institutional advancement for their areas. Indeed, the Units are the major grant and advancement arm for global interdisciplinary research at UIUC, securing between 2006 and 2017 in excess of \$55 million in grants and gifts, with the substantial majority of that income passing through to academic departments, faculty and students.

Many of these Units that will comprise the Institute are national leaders in their fields. Some Units have existed at UIUC for over 50 years, while others reflect more recent campus investments in diverse areas of global engagement. The Institute will fulfill three goals long held by the Units: (1) increase the focus upon global contexts of critical questions in research and teaching at UIUC; (2) raise the visibility of international research and collaboration at UIUC; and (3) expand efforts in grant development and advancement to enhance UIUC's capacity for global research, teaching and collaboration.

One of UIUC's eight areas of distinction identified in the 2013-16 Strategic Plan is its global impact. The establishment of the Illinois Global Institute is a significant contribution to sustaining and advancing UIUC's distinction in this area by creating new synergies, efficiencies, and visibility for the units at the core of UIUC's leadership as a global research university. First, the Institute creates a stable and effective administrative and organizational structure for UIUC's

International Area Studies Centers and Thematic Programs by developing a business operations platform whose mission will be to become the campus reference for supporting the international dimensions of our research and teaching. A second outcome results in the synergies generated by creating a shared home for the Units. Each Unit individually pursues a mission to foster research, teaching and collaboration in their respective areas of the globe, or with the global themes they engage. The Units and their affiliated faculty and students do this with rare distinction – their national and international renown contribute to UIUC’s standing as an institution with a global impact. Together, in the context of the Institute, the Units become the State of Illinois’ most extensive and outstanding global gateway by building connections, nurturing understanding, advancing research, and creating learning opportunities with a global reach.

JUSTIFICATION:

In its campus-wide reach, consolidated in and administered through LAS, the Institute will create a more secure and integrated basis for the ongoing work of the Units and enable them to enhance their relationships with other campus units. Within the Institute, the new shared administrative services will address the manifold needs of the ten Units, each of which has different sources and combinations of income, structures and programming, as well as diverse partnerships. In fulfilling these needs, the Institute will manage business operations that support international activities that include grants, expenses, salaries and agreements between UIUC and foreign institutions and individuals.

The Units have not previously had the capacity to engage in structured coordination. The Institute will sustain this coordination between the Units as they engage with emerging themes of global importance through shared programming, advancement, and grant development. With its new capacity for communications it will make the extraordinary international work of our faculty and students more visible as one of UIUC’s areas of distinction and to bring it into dialogue with diverse communities in the state.

PROPOSED STRUCTURE:

The Institute will be a unit of the College of Liberal Arts and Sciences. The Executive Director of the Institute will report to the Dean of LAS, with dotted-line reporting to the Provost. The reporting line of the Institute to LAS provides the primary context for strategic planning, academic accreditation, budget planning, personnel decisions, advancement, governance areas, and assessment and evaluation of the Institute and its Executive Director. The dotted-line reporting to the Provost provides an additional context for strategic planning, budget planning and advancement.

The Institute’s Executive Director, who will retain their faculty line in their home department, will be chosen from among UIUC tenure-stream faculty with experience in leadership within the Units, in consultation with the Dean of LAS. The Executive Director provides administrative leadership, strategic direction, and overall oversight for the International Area Studies Centers and Thematic Programs housed in the Institute, ensuring cohesion between Unit operations and University policies and procedures. The major duties of the Executive Director include responsibility for oversight of the administrative budget for the Institute and its Units; oversight of business operations, human resource functions, and grant administration needs for the Units;

and implementation of budgetary decisions, educational and research policy. The Executive Director will serve as the primary Institute representative to UIUC and extramural constituencies, including coordination with LAS, IIP, and in collaboration with other colleges, schools, and units.

The Executive Director will be responsible for organizing efforts in the Institute, including the formation of a governance framework that describes policies and procedures for associated personnel, including specialized faculty; memoranda of understanding for collaboration with Campus units; budget planning; and review of the Units. As part of the organizational efforts, the Executive Director will work in coordination with Unit Directors to develop a strategic plan for the Institute and the Units which aligns itself with the University's strategic plan and is informed and guided by input received from a self-study of the Units, and an external evaluation to be conducted by an appropriately constituted advisory group of faculty and administrators from peer universities with a record of excellence in global, international and area studies. The Executive Director will also raise the visibility of the Units, promote educational and research relationships, and develop a vision and a roadmap for advancement and foundations relations in support of the Institute and its Units.

The Institute's administrative office will be headed by an Assistant Director (professional civil service rank) who will supervise staff effort in areas such as business affairs, human resources, communications, management of grants and contracts and office support.

Decisions pertaining to Units' curricula and course instruction, research support, programming and events, grant development, advancement, budgeting, staffing, outreach and visiting scholar programs, and other activities will remain the purview of individual Units. For Units moving from IIP to the Institute, the Director's reporting line will change from the IIP Vice Provost for International Affairs and Global Strategies to the Institute Executive Director. For Units moving within LAS to the new Institute, the Director's reporting line will change from the Dean of LAS to the Institute Executive Director.

The Executive Director will be appointed by the Provost in consultation with the Dean of LAS and the Directors of the Units, for a term that will typically be five years. Unit Directors will be appointed by the Executive Director, in consultation with the respective Unit's executive committee or advisory board, and in consultation with the designated Director's College or School Dean.

A Senior Business Operations Manager with experience with grant and contract administration will provide grant management and advice on grant proposal development.

Because the Institute will provide administrative support for the Units which will no longer be provided by other campus units, five new staff positions will be created within the Institute:

- Senior Business Operations Manager (1 FTE), who will manage the Unit's grants and contracts and provide overall supervision to the administrative staff of the IGI;
- Accounting Associate, (1 FTE), responsible for the budget of the Institute as well as business operations support for the Units;

- Human Resources Associate, (1 FTE), responsible for Units’ human resources needs both for core staff and for visiting scholars, and student appointments, as well as supporting Units with student grant awards;
- Communications Coordinator, (1 FTE), responsible for developing and maintaining public communications around Institute and Units initiatives, as well as campus-wide activities in international research and collaboration;
- Office Support Specialist, (0.5 FTE), responsible for supporting Institute operations around scheduling, greeting visitors and responding to telephone and email inquiries, and support of the Executive Director with administrative projects.

Funding for the staffing of each of these positions is provided in the Provost’s budget allocation for the Institute.

ACADEMIC IMPLICATIONS:

Structure of Director Appointments

The Executive Director and the ten Directors of the Units are tenure stream faculty members who will be provided administrative stipends for the leadership of their unit. There are no tenure-stream faculty with lines in the Institute or the Units.

Contributions to Academic Programs:

The constituent Units who offer courses and curricula will continue to maintain these. Undergraduate and graduate programs offered by Units are managed and advised by academic professional Associate Directors or Academic Coordinators who hold terminal degrees. Some courses in those programs are taught by Associate Directors or Academic Coordinators, as well as, in the Center for Latin American and Caribbean Studies, a specialized faculty member who offers Quechua language instruction. The following table outlines which Units offer individual undergraduate or graduate courses (6 of 10), majors or minors (7 of 10) or certificates (2 of 10). As outlined below, all Units except CEAPS and LIBS make contributions to the curriculum.

	Undergrad courses	Undergrad major	Undergrad minor	Undergrad certificate	Grad courses	Grad minor	MA program
ACDIS				X			
CAS	X (3)		X		X (2)	X	X
CEAPS							
EUC	X (4)	X	X		X (4)	X	X (3)
CGS	X	X	X		X (2)	X	X (2)
CLACS	X (5)	X	X		X (3)	X	X
LIBS							
REEEC	X (4)	X	X		X (2)	X	X
CSAMES			X (2)			X	X

WGGP				X	X	X	
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NB: Numbers in parentheses refer to the number of courses controlled by the respective Unit.

Impact on Other Units:

Rather than depending on resources from other units, the Institute and its Units make a variety of significant contributions to UIUC academic programs. Notably, successful applications to the Federal Title VI program result in major support to less-commonly taught languages. In the 2018-22 Title VI cycle, Foreign Language and Area Studies (FLAS) institutional support payments bring approximately \$1.6M in the form of instructor, course support to students, and institutional support for languages and linguistics. In academic departments, funding is a crucial support for graduate programs: FLAS fellowships provide year-long graduate fellowships as well as summer fellowships for intensive study, both of which aid in recruiting leading top applicants with international interests. Title VI funds also support faculty research and conference travel, as well as planning trips for faculty-led study-abroad courses.

Beyond Title VI and FLAS, the Units support research and academic efforts across UIUC through other grants and endowment income. This includes the REEEC U.S. Department of State Title VIII grant for its Summer Research and Open Research Laboratories, which brings scholars from around the world to the University Library, the EUC’s Jean Monnet Centre of Excellence Grant, funded by the European Union, which supports teaching and research on European integration and transatlantic perspectives, CLACS’ Tinker grant supporting graduate student seed research, a WGGP endowment supporting graduate fellowships and student research in women and gender studies, and the LIBS endowment supporting student and faculty research in Brazilian Studies.

UIUC’s academic programs are also enhanced by the many cross-campus and interdisciplinary lectures and roundtable discussions; visiting professors and speakers; workshops; and conferences, symposia and film series that are funded, organized and promoted by the Institute’s constituent Units. The Units’ grant and gift income additionally contribute critical co-sponsorships undergirding a wide variety of programming organized by academic departments and other campus units.

BUDGET AND FUNDING STRATEGY:

In establishing the Institute’s administrative offices, the Institute will assume responsibility for the services currently provided by Illinois International Programs and absorb of some roles currently sustained by LAS in the Units oversight and in communications. However, setting up the Institute will require, on a temporary basis, increased IT and training for new staff. It will also require F&S assistance to reconfigure offices and shared conference room space within the International Studies Building. These startup costs are budgeted at \$50,000. Ongoing operating expenses are funded by the Office of the Provost.

Recurring (annual) operating expenses for the Institute:

Salary costs for Institute administrative staff:	
Executive Director	\$ 24,145
(Administrative stipend & summer salary)	

Senior Business Operations Manager (1 FTE)	\$ 70,000
Accounting Associate (1 FTE)	\$ 50,000
Human Resources Associate (1 FTE)	\$ 48,000
Communications Coordinator (1 FTE)	\$ 50,000
Office Support Specialist (0.5 FTE)	\$ 15,000
Subtotal:	\$257,500

Operations and Programming:	
Institute Programming	\$140,000
Executive Office Travel and Discretionary	\$ 10,000
Subtotal:	\$150,000

Graduate Fellowship Funding:	
Global South Language Fellowship (Eight fellowships awarded per year)	\$150,000
Total:	\$557,500

Separate from this are the Units' existing budgets, each based upon their specific combinations of state, grant and gift funds, which remain unchanged by the creation of the Institute. These budgets combined for AY 2018 are approximately \$3.9 million:

Grant Funded (Title VI and other):	\$1,600,000
State Funds:	\$1,430,000
Endowment Income:	\$ 850,000
Total:	\$3,880,000

The recurring expenses for the Institute are funded by the Office of the Provost. The annual budget plan for the Institute, and those of the Units housed in it, are developed in consultation with LAS and submitted to the Office of the Provost, which makes a budget allocation for the Institute and the Units.

The Units will continue to be supported through their grant, gift, and state funds, which vary by Unit. The IGI Executive Director will work with Unit Directors to develop the annual proposal for state budget funds, which will be allocated to the IGI and the Units by the Office of the Provost.

The Institute expenses related to administrative support for Units' business operations are likely to remain dependent on budget allocation from the Office of the Provost. Expenses with programming and fellowships can be offset over time through advancement initiatives by the Institute and by the Units, as well as grant development by the Units. Units submitting grant proposals will be encouraged to include budget items that will help sustain the IGI.

OUTCOMES:

Assessment

The Institute will conduct assessment of its impact through the evaluation of the aggregate contributions of the Units to UIUC's research, teaching, and engagement missions. Measures will focus on the Institute's ability to (a) provide transformative learning experiences; (b) make a visible societal impact; and (c) foster scholarship and innovation. Each Unit currently engages in ongoing and longterm evaluation of impact, and these practices will be integrated into the Institute's ongoing processes for demonstrating quality and effectiveness. This evaluation involves regular program review, including an external evaluation and the development of a strategic plan facilitating coordination between the Units, as well as advancement and grant development.

Administrative outcomes

The Institute will develop an effective capacity to support the Units in business operations including financial transactions, budget planning and management, human resources, and the structuring and execution of grant awards.

Oversight for Assessment

The IGI will establish an internal advisory board that will include representation by both Unit faculty Directors and Unit Associate Directors. The advisory board will be elected by the Unit Directors and Associate Directors. The advisory board will meet at least twice per semester, and its activities will include consultation around Institute planning and operations as well as coordination among the Units.

CLEARANCES:

A letter of support from the unit to which the proposed unit will directly report must be included.

(Clearances should include signatures and dates of approval. **These signatures must appear on a separate sheet.** If multiple departments or colleges are sponsoring the proposal, please add the appropriate signature lines below.)



Unit Representative

11/27/18


Date:



College Representative

12-10-2018

Date:



Illinois International Programs Representative

12/11/18

Date:

February 4, 2019

Professor Gay Miller, Chair
Educational Policy Committee
Office of the Senate
228 English Building
MC 461

Dear Professor Miller,

This letter endorses the proposal to establish the Illinois Global Institute and to transfer the ten units that comprise the International Area Studies Centers and Thematic Programs into the new Institute. The Global Institute will strengthen the centers and contribute to an expanded mission in supporting international research, teaching and engagement on campus.

Recognizing both the roots of area studies within the humanities and social sciences and the campus-wide reach of the centers and programs today, the Global Institute will be housed in the College of Liberal Arts and Sciences but will have dotted-line reporting to the Provost. The reporting line to the Provost will be particularly significant for annual budget planning and to support university-wide activities by the Global Institute in such areas as advancement and grant development. This office will provide support for the IGI's business operations staff, programming and language fellowships, as described in the proposal.

We are excited about the role the Global Institute will have in enhancing global research and teaching at the University of Illinois.

Sincerely,

Andreas C. Cangellaris
Vice Chancellor for Academic Affairs and ProvostReitumetse Obakeng Mabokela
Vice Provost for International Affairs and Global Strategies

c: Feng Sheng Hu, Dean, College of Liberal Arts and Sciences

I ILLINOIS

COLLEGE OF LIBERAL ARTS & SCIENCES

Center for African Studies
210 International Studies Building, MC-485
910 S. Fifth St.
Champaign, IL 61820

4 November 2018

Prof. Jerry Davila
Executive Director
"Illinois Global Institute"
University of Illinois Urbana-Champaign

Dear Jerry,

As Director of the Center for African Studies, I would like to report on the discussions held with our 2018-19 Advisory Committee on November 1. The main item on our agenda was a discussion about the draft proposal for the establishment of the Illinois Global Institute (IGI). I am happy to report that the Advisory Committee unanimously endorsed the proposal.

CAS looks forward to working with you, university leadership and our colleagues in the other Centers to establish the IGI.

With best regards,



Teresa Barnes
Director, Center for African Studies
Associate Professor, Departments of History, and Gender/Women's Studies

Email: tbarnes2@illinois.edu

I ILLINOIS

Center for East Asian
& Pacific Studies

1 November 2018

Professor Jerry Davila
Executive Director
"Illinois Global Institute"
University of Illinois at Urbana-Champaign

Re: The IGI proposal

Dear Jerry,

I have discussed the proposal for establishing the "Illinois Global Institute" with the Center for East Asian & Pacific Studies (CEAPS) Advisory Board via an e-discussion. In principle, we support the plans for setting up the proposed IGI after our board discussion. We look forward to seeing the establishment of the Illinois Global Institute.

Best regards,



Tim Liao
Professor & Director
Center for East Asian & Pacific Studies
University of Illinois at Urbana-Champaign



COLLEGE OF LIBERAL ARTS & SCIENCES

Center for Latin American & Caribbean Studies
201 International Studies Building, MC-481
910 S. Fifth St.
Champaign, IL 61820-6216

November 2, 2018

Committee on Educational Policy
Faculty Senate
University of Illinois at Urbana-Champaign

Dear Colleagues,

I am writing on behalf of the Center for Latin American and Caribbean Studies (CLACS) to express our support for the proposal before the Senate Committee on Educational Policy to establish the Illinois Global Institute (IGI) as a new campus unit. That support includes the unanimous endorsement of the proposal by the CLACS Executive Committee comprising faculty from multiple colleges across our campus.

Since its founding in 1963, CLACS has made the University of Illinois a national leader in the field of Latin American Studies, supporting faculty and student research, organizing academic programming and community engagement, developing an internationally renowned program in Quechua language studies, and housing an undergraduate and a master's degree program. In recent years, CLACS has benefitted from informal collaborations with other UIUC area studies centers and with global and related thematic centers on our campus. The IGI proposal builds upon those collaborative relations. It will provide a much-needed structure that enables administrative and budgetary efficiencies. It also will serve as a vital twenty-first century framework for the scholarly challenges of understanding and engaging with complex social, economic and political processes that are always inextricably at once global, regional, and local. The IGI has the potential to sustain and enhance Illinois' leadership in Latin American Studies and in Global and International Studies more broadly.

For these reasons we support the IGI proposal.

If I can provide you with more information about the CLACS endorsement of this proposal, please let me know.

Sincerely,

A handwritten signature in black ink, appearing to read 'Andrew Orta'.

Andrew Orta
Acting Director



COLLEGE OF LIBERAL ARTS & SCIENCES

The Lemann Institute for Brazilian Studies
201 International Studies Building, MC-481
910 S. Fifth St.
Champaign, IL 61820

November 2, 2018

The Lemann Institute for Brazilian Studies Faculty Advisory Board met on October 31, 2018 to discuss the proposal for the creation of the new Illinois Global Institute. Since the Director of the Lemann Institute serves concurrently as the Executive Director of the International Area Studies Centers and Thematic Programs, Lemann Institute Associate Director John Karam led the discussion of the proposal and called the vote on its approval. The members of the Lemann Institute Faculty Advisory Board unanimously and enthusiastically endorsed the proposal to establish the Illinois Global Institute.

Sincerely,

A handwritten signature in black ink that reads 'Jerry Davila'.

Jerry Davila
Director, Lemann Institute for Brazilian Studies
Lemann Chair in Brazilian History

A handwritten signature in black ink that reads 'John Karam'.

John Karam
Associate Director, Lemann Institute for Brazilian Studies
Associate Professor, Department of Spanish & Portuguese



UNIVERSITY OF ILLINOIS
at Urbana-Champaign

Center for South Asian and Middle Eastern Studies

221 International Studies Building, MC-489

910 South Fifth Street

Champaign, IL 61820, USA

Website: www.csames.illinois.edu

Phone: (217) 244-7331; Fax: (217) 265-6399

Date: November 5, 2018

To: Jerry Davila

From: Hadi Salehi Esfahani

Dear Jerry,

CSAMES Executive Committee met on Monday October 29, 2018, and discussed the proposal for the new unit being formed to bring all global thematic and areas studies centers under a common organizational umbrella. The Committee was unanimously in favor of the reorganization and CSAMES's move into the new unit.

Kindest regards,

A handwritten signature in cursive script that reads "Hadi S. Esfahani".

Hadi Salehi Esfahani

Director, Center for South Asian and Middle Eastern Studies

Professor, Departments of Economics and Business Administration



COLLEGE OF LIBERAL ARTS & SCIENCES

Russian, East European & Eurasian Center
104 International Studies Building, MC-487
910 S. Fifth St.
Champaign, IL 61820-6216

2 November 2018

Dr. Jerry Davila
Lemann Chair in Brazilian History
Executive Director, International Area Studies Centers and Thematic Programs
300 International Studies Building, MC-481
University of Illinois, Urbana-Champaign

Dear Professor Davila:

I am writing to affirm, in the strongest possible terms, the Russian, East European, and Eurasian Center's enthusiastic support for your proposal to create the Illinois Global Institute (IGI), which would serve as the new institutional home for the ten International Area Studies Centers and Thematic Programs currently associated with the College of Liberal Arts and Sciences and Illinois International Programs. At its meeting on October 26, 2018, the six members of the REEEC Executive Committee voted unanimously to endorse the proposal. The Committee, which includes two former REEEC directors in addition to myself, views the foundation of the IGI as an exceptionally positive and long-awaited step forward that will enhance both the Centers' ability to acquire external support in the form of major grants and advancement initiatives, and the visibility and impact of the Centers'—and indeed, the University's—engagement with issues and developments of global import and urgency, both on campus and within the broader public.

We greatly look forward to working with you to establish this essential new Institute.

Sincerely yours,

A handwritten signature in cursive script that reads "Donna A. Buchanan".

Donna A. Buchanan
Professor of Musicology and Anthropology
Acting Director, Russian, East European, and Eurasian Center



ILLINOIS INTERNATIONAL PROGRAMS

Women & Gender in Global Perspectives Program
346 Armory Building, MC-501
505 E. Armory Ave.
Champaign, IL 61820-6241 USA

Jerry Dávila
Executive Director
International Area Studies Centers and Thematic Programs
University of Illinois
201 International Studies Building
Champaign, IL 61820

October 29, 2018

Dear Jerry,

The WGGP Executive Committee met on October 29, 2018 to discuss and vote on the proposal for the creation of a new unit, Illinois Global Institute (IGI), which would house WGGP along with other area and thematic centers.

I am very happy to report that the WGGP Executive Committee voted unanimously in full support of the proposal.

Best,
Colleen

Colleen Murphy
Professor of Law, Philosophy & Political Science
Director, Women and Gender in Global Perspectives (WGGP) Program
University of Illinois at Urbana-Champaign



ILLINOIS INTERNATIONAL PROGRAMS

Program in Arms Control & Domestic & International Security
350 Armory Building, MC-533
505 E. Armory Ave.
Champaign, IL 61820-7668 USA

Professor Jerry Dávila
Lemann Chair in Brazilian History
Executive Director, International Area Studies Centers and Thematic Programs
300 International Studies Building, MC-481

Urbana, November 5th, 2018

Subject: ACDIS support for the proposal to create a new unit of research or public service, the Illinois Global Institute (IGI), to be submitted the Senate Committee on Educational Policy.

Dear Professor Dávila,

the Program in Arms Control & International and Domestic Security at UIUC supports the proposal to form the "Illinois Global Institute (IGI). ACDIS support was established by a vote among the 15 ACDIS core faculty. Ten votes were in support, one was opposed, and four members did not cast a vote. The voting core faculty included:

Steven R. Blanke – Microbiology
Hadi Salehi Esfahani – Economics
Angela Di Fulvio – Nuclear, Plasma, and Radiological Engineering
Carol S. Leff – Political Science
Matthias Grosse Perdekamp – Physics
Frederick K. Lamb – Physics and Astronomy
John A. Lynn – History
Colleen Murphy – Philosophy and Law
William R. Roy – Nuclear, Plasma, and Radiological Engineering
Clifford E. Singer – Nuclear, Plasma, and Radiological Engineering
John Vasquez – Political Science
Timothy Wedig – Global Studies
Lesley Wexler – Law
Brenda Wilson – Microbiology
Matthew S. Winters – Political Science

ACDIS expects significant synergy effects from the Illinois Global Institute in coordinating teaching and research at UIUC related to emerging themes of global importance. We are looking forward to collaborating closely with other IGI centers in teaching, research, advancement and grant development!

Sincerely,

Matthias Grosse Perdekamp - ACDIS Director (acting)



ILLINOIS INTERNATIONAL PROGRAMS

European Union Center
328 International Studies Building, MC-429
910 S. Fifth St.
Champaign, IL 61820 USA

October 31, 2018

Dear Jerry,

The European Union Center's Executive Committee met on October 31, 2018. The committee voted and approved the proposal for the Illinois Global Institute for the purpose of administrative efficiency, pending further discussion and agreement on substantive issues regarding academic collaboration, coordination, and budget allocation and responsibilities within the Institute.

Warm regards,

A handwritten signature in black ink, appearing to read 'Carla Santos'.

Carla Santos
Director
European Union Center

c: Zsuzsanna Fagyal, French & Italian
Barbara Hancin-Bhatt, LAS Global Studies
Konstantinos Kourtikakis, Political Science
Peter Kuchinke, Education Policy, Organization & Leadership
Carol Leff, Political Science
Ben Lough, Social Work
Robert Pahre, Political Science
Emanuel Rota, French & Italian
Lynne Rudasill, Library Administration



ILLINOIS INTERNATIONAL PROGRAMS


Center for Global Studies
303 International Studies Building, MC-910
910 S. Fifth St.
Champaign, IL 61820 USA

November 2, 2018

Professor Jerry Davila
Interim Executive Director, Area Studies Centers and Thematic Programs
Lemann Chair in Brazilian History
University of Illinois at Urbana-Champaign
201 International Studies Building
910 S. Fifth Street
Champaign, Illinois 61820

Dear Jerry,

The Center for Global Studies Advisory Committee met on November 1st, 2018 to discuss the proposal to form the Illinois Global Institute. The committee consists of faculty from the College of Education, College of Law, University Library, College of Liberal Arts and Sciences, College of Agricultural and Consumer Sciences, College of Engineering, and College of Fine and Applied Arts. The CGS Advisory Committee unanimously approved the formation of the institute and the structural reorganization that would place the Institute under the College of Liberal Arts and Sciences with Institute and Center funding coming directly from the Office of the Provost. The committee supports an institute application that upholds CGS' broad all-campus focused mission.

Sincerely,


Steve Witt
Director, Center for Global Studies
Head, International and Area Studies Library
Associate Professor

Center for Global Studies Advisory Committee:

Rakesh Bhatt, Professor, Linguistics
Zsuzsa Gille, Professor, Sociology
Linda Herrera, Professor, Education
Patrick Keenan, Professor, College of Law
Kenneth Long, MD/PhD Fellow, Bioengineering
Robert McKim, Professor, Religion
Faranak MirafTAB, Professor, Urban & Regional Planning

Lynne Rudasill, Professor, University Library
Helaine Silverman, Professor, Anthropology
Cliff Singer, Professor, Nuclear, Plasma & Radiological Engineering
Donna Tonini, PhD., *ex officio*, Assoc. Dir., Center for Global Studies
Alex Winter-Nelson, Professor, Agricultural & Consumer Economics
Steve Witt, Assoc. Prof., *ex officio*, Dir., Center for Global Studies

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

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.



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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

Hi again Barb and Linda,

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

Thanks!

Kathy

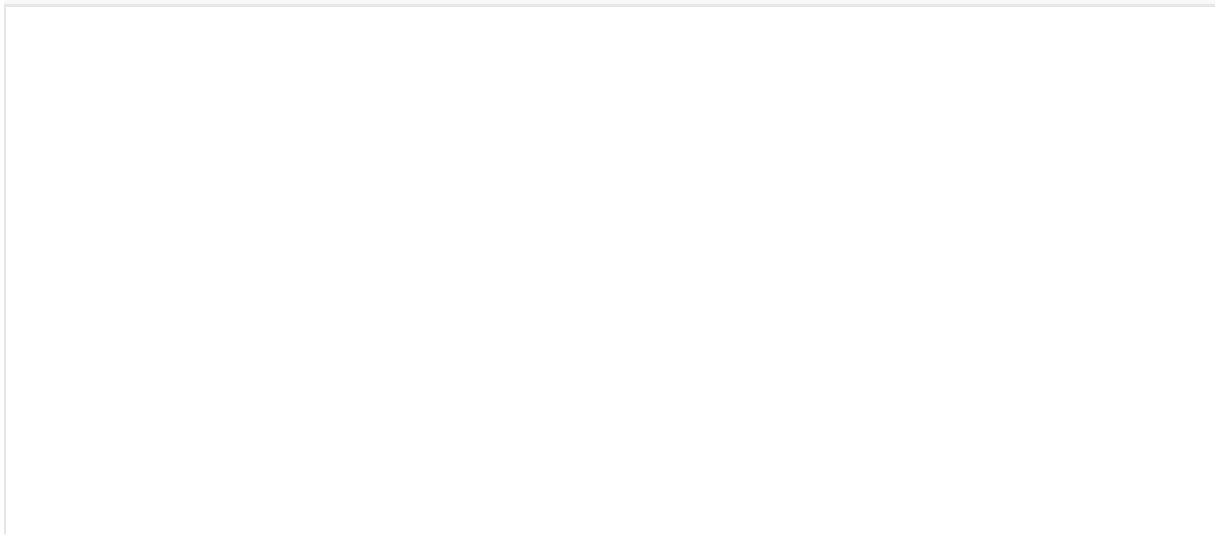
From: Davila, Jerry <jdavila@illinois.edu>
Sent: Tuesday, April 11, 2023, 4:35 PM
To: Downie, Stephen R <sdownie@illinois.edu>; Martensen, Kathy <kmartens@illinois.edu>;
Newell, Brooke <bsnewell@illinois.edu>
Subject: EPC Town Hall message distribution

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>
Sent: Tuesday, April 11, 2023 3:40 PM
To: Gitler, Terri <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: Invitation: Senate EPC Public Hearing on Permanently Established Unit Proposals
Date: Friday, April 21, 2023 10:39:47 AM

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

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[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



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

