



## THE LANGUAGE FLAGSHIP

*Creating Global Professionals*

### South Asian Flagship Language Initiative (SAFLI) Q & A August 7, 2015 Webinar

Please Note: The following is an edited version of a transcript of The Language Flagship's (TLF) technical webinar (August 7, 2015) held to address questions related to the South Asian Flagship Language Initiative (SAFLI) Application Guidelines released in July, 2015. The questions and answers below have been edited for clarity and brevity and have been reordered by topic. They are based on an unscripted dialogue and may contain small errors in grammar and flow.

#### **GENERAL QUESTIONS**

##### **Q: Could SAFLI be open to non-Boren students?**

**A:** SAFLI is intended for Boren Scholars and Fellows. However, we understand that there may be other students interested in joining this type of program, and in some cases they are allowed to participate.

We have one other program with a similar structure to SAFLI – the African Flagship Languages Initiative (AFLI). In AFLI, we have had non-Boren award recipients participate in the domestic portion of the program. That is acceptable but the group of non-Boren students cannot be large.

In AFLI, Swahili is the largest language and the current program provider has decided to cap the intensive sessions at 10 students. So, for example, if there were 16 students, they would open two sections of the class. In that case, there would be openings in the classes, and non-Boren students would be welcome to fill those seats. Allowing non-Boren students to participate has also worked out well for languages with very small enrollments. For example, if there are just one or two Boren students in a language, adding non-Boren students could allow a class to go forward that may otherwise be too small.

Please note that we do expect tuition and revenue from non-Boren students to be used to help support the program and additional activities of the program.

##### **Q: Are there any events we should keep in mind when determining the dates of the intensive summer domestic portion of the program?**

**A:** Yes. Please consider the following when setting the dates of the program:

- Boren Award offers (typically announced around April 15)
- Boren Convocation in Washington, DC (typically mid-June)
- Your university's summer session dates (may affect housing and class schedules)
- Overseas partner institution's fall session dates

Boren Award offers are sent around April 15. Because of this the actual number of students who will participate in SAFLI is undetermined until late in the spring. This can put pressure on the implementing institution that needs to determine how many sections of a class to make, whether or not to bring in additional teaching staff, etc. All of these things can be a challenge, so the institution awarded must be flexible and creative.

The Boren team at IIE will share as much information as possible with the award recipient as the selection process progresses, including the number of applicants for the program. The Boren team is very willing to work with the awarded institution to overcome any challenges that may arise.

In the first half of June, the Boren Convocation is held and all Boren awardees are required to attend.

You may also need to work around your own university schedule for summer sessions, summer housing opportunities, etc. Possible start dates for the fall overseas program may vary, depending on your overseas partners. Ideally, we'd like to avoid a long gap between the end of the summer intensive program and the beginning of the fall overseas program.

Additionally, the award recipient will need to work closely with NSEP and IIE to coordinate advertising, branding, and messaging for the program. We want everyone to understand that all the pieces of the program are important, not just the overseas component, not just the summer domestic program, and not just Boren. It's the whole package.

Whatever model is proposed, it is important that any proposed overseas partners are familiar with the domestic program and get information about the curriculum and student profiles from them, so they can prepare for the arrival of the students with appropriate materials for their background. There should be quite a bit of communication between overseas and domestic instructors and administrators to ensure that this happens.

**Q: If university doesn't have a summer program, would that university be less competitive than one that offers a summer program?**

**A:** We are open to all proposals. We will be looking at the quality of the program proposed.

## **FUNDING AND BUDGETS**

**Q: Could you please clarify what items should be included in the award budget and what items should be charged to students? How does the \$20,000 cap for Boren awards factor into the division between student budgets and award budgets?**

**A:** Individual student costs should be included in student budgets and administrative costs should be included in award budgets.

Teacher salaries may be included in the award budget, as long as student tuition costs reflect that the teacher's salary is covered from other sources. There is no exact determination as to what costs belong

in what budget. Please use your best judgement as to what is administrative and what is student, and we can work with the award recipient to adjust things as needed.

Boren Scholars and Fellows are eligible for up to \$10,000 for the fall semester overseas. Please keep this in mind when developing the student budget. Summer tuition for Boren students will be handled separately and we will work with the award recipient to determine the final summer student costs.

**Q: If we choose to work with an overseas partner or subrecipient, should we provide a separate budget for that partner, or include their costs in our budget?**

**A:** If you plan to include a subrecipient in your proposal, we'd like to see a detailed budget for the subrecipient and a subrecipient line item in your budget showing the total amount you plan to give your subrecipient. If you're paying directly for something, it should be a line item in your budget. If your subrecipient is paying for something, it should be included in their detailed subrecipient budget, which should be part of the proposal you submit to us. Your institution's Office of Sponsored Programs, or equivalent office, should be able to help you set up a subrecipient budget if you're unsure of how to do that.

### **PROGRAMMATIC**

**Q: Do you see Hindi and Urdu as two separate languages for this program? While overseas, do you prefer students to be in separate locations for each language, to study in the same location but in separate classes, or have all the students together and have Hindi and Urdu taught as one language?**

**A:** It is up to the applicant to make the proposal that is most academically sound and most cost effective, to ensure that students are well-taught, well-supervised and well-monitored.

If your capacity, partners, and resources allow you to split the Hindi students into one group in one location and the Urdu students to another, and that works and you can monitor it, that is acceptable. It would also be acceptable to have all the students in one location with some students focusing on Hindi and some students focusing on Urdu.

If you propose to teach both as one language, you need to be able to explain the approach and what your expected outcomes are. We have separate tests available for Hindi and Urdu. Students could take both tests, or could take the test for one language or the other.

We hope to have up to 10-20 students participating in the program. Historically, more students apply for Hindi than Urdu; this is something you may want to take into consideration when determining your program structure.

**Q: Is there an expectation that the award recipient will provide classes on culture, domestically or overseas, or should the focus be only on language courses?**

**A:** It is our view that language and culture are intertwined. Cultural events should be part of the domestic and overseas portions of the program. We do not see a major divide between language and culture and this is not intended to purely be a language course.

We are very focused on ensuring that, at all levels, programs are integrating authentic materials into learner-centered classrooms. Students should be prepared to interact in a culturally appropriate manner with their host family and/or their peers when they depart for the overseas portion of program.

Our goal is to create well-rounded students ready to become professionals with a good sense of South Asian / Indian culture, as well as knowledge of current political and environmental issues. We would like the students to be interacting with host families and/or peers regularly so they are well-versed in culture and politics, with a strong sense of contemporary issues.

**Q; Do you have any enrollment cap for the intensive domestic class?**

**A:** No, it's up to the applicant to propose what is a good number for an intensive language class. As previously mentioned, AFLI classes are capped at 10 for Swahili, but that is not a magic number. Propose what you think is feasible and effective.