THE LANGUAGE FLAGSHIP
Creating Global Professionals

Undergraduate Arabic Flagship Program FAQ
November 14, 2015 Update

Please Note: The questions below were received by email or phone call, and both the questions and answers may contain minor edits from the original response for clarity and brevity.

General Questions:

Q: If award recipients are notified in May, there will not be much time for the awardee to get up to full speed by September (students will have gone home for the summer and already registered for courses, faculty new hires will have been made, etc.). The previous process had a year-long start up time. Should awardees expect to start at full speed in September with full funding, thus expending all funds in the first year?

A: If the reviewers recommend funding an applicant, we hope to inform that applicant in March. The award will then have a start date of May 1, 2016. There is no expectation that a new program will be running at full capacity in its first few months or even by September 1st. Having said that, the proposal should show evidence of a successful plan to build the program to full capacity as soon as is possible and the budget should reflect the funding needed to do this. If your program feels you will not need the full amount of funding in the first year of the program, your budget should reflect that fact.

In the past, we had included a 2 to 3 month period before the start of the official Flagship program year on June 1. We have effectively reduced that period from 2 to 3 months to 1 month, i.e. May, in this solicitation.

Q: Can students at the advanced level (ACTFL scale) be admitted into the program?

A: It is expected that domestic Flagship programs have multiple entry points to accommodate students joining the program at varying proficiency levels, including at the advanced level. Students must test at ILR 2 in speaking (plus 2 in at least one other modality and nothing less than a 1+) and should be enrolled in a domestic Flagship program for at least one semester in order to be accepted to the overseas Capstone program.

Q: We have cutting edge technology for Arabic. The best way to explain it is to video it in use. May we include links to videos in our application?

A: It is fine to include a link in your proposal if you would like. As you know, we ask for hard copies of proposals, so we cannot guarantee reviewers will follow links included in the proposals.

Budget

Q: In the institutional support budget, can an institution only have a final line for Total Cost in Column A, and exclude the previous three lines in A, Subtotal Direct Cost, Modified Direct Cost, and Total Indirect Cost?

A: The lines for Subtotal Direct Costs, Modified Direct Costs and Total Indirect Costs should remain in the budget and be completed. If an institution is proposing to cover some direct costs in its proposal it will also, presumably, be covering the indirect costs on those direct costs. This amount should be shown in the institutional budget.

Personnel

Q: Is there a preference for hiring a full-time faculty member specifically for the Flagship Program, versus using the funds to support a number of associate instructors?

A: In general a full-time position shows more commitment than a series of instructors. Also, it is easier to work with one steady instructor on curriculum and pedagogy.

Q: While the administration at our university is interested in applying for the Flagship grant, some faculty at our university are not supportive of pursuing this opportunity. A new faculty member would be hired to direct the program. Would such a model be acceptable?

A: It may be a challenge for reviewers to assess the merits of a proposed program that hinges on a new hire in the leadership role. Flagship programs that exist alongside "regular" language programs that are unsupportive of Flagship may not succeed due to deep divisions within the department. Reviewers may have concerns about funding faculty to teach courses if they are unsupportive of the overall program. Successful Flagship programs offer the opportunity of intensive instruction and other enhancements from the lower levels, in order to build a strong foundation in the language. Reviewers often comment on where a program is housed and are interested in the program and leadership being integrated in the language department.