

**Indiana Center for Intercultural Communication
Department of English
School of Liberal Arts
Indiana University-Purdue University Indianapolis**

Self-Study

January 2005

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Understanding between and among disparate cultures has challenged mankind throughout history; and clearly, communication, intercultural communication, is a key element in achieving understanding.

We believe a disciplined, linguistic approach to the study of intercultural communication, an approach that includes the building of linguistic corpora, research in contrastive rhetoric, and practical, real life application of the best practices learned, can provide valuable insights toward achieving understanding among cultures.

Nowhere is this approach followed more faithfully than at ICIC, the Indiana Center for Intercultural Communication in the IU School of Liberal Arts at Indiana University-Purdue University Indianapolis.

Karl R. Zimmer
Chair, Board of Advisors
April 16, 2003

Mission and Background

The Indiana Center for Intercultural Communication (ICIC) was formally approved in 1998 by the Indiana University (IU) Board of Trustees to serve as a research and service center housed in the Department of English in the School of Liberal Arts (SLA) at Indiana University-Purdue University Indianapolis (IUPUI) with the following core objectives:

- To conduct and disseminate research grounded in linguistic principles that improves intercultural communication in the workplace
- To build a computerized text bank of professional discourse, including business and fundraising discourse, for the purpose of facilitating intercultural communication and workplace training
- To foster interdisciplinary research on topics applied to intercultural communication among IU and IUPUI faculty
- To provide innovative model workshops and proprietary materials for intercultural communication training for local, national, and international clients

Background

The center received \$50,000 of startup funds from IUPUI for its first three years, campus space, and the director's salary. In its seven years, the center has generated an average of \$200,000 per year through grants and contracts to cover all other operating expenses, primarily salaries of teaching and clerical staff and graduate assistants. Since 1998 the beneficial budgetary impact of ICIC on the university has doubled. In 2002, the center received an endowment of \$1 million to establish an endowed chair, the Barbara E. and Karl R. Zimmer Chair in Intercultural Communication, with matching funds from IU and SLA.

The major disciplinary emphasis of the center is linguistics, with a concentration on the theory of contrastive rhetoric (which seeks to explain language use across cultures in terms of negotiation and cultural appropriation). Another focus of the center has been on corpus linguistics – the electronic, systematic collection and analysis of naturally occurring language.

The center’s research is founded on theories in linguistics, applied linguistics, and intercultural communication. Intercultural communication, “a discipline for the 21st century” (Ulrich, 2002), requires an interdisciplinary approach to problem solving. In business and medicine, for example, linguistics, anthropology, communication studies, and foreign language studies work together to solve intercultural problems for both second language learners as well as native English speakers who interact with people from different countries and cultures. Therefore, in a truly interdisciplinary approach, these communication problems are resolved by addressing not only the language, but also the culture and concerns of the local professional disciplines.

Community need for a resource center specifically geared toward developing language services for immigrant populations and intercultural communication for American employees has come to the forefront with the growing diverse populations in the United States, with global technology, and with an increase in international relations. Since its inception, ICIC has been actively engaged in addressing these needs through the development of model workshops in language training and intercultural communication, with the added benefit that the work it does is founded on sound scholarly research, pedagogy, and experience.

The center’s teaching and service activities have focused on various applications of its language research. Courses that have been developed and offered have included language instruction for nonnative English-speaking employees of local companies, intercultural communication training in local companies, and language and cultural training for international postdoctoral fellows and faculty on the IUPUI campus. The center’s service focus is on needs outside of those served by the English as a Second Language (ESL) Program at IUPUI, which offers ESL courses for students admitted to IUPUI, and those served by English Language Services (ELS), a private commercial language company on campus that specializes in intensive English programs. Additionally, a major component of ICIC’s contribution has been the establishment of the English for Specific Purposes (ESP) Institute for the training of language trainers on the IUPUI campus.

Board of Advisors

ICIC’s Board of Advisors meets four times a year and is comprised of leaders from the university and community who are appointed by the dean of the School of Liberal Arts. The board advises the center director on all aspects of the center, focusing on strategic and financial planning. The board reviews the annual reports and approves financial accounts and proposed budgets.

The current board members are:

Chair Larry Cimino, Manager, Global Professional Relations and Advocacy,
Neuroscience, Eli Lilly & Co.

The Honorable Sergio Aguilera, Consul General of Mexico, Mexican Consulate,
Indianapolis
Enrica Ardemagni, Associate Professor of Spanish, World Languages & Cultures, IUPUI
Aristotle Nicolaides, Consultant, Indianapolis
John Parrish-Sprowl, Chair, Communication Studies, IUPUI
Gail Plater, Assistant Dean, Development and External Affairs, School of Liberal Arts,
IUPUI
Patrick Rooney, Director of Research, Center on Philanthropy, IUPUI
Marcela O. de Rovzar, President, Procura, Mexico City
Robert Sandy, Chair, Department of Economics, IUPUI
Jane Schlegel, Civic Leader, Indianapolis
Susan Sutton, Associate Dean, International Affairs and Professor of Anthropology,
IUPUI
Barbara Weaver Smith, President, Smith Weaver Smith, Inc.
Karl Zimmer, Former Chair, Zimmer Paper Products Inc. (Former Chair of ICIC Board)

A list of former Advisory Board members can be found in Appendix A.

Faculty and Staff

ICIC has a full-time staff of four individuals and a number of instructors, research assistants, interns, visiting scholars, and other employees with diverse backgrounds and international experiences. The ICIC Director is a tenured full professor of English (and an endowed chair) with a five-course teaching load per two years. By agreement with the university since 2003, the Assistant Director is a lecturer in English with a two-course teaching load per semester. Also since 2004, ICIC employs a full-time senior administrative secretary. Per the September 2004 recommendation by ICIC's Budget Subcommittee, a visiting research associate position was filled in December.

In addition to its full-time staff of four, ICIC had one scholar in residence, two visiting scholars, one research assistant, and six hourly employees in the Fall 2004 semester. The scholar in residence, who is a faculty member from the School of Liberal Arts, works part-time at the center with one course release every year. Normally interns and visiting scholars are employed by the center during university semesters and in the summer. ICIC's research assistants, who are students from English and other School of Liberal Arts departments, follow the university calendar and work in the fall and spring semesters. ICIC employs additional graduate students for specific programs and projects.

Since ICIC research depends on the expertise of applied linguists and there are only two tenured applied linguists in the Department of English, significant expansion of research will require an increase in positions for applied linguists in the department. (The director is one of only two applied linguists in the Department; the other is Thomas Upton, director of the English as a Second Language Program.)

Copies of faculty vitae and staff résumés are included in Appendix B.

Appendix C lists all faculty and staff who have been associated with the center since its 1997 beginning.

Research

The center is founded on theories in linguistics, applied linguistics, and intercultural communication, and it is guided by two major principles: (1) theory and practice connection and (2) intercultural focus.

One research emphasis has been on **corpus linguistics**, a burgeoning new methodology that allows the collection and analysis of naturally occurring texts (spoken and written) for research, teaching and training purposes. The center was chosen to organize the fourth annual Conference of the North American Symposium on Corpus Linguistics in November 2002, which attracted more than 100 participants from 14 different countries. Two edited volumes on corpus linguistics, based largely on the conference papers, were published in fall 2004, edited by the ICIC director and by ICIC's first scholar in residence, Thomas Upton.

The center's major disciplinary emphasis is the theory of **contrastive rhetoric**, or more appropriately, **intercultural rhetoric**, which seeks to explain language use across cultures in terms of negotiation and cultural appropriation. A major effort in the study of intercultural rhetoric was the establishment of a week-long Institute on Contrastive Rhetoric and Written Discourse Analysis in July 2004, followed by the First Conference on Intercultural Rhetoric and Written Discourse Analysis on the IUPUI campus. In the first year, the institute attracted 11 international participants and the conference 40 international participants.

An emerging interest of the center focuses on **medical discourse** and health sciences communication. Guided by the principles of theory/practice connection and intercultural focus, the research will produce data that can be applied in two ways: first, teaching international health professionals to better communicate in English, and second, teaching American health professionals to communicate better with their international colleagues and patients.

Highlights of research by ICIC and associated faculty and staff include four major funded research projects, 47 academic publications (four books, 43 articles and book chapters), 76 presentations at national and international conferences, four research conferences, 29 "Applied Language Study" seminars, 15 internationally recognized visiting scholars, and an annual distinguished lecturer series.

A complete list of publications, presentations and visiting scholars is given in Appendix D.

Descriptions of Funded Research Projects

ICIC corpus of philanthropic fundraising discourse

The ICIC Fundraising Corpus project began in 1999, with start-up funding from IUPUI's Research Incentive Fund and through a faculty research grant from the Indiana University Center on Philanthropy. The two purposes of the ongoing project are: to build a corpus of

fundraising texts and to study the persuasive use of language in case statements, annual reports, grant proposals, and direct mail letters.

History and context. Before the ICIC corpus project, no academic discipline had carefully examined the practice of fundraising. Even though several other disciplines had studied other areas of philanthropy, research in this area had been left to fundraising practitioners. Therefore, in order to pursue a better understanding of philanthropic discourse, ICIC initiated an effort to carefully study the language of fundraising by collecting a large corpus of fundraising material from over 200 non-profit organizations. In 2002 ICIC produced a CD-ROM used to disseminate the data. The corpus is now part of the American National Corpus, coordinated by Dr. Randi Reppen at Northern Arizona University. ICIC's current research on the corpus continues linguistic, rhetorical, and visual analyses of the data. In addition, an interdisciplinary project funded by another IU Center on Philanthropy faculty grant is examining the response of subjects to specific rhetorical, linguistic, and visual elements used in fundraising letters. Employing an experimental design (scenario analysis) in which subjects read paired fictitious fundraising letters, subjects then allocate donations to the respective causes described by those letters.

Goals. The goals of the project are:

- to map a multi-disciplinary, comprehensive theory of fundraising communication
- to produce theory-based prototypes of successful fundraising materials to be used by fundraisers and in fundraising courses.

Description of corpus. The ICIC Fundraising Corpus includes over 900 fundraising documents from 236 organizations and totals nearly 2 million words. The documents in the corpus include not only direct mail letters, but also newsletters, case statements, grant proposals, and annual reports gathered from five separate fields in the nonprofit sector (education, health, human services, arts/culture, and conservation/environment).

Collection of data. Data collection for the ICIC Fundraising Corpus began subsequent to two international conferences at IUPUI organized by ICIC and the IU Center on Philanthropy (October 1997, August 1998). An important aspect of the conferences was the collaboration between scholars and practicing fundraisers that resulted in the collection of the corpus. The data include 316 direct mail letters from 108 organizations.

Analyses conducted using the corpus. Research on the fundraising corpus has used an interdisciplinary linguistics/rhetorical approach involving the following IU professors: Ulla Connor (English linguistics, IUPUI), Avon Crismore (English linguistics, IPFW), Elizabeth Goering (Communication Studies, IUPUI), Ed Nagelhout (Rhetoric and Composition, IUPUI), Richard Steinberg (Economics, IUPUI), and Thomas Upton (English linguistics, IUPUI). Presentations at national and international conferences, published articles, and edited books have focused on the analyses of fundraising letters in the ICIC corpus.

The resulting model of fundraising discourse focuses on two genres in the corpus – direct mail letters and grant proposals – and analyzes the rhetorical and linguistic aspects of the texts.

Impact and future research directions. This research project is significant in that it strives to highlight the links between rhetorical and linguistic analysis and the ways in which those links work together to persuade potential donors.

The most recent study on the effect of linguistic and rhetorical strategies on potential donors will enhance the applicability of research in the fundraising profession. This latest research examines possible mismatches between the linguistic and rhetorical findings of the ICIC corpus research and the conventional wisdom used by practicing fundraisers.

Future research directions in ICIC’s fundraising discourse project include updating the corpus with special attention to electronic forms of fundraising. Another direction being discussed is a comparison of ICIC’s American corpus with fundraising texts from other countries (e.g., UK and Italy). After considerable internal funding for corpus research over the past six years, a major effort to obtain external funding is now underway.

Study of international postdoctoral researchers at IUPUI

ICIC has collected and analyzed survey and interview data about international postdoctoral researchers on the IUPUI campus to determine ways in which their research and social experiences can be enhanced through the development of orientation programs stressing communication in research settings. In 2002, ICIC’s Ulla Connor and Dr. Aymérou Mbaye, in collaboration with Dr. Gene Halleck, Oklahoma State University, conducted research on the previously overlooked issues of socialization and language needs of international postdoctoral researchers. A report, “Cross-cultural issues with international postdocs in U.S. research labs: Fronting the socialization dimension,” was submitted to Associate Vice President of Research Mark Brenner in December 2002, and a manuscript entitled “International postdoc challenges in research labs: Language, situated literacy, and big D discourse” will be published in *Text i arbete/Text at work. Essays in honour of Britt-Louise Gunnarsson 12 January 2005.*

ICIC’s ability to articulate the needs of these learners, combined with the center’s previous experience in tutoring international researchers and faculty, make it an excellent starting point for the acculturation and language training of international postdoctoral researchers and faculty.

This research project can also serve as a starting point for the center’s future study on discourses of health and medicine and its applications to the teaching of international medical interns and residents in the School of Medicine. Research plans include the collection of oral discourses in health settings, which would potentially become ICIC’s first oral language corpus. Literature searches are underway to explore the feasibility of health discourse as an area of inquiry with potential for external funding.

Study of international fundraising in nonprofits

Also funded by the IU Center on Philanthropy, ICIC conducted case studies of five country affiliates of one international organization, the International Nursing Association. Thomas Upton, Elizabeth Goering, Ulla Connor, Mary Theresa Seig, and Marcela de Rovzar authored the case studies published in *The CASE International Journal of Educational Advancement*.

Other Research of the Center, Not Funded by Grants

An ongoing area of research in ICIC focuses on redefining contrastive rhetoric and its connection with language teaching and ESP. Most recent publications include a special issue of *Journal of English for Academic Purposes*, edited by Ulla Connor, which proposes a new term “intercultural rhetoric” to replace “contrastive rhetoric.” A book edited by Ulla Connor and Ed Nagelhout based on the proceedings of the First Conference on Intercultural Rhetoric and Written Discourse Analysis further advances the new dimensions of the field.

In an effort to connect the fields of intercultural rhetoric and English for Specific Purposes more closely, Ulla Connor, Bill Rozycki, and graduate student Kyle McIntosh embarked on a study to investigate the link between culture, intercultural communication, and ESP. Their research investigated the correlation between a national/ethnic “big culture” and “small cultures” (such as classroom, disciplinary, and age-related cultural styles) in an ESP class for Chinese officials of the Ministry of Finance. They presented a paper titled “Culture in an ESP program: A new understanding” at the Teachers of English to Speakers of Other Languages (TESOL) conference in March 2004. They continue to research the relationships of national/ethnic cultures and “small cultures” by collecting data in ICIC’s ESP programs. Such work will help clarify the connections between intercultural communication and language for specific purposes teaching, thus further clarifying the unique model of ICIC’s ESP and intercultural rhetoric research and teaching.

Grants and Contracts

Since 1998, ICIC has generated \$1,011,470 in grants and contracts. Among the grants are a large Research Incentive Fund grant from IUPUI to set up the corpus apparatus and renovate the center space (\$157,300) and three grants (approximately \$50,000 each) from the IU Center on Philanthropy. Other grants are from the Central Indiana Community Foundation (\$4,140) and the Indiana Humanities Council (\$980). More information on individual grant activities can be found in the Research section.

For a complete list of grants and submissions see Appendix E.

Programs and Services

The center serves three constituencies through its programs and services:

- the university
- the local community

- populations outside U.S. borders

Since 1998, the center has received a total of \$615,540 in service contracts. A brief overview of the many programs and services follows.

Workplace training

In the early years of the center, workplace training was the primary means of serving local community needs. Businesses and manufacturers with large migrant populations contracted with ICIC to receive training for workers in English and culture (as well as in professional/career development). This program provided a source of revenue for the center, aided economic development in the community, and developed training expertise using an English for Specific Purposes (ESP) approach. A list of the 16 workplace training contracts can be found in Appendix F.

International intensive language programs

International intensive language programs have been the mainstay and shining example of the center's productivity, such as the exemplary international training at the *Tsuda College Summer Intensive English Program*. Each summer, Tsuda College in Tokyo sends approximately 24 students to ICIC for a three-week training in English language and culture. This program predates the center's establishment but has been administered through the center since 1998.

Other international training includes a program in the fall of 2001, the *Ivory Coast (INP-HB) Intensive Business English Training*. Due to political unrest in the Ivory Coast and despite subsequent false starts, this program has not been repeated.

The first *Program in Business, Finance, and Economics for the Chinese Ministry of Finance* ran from July through December, 2003 with nine students. This year, due to visa constraints, the program was shortened by one month, running from July 2nd to December 7th with 14 students. The program is a significant source of revenue for the center and a valuable ESP training opportunity for instructors and graduate students associated with ICIC.

Graduate teaching practica for TESOL certificate and M.A. students

ICIC places graduate students in the Department of English into programs such as those above (workplace training and international intensive English training) or in local businesses for supervised ESP teaching practica. In 2004, three students officially gained practicum credit, two in the Tsuda program and one in the Ministry of Finance program.

English for Specific Purposes (ESP) Institute

Each summer since 2000, the center has sponsored a two-week long English for Specific Purposes training institute. In the ESP Institute, experienced ESL and K-12 teachers join graduate students in learning the ESP approach to English teaching by attending two

IUPUI courses: T600 (Current Issues in ESP) and G541 (Materials Preparation for ESL Instruction). The courses are taught by Ulla Connor and Thomas Upton. In the past three years, the ICIC assistant director either replaced Thomas Upton or, when enrollment was large, taught in addition to Thomas Upton.

The ESP Institute is noteworthy in that it has evolved to serve all three of ICIC's service constituencies. These constituencies are the university (graduate students or graduating seniors in English and Education); the community (currently employed K-12 teachers who enhance their professional development through the summer institute); and the international community (in 2004, ten students from three different countries – Macedonia, México, and Perú – came specifically to attend the institute).

Public Service

ICIC assists the community through workshops, seminars, and presentations. Since the center's inception, the ICIC director, assistant director, and research associates have shared their expertise on workplace training and cross-cultural communication with state agencies, business conferences, and non-profits. A list of the 13 public service activities is found in Appendix F.

ICIC distinguished lecturer series and other sponsored lectures

The center hosts an annual lecture and reception for IUPUI and community attendees on a topic of language and intercultural communication. This year, ICIC offered two sponsored lectures, one in September by Dr. Jesús Fernández González from the University of Salamanca, Spain, who spoke on culture in language learning (co-sponsored by the Department of World Languages and Cultures), and the other in November by Dr. Andrew Cohen from the University of Minnesota, who presented language acquisition strategies.

Applied language study brown bag seminar series

In past years ICIC has offered monthly noon seminars on the IUPUI campus on language and culture by local and visiting scholars. The purpose of these brown bag seminars is to encourage interdisciplinary investigations of intercultural communication.

Visiting scholar program

In the past six years, 15 linguists from around the world have been visiting scholars at ICIC, interacting with IUPUI faculty and students. The ICIC Visiting Scholar Program provides opportunities for research in applied linguistics, intercultural communication, and English for Specific Purposes. Currently, Dr. Sofija Mičić, a Fulbright scholar from the University of Belgrade is working at ICIC.

International postdoctoral fellows research project

In 2002-2003, ICIC conducted research on the issues facing international postdoctoral researchers on the IUPUI campus. This year ICIC has submitted plans for an orientation program for postdoctoral researchers campus-wide.

Tutoring for IUPUI international faculty

ICIC offers customized support to IUPUI international faculty in English language and communication, professional expectations on campus, highlights of U.S. college culture, teaching skills, and classroom management.

Tutoring for residents in the school of medicine

ICIC offers customized support to international medical residents in the areas of English language and communication, doctor-patient communication, and U.S. culture. In 2003, ICIC offered training to one resident in Adolescent Pediatrics and one in Psychiatry. This year, Family Practice has referred a resident for training, and Obstetrics-Gynecology and Internal Medicine are exploring ways to fund this training for their residents.

Linguistics courses on campus

Ph.D.-holding ICIC assistant directors teach linguistics courses for the English Department. In the past four years, nine linguistics courses have been taught by these assistant directors.

G015 – pronunciation for academic and professional purposes

This course is offered by ICIC and IUPUI's ESL Program for international professionals (both in the community and in the university) who want to improve their skills in spoken American English. Participants receive specific instruction in pronunciation and listening skills while drawing actual language samples from their individual professions based on individual needs analyses.

Internships

Each summer ICIC welcomes interns to gain experience in office protocol, training administration, and international cultural communication. In summer 2004, ICIC employed two interns from Åbo Akademi in Finland and one American high school student for programs and training during our busiest season.

Resident scholars

ICIC invites IUPUI faculty to serve annually as a scholar in residence, sharing expertise in an area of communication or language study. This year's scholar in residence has been Dr. Edwin Nagelhout of the Department of English.

Graduate Training

Since 1998 ICIC has employed more than 30 students in activities such as teaching and tutoring, conducting research and data entry, and, in some cases, developing and supervising workplace language courses. The employment periods have ranged from one month to two years, with an average of one year.

Of the employed students, 15 have been M.A. graduate students, all but three from the Department of English. Of these 15, four have been M.A. graduate students who were awarded an IUPUI fellowship for the first year and to whom the Department committed support during their remaining year(s) of study. In addition to the 15 M.A. students, four students from the Department's graduate TESOL Certificate Program have been supported and given opportunities to teach in the center's international or local language teaching programs. Five undergraduate students from SLA have been center employees, and three Ph.D. students from other universities have been supported by ICIC's research and teaching on a short-term basis. Finally, four M.A. graduate interns from Åbo Akademi University and two American high school students have benefited from working on ICIC projects.

It is noteworthy that five of the students started part-time at ICIC and were promoted to full-time visiting research associates, a position that can be held for a maximum of two years. After the two-year period, one was admitted to a Ph.D. program at another university and the other four were hired by local businesses and nonprofits at salaries higher than they received at ICIC. Although no formal survey exists, many of those who have worked at ICIC on a part-time basis throughout the years have found employment in English or English for Specific Purposes teaching. One former student started a language training program for a local hospital while another became the coordinator of the English for Law program at IUPUI.

A list of students employed by ICIC from 1998 through 2004 is found in Appendix G. The list does not include names of students who have conducted graduate internships or teaching practica for the English Department at the center; the number has been two or three per year.

In addition to this employment of IUPUI students and the supervision of dozens of internships and practica for graduate students of English, ICIC has provided research data and Ulla Connor has been a supervisor for ten M.A. thesis writers in the Department of English. Two students working under her and Thomas Upton – Cathy Beck and Sharon Gunason – received the first Joan and Larry Cimino Awards for Excellence in Intercultural Communication in May 2004. An average of two graduate students per year have had an opportunity to co-present and/or co-author publications with ICIC faculty and staff, as the center's research publication list (Appendix D) shows.

In summary, ICIC's corpus and intercultural research, as well as its language and culture programs, have provided training opportunities for scores of IUPUI students, especially for graduate students in TESOL and applied linguistics. As the center's operation has improved with experience and age, the quality of the candidates has improved as well, thus allowing the center to be more selective in its choices for student employees.

Assets

The center has human assets (treated separately under faculty/staff); material assets (offices, equipment, furniture, books, videos, etc.); and intellectual property (copyrighted material, including the center's Corpus of Philanthropic Fundraising Discourse). A list of current material assets and intellectual property is found in Appendix H.

The center's offices are located in the Union Building on the far west end of the campus, several minutes' walk from the English Department offices in the Cavanaugh Hall in the center of campus. A move to a more central part of campus has been set as a priority by the Advisory Board.

Center office space consists of three rooms on the fourth floor of the Union Building, totaling approximately 2,100 square feet (space rental fee waived). ICIC renovated the space using a Research Incentive Fund grant at a total cost of approximately \$75,000. The center is currently waiting for formal approval of a request to add office space in the north tower of the Union Building (approximately 750 square feet), where a suite of offices was used by International Services until their move in August 2004 to other premises.

Desk and computer availability is at an acceptable level in all seasons except the summer, the center's busiest service season. At that time center staff often report difficulty finding an available computer monitor or desk.

Outcomes and Impact

The ICIC center model, in which theory and practice connect with an intercultural focus, is becoming recognized as innovative by other U.S. universities as well as by departments in the IUPUI School of Liberal Arts. At the International TESOL Conference in Long Beach in March 2004, TESOL professionals from two universities approached the ICIC director to discuss initiating a similar program at their respective institutions. The University of Minnesota is experiencing a reduction in international student numbers in the English as a Second Language Program and is exploring opportunities for the practical training of graduate students in ESP programs (e.g., workforce training and short-term ESP programs for internationals such as the Ministry of Finance Program at ICIC). A branch campus of Pennsylvania State University would like to provide community outreach through language training and the training of trainers using an ICIC-type outreach model. Locally, the Department of World Languages and Cultures as well as the Department of Economics at IUPUI have begun studying the feasibility of centers based on the research-community outreach model of ICIC.

The center's impact on three areas, namely, research, training of trainers, and community outreach, are worth noting.

Research

The impact of ICIC's research productivity is seen in three specific areas: intercultural rhetoric, corpus linguistics, and discourse of fundraising. In intercultural rhetoric, the

center now attracts applications from visiting scholars from around the world. The center receives approximately one dozen requests yearly from scholars studying some aspect of intercultural rhetoric. As the center's reputation has grown as a place for productive study and interaction, the center can be more selective in the choice of the scholars. ICIC's visiting scholars in the fall of 2004 (a doctoral student from the University of León, Spain on a Spanish governmental scholarship, and a professor of English on a Fulbright scholarship from the University of Belgrade, Serbia and Montenegro) are examples of high-quality scholars who want to study at ICIC. Repeat visits by established scholars (e.g., Dwight Atkinson and Srikant Sarangi) are another indication of the attractiveness of ICIC as a place of incubation and dissemination of scholarship. Finally, the success of the First Conference on Intercultural Rhetoric in July 2004 is another indicator of ICIC's growing reputation as a center of excellence.

In corpus linguistics, ICIC was a newcomer in 1998. In 2002, ICIC was selected as the host of the fourth annual conference of North American Corpus Linguistics. ICIC's major theoretical and methodological contributions are on two fronts. First, ICIC focuses on so-called specialized corpora, i.e. smaller written-language corpora for special purposes. Examples of these are ICIC's two corpora – Learner English Corpus of Business English and ICIC's 2-million-word corpus of fundraising discourse. The ICIC Fundraising Corpus is the world's largest corpus of fundraising texts; it was requested to be part of the prestigious American National Corpus. ICIC's second major contribution to research is Thomas Upton and Ulla Connor's article, "Using computerized corpus analysis to investigate the textlinguistic discourse moves of a genre," in *English for Specific Purposes Journal* is being referred to as a piece that brought text linguistics into corpus linguistics. In the future, ICIC hopes to begin collecting a spoken language corpus of language in the workplace, most likely medical discourse in intercultural contexts. Two edited volumes on corpus linguistics were published in 2004 under ICIC's auspices.

Vision

As Karl Zimmer, former chair of the ICIC Advisory Board has stated, intercultural communication is a key element in achieving understanding. That understanding has a strong impact on economic development. Intercultural communication training can make the workplace more attractive for immigrant workers and international professionals. Such training also increases productivity by helping Americans and internationals to communicate more efficiently. An example is the different perception of research ethics from one culture to another. Intercultural rhetoric can clarify these perceptions and lead to better understanding.

ICIC has established two foci of research: it corpus building and its intercultural rhetoric. In the next five years and after considerable groundwork, ICIC will be in the position to lead consortia of research in both areas. In fundraising discourse, ICIC will seek large external grants to update the corpus and coordinate research of other scholars using the corpus through a research consortium that meets regularly and works toward a shared agenda. The same strategy will be applied for the potential health discourse research of ICIC. The preliminary work for building intercultural research – with ICIC at its center – has already begun through the First Annual Conference on Intercultural Rhetoric and Written Discourse Analysis.

Five-year research goals are:

- To develop a research consortium of corpus research with collaborating scholars from overseas (e.g., UK, Spain, Italy) on fundraising discourse
- To explore the development of a similar research consortium on health discourse
- To establish ICIC as the international focal point for intercultural rhetoric research through an annual conference, publication of proceedings, and the launching of a peer-reviewed journal with an editorial board

In addition to collaborating with linguists, ICIC will forge relationships with other centers on campus working in the life and bio sciences initiatives. Preliminary talks on training and research collaborations with the School of Medicine have been held with William Bosron, assistant dean of Graduate Studies, and Ora Pescovitz, associate dean for Research Affairs. The Regenstrief Center is another potential collaborator.

Economic development in Indiana needs the expertise of applied linguists who can advise nonnative English-speaking workers and scientists as well as provide training in intercultural communication for native-English speaking citizens in the same work environments. ICIC will become recognized as the knowledge center in this area on campus and in the Indianapolis community.

Academic Training

Through graduate student internships, practica, and hiring, ICIC has had an impact on approximately 50 individuals in its six-year history. Through its five-year-old English for Specific Purposes Institute, ICIC has certified more than 50 teachers to teach English locally in workforce settings. ICIC's research input has positioned us as the leaders in workforce training in Indiana. We are now taking an international role. In last summer's institute, ten college level teachers from Macedonia, México, and Perú completed the institute for the purposes of setting up ESP instruction at their respective institutions.

In addition to its effect on the graduate and post graduate training of students, teachers, and visiting scholars, ICIC has had a positive effect on the professional careers of its scholars in residence at IUPUI. Appendix I includes statements from its three scholars in residence with a list of publications and presentations stemming from their ICIC affiliation.

Vision

Even though the quality of graduate students has improved in recent years, more needs to be done in the selection and training of these students in the M.A. program with TESOL/Linguistics specialization in English. ICIC will assist the department to attract qualified candidates from other states and overseas to enter the program. ICIC will help develop new graduate courses in intercultural communication to provide a more comprehensive set of offerings. In five years, the M.A. program will have 30 highly qualified students enrolled, many from other states and overseas. The expertise of these graduates, arising from ICIC research, will be applied in leadership positions in language training in Indiana, nationally, and worldwide.

Community Outreach and Civic Initiatives

- ICIC has taught English for Specific Purposes to more than 500 nonnative English speaking workers in 15 Indiana businesses.
- It has provided intercultural training to more than 200 businesses and nonprofits.
- It developed and conducted an intercultural training seminar for 1,500 service workers in Indianapolis for the 2000 U.S. Grand Prix Hospitality Committee through the Indianapolis Convention and Visitors Bureau. The ICIC model of intercultural training for the 2000 seminar has since been adopted by a number of local non-profit organizations that deliver training for thousands of service workers in Indianapolis.
- ICIC wrote *Language and the Global Workplace. A Handbook for Indiana Businesses* with funding from the Center for International Business Education and Research (CIBER) of the IU Kelley School of Business. This handbook has been distributed to hundreds of businesses and non-profits in Indiana.
- It helped develop and conduct the first state-wide English for Specific Purposes teacher training program for the Indiana Workforce Development in 2000. Annually, 60 teachers participate in this award-winning (U.S. government) program, which prepares volunteers and teachers to teach functional English to immigrant workers in businesses and industries.
- ICIC developed and conducted three workshops for volunteer ESL tutors of immigrants in the community with funding from the Central Indiana Community Foundation in 2004 and thus trained 60 volunteers in the principles of second language teaching.
- It participated in Purdue University's Kabul University reconstruction project in Afghanistan. ICIC provided computer language programs for Kabul University and helped train three Kabul University faculty members in English and intercultural communication.
- As previously mentioned, in collaboration with the IU Center on Philanthropy, ICIC compiled the world's largest corpus of philanthropic fundraising materials (two million words of direct mail letters, grant proposals, case statement, and annual reports), much in demand as a CD-ROM for use by fundraising practitioners and scholars alike.

Vision

The expansion of international business contacts, an expanding immigrant workforce, and the growing biosciences sector with its many international professionals, all require training that is based on competent, up-to-date research and an understanding of the best practices. In the next five years, ICIC will develop a reputation as a top-rate knowledge center. It will not only attract a highly qualified group of visiting scholars and interns from around the world, but it will be known in the region (Indiana and nearby states) as THE institute to contact for advice and policy recommendations by local businesses, nonprofits, and government agencies.

Overall Program Assessment

Program assessment of ICIC has been continuous thanks to its strong, supportive, and active Board of Advisors, who review and approve the annual reports and budgets. (Copies of all Annual Reports are in Appendix J.) In January-April 2002, the Board engaged in strategic planning sessions for ICIC together with the ICIC director and staff. The Board noted the following strengths:

- Growing international reputation as a center fusing research and service. ICIC has an international reputation gained through its international institutes, its research publications, and its international research conference held annually on the IUPUI campus.
- Ability to make its research relevant for the community through language and communication training. The center is unique in its offerings: no other center focuses on corpus research, no other unit offers specialized institutes on contrastive rhetoric and ESP training; and the center is the only unit in the university to offer English for Specific Purposes training for clients (both within and outside the university) in non-credit courses.
- Engagement in interdisciplinary activities in all of its research and service; this involves scholars from several departments in the SLA (e.g., Communication Studies, Economics, and English). The center has engaged in projects with the schools of Business, Medicine, Engineering, and Dentistry in program development for international visitors on campus.
- Opportunities for learning, training, and employment for IUPUI faculty and students from a number of departments.
- Valuable asset for the university and the community, achieving great results each year with the continued support of the university and an endowment from a \$1,000,000 pledge from a private donor in 2001.

The planning sessions produced the following list of priorities:

1. Resolve professional staff situation.
2. Determine the desirability of relocating to Cavanaugh Hall.
3. Make strategic use of the Advisory Board.
4. Structure a strategic, mission-focused sustainability plan.
5. Explore starting an interdisciplinary journal on contrastive rhetoric and intercultural communication.
6. Design and implement a comprehensive Public Relations plan.

Priority points one, two, and three have been addressed to a degree. Thanks to the endowment, ICIC now has a full-time, permanent secretary. In addition, the assistant director is on a lecturer appointment rather than visiting research associate. It has been determined that a move to Cavanaugh would be advantageous as ICIC could be in daily physical contact with its collaborators in the ESL Program, English, Communication Studies and other affiliated departments. The center would also be in close proximity to the SLA business office and the recently relocated Office of International Affairs.

The creation of subcommittees of the Advisory Board (e.g., Budget Subcommittee) and ad hoc committees (e.g., Strategic Planning Subcommittee and the Self Study Subcommittee) has had a highly beneficial effect on the strategic use of the Board.

Priority points 4-6 continue to be addressed. The center needs to develop a long-term sustainability plan. With the help of the SLA Development Office, ICIC has begun work on a feasibility study to be conducted in the community for the purposes of fundraising. Although much of the center's work is funded through its association with the Department of English, as well as through grants and contracts, it is unable, with its current funding levels, to fully meet the needs of the community. In order for the center to develop and maintain consistent staffing and develop its programs, additional permanent funding (e.g., endowment as well as university support) is needed. In addition, ICIC needs to expand its efforts for securing external research funding in corpus linguistics with foci on fundraising and health discourses. Contacts have been made on the campus with collaborating units, and funding sources have been identified for the development and submission of grant proposals in the spring and summer semesters of 2005.

As mentioned earlier, ICIC is pursuing the development of a journal on intercultural communication and rhetoric, point 5 in the priority list. Finally, the design and implementation of a comprehensive PR plan is a top priority for the ICIC staff and the Board. The implementation of such a plan is crucial for ICIC as it strives to become known in the community as THE institute to contact for advice and policy recommendations by local businesses, nonprofits, government agencies, and all groups involved in health sciences, such as those in the BioCrossroads Initiative.

Questions for the Review Team to Address

- Is the current balance between the center's research and service activities appropriate to achieve the vision that ICIC sets forth?
- How can ICIC best continue its growth given the current reality of faculty appointments and course offerings? Are we approaching a resource development plan that could allow for growth and sustainability?
- What other areas of activity or emphasis need to be considered for long-term sustainability? What is your advice about the center's positioning in a specific department as opposed to a school-wide affiliation? What are the pros and cons of those relationships, especially as they relate to sustainability?
- How can ICIC best communicate the relationship between scholarship and community service in ways both internal and external constituents can understand and support?