

# U.S. Department of Education

Washington, D.C. 20202-5335



## APPLICATION FOR GRANTS UNDER THE

**UNDERGRADUATE INTERNATIONAL STUDIES AND FOREIGN LANGUAGE**

**CFDA # 84.016A**

**PR/Award # P016A090007**

**Grants.gov Tracking#: GRANT10287566**

OMB No. 1840-0796, Expiration Date: 08/31/2010  
Closing Date: APR 30, 2009

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).



**U.S. DEPARTMENT OF EDUCATION**  
**BUDGET INFORMATION**  
**NON-CONSTRUCTION PROGRAMS**

OMB Control Number: 1890-0004

Expiration Date: 06/30/2005

Name of Institution/Organization:  
 Benedictine University

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY**  
**U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	\$ 54,100	\$ 52,000	\$ 0	\$ 0	\$ 0	\$ 106,100
2. Fringe Benefits	\$ 3,264	\$ 2,844	\$ 0	\$ 0	\$ 0	\$ 6,108
3. Travel	\$ 7,550	\$ 9,800	\$ 0	\$ 0	\$ 0	\$ 17,350
4. Equipment	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
5. Supplies	\$ 4,500	\$ 4,500	\$ 0	\$ 0	\$ 0	\$ 9,000
6. Contractual	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 8,370	\$ 9,370	\$ 0	\$ 0	\$ 0	\$ 17,740
9. Total Direct Costs (lines 1-8)	\$ 77,784	\$ 78,514	\$ 0	\$ 0	\$ 0	\$ 156,298
10. Indirect Costs*	\$ 6,223	\$ 6,281	\$ 0	\$ 0	\$ 0	\$ 12,504
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	\$ 84,007	\$ 84,795	\$ 0	\$ 0	\$ 0	\$ 168,802

**\*Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

- (1) Do you have an Indirect Cost Rate Agreement approved by the Federal government?  Yes  No
- (2) If yes, please provide the following information:  
 Period Covered by the Indirect Cost Rate Agreement: From: 6/1/2006 To: 5/31/2010 (mm/dd/yyyy)  
 Approving Federal agency:  ED  Other (please specify): Department of Health and Human Services
- (3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:  
 Is included in your approved Indirect Cost Rate Agreement? or,  Complies with 34 CFR 76.564(c)(2)?



**U.S. DEPARTMENT OF EDUCATION**  
**BUDGET INFORMATION**  
**NON-CONSTRUCTION PROGRAMS**

OMB Control Number: 1890-0004

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Name of Institution/Organization:  
 Benedictine University

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**SECTION B - BUDGET SUMMARY**  
**NON-FEDERAL FUNDS**

Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	\$ 60,000	\$ 59,500	\$ 0	\$ 0	\$ 0	\$ 119,500
2. Fringe Benefits	\$ 18,591	\$ 19,060	\$ 0	\$ 0	\$ 0	\$ 37,651
3. Travel	\$ 14,750	\$ 6,800	\$ 0	\$ 0	\$ 0	\$ 21,550
4. Equipment	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
5. Supplies	\$ 4,000	\$ 4,000	\$ 0	\$ 0	\$ 0	\$ 8,000
6. Contractual	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 1,600	\$ 1,600	\$ 0	\$ 0	\$ 0	\$ 3,200
9. Total Direct Costs (lines 1-8)	\$ 98,941	\$ 90,960	\$ 0	\$ 0	\$ 0	\$ 189,901
10. Indirect Costs	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	\$ 98,941	\$ 90,960	\$ 0	\$ 0	\$ 0	\$ 189,901

# Project Narrative

## Abstract Narrative

Attachment 1:

Title: Pages: Uploaded File: **1236-DOEd - Abstract.doc**

## **Developing a China Studies Concentration Within a Global Studies Major**

Benedictine University, an independent, Catholic, comprehensive, 501c (3) institution of higher education, is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. The university with 5,279 students offers 48 undergraduate, 11 pre-professional, 13 graduate programs, a Ph.D. in Organizational Development and an Ed.D. in Higher Education and Organizational Change. Benedictine University has established a new undergraduate interdisciplinary major: Global Studies. Its curriculum consists of 4 common courses: “Introduction to Global Studies”; “Research Methods in Global Studies”; “Junior Seminar in Global Studies” (intensive study of a global issue like global health, poverty, AIDS, international trade etc.); “Senior Thesis in Global Studies”. In addition, each student has to choose a concentration in Latin America, Middle East, or Asia with a focus on China, and take 10 required courses from History, Political Science, International Business/Economics, Anthropology, Geography, and the relevant Foreign Language in their chosen concentration with an intermediate language proficiency test requirement.

The focus of this grant is to expand the China Studies concentration within the Global Studies major by establishing a full-time faculty position in Chinese language and culture; by adding courses in Mandarin language and Chinese cultural and social/ economic/political topics; by establishing overseas experiences; and by supporting faculty development projects for Global Studies in general and the Chinese concentration specifically. Specific activities for the two-year project (July 1, 2009-June 30, 2011) include:

### **1. Faculty Development:**

- Granting faculty release time for course development in Chinese history, economics, politics and culture
- Funding for faculty to establish university exchanges and internships in China
- Funding for faculty to present papers and panels at major conferences on the pedagogy of global studies and the centrality of language instruction
- Offering two summer workshops to faculty of the university, community colleges, and high school teachers on the Pedagogy of Global Studies.
- Offering 8 Global Studies Forums for the academic community dealing with Global Issues and Topics (also open to students and outside community)

### **2. Curriculum Development: Asian (China) concentration:**

- Establishing a full-time faculty position in Chinese language and culture
- Developing new courses/modules in Mandarin, Chinese Culture, Business/ Economics, Politics, and History
- Developing short immersion language offerings in Mandarin language

### **3. General:**

- Developing two and two agreements with two community colleges for transfer into the Global Studies major
- Supporting new curricular offerings with library resources in Mandarin language and China studies
- Reaching out to area K-12 teachers through workshops on Global Studies and Chinese language and culture

# Project Narrative

## Project Narrative

Attachment 1:

Title: Pages: Uploaded File: **1240-DOEd - Program Narrative.doc**

Benedictine University  
Lisle, Illinois  
UISFL Application Packet

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## **Developing a China Studies Concentration within a Global Studies Major**

### **1. Plan of Operation**

Benedictine University's interdisciplinary Global Studies major began in 2007. The major examines international connections, including global connections of the past and how these connections developed and changed over time in response to economic and technological innovations. Recognizing pre-national, national, and post-national historic conditions, Global Studies focuses on social, economic, cultural, and political processes that link disparate world regions. It views regions as autonomous yet interrelated, and historically marginalized sites are not seen as isolated, passive recipients of expansion and domination. Social actors and movements are seen as capable of effecting change within a region and on a global scale. Emphasizing interdisciplinary and inter-regional approaches, Global Studies expands the boundaries of traditional disciplines and creates new spaces for intellectual inquiry. Global Studies differs from traditional international relations and area studies programs in its emphasis on the movements of peoples, cultures, ideologies, and capital across national boundaries, and in its departure from traditional intellectual models that marginalize regions, nations, and peoples outside the United States and Western Europe. Global Studies does not examine the connection between peoples and regions as a one-way movement characterized by Western domination. Rather it seeks to understand the complex set of responses to forces that support economic and cultural homogenization. This understanding is vital for the creation of US policies that ensure US security and address its economic needs. The major, housed in the History Department, but crafted by faculty from across the campus, was implemented with university resources that allowed faculty to develop initial core courses of the curriculum. Throughout the 2006-2007 academic year, university faculty were engaged in interdisciplinary curriculum development

sessions that ultimately launched the program. The Global Studies faculty has received institutional support for ancillary activities that assisted their initial professional development and established understanding of the program within the university and among surrounding academic communities.

The curriculum consists of common courses and concentrations. The four common core classes emphasize the social, economic, cultural, and political processes that link different world regions. Students have to choose a concentration in a world region (Middle Eastern, Latin American, Asian Studies, and eventually African Studies). They will thus deepen their knowledge of global topics and broaden their curricular choices above the introductory level. The program now has 9 majors, but the Global Studies courses offered have had maximum enrollment. In addition, the introductory Global Studies course can now count as general education core elective thus exposing this program to a wider range of students.

Funding is asked for the development of the **Asian (initially China) concentration** with courses that will also support the Core Liberal Education curriculum, International Business in China program, as well as programs requiring competency in a foreign language.

To support the Asia concentration, the University has, for the second year, a Fulbright Language Teaching Assistant, for Mandarin language instruction. Many students would welcome a global studies concentration in Asian studies with the possibility of a minor in Mandarin. However, without a full-time faculty member in Mandarin and Chinese culture, upper-level courses will be impossible to offer. Faculty have prioritized the development of this concentration for several reasons. Benedictine University has the development of programs linked to China as one of its top priorities. The university made an institutional decision to focus on China for student recruitment, and to serve the growing Chicago-area Chinese and business people interested in

China. The 2009 Academic Affairs Strategic Plan envisions International Education throughout all academic programs. Emphasis will be on critical languages (Arabic and Chinese), ongoing collaboration with institutions abroad, increasing faculty and student participation in study abroad experiences, and developing additional curricular opportunities in international business with China and by the Chinese concentration in Global Studies. Funding for the interdisciplinary China concentration will support a full time Mandarin language and culture faculty position, faculty and curriculum development, language enhancement, university workshops and seminars, outreach to K-12 teachers, and establishment of overseas student experiences. The university has a strong commitment to develop this concentration and has agreed to continue funding a full-time tenure track position in Chinese language and culture. (See attached letter from Provost) The university will supplement grant funding by contributing 22% of the salary and the package of benefits during the first two years, and will provide full support thereafter. Currently, the university is examining the possibility of teacher and student exchanges as well as distance learning options in China. As evidence of its commitment, the university has established a China Institute for cultural programs and a business portal. It will also assist in the creation of the Asia concentration.

**For planned activities, see 7. Elements of the Proposed International Studies Program**

These programs will allow the university to significantly internationalize curricula in different disciplines (international business and economics, political science, history, literature, and the general education core curriculum), enhance existing language programs, and establish a fully developed new language option in Mandarin. The university will also benefit from an extensive development program for faculty to improve global perspectives of pedagogy, thus fulfilling Benedictine University's mission to prepare students for global leadership.

**Goals: To be pursued by the program**

1. To properly understand and appreciate the cultural, historical, and contemporary regional

issues. students learn the language of the region, visit and study in the region. Therefore, the program requires a minimum Intermediate-Mid level (ACTFL standards) in Mandarin and one semester of study or internship abroad as a cultural immersion experience.

2. For a full appreciation of the current state of economics, culture and society, the student must

have a firm understanding of the history of the area of concentration. The unique characteristic of this program is the required 12 hours of history.

3. To create a community of learners, all students take 12 credit hours in common courses so

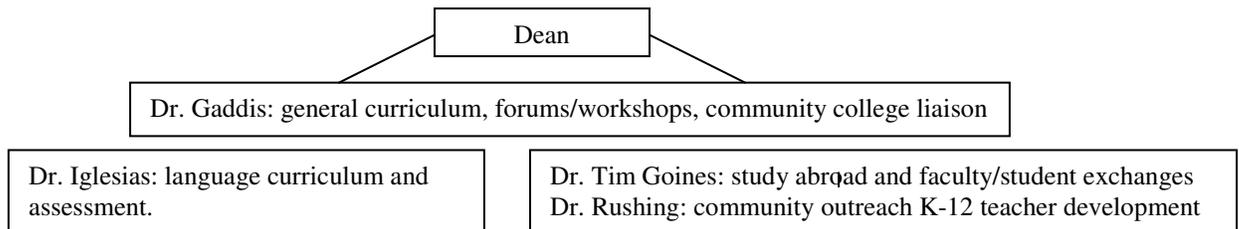
they can link ideas and issues of their area of concentration to wider global issues and see their interconnectedness to the larger world. The community of learners' model fosters collaboration and research between students within and across areas of concentration.

**Activities: To prepare students and faculty to work and live in a globally oriented world**

- Establish a full-time faculty position in Mandarin language and Chinese culture.
- Enhance the Asian concentration of the major by requiring Mandarin, and thereby offering another language elective for all the majors that require a foreign language
- Develop semester-long and short-term immersion language courses, aimed at a minor in Mandarin and better communication skills with people from China.
- Expand knowledge of China through cultural modules, courses in history and economics, and regional seminars that allow business, educational, and professional communities to work more efficiently.
- Develop internships, study abroad and university exchange opportunities for a practical immersion experience in China.

- Enhance faculty development by examining trends in pedagogy, creating models, and developing tools for internationalization of curricula across the university; by offering faculty workshops and forums with guest speakers to raise critical global studies issues; by expanding library holdings for instruction and research; by encouraging faculty to attend and present at conferences and; by supporting one research project in China.
- Strengthen the relationship with the surrounding academic community by developing 2+2 agreements, providing professional development opportunities for teachers, and disseminating teaching materials.

**Administration:** The Program Director and the Global Studies faculty team under the supervision of the Dean of the College of Liberal Arts will be responsible for curriculum and faculty development and outreach activities.



**Time line:**

*Every semester*

- Offer language courses and non-language courses
- Plan for student/ faculty exchanges
- Implement latest assessment tools for foreign language beyond IDEA evaluation forms, using the Center for Excellence in Teaching for a resource and working with foreign language department’s ACTFL standards and Oral Proficiency Interview test. (see attachment for language assessment)
- Offer two forums with guest speakers and faculty presenters

### ***Fall 2009***

- Hire full-time faculty member in Mandarin language and culture
- Offer *Introductory Mandarin 101* and *Intermediate Mandarin 201*
- Contact one college for 2+2 agreement for Global Studies major
- Develop *Foundations of Chinese Education and Culture*
- Develop *Comparative Economies: China Module*
- Dr. Timothy Goines will carry out a year-long research project in China and make contacts with universities for exchanges
- Offer two Global Studies Forums for the community presented by Global Studies faculty and outside speakers, one of which will concentrate on China. Possible topics are: “The Global City”, “The Global Food Crisis”, “Climate Change and the Global Economy”
- Plan outreach strategies to surrounding school districts to determine teacher needs in Global Studies and Chinese Studies
- Addition to library holdings

### ***Spring 2010***

- Offer two Global Studies Forums for the academic and outside communities (see above)
- Offer language immersion weekends in Chinese in preparation for two-week and semester-long study abroad program
- Offer *Introduction to Mandarin 102*
- Offer *Intermediate Mandarin 202* and develop *Advanced Mandarin 301*
- Offer *Foundations of Chinese Education and Culture*
- Offer *Comparative Economies: China Module*
- Develop *History of Modern China, 1911-Present*

- Chinese Language faculty member trains for ACTFL assessment standards
- Analysis of assessment for language
- Plan for student exchanges and internships
- Finalize one 2+2 agreement with a community college for Global Studies major
- Faculty attendance at Asian Studies Association Conference (March) and attendance by Director at the Directors' Meeting

***Summer 2010***

- Outside evaluation of first year
- Weeklong summer faculty workshop on Global Studies Pedagogy and Praxis with emphasis on the cultures in China
- Ongoing evaluation of completed grant activities
- Faculty attendance at Global Studies Association Conferences (June)

***Fall 2010***

- Offer *Modern Chinese History, 1911-Present*
- Offer *Mandarin 101, 201, 301* and develop 302
- Develop *China Market in a Global Context* through Economics department
- Develop *Modern Chinese Politics*
- Outreach to local schools
- Offer two Global Issues Forums, one with specific China connection (see fall 2009)
- Plan for panel of faculty at the Global Studies Association conference
- Contact second community college for 2+2 agreement for Global Studies
- Plan with Benedictine University's anthropologist a one- to two-week study abroad experience with Global Exchange, an international human rights organization that

organizes study tours to over 30 countries, to learn first-hand about global issues in collaboration with the host communities

- Continue planning faculty exchange for 2011-2012

### *Spring 2011*

- Offer two Global Issues Forums
- Offer *Intermediate Mandarin 102, 202, and 302*
- Offer *Modern Chinese Politics*
- Offer *China Market in a Global Context*
- Offer language immersion weekends in Mandarin in preparation for two-week and semester-long study abroad program
- Execute short-term study abroad through Global Exchange Services in China
- Outreach to area schools
- Faculty to attend Asian Studies Conference (March) and Director to attend Directors' Meeting
- Director will visit China to follow up on Dr. Goines' university contacts

### *Summer 2011*

- Summer faculty workshop on Global Studies pedagogy and praxis "The Ignorant American: Teaching the China Context to American Students"
- Faculty panel to present at Global Studies Conference (June)
- Summative internal and external evaluation of all grant activities

### **Equal access:**

As has been noted in the *U.S. News and World Report* rankings, Benedictine University is one of the most diverse institutions of higher learning in the Midwest. For 2008, Benedictine

University was ranked sixth in Illinois, thirteenth in the Midwest for Ethnic Diversity, and fifth in Illinois for the Most International Students. In 2008, 77.2% of the student body reported ethnic origin. 39.6% were White/Non Hispanic, 9.7% Black/Non Hispanic, 10.3% Asian/Pacific Islander, 5.5% Hispanic, 0.3% American Indian/Native American, and 1.7% Non-Resident Aliens. In religious preference, of the 48.2% responding, 60% were Catholic, 17.9% other Christians, 15.6% Muslims, 4.1 % Hindus. All buildings have been made handicapped accessible and the Student Success Center provides accommodation services for students with disabilities.

## **2. Quality of Personnel**

### **a. Project Director (Curricula Vitae in Appendix I)**

The Project Director will be **Dr. Vincent Gaddis**, chair of the History department where the Global Studies program resides. He will direct all Global Studies related activities. Dr. Gaddis has been the main force behind the development of the Global Studies major at Benedictine University. He holds a Ph.D. in United States Public Policy History, Northern Illinois University. For the past fourteen years, he was actively involved in diversity-supporting activities and, more recently, Academic Co-Director for the Middle East Partnership Initiative (MEPI) Grant from the Department of State. He developed teaching modules, service activities, and study tours for 21 students from the Middle East and North Africa who spent six weeks at Benedictine University during the past four years. In March 2009, he participated in the MEPI Conference in Egypt. He will receive 1/4 release time and a summer stipend to coordinate the development, implementation, and evaluation of Global Studies courses, faculty workshops, and public forums.

**Dr. Rafael Iglesias**, Associate Professor of Languages. Ph.D. in Romance Languages (Spanish), Florida State University. Member of the Global Studies Planning Committee since its inception. During his nine years at Benedictine University, taught and developed courses in the Spanish program as well as in the liberal education Core, and the Scholars honors program. He implemented a student exchange program with internships in Spain and Latin America. He will receive 1/4 release time to coordinate language curriculum and assist the new Chinese language faculty member in the development, implementation, and assessment of all language courses and curriculum. He will also coordinate the academic aspects of student international exchange agreements, internship sites and research.

**b. Other Key Personnel**

**Dr. Fannie Rushing**, Associate Professor of Latin American History. Ph.D. in History, University of Chicago. Her research and teaching interests focus on race, nationalism, identity, culture, and social and political movements. Actively involved in a number of professional and civic organizations including the Center for Latino Research at DePaul University, the Latin American Studies Association, and the Third World Studies Association. Active participant in the development and delivery of the Global Studies major. She will receive 1/8 release time for coordination of outreach activities to area community college and K-12 teachers. Fluent in Spanish

**Dr. Timothy Goines**, Ph.D. in International Business, University of Texas. Extensive experience living and teaching abroad, including China, proficient in Mandarin. Collaborated in the student exchange program in Sao Paulo. Stipend for international business course and modules and for his help to establish study abroad experiences for students, and exchanges in China.

**Dr. Isobel Lobo**, Ph.D. in Economics, Notre Dame University. She will receive 1/8 release time in first year for development of Comparative Economies courses including China module. She has developed and offered many international economics courses.

**Dr. Ovid Wong**, Ed.D. in Education, University of Illinois, will receive a stipend to develop the interdisciplinary course *Foundations of Chinese Education and Culture*,

**Ms. Elsie Yuan**, Director of the China Institute, will assist in the articulation of exchange agreements with Chinese universities. 10% release time

**Dr. María de la Cámara**, Dean, College of Liberal Arts, Ph.D. in Spanish Language and Literature, Case Western University. In previous positions, implemented several international exchange agreements in Latin America and Spain; initiated diversity programs; led student study tours to Spain, Italy, France, and Greece. Native of Spain. Principal administrator of the MEPI grant. She will devote 10% of her time to the grant.

Benedictine University is an equal opportunity employer. As one the most diverse campuses in the Midwest, Benedictine University encourages and attracts applications from prospective faculty, staff, and students from diverse backgrounds. The director of this project is an African American. Other key personnel include two men and 4 women, among them an African American and an Asian American woman. Ninety per cent are over forty years of age.

### **3. Budget and Cost Effectiveness**

**A. Budget** Benedictine University requests **\$168,802** in federal funding over two years for initiatives in Section 1 and 7. The initiatives support the internationalizing curriculum and faculty to bring a new focus to the University Core program by emphasizing Global Studies issues and China Studies.

**Year 1.** Program director, Dr. Gaddis, will receive 1/4 release time to coordinate the grant activities. His summer stipend of \$2,500 will cover assessment and planning activities for the following year. His assistant Dr. Iglesias will receive 1/4-release time for foreign language curricular development and assessment. Dr. Iglesias will assist the new Chinese language instructor to develop each year's offerings and language assessment. Dr. Rushing, Outreach Coordinator, will receive 1/8- release time as liaison to high school teachers and community members facilitating participation in forums and leading professional development workshops. We request federal funds for release times and stipends for administration of programs, and to hire a full time tenure track faculty in Chinese language, \$54,100. We request \$4,100 for course development in Education and Culture, History, and Comparative Economies (please see ED524 Section C-Budget Narrative for detailed list). The university will pay for the teaching of the courses. Federally funded fringe benefits for release time and stipends will be \$3,264. Faculty development necessary for curriculum development and new pedagogical approaches will be through four Global Studies forums per year (two with specific focus on China). Forum speakers will also conduct same day workshops for Benedictine faculty and high school teachers to integrate the selected topic with curricular application. We request \$3,460 for stipends and travel expenses for two guest speakers. The other two forums will be by Benedictine Faculty. We also will give a 3-day Faculty Summer Workshop. The first two days of this workshop, led by a guest expert, will build on the past year's activities. We request \$1,910 for a guest speaker. Each of 10 Benedictine faculty participants will receive a \$200 stipend. These stipends will be federally funded with \$2,000. International travel will be essential for establishment of study abroad and exchange sites in China. Year 1, Dr. Goines will conduct course related research in China and make contacts for the Global Studies student study abroad and internships .We request

\$1,000 for a stipend. The university will pay for his stay in China. Global Studies Faculty conference attendance will be at the Association for Asian Studies and the Global Studies Association as the best matches for faculty development. We request \$3,750 in total to send two faculty members to each conference. The rest will be matched by the university. We request \$1,000 to underwrite local travel to Chicago area conferences, 2+2 meetings, and outreach activities. We request \$2,500 for books and \$2,000 for teaching materials for 5 forums and workshops. \$1,800 is earmarked for the Director's Conference and \$1,000 for the project evaluator. Indirect costs are \$6,223. **Total request for Year 1: \$84,007**

**Year 2** The program director, Dr. Gaddis, will receive 1/4-release time coordinate grant activities. He will also receive a \$2,500 summer stipend to assess Year 1 and plan Year 2 activities. Dr. Iglesias will receive 1/4-release time for continued curricular development and assessment in collaboration with the new Chinese language and culture faculty member. Dr. Rushing, Outreach Coordinator, will receive 1/8-release time for the same activities as in Year 1. We request federal funds for release times and stipends for administration of programs, and courses in Politics and Mandarin \$52,000 (please see Section C-Budget Narrative for detailed list). Federally funded fringe benefits will be \$2,844. Dr. Goines will receive \$1,000 to develop and implement studies and internships in China for Global Studies and Language students. The College of Business will pay for his China course and other students' study abroad supervision. We request \$3,000 for the Program Director to travel to China to follow up on Dr. Goines' contacts at Chinese universities and to articulate logistics for overseas experiences. The four Global Studies forums in year 2 (2 with specific focus on China) will have workshops as in Year 1. We request \$3,460 for speakers' stipends, travel, and lodging. The 3-day Summer Workshop will follow the format of Year 1. This workshop will again build on the past year's activities and

be led by an invited expert in the field. 10 Benedictine faculty will receive a \$200 stipend each, with \$2,000 from federal funds. We request \$1,910 for the speaker's stipend, travel, and lodging. In Year 2, three faculty will attend the Global Studies Association Conference as a panel on Global Studies Pedagogy and Praxis. The Project Director and one faculty member will attend the Asian Studies Conference. Total request is \$4,000 plus \$1,000 for local travel expenses. Books and teaching materials funding request of \$4,500 remains the same as in Year 1 to continue building our collections and media and software materials for the Asian studies courses and 5 workshops. \$1,800 is earmarked for the Director's conference and \$2,000 for project evaluators. Indirect costs will be \$6,281.

**Total request for Year 2: \$84,795**

**B. Cost Effectiveness** Federal funding will complement Benedictine's limited resources as we strengthen our Global Studies and language offerings. Since the university is tuition driven, it would take considerably longer to accomplish the development of the proposed curriculum without federal support and it might not reach similar quality. The university will contribute significant faculty and staff time to this project. Federal funding will supplement university resources for hiring faculty, faculty and curriculum development, through forums and workshops, purchase of books and teaching materials, research travel, course development, and overseas experiences. (See Budget Narrative for details). Federal funding will enhance - not replace - institutional funds and will make possible a concerted effort to strengthen Mandarin and international studies programs internationalize the curriculum in many disciplines. We will maximize resources by clustering activities such as the combined forums and workshops, international travel for research, and development of international opportunities. The new Chinese teacher will teach language and cultural courses, develop a Mandarin program, offer

immersion language courses, and be a guest-speaker in the forums and the summer workshops. The University match of \$10,000 (22.2 % of request) plus benefits ensures the support of the University for the planned activities. Faculty member doing research will explore internships, study abroad, and faculty exchanges.

#### **4. Adequacy of Resources**

Benedictine University supports educational activities with a campus-wide, state of the art telecommunications system, 40 classrooms fully equipped for instructor presentations, computer labs and computer classrooms, wireless Internet access across the campus, video conferencing/distance education equipment that works over the Internet and 180 public and lab accessible computers on various campus sites. The Instructional Technology Department provides mobile equipment wherever it is necessary, software on public labs and instructor stations support teaching across most disciplines. This technology infrastructure supports a collaborative teaching and learning environment as well as opportunities for new delivery methods that enhance the classroom experience. All faculty have personal computers in their offices and the university is in the process of upgrading to the new Microsoft 2007. The Faculty Technology Center provides individual faculty and groups of faculty with training in software applications and new technologies. The university has adopted the Blackboard Learning System, which is widely used by faculty in all disciplines to support their teaching. The university has adopted LiveText software to facilitate assessment of courses and academic programs. To maximize these technological resources, the foreign languages faculty applied for and was successful in being selected as a participant in the Network for Effective Language Learning (NELL) program sponsored by the Council of Independent Colleges and funded by the Keck Foundation. NELL promotes innovative foreign language teaching approaches through the use

of technology, internet resources, and native speakers. A team of two faculty members, a technology and assessment expert, and the Dean of Liberal Arts will attend a week-long seminar in July 2009 followed by a year-long participation in a support network of foreign language specialists. The department will also host a NELL mentor who will provide assessment and input on the department's progress towards improving their teaching through the use of technology.

The Theodore Lownik Library contains over 147,000 books, access to over 14,000 periodicals electronically or in print, over 90 different databases in a variety of subject areas, as well as audio-visual and media resources. The electronic resources can be accessed off campus. The university is also a member of CARLI (Consortium of Academic and Research Libraries in Illinois) through which it receives I-Share, the shared academic online catalog/circulation system. The Library belongs to OCLC, an international online catalog tool and interlibrary loan resource; the Metropolitan Library System; the Missouri Library Network Consortium, and LIBRAS, a consortium of medium sized private institutions in the area. Mandarin items have just recently begun to be acquired with about 81 items for Mandarin language and literature. There are 507 items dealing with Asia and China: history, geography, economics, and literature.

## **5. Plan of Evaluation**

The evaluation of this project will address the fulfillment of general and specific goals through ongoing and summative methods including qualitative and quantitative measures. This approach will allow adjustments during the grant period and ensure comprehensive final assessment.

### **A. General Goals**

- students will acquire a general understanding of the mutual relationships, responsibilities, and rights of people in the US and in other countries

- students will gain an understanding of the historical background that has led to present day attitudes and behaviors of people in different world regions
- students across the university in the Core curriculum and other non-Global Studies curricula will be introduced to international topics through increased language offerings, additional overseas experiences, and forums with speakers that address Global Studies topics.
- faculty across the university will gain deeper understanding of international topics and interact with faculty and business people overseas through research, seminars/conferences, and establishment and supervision of students' overseas experiences

### **B. Specific Goals**

- students and faculty will have a deeper knowledge of Asian societies
- students gain knowledge of the interaction of cultures, economics, and religions
- students will have initial exposure to Chinese history, economics, politics, literature and language to help them understand China's role in contemporary world societies
- students will master ACTFL Intermediate/ Mid level language skills in Mandarin
- faculty at local schools and community colleges will gain knowledge of Global Studies and China topics and methodology that they will integrate into their courses

In summary: Benedictine faculty and students and teachers from other academic institutions will work together on programs aimed at keeping the US secure and competitive while cooperating internationally

### **C. Methods of Evaluation**

Evaluation of grant activities will be ongoing and summative, qualitative and quantitative.

Evaluation of student learning is linked to the annual assessment of academic programs at

Benedictine University. Assessment of academic programs is based upon the institution's re-

accreditation and university-wide strategic planning process through the Academic Quality Improvement Program (AQIP) of the Higher Learning Commission - North Central Association of Colleges and Schools. Areas assessed are disciplinary knowledge, communication skills, problem-solving skills, social responsibility, global perspective, and self-direction and personal growth. In addition, all courses linked to the grant will be evaluated using the Individual Development and Educational Assessment (IDEA) evaluation form that is both qualitative and quantitative. The IDEA form provides the opportunity of selecting those criteria considered essential to course effectiveness which will prove to be an asset in new and revised courses. Additional questions pertaining specifically to the Global Studies area will be added for the four core courses in the major. For foreign language assessment, the foreign languages faculty have agreed to use the ACTFL standards and assessments for all languages offered. Majors must pass the Oral Proficiency Interview (OPI) at the Intermediate-High level before graduation. Minors must pass an Intermediate-Mid level OPI. The university is providing training in the OPI for one additional current faculty member to facilitate this process and will provide training in ACTFL standards and OPI to the new faculty member in Chinese language.

**D. Specific Instruments of Evaluation:**

The instruments of evaluation will include course evaluations, questionnaires, surveys, tracking of participant numbers, and language proficiency assessment. They will be measured against the stated goals.

*For new courses:* number of new courses in different disciplines including languages, how often taught, number of students enrolled, interdisciplinary aspects, student language proficiency according to ACTFL guidelines demonstrated by exit interview (OPI) in the senior year; grade

distribution; feedback from students. See Appendix II for draft of Global Studies Assessment Plan.

For development of new concentration: progress toward development of concentration: new courses, modules, overseas experiences added, number of students enrolled in concentrations.

For forums and faculty workshops: topics and number of presentations, number and qualification of speakers, number and composition of participants, evaluation by participants regarding effectiveness of presentations; and integration of materials into courses.

For overseas experiences: number of student participants in study abroad and internships in China, agreements with universities and businesses abroad, evaluation by students and internship supervisors, feedback from returning students; number of students engaged in exchanges.

For foreign language proficiency assessment: students in the China Studies concentration and Chinese minors will be assessed according to the ACTFL standards for progress towards Intermediate Level. See Appendix II for description 1999 ACTFL Proficiency Standards and the OPI assessment tool) as well as the current Assessment Model and tools for Foreign Languages.

For research: impact of the research on the curriculum; results disseminated to other faculty through workshops, presentations at conferences and publications.

For outreach to community colleges and K-12 schools: number of 2+2 agreements developed; number of students transferred ; number of faculty from these constituents involved in cooperative programs on Global Studies including attendance at forums and workshops; evaluation by participants of how knowledge will be integrated into their curricula.

For faculty attendance and presentation at conferences: number and topics of conferences, number and disciplines of faculty; survey of faculty regarding curriculum changes.

For library development: number of new acquisitions pertaining to the grant activities.

### **E. Time Line:**

*Ongoing:* The grant director will ask all participating faculty to carry out the ongoing evaluation of their activities. At the end of each semester, they will share the results with an appointed internal group of faculty directly or indirectly involved in the grant (e.g. Language, History, IBE, professional programs and Education). This group will monitor the progress of the grant and provide feedback to the Director.

New and revised courses, seminars, workshops, and forums, study abroad experiences, internships and exchanges will be evaluated on an ongoing basis.

In addition, at the end of the first year, an evaluation will be undertaken by an external evaluator, Dr. Yogesh Grover, Director of the Global Studies Program at Winona State University. Dr. Grover is Professor of Political Science with special interest in Comparative Politics and International Relations (Résumé in Appendix I). The grant Director and the Dean will incorporate the suggestions of the committee and the evaluator.

*Summative:* at the end of the second year, the faculty committee, Dr. Yogesh Grover and a language specialist will assess progress that has been made towards achieving the stated goals. Research results, integration into courses, dissemination of materials, faculty development, and student language proficiency will be evaluated at the end of grant cycle.

The external and internal evaluations will be given to the Dean who will ensure continuation of grant activities beyond the completion of the grant.

## 6. Commitment to International Studies

### A. Current Status of International Studies and Language

Benedictine University's commitment to international studies is expressed in a wide range of activities, from the academic content of courses and majors to study and teaching abroad, overseas internship programs, exchange programs, and faculty research abroad.

The university has a long tradition in the area of international studies epitomized this year in the new strategic plan: *Benedictine 2015: A Roadmap to Excellence* approved by the Board of Trustees in December. A report of the Higher Learning Commission AQIP Quality Checkup Team after their February '09 visit concluded: *BU capitalizes on opportunities for students to benefit from the University's remarkable diverse student body. Students appreciate and learn from the cultural and religious diversity that marks this institution. BU also provides a wide variety of well-designed multicultural and international learning experiences for students and faculty.* Besides the new Global Studies major, the International Business major, now 26 years old, emphasizes study abroad/overseas internships. Political Science, Anthropology, and History offer many courses with international and intercultural focus.

The Language department has experienced a growth in Spanish language majors and minors. This is in part due to a TITLE VIA grant that concentrated on Latin America in 1997. The program has added two tenure-track positions in the last eight years to meet the increased demand by students for majors and minors and other language options. In 2005, the university began offering Arabic, and in 2007, Chinese, to meet the students' needs. Arabic and Mandarin are now offered at the intermediate level, with the goal of developing majors in both fields, and study abroad and student exchanges in the Middle East/North Africa and China.

The new Global Studies major encourages students to pursue a minor in Arabic, Chinese, or Spanish. The university has years of experience with weekend language immersion courses in Spanish, French, and German. This experience will be applied to developing the Chinese immersion program. To assist in that effort, the College of Liberal Arts has secured a Chinese Fulbright Language Teaching Assistant (FLTA) as a first step towards expanding our language offerings. The FLTA offers standard beginning language courses and seminars for the university and surrounding community. The College of Business this year is hosting a Fulbright Visiting Scholar from China, Dr. Jingmei Zhao, who offers courses on topics related to doing business in China. This fall, the university secured its first Woodrow Wilson Visiting Fellow, Dimon Liu, a human rights activist and expert in Sino-US relations. Ms. Liu spent a week on campus visiting classes, participating in discussion roundtables, meeting with faculty and students, and offering a public lecture. This residency provided the opportunity for faculty to assign readings on topics related to China prior to Ms. Liu's visit. These activities served as catalyst to substantially increase student interest and student attendance at all public events.

The University Scholars Program (honors program), drawing students from all majors, is another example the institution's commitment to foreign language and international learning. Each Scholars student is required to place at the advanced intermediate level in a foreign language. Many also attend the Global Studies programs.

The university has international exchange programs in Mexico, Spain, Japan, Denmark, and France (dual degree in Denmark, Spain and France), and has established MBA and MIS programs in China. The university offers an ongoing internship program in many Mexican cities, started with the Title VI grant program in 1997-1999. Under the auspices of the International Office, students have done internships in England, Germany, France, Denmark,

Hong Kong, Spain, Costa Rica, and Brazil. Since Benedictine students cite lack of funding as their main reason for not studying abroad, the International Programs Office secured a \$50,000 IFSA (Institute for Foreign Study Abroad) Foundation grant that is being used to support students pursuing semester abroad opportunities. Faculty is developing short-term experiences abroad that focus on course related materials. Five examples: a week in Tijuana, Mexico to study border issues; a week in Costa Rica to study eco-tourism and fair trade practices in agriculture; a three week experience in Sardinia, Italy focusing on Mediterranean studies; a four week immersion with Brazilian students, two weeks at Benedictine University and two weeks at Sao Paulo's Escola Superior de Propaganda e Marketing (ESPM), a co-operative program between the Foreign Language and International Business departments; a three week immersion program in Spanish language and culture at Universidad Católica de San Antonio (UCAM) in Murcia, Spain. Most of these programs have been made possible because the Title VIA grant in 1997 has strengthened the programs in the Spanish department including Latin American activities.

The new China Institute seeks to advance relations between China and the United States by linking education and business with the political, economic, cultural, business, and ideological forces that shape our relations. To realize this mission, the Institute sponsors lectures, seminars, workshops, language and cultural institutes, and partnership opportunities for American and Chinese businesses and institutions. The Institute will help our program with contacts for internships and exchange programs. In Fall 2008, the Benedictine University Model United Nations team was invited to participate in the first Model UN experience in China. Seven students traveled with Dr. Joel Ostrow (Political Science) and represented China in the

competition. In Spring 2009, a group of fifteen undergraduates will spend ten days in China through the Global Exchange Program.

In the past two years, 70+ students participated in study abroad programs. The International Programs Office offers support throughout the whole process in coordination with faculty and the Study Abroad Faculty Advisor. Their main role, beyond the support for students, is to promote international initiatives on campus and to facilitate faculty exchanges, development of dual degree programs with foreign universities, implementation of short-term faculty led experiences, international research, and cultural programs. Faculty from the International Business and Economics department, do research and teach at the Copenhagen Business School in Denmark each summer to study economic trends and the political economy of the European Union. Spanish majors are required to study abroad for at least one semester and can also participate in university-sponsored trips for social work in Bolivia. Students study the culture, literature, geography, and politics of Latin America through partnerships with universities in Brazil and Mexico. International programs' alumni work overseas in: England, France, Hong Kong, Malaysia, India, Germany, Mexico, Poland, Afghanistan, Sudan, Tanzania, Japan, all South American countries, and many travel for business reasons to almost all countries in the world. We are expanding our contacts with these alumni to increase international internship opportunities.

### **B. Faculty and Administration Involvement in Project Planning**

The core group of faculty involved in the Global Studies program comes from the departments of History, Literature, Languages, Communications, Philosophy, International Business and Economics and Political Science. The Dean of the College of Liberal Arts and the Director of the International Programs Office have also participated in the planning. Establishment of the

China Institute under the leadership of the university's President, has provided important impetus and support for initiatives focused on China. The Institute facilitates connections with universities in China, supports incoming Chinese students on our campus, and is establishing connections with area professionals and organizations that can support our programs. In April 2007, a press release entitled *New academic program will prepare students for roles in globalized world* announced the new Global Studies program with its international and intercultural context. "Students who are interested in understanding the history, culture, art, literary traditions and languages of other cultures position themselves to become true global citizens," said Dr. Vince Gaddis. "The Global Studies major prepares students to work and lead in our globalized world."

### **C. Institutional Commitment to Project**

The Dean of the College of Liberal Arts is committed to internationalize the College and to involving the Colleges of Science, Education, and Business. Leadership of the Dean is critical to the success of international programs offered to liberal arts students and to programs that are interdisciplinary across the Colleges. In her first two years at Benedictine University, the Dean has supported the development of three new programs that require two years of foreign language study and an experience abroad: Bilingual Journalism, Theology, and the Bachelor of Fine Arts. These are now majors. The Dean currently works on two new interdisciplinary majors with a two-year foreign language requirement, Medical Humanities, offering an alternative course of study for students wishing to attend medical school, and Music Education. She has also supported the lecture series, "Global Issues Forum" which highlights issues of global concern. In 2006-2008, four forums were held. The university reaches out to students from many countries and has one of the most diverse student populations of universities its size. The

university has firm commitments to reach out to student groups such as the African American Student Union, Muslim Student Association, South East Asian Student Association, and Latin American Student Association. All are encouraged and nurtured by faculty advisors, the office of student affairs, and the academic deans.

For the past four years, the university has been the recipient of a Middle East Partnership Institute (MEPI) grant from the Department of State that has brought twenty-two students per year from the Middle East and North Africa to our campus. The MEPI grant has opened opportunities to work with students from these countries and to increase mutual understanding. As one of only five US institutions receiving this grant, hosting these students has also brought recognition to the University as keenly interested in promoting international initiatives and understanding.

In the last two years, the University financially supported faculty presentations at conferences in Oxford, England; Montreal, Canada; Palermo, Italy; Mexico, Spain, and the Dominican Republic.

The International Business Economics Department has three scholarships that support study abroad and are given to IBE students who pursue a foreign language. Alumni have also offered internships, here or abroad, in multinational corporations, among them, Nextel, Mexico; Bosch and Kelloggs in Germany; Hapag Lloyd; Ocean Services.

**D. Institutional financial support** is explained in detail under Criteria 3 'Budget' The President and Provost support this grant application.

## **7. Elements of the Proposed International Studies Program**

### **A. Product Design**

Benedictine University plans to add region specific concentrations to Global Studies.

**Goals:** 1. Internationalize the curriculum by creating a concentration in China Studies within the Global Studies major; by adding international studies courses in different disciplines; by requiring foreign language competency for majors in Global Studies and Bi-Lingual Journalism, Fine Arts, History, Theology, and Literature. The foreign language requirement for these majors is proficiency at the intermediate (12 hours) level. There are plans to create a minor and eventually a major in Mandarin. Currently the university has 18 students enrolled in Mandarin 101, 10 in 102, and 4 in 201. There is interest on the part of half of those students to pursue a minor or double major. Most of the Global Studies and International Business majors have an interest in career opportunities with Chinese partners here or abroad.

2. Internationalize Benedictine faculty and faculty from community colleges and high schools in global forums, workshops, and seminars concentrating on the historical development and the cultural, political, and economic situation in China; in workshops and seminars on Global Studies pedagogy, and by attendance at conferences and overseas experiences.

3. Refocus the present University Core program by including more courses or modules dealing with Global Studies and Asian topics and including more non-western viewpoints.

4. Improve library holdings and teaching materials to be shared with the local academic community.

**Interdisciplinary Aspects:** The planning, implementation and evaluation of this interdisciplinary program is carried out by faculty from History, Foreign Languages, Literature, Political Science and Economics/ International Business. It will be enhanced by a new faculty position in Chinese. Bi-monthly meetings of the Global Studies faculty ensure exchange of ideas and viewing of Global Studies from various perspectives. In each meeting, a faculty member will lead a discussion of a reading relating to international studies and the means of incorporating

the ideas presented into courses. The global studies forum series features our own faculty from different disciplines for one forum per semester and is in panel format to foster collaboration. The junior year seminar (Global Studies 300) is currently intended as a team-taught course with faculty from different disciplines. Thus, the grant fosters a close interdisciplinary team atmosphere within the curriculum. Overall coordination and curriculum development is under Dr. Gaddis, Head of the History Department, who will report to the Dean of Liberal Arts, Dr. de la Cámara, a scholar in Spanish language and literature. Faculty from different disciplines will be responsible for different aspects of the program as spelled out above.

### **B. Planned Activities:**

#### **Benedictine University Faculty development**

- Two three-day summer workshops (2010-2011) on “Global Studies: Pedagogy and Praxis”. Outside experts in Global Studies programs, with an emphasis on pedagogy and interdisciplinary study, will lead discussion of texts and strategies, one, with emphasis on China. Pre-workshop readings will prepare participants for each day’s presentation. The goal is to introduce faculty to strategies for internationalizing their curricula
- Four yearly Global Studies Forums for Benedictine and other faculty members. A Benedictine faculty-only workshop and a separate workshop for high school teachers will follow each forum to discuss integration of the subject matter into curriculum
- Financial support for attendance at regional, national and international conferences that deal with Global Studies Topics in China by faculty from History, Foreign Languages, Literature, Political Science, International Business and Economics
- Travel of one Global Studies faculty to China. This will form the basis of permanent exchange relationships or programs.

- Add to library holdings in the China studies collections, including materials in Mandarin

### **Curriculum Development**

- Offer revised and new language courses to be taught immediately by the new faculty member through this grant: “Mandarin 101, 102, 201, 202, 301, 302.” Emphasis is on extensive language practice in simulated cultural settings to give students oral and written proficiency on the intermediate level.
- Develop and offer Mandarin immersion short-term programs to ready students or business people for a stay in China. Immersion programs concentrate on verbal communication
- Develop and offer the following region specific courses as electives for the Liberal Education Core and the Global Studies major: *Comparative Economies* with region specific modules on economic and business conditions. *The China Market in a Global context* examines international business relations of China. *Modern Chinese Politics* examines the pro-democracy movement and current Chinese politics. *Foundation of Chinese Education and Culture*, an interdisciplinary course concentrating on the historical background of political and social behavior and attitudes, and cross cultural communication; *Modern Chinese History 1911-Present*, a survey of major historical, political, cultural and economic events examines China’s role in two World Wars and the Mao revolution.
- Revise the team-taught Junior Seminar in Global Studies by adding global health and poverty topics to make it more interdisciplinary.

### **Overseas experiences**

- Develop study abroad and internship opportunities in China for junior and senior students.
- Develop one student/faculty exchange program with a Chinese university.

## **Outreach programs to Community Colleges and High schools**

- Develop 2+2 agreement with College of DuPage, identifying COD courses to be accepted as equivalents of the Global Studies requirements
- Develop a second 2+2 agreement with another community college in the area
- Develop teaching materials for education and community outreach programs in Global Studies, addressing the needs of students and teachers to learn more about Chinese culture and language
- Advertise Global Studies Forums to non-Benedictine faculty for active participation

**In summary:** The proposed Language courses will allow the University to offer a minor in Mandarin within a year after the grant's conclusion, and investigate a major in Mandarin.

Student language competency will be enhanced by the overseas experiences and language immersion programs. The new international studies courses will impact students in Global Studies, the University Core, Economics and Business, History, Literature, Political Science, Religious Studies, and professional areas in the Sciences.

Faculty development proposals will improve faculty's knowledge of Global Issues and specific world regions and improve pedagogical strategies in many disciplines at the University, community colleges, and high schools.

We anticipate that the Chinese concentration will influence as many disciplines at the university as the expansion of the Spanish program has done after the Title VIA grant eleven years ago.

## 8. Need for and Prospective Results of the Proposed Program

### General Needs Addressed

The basic need for an interdisciplinary Global Studies major arises from the lack of preparation of students to become effective leaders in cultural, professional, political, and business areas worldwide.

Needs identified in this proposal come from faculty and students at Benedictine University and surrounding schools, presenters at international conferences, workshop participants in the Global Studies Forums, alumni, and published research. The Modern Language Association 2007 report on "Foreign Languages and Higher Education: New Structures for a Changed World," points out the need for interdisciplinary foreign language programs that should contain more cultural content to make graduates better able to function in an increasingly global environment. What is needed, the report says, is a broader and more coherent curriculum teaching language, culture, and literature as a continuous whole. *Chronicle of Higher Education*, 6/8/07. "The nation's infrastructure for international and foreign language education is weak at a time when the United States faces unprecedented demands for globally aware citizens and professionals," said Janet L. Norwood, chair of the committee that wrote the "International Education and Foreign Languages: Keys to Securing America's Future" report sponsored by the Department of Education. "The Sept. 11 attacks brought renewed attention to this topic. However, a comprehensive strategy is essential for building greater knowledge of world cultures and national capacity in a wide range of languages." *National Academies News*, 3/27/07

Over the last few years, as the student body diversified, the need for expanded language options became apparent. Traditional Spanish and French satisfied the requirement for many, but

increasingly students opt for Arabic and Mandarin as political and business climates highlight the Middle East and China.

To address these needs, during the 2006-2008 academic years, the Global Studies faculty sponsored four public forums that dealt with topics related to concentration areas of the major. The events were well attended by Benedictine students and faculty as well as students and teachers from regional public and private high schools. In May 2007 and 2008, twelve Global Studies faculty members gathered for a three-day workshop that focused on discussion of readings, defining Global Studies at Benedictine University, external funding opportunities, and outreach strategies and goals. The participants stressed the improved understanding of global interconnectedness for American students and faculty in all disciplines.

There is a trend in higher education towards global studies programs. Within the global studies field, one discipline that has been neglected is history. After surveying different programs, it was apparent that Benedictine offered a unique approach, related to a developing pedagogy that bases global studies on a strong historical foundation. Several of Global Studies faculty are in the history department, and an emphasis on history shows students the continuities and developments that have led to our present understanding of globalization.

The Global Studies program underscores the need to help our students overcome a deficit in international understanding endemic in many areas of contemporary international relations. The mission of Benedictine University stresses development of students into responsible citizens and world leaders, a goal that can best be achieved by understanding present world differences through the historical causes of attitudes and behaviors of modern societies. Global Studies, with special emphasis on the international historical context and foreign language, will produce graduates who will be better qualified to interact with persons of different nationalities and

cultures in economic and political arenas. This goal is supported by a combination of classroom instruction, language immersion programs, and overseas student experiences. The additional combination of faculty workshops, forums, seminars, and overseas teaching/research addresses a crucial need: the better preparation of teachers to impart their international knowledge to the students.

### **Specific Needs Addressed**

#### **Curriculum Development:**

To internationalize the university, there is a need for further development of Global Studies courses beyond the introductory level, for revision of existing courses to fit the demands of the major and the Liberal Education Core, and for development of language courses to bring stronger emphasis on international and intercultural issues.

#### The Asian region was chosen for two reasons:

1. China is of vital interest to the US, economically, politically, and for national security. Increased opportunities in relevant foreign languages and study abroad will also benefit domestic programs, i.e. Business, Health Sciences, Social Work, Bilingual Journalism, Political Science. It has become apparent that the US needs more qualified people to help with political and business negotiations across borders, especially East Asia.
2. The university is one of the more diverse campuses in the nation. Besides a large Spanish speaking student population, the university has attracted a large number of South West Asian and Middle Eastern students. The number of students from Chinese descent from the surrounding area as well as students from the Peoples Republic of China, Vietnam, and Taiwan coming to our campus is increasing. It was recognized that the global studies major with the development of a new concentration in China Studies and a minor and eventually a

major in Mandarin would meet the needs of this group. Many of the students can speak their family's first language, but few of them are proficient in the written language. They, as well as students who do not have a background in these areas, are generally deficient in knowledge of the history and the present situations of this region. Offering region-specific courses in China will open dialogues between the students. Offering more language instruction, especially in Mandarin, will prepare alumni for the jobs which need proficiency in these vital, but underrepresented languages in American curricula. The concentration in Chinese Studies depends upon a full-time faculty who can teach the language and infuse different disciplines with knowledge about Chinese cultures.

#### **Faculty Development:**

While the authors of this grant recognize the global implications of US actions, more faculty members have to be brought into this process in order to educate students about other countries. The previous faculty workshops underscored the need for an internal process for developing faculty competencies and pedagogy geared not only to this interdisciplinary major but also for integrating it into the university's Core curriculum. Limited faculty development funds at Benedictine University primarily support attendance at conferences and research related activities of general interest to the faculty. This does not address the need for faculty development funds for attendance at region specific conferences or for seminars/workshops led by experts in the area of Global Studies and the concentration, in China Studies. Faculty development funding will also be needed to bring experts who will assist the faculty in identifying the issues that should be addressed by these areas of study as well as funds for faculty to travel to these regions for research and exchange programs.

#### **Foreign Language Instruction:**

A successful global studies program must have a solid foreign language requirement. Lack of language skills is becoming increasingly apparent and a real problem for US relations with China. In Benedictine University's program there is a proficiency requirement at the intermediate level. Within the Global Studies major itself, elective hours are open to encourage students to minor in foreign languages and/or double major. Students in other disciplines are also encouraged to minor or double major in languages.

The language need we address is Mandarin. For two years, we have been fortunate to secure two Fulbright Language Teaching Assistants from China and Arabic speaking countries. They assist with introductory courses in Mandarin and Arabic. Nevertheless, the foreign language curriculum must be expanded to include advanced language courses that will allow students in and outside the Global Studies major to reach an acceptable proficiency level, and allow them to have a successful overseas experience. However, this is only possible with a full time language teacher. Foreign Languages have to become more visible on campus for students to understand that it is important for graduates in many disciplines to have a basic knowledge of another language and an understanding of another culture, since more graduates will work in international settings or with international partners. The new initiatives of the foreign languages program address this need. Mandarin has to be developed before it can become agent of change for the internationalization of the university. We initially address this need by employing a full-time Chinese faculty member. He/she will have the competency to revise existing language courses and develop additional language and culture courses. Outside the classroom, he/she will show the importance of language training by addressing the Global Forums and workshops and offering immersion weekends. He/she will also be trained in the Oral Proficiency Interview assessment (ACTFL) in order to guide students towards attaining an Intermediate-Mid level

before completion of their Global Studies or Chinese minor. The Mandarin program will also benefit from this summer's participation in the NELL experience by Benedictine foreign language faculty. They will study the Duke University Language Acquisition Program (DULAP) and will adopt those elements suited to Benedictine programs. Using online resources and tools, DULAP students connect with native speakers and writers while learning to use language materials that have been written by and for native speakers. Students can produce an e-portfolio documenting their progress in the language, and external examiners are available to provide an independent evaluation of the students' work. The program emphasizes intercultural competence and draws upon literary, historical, and other materials. NELL institutions will be able to: increase language offerings by using various components of DULAP; invigorate and supplement more traditional courses with new approaches to language learning; or recast some of their language offerings along the lines of the DULAP model.

**Establishment of Student Exchanges, Study Abroad and Student Internships Experiences:**

The Global Studies major has an international study requirement following a university-wide strategic goal to increase the number of students studying abroad. Experience has shown that faculty are the best advocates of study abroad experiences, but it is difficult for them to act as such when they have limited or no experience themselves. The faculty exchanges in Europe have proven to benefit curriculum development. There is a need to give faculty more in-depth knowledge of China and one effective way would be through faculty exchanges. These are areas of interest not only to Global Studies but also to other internationally oriented programs.

Changes in classroom instruction for functional disciplines and languages are not enough. To be truly cognizant of another world region, overseas experiences are needed. Giving students a choice of other societies requires a more systematic approach to the establishment of new faculty

and student exchange agreements and internships in China. Since at present no exchange programs for undergraduates exist in China, the planned programs will fulfill a vital need.

### **Library Resources:**

Library resources are essential to support programs and current resources in the Asian Studies are very limited. To stay current and to support the new course offerings, students and faculty and the public must have access to a collection of books, journals and newspapers, hard copy or electronic. Especially needed are audiovisual tools for instruction in Mandarin.

### **Outreach Programs:**

Introducing students to international topics has to begin before college. High school students should acquire international interests and be introduced to the more basic elements of foreign relations, international politics, and the interconnectedness of world cultures. Outreach programs for high school teachers have to be developed providing them with the appropriate pedagogical tools and the means to integrate international topics into their crowded high school curricula. Attendance at the Global Studies forums during the past academic years demonstrated the interest of local high school teachers. Consequently, we secured authorization to offer Continuing Education Units and several teachers took advantage of this opportunity. The schools surrounding Benedictine University are located in the middle of the State of Illinois' high tech corridor that serves as the home of a large number of multinational companies. Teachers would, therefore, welcome opportunities to integrate more international and intercultural topics into their curricula.

Another way to introduce students to international topics before they enter the university is to develop 2+2 agreements with community colleges. This way the students can see that their language and international studies lead to a terminal degree that allows them to work

successfully in an international environment. These agreements will benefit the large number of students who transfer to Benedictine from area community colleges.

### **Results of implementing a program in international studies and foreign languages**

Federal funds will be used to address the needs of the University in order to implement programs in international studies and foreign languages.

We are addressing the needs for:

Faculty development in Global Studies and related disciplines at Benedictine University, the surrounding community colleges and high schools by offering forums, workshops/ seminars with qualified guest-speakers; by supporting faculty research directly related to the Global Studies curriculum and pedagogy; by supporting overseas visits by faculty; by supporting attendance and presentations at conferences, and by developing teaching materials

Language Curriculum Development by hiring a full-time teacher for Mandarin and Chinese Culture; by revising existing Mandarin courses, adding upper level courses and developing short term immersion courses

Curriculum Development in Global Studies and related fields by revising courses and adding courses in History, International Business, Political Science, and Chinese Culture

Overseas Immersion experience by establishing study abroad and internship opportunities

Outreach to the academic and business community by advertising the forums and workshops to the surrounding community; by developing 2+2 agreements with community colleges; by distributing teaching materials developed by Benedictine faculty to high schools.

In order to achieve our goal of graduating students who are comfortable with and knowledgeable about international topics and thus enable the US to become a competitive and cooperative partner in the global sphere, the outlined needs have to be addressed.

## **10. Competition Program Priorities**

Benedictine University's project addresses the Competitive Preference Priority for this funding opportunity. The University requires all applicants to have completed at least two years of secondary school foreign language instruction. In addition, the Global Studies major requires students to complete two years of foreign language instruction or demonstrate equivalent competence at the advanced intermediate level. The required languages are Arabic, Mandarin, or Spanish. Invitational Priority is met through our proposed plan to develop a concentration as the preliminary step towards a minor in Mandarin along with short and long-term experiences in China. This proposal also addresses Invitational Priority<sup>1</sup> through its Outreach Program for K-12 teachers in the Greater Chicago area. This program includes identification of needs in K-12 schools, in service training, participation in the four Global Studies Forums and associated workshops with experts in the fields of global studies and foreign languages, participation in the two week long Summer Workshops, and development of teaching materials. Teachers will earn Continuing Education Units as part of their ongoing professional development. Invitational Priority 4 calls for projects that focus on any of the 78 priority languages selected from the U.S. department of Education's lists of Less Commonly Taught Languages. This project will enable Benedictine University to develop and implement a curriculum in Chinese (Mandarin) language and literature leading to a minor. To that end, the university will hire a tenure track, full-time faculty member partially supported with federal funds initially and fully supported by the university after the grant's completion.

# Project Narrative

## Other Narrative

Attachment 1:

Title: Pages: Uploaded File: **1239-DOEd - APPENDIXES I II III 4-27-09.doc**

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# Budget Narrative

## Budget Narrative

### Attachment 1:

Title: Pages: Uploaded File: **1234-DOEd -- Budget.xls**

### Attachment 2:

Title: Pages: Uploaded File: **1235-DOEd -- Budget Narrative.doc**

Benedictine University - Budget - Year 1			
		UISFL	BU
<b>1. Personnel</b>			
<b>Director</b>			
	V. Gaddis 1/4 release	5,000	12,000
	V. Gaddis Summer Stipend	2,500	
<b>Foreign Language Coordinator</b>			
	R. Iglesias 1/4 release	5,000	10,000
<b>Outreach Coordinator</b>			
	F. Rushing 1/8 release	2,500	5,500
<b>Administrative Release</b>			
	M. de la Camara 1/10 release		7,000
	E. Yuan 1/10 release		3,000
<b>Faculty release</b>			
	I. Lobo 1/8 release New course "Comparative Economics"	2,100	5,500
<b>New Faculty Position</b>			
	Chinese Language and Culture	35,000	10,000
<b>Faculty Stipends</b>			
<b>Course Development</b>			
	O. Wong "Foundations of Chinese Education and Culture"	1,000	
	Adjunct Development and Delivery "Modern Chinese History"	1,000	2,500
<b>Office Assistants</b>			
	2 office assistants 1/10 release each Global Studies & Literature		4,500
<b>2. Fringe Benefits</b>			
	On release time @ 20%	2,920	9,400
	On stipends @ 7.65%	344	191
	On new faculty member		9,000
<b>3. Travel</b>			
<b>International Travel</b>			
	T. Goines to establish exchange opportunities and conduct research in China	1,000	10,000
<b>National Conferences</b>			
	ISA Conference: Director, registration, airfare, food	1,800	
	Global Studies Association: 3 faculty members, registration, airfare, hotel, food	2,300	2,300
	Asian Studies Association: 2 faculty members, registration, airfare, hotel, food	1,450	1,450
<b>Local Travel</b>			
	For local conferences, 2+2 agreement development, cooperative arrangements	1,000	1,000
<b>4. Equipment</b>			
<b>5. Supplies</b>			

	Books and teaching materials for Global Studies and Asian concentration	2,500	2,000
	Faculty workshop materials @ 3 per year	1,000	1,000
	Outreach materials	1,000	1,000
<b>6. Contractural</b>	N/A		
<b>7. Construction</b>	N/A		
<b>8. Other</b>			
	Summer Workshop Speaker, 2 days, airfare \$500, hotel \$200, food \$160, stipend \$1000,local travel \$50	1,910	
	Faculty participantsfor workshop 10 @ \$200 each	2,000	
	2 Global Studies Forums Speakers, presentation and workshop:\$2,000;airfare \$1000;hotel \$200;food \$160; local travel \$100	3,460	
	Lunch for summer workshop participants		300
	Project Evaluator	1,000	
	Telephone		300
	Printing		1,000
<b>9. Total Direct Costs</b>		77,784	98,941
<b>10. Indirect Costs @ 8%</b>		6,223	
<b>11. Total Costs</b>		84,007	98,941

**Benedictine University - Budget - Year 2**

	<b>UISFL</b>	<b>BU</b>
<b>1. Personnel</b>		
<b>Director</b>		
	V. Gaddis 1/4 release	5,000
	V. Gaddis Summer Stipend	2,500
<b>Foreign Language Coordinator</b>		
	R. Iglesias 1/4 release	5,000
<b>Outreach Coordinator</b>		
	F. Rushing 1/8 release	2,500
<b>Administrative Release</b>		
	M. de la Camara 1/10 release	7,000
	E. Yuan 1/10 release	3,000
<b>New Faculty Position</b>		
	Chinese Language and Culture	35,000
<b>Faculty Stipend</b>		
	T. Goines "Chinese Market in Global Context" development, facilitate China experiences	1,000
<b>Course Development</b>		
	Adjunct development and delivery "Modern Chinese Politics	1,000
<b>Office Assistants</b>		
	2 office assistants 1/10 release each	
	Global Studies & Literature	4,500
<b>2. Fringe Benefits</b>		
	On release time @ 20%	2,500
	On stipends @7.65%	344
	On new faculty member	9,000
<b>3. Travel</b>		
<b>International Travel</b>		
	Program Director travel to China to follow up on agreements:airfare\$2,000,hotel \$1000, food \$800, local travel \$1000	3,000
<b>National Conferences</b>		
	ISA Conference: Director, registration, airfare, food	1,800
	Global Studies Association: 3 faculty members, registration,airfare, hotel, food	2,500
	Asian Studies Association: 2 faculty members, registration, airfare, hotel, food	1,500
<b>Local Travel</b>		
	For local conferences, 2+2 agreement development, cooperative arrangements	1,000
<b>4. Equipment</b>		
<b>5. Supplies</b>		
	Books and teaching materials for Global Studies and Asian concentration	2,500

	Faculty workshop materials @ 3 per year	1,000	1,000
	Outreach materials	1,000	1,000
<b>6. Contractural</b>	N/A		
<b>7. Construction</b>	N/A		
<b>8. Other</b>			
	Summer Workshop Speaker, 2 days, airfare \$500, hotel \$200, food \$160, stipend \$1000,local travel \$50	1,910	
	Faculty participants for summer workshop 10 @200 each	2,000	
	2 Global Studies Forums Speakers, presentation and workshop:\$2,000;airfare \$1000;hotel \$200;food \$160; local travel \$100	3,460	
	Lunch for summer workshop participants		300
	Project Evaluators	2,000	
	Telephone		300
	Printing		1,000
<b>9. Total Direct Costs</b>		78,514	90,960
<b>10. Indirect Costs @ 8%</b>		6,281	
<b>11. Total Costs</b>		84,795	90,960

## **Explanation of Budget Line Items**

### **Year 1**

#### **1. Personnel**

##### **Director**

Release time for Dr. Gaddis, Program Director, will give him one course reduction (1/4) each semester. He will devote this time to the grant activities for which he will be responsible: general curriculum, forums, and workshops, community college liaison. He will also receive a summer stipend for the purpose of assessment of completed activities and planning of activities for the following year.

##### **Foreign Language Coordinator**

Dr. Rafael Iglesias will receive one course reduction each semester (1/4) to coordinate language curriculum and assist the new Chinese language faculty member in the development, implementation, and assessment of all language courses and curriculum. He will also coordinate the academic aspects of student international exchange agreements, internship sites, and research.

##### **Outreach Coordinator**

Release time for the Outreach Coordinator, Dr Rushing, gives her one course reduction (1/8) each year. She will devote this time to the development of outreach activities for high school teachers and the community.

##### **Administrative Release**

Dr. de la Cámara, Dean of the College of Liberal Arts, will devote 10% of her time to supervision of all grant activities. She will be directly involved in hiring adjunct faculty and will help with guest speakers/consultants, with the selection of research funds recipients, with curriculum development and publicity to all constituents at the university.

Ms. Elsie Yuan, Director of the China Institute, will devote 10% of her time to assist in the articulation of exchange agreements with Chinese universities.

##### **Faculty Release**

Dr. Lobo will receive one course reduction (1/8) for the first year. She will develop two Comparative Economies courses for the China Studies concentration.

##### **New Faculty Position**

A new tenure-track position in Chinese Language and Literature for purposes of curriculum development and assessment.

## **Faculty Stipends**

Faculty stipends are for developing new courses and delivering them. Dr. Ovid Wong will develop a new course, “Foundations of Chinese Education and Culture” to be taught on campus and adapted for K-12 teacher professional development. An adjunct with expertise in Chinese history will develop and offer a new course in “modern Chinese History.”

## **Office Assistants**

The office assistants in the History and Languages departments will devote 1/10 of their time to support the activities of Dr. Gaddis, Dr. Iglesias, Dr. Rushing, and the new Chinese language faculty member.

## **2. Fringe Benefits**

We are requesting 20% for full-time faculty and staff release time and 7.65% for stipends from UISFL. The same percentage has been used for the match. Benedictine University will cover the benefits for the new faculty member in Chinese Language.

## **3. Travel**

### **International Travel**

Dr. Goines will travel to China to establish exchange opportunities and conduct research. He will receive a \$1,000 stipend from federal funds. Travel will be funded by the university.

### **National Conferences**

Travel to national conferences includes the Director attending the ISA conference, two faculty members attending the Global Studies Association Conference, and two faculty attending the Asian Studies Association Conference.

### **Local Travel**

Local travel is for meetings with community colleges, schools, and local conferences. Expenditures are based on federal guidelines for mileage and food.

## **4. Equipment**

N/A

## **5. Supplies**

Books and teaching materials including electronic and media for Global Studies and the China Studies concentration. These materials will supplement and update the current library holdings.

Materials are to be used in the 4 Global Studies forums and workshops and for the Summer Workshop. These include handouts, discussion related texts, and digital materials.

## **8. Other:**

Summer Workshop and Global Studies Forums and Workshops. The Summer Workshop Speaker will be featured the first two days followed by faculty discussions and processing on the third day. Two Global Studies Forums will feature guest expert speakers who will also offer follow-up workshop connected to their presentation. Two forums will be led by Benedictine University faculty. Expenditures are for stipends for two guest speakers to give presentations and lead faculty workshops; for travel and room and board; and for lunch for participants.

Competitive stipends will also be awarded to 10 faculty participants.

Dr. Yogesh Grover, Director of Global Studies at Winona University, will receive a \$1,000 stipend for assessment of the Year 1 activities and recommendations for Year 2.

Telephone and printing expenditures will facilitate customary communication activities.

## **Year 2**

N.B. Due to announced tuition and budget freezes at Benedictine University, compensation for institutional employees remains the same.

### **Personnel**

#### **Director**

Release time for Dr. Gaddis, Program Director, will give him one course reduction (1/4) each semester. He will devote this time to the grant activities for which he will be responsible: general curriculum, forums, and workshops, community college liaison. He will also receive a summer stipend for the purpose of assessment of completed activities.

#### **Foreign Language Coordinator**

Dr. Rafael Iglesias will receive one course reduction each semester (1/4) to coordinate language curriculum and assist the new Chinese language faculty member in the development, implementation, and assessment of all language courses and curriculum. He will also coordinate the academic aspects of student international exchange agreements, internship sites, and research.

## **Outreach Coordinator**

Release time for the Outreach Coordinator, Dr Rushing, gives her one course reduction each year. She will devote this time to the development of outreach activities for K-12 teachers and the community.

## **Administrative Release**

Dr. de la Cámara, Dean of Liberal Arts, will devote 10% of her time to supervision of all grant activities. She will be directly involved in hiring adjunct faculty and will help with guest speakers/consultants, with the selection of research funds recipients, with curriculum development and publicity to all constituents at the university.

Ms. Elsie Yuan, Director of the China Institute, will devote 10% of her time to assist in the articulation of exchange agreements with Chinese universities.

## **New Faculty Position**

Continuation of the new tenure-track position in Chinese Language and Literature for purposes of curriculum development and assessment.

## **Faculty Stipends**

Dr. Goines will develop the course "The Chinese Market in Global Context" and he will facilitate China exchange experiences.

## **Fringe Benefits**

We are requesting 20% for full-time faculty and staff release time and 7.65% for stipends from UISFL. The same percentage has been used for the match. Benedictine University will cover the benefits for the new faculty member in Chinese Language.

## **Office Assistants**

The office assistants in the History and Languages departments will devote 1/10 of their time to support the activities of the Dr. Gaddis, Dr. Iglesias, Dr. Rushing, and the new faculty member.

## **3. Travel**

### **International Travel**

International travel is limited to Dr. Gaddis, Program Director, visiting China in order to follow up on agreements set up by Dr. Goines the previous year.

Travel to national conferences includes the Director attending the ISA conference, three faculty members attending the Global Studies Association Conference and offering a panel presentation on "Global Studies Pedagogy and Praxis" and one faculty attending the Asian Studies Association Conference.

## **Local Travel**

Local travel is for meetings with community colleges, schools, and local conferences. Expenditures are based on federal guidelines for mileage and food.

## **4. Equipment**

N/A

## **5. Supplies**

Books and teaching materials including electronic and media for Global Studies and the China Studies concentration. These materials will supplement and update the current library holdings.

Materials are to be used in the 4 Global Studies forums and workshops and for the Summer Workshop. These include handouts, discussion related texts, digital materials.

## **8. Other**

Summer Workshop and Global Studies Forums and Workshops. The Summer Workshop Speaker will be featured the first two days followed by faculty discussions and processing on the third day. Two Global Studies Forums will feature guest expert speakers who will also offer follow-up workshop connected to their presentation. Two forums will be lead by Benedictine University faculty. Expenditures are for stipends for two guest speakers to give presentations and lead faculty workshops; for travel and room and board; and for lunch for participants.

Competitive stipends will also be awarded to 10 faculty participants in the Summer Workshop.

Dr. Yogesh Grover, Director of Global Studies at Winona University, will receive a \$1,200 stipend for assessment of Year 2 and the total grant activities. A Chinese Language evaluator will receive an \$800 stipend for assessment of Mandarin language curriculum.

Telephone and printing expenditures will facilitate customary communication activities.