

# **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 # P016A090031**

**Grants.gov Tracking#: GRANT10294266**

OMB No. 1840-0796, Expiration Date: 08/31/2010

Closing Date: APR 30, 2009

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

OMB Control Number: 1890-0004

Expiration Date: 06/30/2005

Name of Institution/Organization:  
 Western Washington 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	\$ 42,941	\$ 44,358	\$ 0	\$ 0	\$ 0	\$ 87,299
2. Fringe Benefits	\$ 13,443	\$ 13,891	\$ 0	\$ 0	\$ 0	\$ 27,334
3. Travel	\$ 13,300	\$ 13,400	\$ 0	\$ 0	\$ 0	\$ 26,700
4. Equipment	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
5. Supplies	\$ 8,950	\$ 9,450	\$ 0	\$ 0	\$ 0	\$ 18,400
6. Contractual	\$ 2,000	\$ 2,000	\$ 0	\$ 0	\$ 0	\$ 4,000
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
9. Total Direct Costs (lines 1-8)	\$ 80,634	\$ 83,099	\$ 0	\$ 0	\$ 0	\$ 163,733
10. Indirect Costs*	\$ 6,451	\$ 6,648	\$ 0	\$ 0	\$ 0	\$ 13,099
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	\$ 87,085	\$ 89,747	\$ 0	\$ 0	\$ 0	\$ 176,832

**\*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: 7/1/2008 To: 6/30/2012 (mm/dd/yyyy)

Approving Federal agency:  ED  Other (please specify): DHHS

(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

Expiration Date: 06/30/2005

Name of Institution/Organization:  
 Western Washington 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	\$ 45,088	\$ 46,891	\$ 0	\$ 0	\$ 0	\$ 91,979
2. Fringe Benefits	\$ 13,807	\$ 14,358	\$ 0	\$ 0	\$ 0	\$ 28,165
3. Travel	\$ 15,900	\$ 16,000	\$ 0	\$ 0	\$ 0	\$ 31,900
4. Equipment	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
5. Supplies	\$ 25,050	\$ 25,050	\$ 0	\$ 0	\$ 0	\$ 50,100
6. Contractual	\$ 500	\$ 500	\$ 0	\$ 0	\$ 0	\$ 1,000
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
9. Total Direct Costs (lines 1-8)	\$ 100,345	\$ 102,799	\$ 0	\$ 0	\$ 0	\$ 203,144
10. Indirect Costs	\$ 8,028	\$ 8,224	\$ 0	\$ 0	\$ 0	\$ 16,252
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	\$ 108,373	\$ 111,023	\$ 0	\$ 0	\$ 0	\$ 219,396

# Project Narrative

## Abstract Narrative

Attachment 1:

Title: Pages: Uploaded File: **1235-Abstract--Entering\_the\_Global\_Community.pdf**

# Project Narrative

## Project Narrative

Attachment 1:

Title: Pages: Uploaded File: **1247-Title\_VI-A\_Grant narrative.pdf**

## **I. Introduction**

### **A. Project Overview and Goals**

The purpose of this project is to assist Western Washington University (WWU) to plan, organize and develop a focused initiative to strengthen and improve its undergraduate instruction in international studies and foreign languages. Specifically, **Entering the Global Community** seeks to expand the involvement of WWU students and faculty in the study of contemporary international affairs. One of its primary goals is to establish a global policy concentration within the Minor in International Studies and to provide a supporting curricular foundation for it. Another is to enhance campus offerings of language and culture courses related to portions of the Asia-Pacific region. Additional objectives of the project include the furthering of interdisciplinary and collaborative curriculum development by the faculty, an expansion of study abroad and service- learning opportunities for students and faculty, the provision of in-service training for K-12 teachers of the region and the development of shared international resources between Western Washington University and the broader north Puget Sound area.

### **B. Institutional Description**

Western Washington University (WWU) is located in Bellingham, Washington some ninety miles north of Seattle and 50 miles south of Vancouver, British Columbia at the gateway to the Asia-Pacific region. It is a comprehensive public institution serving some 14,000 students and staffed by 650 faculty members. The university offers more than 150 undergraduate, graduate and professional degrees through the efforts of seven constituent colleges and schools. WWU draws many of its students from the greater Puget Sound region, although it also enrolls students from across the United States and from some 60 countries around the world. Nationally known for its environmental studies and education programs,

Western Washington University has long been committed to the principles of academic excellence, engaged learning, innovation in instruction, inclusiveness, and community service and leadership. Founded in 1899 initially as a teacher-training college, WWU has grown over the last century to encompass a wide variety of additional academic programs ranging from the fine arts to the natural sciences. The institution, from its inception, has maintained a strong partnership with the various communities of its region and has encouraged collaboration with both public and private partners to further the social, cultural and economic diversification of the area. It has done so through its tripartite mission of teaching, research and service. Drawing upon its long tradition of engaged learning, Western Washington University seeks to foster an innovative spirit of discovery and commitment among its students, faculty and academic programs and an appreciation of the wonder and diversity of the broader world.

**C. Commitment to International Studies**

Western Washington University has had a long commitment to international education, teaching and research. From the outset, the institution's academic plan has recognized the importance of establishing a curriculum on campus that address global concerns and embodies international and comparative perspectives. Its general education requirements have featured a variety of courses that ask its students and faculty to explore the world from the vantage point of societies and cultures other than their own. Likewise, a number of upper-division courses within several disciplines have been developed to provide WWU students with a greater understanding and insight into the traditions, cultures and histories of nations and societies from around the globe. Western has for many years required two years of foreign language study as a prerequisite for admission to the institution and it has encouraged its students and faculty to pursue their understanding of the broader world by having them

study or teach abroad (Please refer to Appendix C). Today more than 500 WWU students and faculty participate annually in one or more of these programs.

Western's current mission statement calls upon its faculty and students to apply their academic inquiry to the benefit of regional, national and *global* communities. As part of its commitment to active learning, the university has been a leader in the area of service-learning both at home and abroad—including a nationally recognized program on rural health care delivery in Kenya. It has also fostered a number of joint faculty-student research projects on current environmental challenges that have taken students from remote Greek islands to the rain forests of Central American in search of possible solutions. In each case, the idea has been to make the WWU student aware of their ability to contribute to the improvement of the global community. With this mind, it is not that surprising that for the past four decades, Western been among the top universities in the country whose graduates have taken part in the work of the Peace Corps.

Starting in the 1970s, Western Washington University began a series of steps to provide some additional academic structure to a broadening interest in international studies. Like many other universities of the day, it began its effort to “internationalize the campus” by creating a Foreign Study Office that would help promote study abroad opportunities for Western students and faculty and assist a growing number of in-coming international students. The FSO was also given some responsibility to work with faculty in developing some new ideas on how the university's teaching and research efforts might better reflect the broader global community. In this regard, it encouraged two major initiatives.

The first of these was the establishment of a Center for Canadian-American Studies that was created in 1972 to encourage an enhanced understanding of the important relationship between the United States and its immediate northern neighbor. This Center proved to be

quite effective in stimulating faculty teaching and research on Canadian-American concerns across a wide number of topics and disciplines. A number of new courses related to Canada were introduced to the university curriculum in the 1980s. In the early 1990s, an interdisciplinary major was established. The Center has continued to grow and now serves as one of two U.S. Department of Education designated National Resource Centers for the study of Canada in the United States.

The second significant international undertaking by Western Washington University was the creation of a Center for East Asian Studies in 1974. The goal behind this effort was to provide additional campus exposure to the languages, cultures and histories of the peoples who lived on the other side of the Pacific. The Center encouraged the offering of several new courses focused on East Asia and the creation of some initial student and faculty exchange programs with partner universities in the region. A minor and major in East Asian studies were subsequently established. Likewise, a program of faculty research related to Japan, China and Mongolia was initiated.

However, there was no connecting bridge between these separate international initiatives. By the decade of the 1990s, there was a growing interest on the part of both the WWU faculty and administration to provide additional options for international studies on campus. In 1993 a faculty Committee on Internationalizing the Curriculum was established to consider various possibilities. In 1995 it proposed the establishment of an interdisciplinary minor in International Studies. Like many other minors of the day, it was rather loosely constructed lacking a core of required courses and a senior “capstone” course. In 1997, the first undergraduate students enrolled in the program. Since that time, some 25-30 new students have entered the program each year. Many of these participants have asked that the academic program be reconfigured to provide greater academic coherence and expanded

attention to contemporary global policy issues. (Please refer to Appendix F for a description of the current Minor in International Studies).

**D. Responding to Interest, Focusing Attention, Providing Coherence—The Need for the Project**

As noted above, there has been a steady expansion of interest and activity in international studies at Western Washington University over the past several decades. While this growth has been most welcomed, it also brought with it a series of new challenges to the academic community. These include: 1) responding effectively to new forms and levels of interest in international affairs; 2) focusing attention on critical global problems and regions; and 3) providing coherence within the international curricula offered on campus. These are issues that many other American universities confront in their efforts to further internationalize their curricula. It has been noted by more than one contemporary observer that the challenge for international education in the 21<sup>st</sup> century is not simply quantitative in character, but qualitative as well. We need to think more carefully about how we can develop our international studies curricula and programming to embody the positive qualities of responsiveness, focus and coherence.

Western Washington University has begun this undertaking by considering the need to revise its program in International Studies so as to provide its students with an enhanced curriculum focusing on contemporary global issues along with additional foreign language and study abroad options. These proposed changes are made in response to an increasing number of WWU students and faculty who have asked for the opportunity to address a broader menu of global concerns and problems. They are also reflective of the desire by the same groups to highlight some of these issues within the specific context of the Asia-Pacific region. These proposals for change to the Minor in International Studies are also advanced with the view that there exist opportunities to encourage greater collaboration in international

curriculum development across various academic disciplines at WWU. Finally, this undertaking is motivated by a desire to share international education resources with partners in the local community as well as with those further afield. The project **Entering the Global Community** provides an excellent opportunity for the participants to attempt to provide an enhanced academic program that addresses these interests, concerns and needs.

#### **E. Opportunities for Collaboration**

This undertaking to revise and enhance the WWU program in International Studies also arises, in part, from a desire to access and incorporate curricular resources and expertise that may exist across several disciplines and colleges. As noted above, Western Washington University has developed over the years a considerable base of experience in study and research related to international affairs. At the present moment, however, much of this curricular and co-curricular activity remains scattered across a variety of different departments—not readily available to the average undergraduate. One of the objectives of **Entering the Global Community** is to develop meaningful curricular bridges that will allow students to move more readily from one discipline to another as they explore a core set of contemporary global policy concerns. In so doing, the student will benefit from both access to useful instruction as well as exposure to alternative disciplinary perspectives.

It is expected that participating faculty will also derive a variety of benefits from such a collaborative enterprise. They will have an opportunity to design and develop new international courses with the assistance of specialists from related fields. They will be able to work with highly motivated students in areas of study and research that are immediately relevant to contemporary global problems. Most of all, they will come to appreciate the power of interdisciplinary inquiry as they expand their own familiarity with international issues and the Asia-Pacific region.

## **F. Origins of the Project**

**Entering the Global Community** has as its origins a series of faculty discussions and deliberations over the need to update, better integrate and provide additional focus for international studies at Western Washington University. The members of the Center for International Studies and its Faculty Advisory Committee have been major sponsors and facilitators of these discussions over the past several years. (Please refer to Appendix E for a listing of the membership of the Faculty Advisory Committee).

During the 2007-2008 academic year they jointly initiated a series of faculty consultations to elicit additional views and opinions on the topic. These sessions were quite lively and well-attended—with over 120 faculty and staff members participating in various small group discussion sessions held during the winter and spring quarters of 2008. A number of useful ideas and suggestions for improving international education at Western Washington University emerged from these discussions.

One of the proposals that received the widest acclaim was the suggestions that the existing Minor in International Studies be revised so as to provide WWU students access to a series of new global policy courses as well as expanded foreign language and regional study options related to the Asia-Pacific area. It was further recommended that the establishment of new international exchange, internship and in-service learning opportunities be linked to these curricular efforts. It was specifically noted that new initiatives should be undertaken to establish new partnerships with universities in Russia, Mongolia and Canada given their relative proximity to WWU and pre-existing linkages with these countries. There was strong agreement, as well, that there should be expanded cross-disciplinary efforts in the development and implementation of international studies at the institution. Additionally, it was recognized that such an enhancement and expansion of international education at

Western Washington University should be undertaken in partnership with various community groups including the K-12 school system.

**Entering the Global Community** is in large part a reflection of these identified campus needs and concerns related to international studies. It seeks to further several of the international goals and aspirations of the students and faculty at Western Washington University. It has been developed and designed to accomplish many of the objectives that they and the WWU administration have identified as their priorities for international education on the campus and in the broader community. (Please refer to Appendix A for institutional and external letters of support for the project). Prior to submitting this proposal, a variety of preparatory discussions have taken place among project participants and with other colleagues. A pre-proposal visit to Asia was undertaken by the Project Director and Associate Director to assess possible educational partners there and to lay the foundation for collaborative exchange.

## **II. Plan of Operation**

### **A. Objectives of the Project**

#### ***Provide Greater Focus and Depth to the Minor in International Studies by Giving Additional Attention to Contemporary Policy Concerns—***

The International Studies Advisory Committee will meet to discuss further the means by which the Minor in International Studies can be provided with an additional emphasis on global policy concerns. Attention will be given to constructing a core set of courses that will concentrate on such issues and will provide greater focus and coherence to the Minor. A new senior capstone course will be developed and approved by the Committee. This core curriculum within the Minor will be introduced during the 2011-12 academic year. Advanced foreign language and study abroad options will be added into the Minor.

***Adding Six Additional Upper-Division Courses to the Minor in Key Policy Relevant Areas—***

The project calls for the creation of six global policy courses to be added to the International Studies curriculum. They include:

***ENVS/INTL 3xx (4cr) Global Environmental Change and Policy***

***SOC/INTL 3xx (4cr) Global Health Issues and Policies***

***ECON/INTL 3xx (4cr) Globalization and Competitiveness***

***PLSC/INTL 3xx (4cr) Struggles for Democracy***

***PLSC/INTL 3xx (4cr) Migration and Multiculturalism***

***INTL 4xx (4cr) Senior Seminar in International Studies***

These six courses facilitate an expansion and enhancement of the International Studies curriculum at WWU. They also contribute to the creation of a core curriculum within the Minor. They also allow for collaborative faculty course development and delivery efforts. These courses will be developed within four different colleges on campus and be cross-listed with International Studies allowing for the maximum degree of access to them by students enrolled in the Minor as well as students from other programs. The senior seminar provides for an integrating capstone course experience for both participating WWU faculty and students. International faculty from WWU's partner universities will also take part in the delivery of these courses.

***Enhancing the Minor's Attention to Asia Pacific Studies—***

The project will focus its efforts on better integrating Asia-Pacific material into the curriculum of the Minor and into co-curricular activities such as study abroad and in-service learning. Issues of concern to the region will be addressed in each of the new courses outlined above. Additional courses offered by the East Asian and Canadian Studies programs at WWU will be added to the elective course list of the Minor and additional links

to the program activities of each of these units will be enhanced. Visiting professors and scholars from these areas will be invited to teach on the campus. New study and research opportunities for Western students and faculty will be established within the Asia-Pacific region.

***Revising Modern Language Offerings in First and Second Year Russian and Planning the Delivery of Courses in Beginning Mongolian—***

A revision of the structure and content of the first two years of Russian language instruction at WWU will be undertaken through the project. Emphasis will be placed on expanding the number of contact hours for students and integrating new instructional methods and technologies. An effort will be made to enhance the link between Russian language instruction and knowledge of current events and societal change within contemporary Russia—especially as they apply to the Russian Far East. Four new courses in another less-commonly taught language, Mongolian, will be added to the campus curriculum (Mong 110, 120 and Mong 210, 220). [In re invitational priority #4 of this competition] These new courses will be linked to history and culture courses already in existence on campus which focus on Inner Asia. Western has maintained a long-established interest in Russian and Mongolian Studies and through this project will be able to provide the necessary language foundations for its students and faculty to expand their work in these areas. These efforts at curricular revision and enhancement will also make a useful contribution to the project's overall interest in expanding attention to Asia-Pacific studies within the curriculum. It will also complement WWU's other Asian language offerings in Japanese and Chinese. An assessment will be undertaken on the effectiveness of these efforts in conjunction with invitational priority #2 of this competition.

***Expanding Campus Study Abroad and In-Service Learning Opportunities to Provide Additional Curricular Focus and New Options for Students and Faculty—***

The Project features a basic refashioning of the study abroad and service learning opportunities made available to Western Washington University undergraduates. It includes a significant expansion of opportunities in both areas through the development and implementation of a series of new partnerships with a number of institutions abroad. It also incorporates the development of clear links between these activities and efforts to provide greater focus and coherence to the campus' international curriculum. Up to this point, there has been no concerted effort to coordinate WWU's study abroad and service-learning programs with the development of new international curricular efforts on the campus.

**Entering the Global Community** envisions the creation of a number of new international partnerships with universities and non-profit organizations within the Asia-Pacific region that will feature reciprocal exchanges of students and faculty across several disciplines. A number of these new relationships will be focused on joint-inquiries into contemporary global policy questions and feature collaborative study and teaching programs. Many of these new linkages will be language-based initiatives that will allow the direct participation of Western Washington University students and faculty in the academic, business and cultural life of their host societies. The Project provides, as well, for the development of specialized orientation and re-entry programs for those taking part in these new study abroad and in-service learning programs.

***Establishing an International Lecture Series and Faculty Colloquia--***

This project will create an annual International Lecture Series focused on topics related to the Asia-Pacific region. This series will feature presentations by WWU faculty, exchange faculty from partner universities, as well as other experts in the field. It will provide an opportunity for both Western faculty and students to become more aware of the cultures and

concerns of the various peoples of the region. The lecture series will also be made available to interested educational partners, professional organizations, and individuals in the broader Puget Sound region so as to facilitate broader community awareness and understanding of international affairs. Similarly, on-going faculty colloquia focused on global policy concerns will be established as part of this project. These colloquia will allow WWU faculty to present relevant research, exchange ideas on curriculum development or plan future co-curricular activities such as the offering of an international film series. Undergraduates pursuing degrees with a focus on international affairs will be invited to participate in these colloquia.

***Creating an Opportunity for In-Service Training in International Studies and Foreign Language Instruction for K-12 Teaching in the Region--***

One of the major objectives of this project is to share international learning experiences and educational resources with our teaching colleagues in the region. We have already undertaken a series of conversations with teachers and administrators in our area who have expressed an interest in having the opportunity to work with us in helping to develop their knowledge of the Asia-Pacific region. Working with our WWU colleagues in Extended Education and the K-12 Outreach Division of the Canadian-American Studies Center we have scheduled an introductory workshop for interested faculty from regional school districts during this coming summer to investigate the specific forms of in-service training that they would most desire. We plan to offer two topic sessions for local teachers and administrators during each year of the project. [In re invitational priority #1 of this competition] As indicated above, the proposed International Lecture Series will be scheduled at a time conducive to the participation of local educators. We also plan to develop a series of collaborative international-oriented events between WWU and Sehome High School that will involve students and faculty from both

institutions. It is also our intention to work with ESL teachers in the region to provide them with additional in-service learning opportunities related to international affairs.

## **B. Methods and Timelines for Implementation**

This project will be implemented in a phased manner with respect to all of its seven major initiatives. The Project Directors will meet early in Year I of the grant to plan and organize a curriculum development workshop for all of the faculty and staff participating in the project. The purpose of the workshop will be to review the overall objectives of the project, consider useful pedagogical methods and techniques, and to establish working groups to develop specific implementation strategies for each area. It will also provide an opportunity to work on issues associated with curricular integration and interdisciplinary collaboration. It will provide the forum as well, to discuss the creation of a core curriculum for the Minor and to examine ways of establishing additional collaborative links with other internationally-minded units on the campus and in the broader regional community. This workshop will be held in the early fall of 2009. The project's external evaluator will be present for these discussions.

### ***Curriculum Development***

Shortly after the conclusion of the workshop, efforts will be undertaken to develop and enhance curricular offerings associated with the **Entering the Global Community** project. In the area of Modern Languages, Russian language instruction will be enhanced by offering the first year sequence every year, rather than every other year, as is currently done. The first and second year classes will be increased from four to five credits per quarter. Beginning in Year II of the Project, a Russian culture course will be offered in fall quarter, with the first year-language instruction sequence beginning in winter, when entry level foreign language is not otherwise available. During, Year II of the project second-year the Mongolian courses

will also be added, likewise beginning with a culture course in the fall, followed by the beginning of the Mongolian language sequence in winter quarter.

Three of the new global policy courses will also be developed during Year I of the Project. Professors John Tuxill (Human Ecology) and Troy Abel (Environmental Studies) will collaborate to construct the new upper division course on *Global Environmental Change and Policy* (ENVS/INTL 3xx). This course will examine ecological principles and processes from a global perspective and evaluates international policy frameworks designed to safeguard the Earth's environment. Through this course students will gain a background in global ecology and an understanding of challenges faced in efforts to create new approaches to global environmental governance. Professor Liz Mogford (Sociology) will undertake the responsibility of developing a course on *Global Health Issues and Policies* (SOC/INTL 3xx). This course will focus on the variety of health challenges that face the global community today. Attention will be focused on health issues arising from conditions in both the Northern and Southern hemispheres of the globe. There will be discussion of alternative health policies and strategies pursued by different societies within the international community. The final course to be developed during this phase of the Project will be one on *Globalization and Competitiveness* (ECON/INTL 3xx) by Professor Paul Storer (Economics). This course will address the causes and consequences of the globalization of the world economy. It will analyze the impact of globalization and competitiveness on employment and production, environmental quality, national sovereignty, and the level and distribution of incomes in several areas of the world—including the Asia-Pacific region.

It is the intent of the **Entering the Global Community** project that each of these courses is to be offered on a regular basis—both in face-to-face and through on-line versions—so as to be available to as many WWU students as possible. Furthermore, these courses are being

developed with a minimum of prerequisites so that students from a variety of fields of study—including the Minor in International Studies—may easily access them. Each of these new courses will also be designed to incorporate the participation of international faculty from partner universities and programs. It is planned that the initial offering of these three courses will during the 2011-2012 academic year.

The remaining three global policy courses will be developed during the Year II of the project. The first of these will be will be a course entitled *Struggles for Democracy* (FAIR/INTL 3xx) and will be designed by Professor Niall O’Murchu (Fairhaven College). This course will examine the meaning of democracy and the domestic and international forces that can facilitate or impede a transition to a democratic political process. It will discuss the politics of democratization from a comparative perspective incorporating case studies from around the world including the Asia-Pacific region. The second course to be developed during this period will be one on *Migration and Multiculturalism* (PLSC/INTL 3xx) by Professor Bidisha Biswas (Political Science). This course will focus on contemporary international migration flows and the manner in which differing societies have responded to the arrival of new migrants. Attention will be given to the variety of multiculturalism policies that have emerged within many of these migrant-receiving societies and their effectiveness. Finally, a senior “capstone” course for the Minor in International Studies will be designed during this time. In consultation with the other members of the International Studies Advisory Committee, Professor Douglas Nord (International Studies) will design this offering (INTL 4xx). The course will provide students with a chance to integrate and reflect back on previous course work they have undertaken in the program. They will undertake an inquiry into a global policy issue that can be analyzed from a variety of perspectives. International faculty from exchange partners will be invited to participate in

the seminar discussions. It is planned that these remaining three courses will be first offered in the 2012-2013 academic year.

### *Study Abroad Enhancement*

Work on expanding the study abroad and service-learning opportunities will also be undertaken at Western Washington University in a phased fashion. During Year I of the Project the proposed partnership agreements with several universities in the Asia-Pacific region will be finalized and prepared for implementation. Others that already exist will be revitalized. (Please Refer to Appendix G for a listing of existing and proposed WWU institutional exchange partners.) Specifically, a new series faculty and student exchanges and service-learning placements will be undertaken with some of WWU's partners in China, Japan and Canada. This will involve participants in the fields of Education, Business, Environmental Studies, as well as International Studies. Some two dozen students and faculty will be exchanged for periods ranging from one month to two academic quarters.

In addition to these discipline-specific initiatives, more general exchanges of students and faculty will be arranged by the Center for International Studies with other partner universities in the Asia-Pacific region. Many of these will be language-based programs. The goal of **Entering the Global Community** project for Year I will be to increase by 10% the number of Western Washington students who will be studying abroad. This objective will be achieved through improved organization and promotion of new and existing WWU exchange opportunities during the regular academic year along with a restructuring of WWU's long-established summer study abroad offerings. The latter program will be redesigned to focus on faculty-led seminars abroad for undergraduates desiring to improve their understanding of pressing global concerns. The first of these will be organized for delivery in the summer of

2010 in collaboration with Western Washington University's international partner universities and programs.

The objective for study abroad enhancement during Year II of the project will be to broaden and deepen student and faculty exchanges with partners in the Asia-Pacific Region. New programs involving participants in the fields of language, culture and the arts will be inaugurated with universities in Mongolia, Russia, and Korea. Initiatives focusing on student exchanges and internships in the fields of environmental studies, education, communications, business and the social sciences will also be started with these countries along with some Pacific neighbors from own continent such as Chile, Mexico and Canada. Faculty exchange opportunities in the same areas will also be pursued. A specialized program involving collaboration between TESOL instructors from both sides of the Pacific will be planned during this period. Likewise an application will be submitted under the FIPSE US-Canada-Mexico Educational Mobility Project to assist in strengthening links between some of the Pacific countries of the Western Hemisphere.

Another of the study abroad goals for Year II of the project will be to increase the overall WWU student and faculty participation by an additional 10% over 2009-2010 levels. Special attention will also be directed toward increasing the numbers of traditionally under-represented participants—racial minorities, students with disabilities and those economically disadvantaged. [In re invitational priority #3 of this competition] The Center for International Studies will undertake special initiatives in collaboration with the WWU Diversity Program and the Ethnic Student Center to better promote study abroad and service-learning opportunities with student groups that are served by these units. (Please refer to Appendix I for details concerning these campus support groups and organizations.) The Center for International Studies will also initiate a special fund-raising effort during Year II

of the project to secure additional financial support from local, regional and national sources for study abroad participants.

### *Lecture Series and Community Participation*

As noted above, the **Entering the Global Community** project seeks to create an ongoing series of public lectures and faculty colloquia designed to highlight important issues and concerns related to the global community and to highlight the needs of the Asia-Pacific region in particular. Like other aspects of this project, it is anticipated that not all of these new undertakings will begin at once. In Year I of the project it is envisioned that the establishment of the public lecture series on Asia-Pacific themes should be given priority. Speakers from partner universities from the area along with WWU faculty and scholars from the broader Puget Sound region will be incorporated into the series. During Year II of the project, monthly faculty colloquia on current global concerns will be added. Faculty from across the campus will be asked to take an active part in the design, planning and implementation of both initiatives. Students specializing in various fields of international studies will be afforded special opportunities to meet with faculty presenters and exchange views and perspectives. Students and faculty from other educational institutions in the region—including from the community colleges and K-12 system—will also be invited to attend lectures and presentations that may be of interest to them. Likewise a special effort will be made to publicize and promote the lectures series with various groups in the community interested in international affairs.

The **Entering the Global Community** will also focus its attention on providing a number of in-service programs for K-12 teachers and administrators in the region. We have already initiated discussions with these groups as to how this project can be of assistance to them in developing their work with foreign languages and international studies. It is the

intention of the grant to deliver a series of workshops for foreign language instructors that will aid them in introducing additional languages from the Asia Pacific region into the regional schools. Special attention will be given to identified needs in Russian, Chinese, and Mongolian. Visiting language instructors from WWU partner universities in Asia will be made available to work with colleagues in the K-12 system.

Building on a pilot in-service program for K-12 teachers that will take place this summer, the Center for International Studies will initiate a series of workshops for regional educators on international studies topics during both years of the project. In Year I two such workshops will be organized. One will discuss current social, economic and educational challenges faced by the societies of the Asia-Pacific region. The other will be tailored to examining the specific conditions faced in three countries of the broader region: Korea, Russia and Mongolia. These in-service workshops will be planned and developed in close consultation with regional educators and will respond to specific areas of interest identified by participating teachers. Visiting international scholars will also take part in these workshops.

During Year II of the project an additional two in-service workshops will be organized for K-12 faculty. The first of these will examine current trends in migration and multiculturalism in the global community. A special effort will be made to focus on the implications of these developments for schools and their educational programs. The second in-service workshop will provide a focused discussion on Canadian versus American approaches to migration and multiculturalism issues. This second workshop will incorporate a visit to Vancouver and a discussion of policies in these areas with local Canadian government officials and educators.

### **III. Administration of the Project**

#### **A. Quality of Key Personnel—**

The project will be undertaken in a collaborative fashion with faculty and staff participating from several departments and colleges across the Western Washington University campus. Many of these individuals bring with them an extensive background in international studies. Several have had previous experience in developing implementing and assessing international curriculum and programs. (Please refer to Appendix D.) A brief summary of the qualifications and roles played by some of the key personnel are detailed below:

**Dr. Douglas Nord** (Ph.D., Duke University, 1979) is Professor of Political Science and presently the Executive Director of WWU's Center for International Studies. Dr. Nord is a scholar of international relations and comparative public policy. His specialized fields are in migration theory, environmental policy and Canadian-American relations. He has taught in a variety of countries including Canada, Japan, Sweden, Russia and the United Kingdom. Prior to coming to Western Washington University he served as the Executive Director of the University Center for International Education at Wright State University and as the Chair of the Ohio International Consortium. Dr. Nord has had an extensive background in the development, administration and assessment of international curriculum and programs. He was Director of International Studies at the University of Minnesota, Duluth and Project Director for its Title VI-A grant from 1986-88. While at Wright State, he occupied the role of Project Director for both their successful Title VI-A and Title VI-B projects earlier in this decade. He also authored and served as Project Director for WWU's FIPSE Higher Education Collaboration grant with the European Union from 2003-2005. He has been an international program evaluator for the Swedish, Canadian and U.S. governments and was

awarded an honorary doctorate in 2005 by Umeå University in Sweden for his work on international education. In this undertaking, Dr. Nord will serve as **Project Director**. He will be responsible for the overall integration of the several activities contained within **Entering the Global Community** and for the administration of the grant. He will take responsibility for organizing and coordinating the curriculum development efforts of the participating faculty. He will be responsible for organizing the initial faculty workshop and the final evaluation project. He will also help to design the senior “capstone” seminar for the revised Minor in International Studies. He will be released from 20% of his normal administrative duties throughout both years of the project to perform these functions.

**Dr. Edward Vajda** (Ph.D., University of Washington, 1987) is Professor of Russian and the Director of the East Asian Studies Program at Western Washington University. He specializes in the fields of Russian language and linguistics and has an interest as well in the history and culture of the peoples of Siberia and Inner Asia. Dr. Vajda has published widely in these areas and currently serves as an editor of *Word*, the journal of the International Linguistics Association. He has recently undertaken ground-breaking work in the study of language links between the native peoples of the Russian North and those of North America. He has also regularly taught courses on the history, language and culture of the nomadic peoples of Asia and on the Mongols. Dr. Vajda has received WWU’s Excellence in Teaching Award and has been a recipient of a Fulbright-Hayes Faculty Research Abroad Award. He possesses a wealth of background in the development, administration and assessment of foreign language and area studies programs. Dr. Vajda will function as the **Associate Director** of the project and serve as its **Language Resource Specialist**. His prime responsibility will be to help revise and enhance the first and second year language sequence in Russian at WWU and to organize the delivery of beginning Mongolian on campus. He will

also take the lead in implementing an evaluation and assessment scheme for these language efforts. In addition, Dr. Vajda will be responsible in the **Entering the Global Community** project for helping to integrate Asia-Pacific themes and materials into the various curricular and co-curricular efforts of the Project. He will be released from 20% of his normal academic responsibilities over both years of the project to undertake these tasks.

**Professor Elizabeth Partolan-Fray** (M.S. Western Washington University, 1987) is Director of the Office of International Programs and Exchanges at WWU. She also teaches within the Student Affairs Administration Program on campus. Professor Partolan-Fray brings a wealth of experience in international education to the **Entering the Global Community** project. She is a graduate of the Peace Corps program and has been an overseas program evaluator in Africa and Asia. For the past fifteen years she has organized and administered study abroad programs on the campus and worked with other WWU faculty to expand their interest in international education programs. She presently serves on the Executive Board of the Northwest Council for Study Abroad and has been a site evaluator for the organization. For the past five years Professor Partolan-Fray has served as a NAFSA Program Trainer for study abroad development. In this project Professor Partolan-Fray will serve in the role of **Study Abroad Program Coordinator**. She will take responsibility for the proposed expansion and enhancement of study abroad opportunities at WWU. She will develop new strategies and approaches designed to better plan, organize and promote campus-based study abroad and service learning opportunities. Professor Partolan-Fray will also take the lead in a concerted effort to recruit under-represented student groups to such programs. She will develop an assessment program for all such efforts. Professor Partolan-Fray will work with Western faculty members to design and organize additional faculty-led offerings. She will assist the Project Director and Dan Lindeman, **International Exchange**

**Coordinator** for the project, with the further development of institutional linkages with educational partners abroad—especially those in the Asia-Pacific region. In order to perform these roles she will be released from 20% of her usual administrative responsibilities during both Year I and Year II of the Project.

**B. Coordination with Supporting Staff and Faculty**

The three individuals above will form the **Program Steering Group** for the **Entering the Global Community** project. They will meet quarterly to direct and assess the work of the project. They will be joined in their discussions regularly by other faculty members participating in the project and the associated support staff. An organized faculty/staff workshop will be held during the start each year of the project to provide for additional opportunities for extended discussion of curricular objectives and instructional goals and techniques.

The other participating faculty members of the **Entering the Global Community** project include:

**Dr. Troy Abel (Ph.D., George Mason University)** Asst Professor of Environmental Studies

**Dr. Bidisha Biswas (Ph.D., University of Maryland)** Asst Prof, Political Science

**Dr. Michael Karlberg (Ph.D., Simon Fraser University)** Assoc Prof, Communication

**Dr. Elizabeth Mogford (Ph.D., University of Washington)** Asst Prof, Sociology

**Dr. Niall O Murchu (Ph.D., University of Washington)** Assoc Prof, Interdisciplinary Studies

**Prof. Trish Skillman (M.Ed., Western Washington University)** Asst Prof, Elementary Education & TESOL

**Dr. Paul Storer (Ph.D., University of Western Ontario)** Professor and Chair, Economics

**Dr. John Tuxill (Ph.D., Yale University)** Asst Prof, Environmental Studies

Most of these faculty members will be developing new curricular components of the revised Minor in International Studies as described above. Others will be working in conjunction with staff members to offer co-curricular elements of the project. Dr. Karlberg will be working with Karen Henriksen (**Outreach Coordinator**) to plan the International Lecture Series and Faculty Colloquia. Professor Skillman will collaborate with Marlene Harlan (**K-12 Project Coordinator**) to organize the in-service teachers workshops. Patti Basart (**Operations and Administrative Support**) will work with the Project Director to coordinate and assist the various components the project.

### **C. Statement of Equal Access and Participation**

Western Washington University takes pride in its diverse academic community. From its inception, the institution has sought to include the full spectrum of society within its academic programming. It presently enjoys a strong and vibrant faculty and student body. The faculty and staff members of the **Entering the Global Community** project represent a variety of international, ethnic and racial backgrounds and reflect equal numbers of male and female participants. Our goal is to make this project as inclusive as possible. The proposed new additions to our International Studies curriculum speak to issues of equality, diversity and inclusion. As mentioned above, we seek to undertake a special initiative to recruit under-represented student groups to our study abroad and service learning programs. We are also making the theme of multiculturalism within the global community an aspect of our K-12 in-service workshops.

Western Washington University has endeavored to remove barriers to full participation in higher education. A commitment to diversity and full inclusion is contained within the mission statement of the institution and annually recognized through the Presidential Diversity Award. The Office of Admissions and the Office of Equal Opportunity have

worked with the Center for International Studies to help recruit and retain a diverse student body and teaching staff and to ensure that all university sponsored programs and activities are available and accessible to all.

WWU is an Equal Opportunity Educator and Employer. The institution conducts national searches for faculty and staff and specifically advertises new openings in publications directed toward groups traditionally under-represented in academia.

#### **IV. Budget, Resource Allocation and Cost Effectiveness**

The budget for this two-year project has been developed to maximize the use of available institutional resources and funds requested from the U.S. Department of Education. A descriptive account of the budget for **Entering the Global Community** is provided in Appendix B of this document. There, detailed accounts of all costs by line item and by year are set forth. The descriptive budget also notes how each budget item is related specified goals and objectives. An overview of the major areas of resource allocation is supplied here.

##### ***Salaries Wages and Benefits***

The largest allocation of resources within this project is to faculty and staff wages and benefits. The proposed budget will allow the **Entering the Global Community** project to acquire the time of key Western Washington University faculty and staff members to design and develop new courses, create new study abroad and service- learning options, establish a new international studies lecture series and faculty colloquia, provide in-service workshops for K-12 teachers in the region and administer the grant.

During Year I of the project \$56,384 in direct funding is requested from the U.S. Department of Education for these purposes. Western Washington University will contribute \$58,895 in matching resources during the same period. During Year II of the project, an

additional \$58,249 will be sought from the U.S. Department of Education for similar efforts. WWU, for its part, will allocate \$61,249 for similar efforts during that same period.

### *Travel*

The second largest resource need of the **Entering the Global Community** project is in the area of travel support. Resources allocated to this area will be directed towards three major efforts: the establishment of new exchange linkages; the development of new study abroad options and support for visiting faculty from partner universities. In addition smaller amounts will be designated to assist with the creation of K-12 in-service workshops and to provide the Project Director and Associate Director to attend the annual meeting of the Title VI project directors. During Year I of the project, a total of \$13,300 in direct funding is requested from the U.S. Department of Education for these combined purposes. Western Washington University will contribute \$15,900 in funding during this same period. During Year II of the project, an additional \$13,400 in travel support will be sought from the U.S. Department of Education. WWU will contribute \$16,000 of travel funding during that same period.

### *Supplies and Materials*

The next largest requirement for this project is in the area of office supplies and instructional materials. The majority of resource allocations in this area will be in support of 1) new curriculum design and development (both language and global policy courses; 2) the development and implementation of the new international studies lecture series and colloquia; 3) the creation of the K-12 in-service workshops; 4) the purchase of new library resources to support project activities; and 5) the administration of the project. During Year I of **Entering the Global Community** \$8,950 in direct support of this budget area will be requested from the U.S. Department of Education. Western Washington University will

supply resources in the amount of \$25,050 for the same purposes. During Year II of the project, an additional \$9,450 will be requested from the U.S. Department of Education to finance these initiatives. WWU will allocate an additional \$25,050 for such purposes during the same time period.

#### ***Consultant/External Examiner***

The final cost area of the budget relates to the project's external assessment and evaluation. \$2,000 will be requested from the U.S. Department of Education in both Year I and Year II of *Entering the Global Community* to secure the professional services and cover the travel and accommodation costs of the external reviewer of the project. Western Washington University will contribute \$500 each year of the project to support this important undertaking.

#### ***Summary of Direct Costs of the Project***

The budget for this project calls for the U.S. Department of Education to provide a total of \$176,832 in direct funding over two years to meet its various needs. The same budget identifies \$219,396 in matching resources to be supplied by Western Washington University during the same period. Each participant will contribute resources in the amount of eight percent to cover indirect costs.

In the course of developing the project's budget every attempt has been made to provide a complete and accurate estimate of costs and resources. In this regard both WWU and U.S. Government travel and per diem guidelines have been consulted and utilized. Similarly, there has been a concerted effort to maximize the use of all budgeted resources. As such, with respect to travel arrangements, economy airfares have been sought and early booking incentives have been utilized.

## V. Adequacy of Resources

Western Washington University is able to provide the necessary human and physical resources to meet the needs of the **Entering the Global Community** project. There has long been a strong commitment on the part of the administration and faculty to make significant contributions to the growth and development of international education on the campus. During the past few years, a number of important new international resources have been added to the WWU campus. The Center for International Studies was established in 2006 to help foster and facilitate greater international activity on the part of students and faculty. The Center's home in College Hall has been recently renovated to provide additional space and facilities for its various undertakings. New administrative and support staff have been hired to support the work of the Center.

Over the past decade, each of the academic colleges and schools on the campus has encouraged the development of curriculum that embodies international and comparative perspectives. The further development of the global perspective of Western Washington University has been identified as important priority by the institution's new president, Dr. Bruce Shepard. A significant number of new faculty members with considerable international experience and expertise have been added to WWU's academic community over the past several years. The quality of the faculty participants included in this project fully attests to this continuing institutional commitment and investment in international studies.

This investment in human capital has also been accompanied by a commitment of physical resources in support of international education. Western Washington possesses a variety of well-equipped classrooms and seminar spaces that can be made available for the instructional needs of this project. Western also has a modern foreign language lab and

learning center that is scheduled to be further upgraded and expanded during the 2010-11 academic year. There is sufficient faculty office space, supplies and administrative support services for both WWU participants and visiting scholars associated with the **Entering the Global Community** project. Likewise, as a major regional university, Western Washington University maintains a multifunctional Academic Technology and User Services (ATUS) Center that can offer a variety of services in support of instructional and learning on campus and at a distance using the most current technologies and applications.

In addition, the Western Washington University Library offers a wealth of materials in support of this project. With a collection in excess of 1.4 million bound volumes and a subscription to more than 5,000 journals and serials, the WWU Library on its own represents a major resource on campus for those working in the field of international education. Recently, through the introduction of the Summit Program, WWU students and faculty can now access an additional 30 million library items held in various university library collections from across the states of Washington and Oregon. The Western Washington University Library already maintains a special collection on the languages, history and cultures of East and Inner Asia. In anticipation of the development of this project, the staff of the WWU Library has undertaken a review of this collection and has produced a list of recommendations for new book and serial acquisitions in these areas that would broaden its coverage to include contemporary studies of the Russian Far East and Mongolia. They have also allocated matching funds for library purchases in support of proposed curricular initiatives in this area as well as in global policy studies.

## **VI. Evaluation Plan**

### **A. Overview**

Our primary goal for evaluation of the **Entering the Global Community** project is to determine the effectiveness of the implementation of the seven proposed objectives. The Project Steering Group will employ methods to evaluate the entire program at intervals corresponding to the development, implementation and maintenance phases of each initiative in each of the funded years. Tracking of progress and accomplishments will include both quantitative and qualitative measures. Attention will be directed toward all participating groups in the project—faculty, staff, students, administrators, K-12 teachers and community members. A specialized assessment process will be utilized to determine the effectiveness of foreign language instruction within the project. In addition to using the evaluation results for reporting successes and areas for future improvements, the Project Steering Group will use evaluation results to make enhancements to the program, continuously over the two-year cycle, using a longitudinal framework. Both external and internal methods of evaluation will be employed.

### **B. Outside Evaluator/Consultant**

**Dr. Diddy Hitchins**, Director Emerita of the International Studies Program at the University of Alaska, Anchorage, will be the external evaluator for this project. Dr. Hitchins has a significant background in international curriculum design and program development. (Please refer to Appendix H). She also has had extensive experience in program assessment having previously served as an external evaluator for FIPSE and Fulbright programs. She is quite familiar with the Asia-Pacific region having led a Fulbright-Hays Faculty Development Seminar to the Russian Far East in 2006. Dr. Hitchins will assist the Project Director and Associate Director by advising them on appropriate evaluation methods and techniques and

by reviewing the proposed measures of assessment and participation developed by the Project Steering Group. She will visit Western Washington University at least three times during the duration of the project—at the outset of the project and at the end of Year I and Year II of the project. During these visits she will establish criteria for evaluating the project, monitor progress towards achieving stated goals and provide feedback to the Project Steering Group concerning the effectiveness of the project's various activities. She will submit a final evaluation report at the end of the project.

### **C. Internal Evaluation**

The Project will be evaluated internally by utilizing process, participant and outcome assessment approaches. With respect to process assessment, each of the main project activities will be determine if they were carried out on time and were accomplished both effectively and efficiently. This assessment will be the responsibility of the Project Director, Dr. Douglas Nord. He will document the progress made in accomplishing the project's goals and objectives and report any deviations from the established timelines quarterly to the Project Steering Group.

Participant assessment will entail the involvement of faculty, students, teachers and community members. Faculty given responsibility for designing new courses or related academic activities will be asked to provide written participant assessments of their efforts at the conclusion of their work. The results of these self-evaluations will be compiled by the Project Steering Group and key findings will be presented and discussed with the full program team during scheduled faculty workshops. Feedback from students participating in the new courses or co-curricular activities sponsored by the Project will be gathered by utilizing standard WWU student course evaluations with additional targeted questions and by means of individualized interviews.

The effectiveness of new study abroad and service learning initiatives will be captured by both a quantitative analysis of participation rates and by qualitative assessment derived from follow-up interviews with program participants. Special attention will be focused on the Project's ability to encourage the growth of participation rates in Asia-Pacific programs, enrollments in language-based programs and the inclusion of non-traditional student groups. Specific goals will be established for each of these objectives and annual reports will be made on the progress achieved in each of these areas. An effort will also be made to capture perceived levels of effectiveness in designing, organizing and promoting new campus-organized programs—especially faculty-led programs and exchange programs.

Assessment of the K-12 in-service teaching workshops will be done through both quantitative and qualitative measures. Participants will be asked to evaluate each of the workshops utilizing a tailored Extended Education questionnaire with specific quantifiable measures aimed at securing an understanding of the effectiveness of the workshop in securing previously agreed upon learning goals and outcomes. The assessment information derived from this effort will be supplemented with subsequent in-person interviews with a select sample of participants during which specific strengths and limitations of the overall workshop and individual presentations can be set forth.

The evaluation of the international lecture series and the faculty colloquia will be undertaken by means of response questionnaires distributed to students, faculty and community members participating in them. The results of these surveys will be gathered by the Project Director and presented using both quantitative and qualitative indices. These participant evaluations will be supplemented by written assessments by the faculty and staff organizers of these activities. The evaluative comments of presenters will also be requested.

The overall results of these assessment tools will be shared during meetings of the full project team.

**D. Special Foreign Language Evaluation**

Mongolian and Russian language skills will be assessed at the end of each year of study by methods adapted from guidelines established by the **American Council of Foreign Language Teaching (ACTFL)**. Assessment will track student acquisition of the following specific skills:

**Russian and Mongolian 110** -- In one-on-one meeting with the professor, participate in dialogs based on simple interactions, such as greetings and farewells, asking basic questions, responding correctly to basic questions about one's biography. Write cursive Cyrillic in dictation by correctly recognizing all of the sounds of the language, as well as their graphic representation. Knowledge of the two conjugations in the present tense (for Russian) and of basic past, present, future forms (for Mongolian). Knowledge of the nominative, accusative and locative cases. Tested orally by drill, as well as on paper.

**Russian and Mongolian 120** --Ability to generate dialog, explain one's biography in a cohesive fashion, not only by short responses to questions. Ability to describe basic scenes of city life. Knowledge of past, present and future tense, as well as of all cases. Testing by oral substitution drills, as well as on paper. Ability to change narration of simple stories from one tense to another.

**Russian 201** --Give a 5-minute presentation on a prepared topic. Ability to use verb aspects correctly, as tested by oral drill and on paper. Demonstrate the ability to give directions when asked by a native speaker.

**Russian 202** --Give a 10-minute presentation on a prepared topic and answer questions posed by the teacher. Ability to comprehend a written text on an unfamiliar basic topic and answer questions about it in writing. Demonstrate acquisition of key Russian idioms.

**Russian 203** --Give a 15-minute presentation in Russian on a prepared topic and answer questions posed by the teacher. Ability to comprehend a longer written text on an unfamiliar basic topic and answer more complex questions about it in writing. Show comprehension participles and verbal adverbs in a written text by changing them into simple tenses in rewriting the text. Demonstrate the use of different styles of speaking, with the professor posing as teacher, as stranger on the street, and as another student.

**Mongolian 210** --Give a 5-minute presentation on a prepared topic. Ability to use a variety of postpositions correctly, as well as verb forms that express modality; tested by oral drill and on paper. Some knowledge of the traditional vertical script will be introduced. Students will be tested on their ability to recognize familiar words in the script as well as to write a number of basic words.

**Mongolian 220** --Give a 10-minute presentation on a prepared topic and answer questions posed by the teacher. Ability to comprehend a written text on an everyday topic and answer questions about it in writing. Demonstrate acquisition of key Mongolian idioms, ability to describe realia from traditional Mongolian life, using correct Mongol words.

The following levels, again following **ACTFL**, will be used as target assessment criteria:

Oral Proficiency Level	<b>Description</b>
Advanced	Can narrate and describe in past, present, and future time. Gets into, through, and out of a survival situation involving some complication.
Intermediate High	Can perform at the Advanced level sometimes, but not consistently.
Intermediate Mid	Can create with language, ask and answer questions on familiar topics. Gets into, through, and out of a simple survival situation.
Intermediate Low	Similar to the Intermediate Mid level, but with somewhat less creativity in using the language.
Novice High	Can perform at the Intermediate level sometimes, but not consistently.

Upon completion of the first year of Russian, students should be able to perform at the "Intermediate Low" level. Students finishing the first year of Mongolian, which will involve only two quarters of intensive study rather than three, will be expected to perform at the "Novice High" level. Students completing the second-year Russian sequence will be expected to perform at the "Intermediate High" level, while Mongolian second-year graduates should be able to perform minimally at the "Intermediate Low" level.

**E. Sharing of Assessment Results**

The results of both the external, internal and specialized foreign language assessment initiatives associated with the **Entering the Global Community** project will be made available to all members of the project team, appropriate academic administrators and the U.S. Department of Education. Final assessment results and reports will be included among the materials placed on the Project's webpage.

**VII. Expected Outcomes and Results from the Project**

It is possible to identify several of the main outcomes and benefits to be derived from full implementation of the **Entering the Global Community** project. Some of these are distinctive to Western Washington University. Others are more generally applicable. With

reference to the former, five major cohorts of outcomes and benefits can be anticipated.

They include:

**1) New opportunities for students, faculty, staff and community members to participate in international education through Western Washington University**

--new and enhanced course offerings on campus

--additional study abroad and service learning opportunities

--new exchange opportunities for faculty and staff

--new opportunities for community members to participate in international studies programming

--new K-12 workshops in international studies and foreign languages for regional educators

**2) Strengthening the curricular focus of international studies**

--a global policy emphasis within the Minor International Studies

--establishment of a senior “capstone” seminar within the Minor

--increased offerings of Asia-Pacific courses

--greater integration of foreign language studies with the Minor

--expansion of library holdings in international studies

**3) Broadening of foreign language use, instruction and application on campus**

--revision of first and second year sequence courses in Russian

--enhancement of instructional methods and materials

--addition of beginning Mongolian to the undergraduate curriculum

--incorporation of partner university faculty into the classroom

--creation of additional linkages to Asia-Pacific studies

#### **4) Encouragement of interdisciplinary planning and delivery of curriculum and programs**

- joint development and delivery of global policy courses
- greater collaboration between foreign language faculty and Asia- Pacific area study specialists
- cooperative planning and development of international studies lecture series
- joint planning and promotion of faculty colloquia
- joint preparation and delivery of K-12 in-service workshops

#### **5) Faculty development opportunities**

- development of faculty-led study abroad or service-learning programs
- participation in teaching abroad opportunities at a partner university
- joint development or delivery of courses with visiting international faculty member
- collaborative research opportunities with visiting faculty member from a partner university
- offering courses within the International Studies Minor

Many of the positive outcomes and benefits associated with the **Entering the Global Community** can be duplicated at other post-secondary institutions by following the project's curricular guidelines and organizational procedures. The project's emphasis on focus, coherence and collaboration in the development of international curriculum and programming seem particularly worthy of further replication.

### **VIII. Communication and Dissemination of Results**

The project team members are affiliated with a broad range of academic and professional organizations that will afford opportunities to their report their work in **Entering the Global Community**. In addition, a concerted effort will be made to present discussion of the

project's various activities at gatherings of international educators such as the national and regional meetings of the National Association of Foreign Student Advisors (NAFSA) and the International Studies Association (ISA) and at the annual conferences of the Association of International Education Administrators (AIEA). Western Washington University Center for International Studies will create and maintain a website in support of the project. It will record the activities associated with the project and report on curricular developments and the results of faculty workshops. This site will allow access to useful information and materials from across campus or from around the globe. At the conclusion of the project, its Directors will prepare for publication an account of the establishment, development, evolution and evaluation of **Entering the Global Community**. The manuscript will be submitted to appropriate journals such as *International Studies Notes* or the *Journal of Studies in International Education*. Throughout the duration of the entire project, faculty from other universities, community colleges and schools in the region will be invited to participate in relevant workshops, lecture series and colloquia.

#### **IX. Assurances**

All qualified students at WWU will have equal access to and derive benefit from the academic program outlined in this project proposal. In addition, Federal assistance received in relation to this proposal will be used to supplement not supplant WWU's efforts to improve undergraduate instruction in international studies and foreign languages. The Project contains the required federal certificate and assurance forms signed by WWU's Office of Research and Sponsored Programs.

# Budget Narrative

## Budget Narrative

Attachment 1:

Title: Pages: Uploaded File: **1234-Project\_Budget\_Line\_Item.pdf**

<b>WWU Share</b>		<b>Year 1</b>	<b>Year 2</b>	<b>Total</b>
<b>1. SENIOR PERSONNEL AND OTHER PERSONNEL</b>				
Doug Nord	\$109,200.00	\$11,357	\$11,811	\$23,168
Ed Vajda	\$71,787.00	\$7,466	\$7,765	\$15,231
Liz Partolan-Fray	\$66,534.00	\$6,920	\$7,197	\$14,117
Karen Henriksen	\$41,202.00	\$4,285	\$4,456	\$8,741
Marlene Harlan	\$69,529.00	\$7,231	\$7,520	\$14,751
Dan Lindeman	\$35,928.00	\$1,868	\$1,943	\$3,811
Patti Basart	\$57,318.00	\$5,961	\$6,199	\$12,160
3 Faculty Stipends	\$0.00	\$0	\$0	\$0
<b>Subtotal, salaries</b>		<b>\$45,088</b>	<b>\$46,891</b>	<b>\$91,979</b>
<b>2. FRINGE BENEFITS</b>				
Fac & Exempt	30%	\$12,966	\$13,484	\$26,450
classified staff	45%	\$841	\$874	\$1,715
Students GRA & Ugrad	10%			\$0
<b>Subtotal, fringe</b>		<b>\$13,807</b>	<b>\$14,358</b>	<b>\$28,165</b>
<b>3. Travel</b>				
PD & Co-PD (international travel) in support partner exchanges and curriculum development		\$6,000	\$6,000	\$12,000
PD & Co-PD (domestic travel) to attend Title VI Project Directors Meeting		\$2,000	\$2,000	\$4,000
Study Abroad Project Coordinator (international travel) to develop new programs and lingages.		\$2,000	\$2,000	\$4,000
3 visiting faculty from partner institutions who will participate in course instruction & in international studies lecture series		\$5,500	\$5,500	\$11,000
K-12 Project coordinator (domestic travel) in support of in-service workshops		\$400	\$500	\$900
<b>Subtotal, Travel</b>		<b>\$15,900</b>	<b>\$16,000</b>	<b>\$31,900</b>
<b>4. Materials and Supplies</b>				
Office supplies and phone expenses in support of curriculum development, study abroad, exchange programs, lecture series and K-12 workshops		\$4,500	\$4,500	\$9,000
Laptop computer and printer in support of curriculum development, study abroad, lectures series and K-12 workshops		\$1,250	\$1,250	\$2,500
Computer software and curriculum resource materials related to global policy courses and Russian and Mongolian language instruction		\$1,800	\$1,800	\$3,600
Library acquisitions in support of curriculum development, lecture series and K-12 workshops		\$17,500	\$17,500	\$35,000
<b>Subtotal, Materials and Supplies Costs</b>		<b>\$25,050</b>	<b>\$25,050</b>	<b>\$50,100</b>
<b>5. Consultant Costs</b>				
Site visit by External Reviewer		\$500	\$500	\$1,000
<b>Subtotal, Consultant Costs</b>		<b>\$500</b>	<b>\$500</b>	<b>\$1,000</b>
<b>TOTAL DIRECT COSTS</b>		<b>\$100,345</b>	<b>\$102,799</b>	<b>\$203,144</b>
<b>INDIRECT COSTS - 8% of TDC</b>		<b>\$8,028</b>	<b>\$8,224</b>	<b>\$16,252</b>
<b>TOTAL COSTS</b>		<b>\$108,373</b>	<b>\$111,023</b>	<b>\$219,396</b>

<b>USDE Share</b>		<b>Year 1</b>	<b>Year 2</b>	<b>Total</b>
<b>1. SENIOR PERSONNEL AND OTHER PERSONNEL</b>				
Doug Nord	\$109,200.00	\$11,357	\$11,811	\$23,168
Ed Vajda	\$71,787.00	\$7,466	\$7,765	\$15,231
Liz Partolan-Fray	\$66,534.00	\$6,920	\$7,197	\$14,117
Dan Lindeman	\$35,928.00	\$3,737	\$3,886	\$7,623
Patti Basart	\$57,318.00	\$5,961	\$6,199	\$12,160
3 Faculty Stipends	\$2,500.00	\$7,500	\$7,500	\$15,000
<b>Subtotal, salaries</b>		<b>\$42,941</b>	<b>\$44,358</b>	<b>\$87,299</b>
<b>2. FRINGE BENEFITS</b>				
Fac & Exempt	30%	\$11,761	\$12,142	\$23,903
classified staff	45%	\$1,682	\$1,749	\$3,431
Students GRA & Ugrad	10%			\$0
<b>Subtotal, fringe</b>		<b>\$13,443</b>	<b>\$13,891</b>	<b>\$27,334</b>
<b>3. Travel</b>				
PD & Co-PD (international travel) in support partner exchanges and curriculum development		\$3,500	\$3,500	\$7,000
PD & Co-PD (domestic travel) to attend Title VI Project Directors Meeting		\$2,000	\$2,000	\$4,000
Study Abroad Project Coordinator (international travel) to develop new programs and linkages.		\$2,000	\$2,000	\$4,000
3 visiting faculty from partner institutions who will participate in course instruction & in international studies lecture series		\$5,500	\$5,500	\$11,000
K-12 Project coordinator (domestic travel) in support of in-service workshops		\$300	\$400	\$700
<b>Subtotal, Travel</b>		<b>\$13,300</b>	<b>\$13,400</b>	<b>\$26,700</b>
<b>4. Materials and Supplies</b>				
Office supplies and phone expenses in support of curriculum development, study abroad, exchange programs, lecture series and K-12 workshops		\$2,250	\$2,250	\$4,500
Laptop computer and printer in support of curriculum development, study abroad, lectures series and K-12 workshops		\$2,200	\$2,200	\$4,400
Computer software and curriculum resource materials related to global policy courses and Russian and Mongolian language instruction		\$1,500	\$2,000	\$3,500
Library acquisitions in support of curriculum development, lecture series and K-12 workshops		\$3,000	\$3,000	\$6,000
<b>Subtotal, Materials and Supplies Costs</b>		<b>\$8,950</b>	<b>\$9,450</b>	<b>\$18,400</b>
<b>5. Consultant Costs</b>				
Site visit by External Reviewer		\$2,000	\$2,000	\$4,000
<b>Subtotal, Consultant Costs</b>		<b>\$2,000</b>	<b>\$2,000</b>	<b>\$4,000</b>
<b>TOTAL DIRECT COSTS</b>		<b>\$80,634</b>	<b>\$83,099</b>	<b>\$163,733</b>
<b>INDIRECT COSTS - 8% of TDC</b>		<b>\$6,451</b>	<b>\$6,648</b>	<b>\$13,099</b>
<b>TOTAL COSTS</b>		<b>\$87,085</b>	<b>\$89,747</b>	<b>\$176,832</b>