

# **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 # P016A090049**

**Grants.gov Tracking#: GRANT10295164**

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

Closing Date: APR 30, 2009

# **\*\*Table of Contents\*\***

## **Forms**

1. Application for Federal Assistance (SF-424)	e1
2. Standard Budget Sheet (ED 524)	e5
3. SF 424B - Assurances Non-Construction Programs	e7
4. Disclosure of Lobbying Activities	e9
5. 427 GEPA	e10
Attachment - 1	e11
6. ED 80-0013 Certification	e12
7. Dept of Education Supplemental Information for SF-424	e13

## **Narratives**

1. Project Narrative - (Abstract Narrative...)	e14
Attachment - 1	e15
2. Project Narrative - (Project Narrative...)	e16
Attachment - 1	e17
3. Project Narrative - (Other Narrative...)	e57
Attachment - 1	e58
4. Budget Narrative - (Budget Narrative...)	e81
Attachment - 1	e82

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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:  
 Northern Michigan 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	\$ 12,488	\$ 10,704	\$ 0	\$ 0	\$ 0	\$ 23,192
2. Fringe Benefits	\$ 2,198	\$ 1,884	\$ 0	\$ 0	\$ 0	\$ 4,082
3. Travel	\$ 22,751	\$ 31,928	\$ 0	\$ 0	\$ 0	\$ 54,679
4. Equipment	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
5. Supplies	\$ 7,700	\$ 7,700	\$ 0	\$ 0	\$ 0	\$ 15,400
6. Contractual	\$ 24,476	\$ 23,442	\$ 0	\$ 0	\$ 0	\$ 47,918
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
9. Total Direct Costs (lines 1-8)	\$ 69,613	\$ 75,658	\$ 0	\$ 0	\$ 0	\$ 145,271
10. Indirect Costs*	\$ 5,569	\$ 6,053	\$ 0	\$ 0	\$ 0	\$ 11,622
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	\$ 75,182	\$ 81,711	\$ 0	\$ 0	\$ 0	\$ 156,893

**\*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): US 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

Expiration Date: 06/30/2005

Name of Institution/Organization:  
 Northern Michigan 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 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	\$ 34,621	\$ 42,635	\$ 0	\$ 0	\$ 0	\$ 77,256
2. Fringe Benefits	\$ 18,045	\$ 21,210	\$ 0	\$ 0	\$ 0	\$ 39,255
3. Travel	\$ 5,696	\$ 500	\$ 0	\$ 0	\$ 0	\$ 6,196
4. Equipment	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
5. Supplies	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
6. Contractual	\$ 11,356	\$ 11,356	\$ 0	\$ 0	\$ 0	\$ 22,712
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
9. Total Direct Costs (lines 1-8)	\$ 69,718	\$ 75,701	\$ 0	\$ 0	\$ 0	\$ 145,419
10. Indirect Costs	\$ 5,577	\$ 6,056	\$ 0	\$ 0	\$ 0	\$ 11,633
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	\$ 75,295	\$ 81,757	\$ 0	\$ 0	\$ 0	\$ 157,052

# Project Narrative

## Abstract Narrative

Attachment 1:

Title: Pages: Uploaded File: **1235-NMU\_Abstract.pdf**

## Abstract

Over the past eight years, the number of students pursuing International Studies at Northern Michigan University (NMU) has increased dramatically (from 28 majors and zero minors in 2000, to 76 majors and 20 minors in 2008). The demand for international knowledge and experiences was also underscored in NMU's strategic plan that calls for the creation of a "Global Campus" by 2015. Over the past nine months, an interdisciplinary group of faculty and staff worked together to create the proposed project that addresses a host of needs voiced by students, faculty, and staff.

The overall goal of the *Taking NMU International Studies to the Next Level* project is to create and expand opportunities for Northern Michigan University students and faculty to become more globally engaged. This will be achieved through the following objectives and activities:

Objective One: Enhance the International Studies Curriculum to make it more accessible, coherent, and attractive for majors, minors, and students at large. The activities associated with this objective include: 1.) Create two interdisciplinary core courses: an *Introduction to International Studies* course to serve as a cornerstone of the International Studies major and minor and an *International Engagement* course; 2.) Enhance the existing International Studies major to include the cornerstone and *International Engagement* courses and to create tracks in Latin American Studies, Asian Studies, Africana Studies, and European Studies; 3.) Overhaul the International Studies minor to incorporate the cornerstone and *International Engagement* courses and allow more flexibility, especially for students who study abroad; and 4.) Create an *International Scholar* designation for students, with criteria for achieving the designation.

Objective Two: Expand and improve offerings in Spanish and Portuguese to broaden participation in language courses across campus, broaden learning opportunities in Latin America, and improve the Spanish curriculum. The activities associated with this objective include: 1.) Develop *Spanish for the Professions* courses in Criminal Justice and Business; 2.) Implement a Portuguese Certification program, which would include training a faculty member to teach Portuguese and Brazilian culture; and 3.) Revise the Spanish curriculum to bring it up to date and address current weaknesses.

Objective Three: Provide professional development opportunities and incentives for faculty to increase their ability to teach international studies and foreign languages. The activities associated with this objective include: 1.) Provide Oral Proficiency Interview elicitation and evaluation training to all full-time language faculty and training to all NMU language faculty in language teaching and assessment; 2.) Create international faculty development opportunities focusing on Latin American issues and topics. These opportunities will include updating book and DVD resources at NMU and sending NMU faculty to conferences and abroad for culture and linguistic training, developing new study abroad programs, and searching for internship and service opportunities, as well as research collaborations; and 3.) Create an *International Scholar* designation for faculty, with criteria for achieving the designation.

Objective Four: Create a campus-wide focus on Latin America to generate interest in International Studies. The activities associated with this objective include: 1.) Present an interdisciplinary Latin American arts series on campus in collaboration with the NMU International Performances series and launch a Latin American film series; and 2.) Host a series of speakers focusing on Latin American issues and topics.

# Project Narrative

## Project Narrative

Attachment 1:

Title: Pages: Uploaded File: **1238-NMU\_ProjectNarrative.pdf**

## **Introduction**

Northern Michigan University (NMU) is located in Michigan's Upper Peninsula (U.P.), which comprises nearly a third of the State's land area yet contains only 3% of its population. Bordering three of the five Great Lakes, it is connected to the Lower Peninsula by the Mackinac Bridge. The rural isolation of the U.P. presents unique challenges: while its 15 counties span 10.5 million acres (the approximate size of Denmark), the population is only 317,258. The average population density of the area is just 19.2 persons per square mile. The largest city in the U.P. is Marquette (population 19,661), which is home to NMU. Travel distances are significant in an often harsh environment with many months of winter. With no freeways and mostly two-lane highways, people in the U.P. frequently drive an hour or more to their place of employment.

The University is a Public Comprehensive Master's I institution and offers 180 degree programs to nearly 9,500 undergraduate and graduate students. By providing quality academic programs, strong student support, and extensive regional service for its stakeholders in the upper Midwest, NMU challenges its students, faculty, staff, and alumni to strive for excellence, both inside and outside the classroom, and to become outstanding citizens and leaders of the global community. To accomplish this mission, Northern provides a supportive living and learning environment that includes high-caliber undergraduate and graduate programs, personal attention, extensive use of modern technology, and continuous improvement of curriculum and services through systematic assessment. NMU is also one of the largest notebook computer campuses in the United States with all full-time students receiving either an IBM ThinkPad or Apple iBook as part of tuition.

Northern Michigan University has a long-standing commitment to ensuring that our students become part of the global community. To this end, Northern recently approved the

*Road Map to 2015*, a strategic plan that provides direction for University programs for the next several years. One of the key components of this plan is to develop a “Global Campus.” While the current economic situation – especially in the State of Michigan – is forcing the University to make across-the-board cuts in the range of 6 to 14 percent, NMU’s administration is actually increasing funding for this initiative.

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

The overall goal of the proposed program is to create and expand opportunities for Northern Michigan University students and faculty to become more globally engaged. This will be achieved through the following objectives:

1. Enhance the International Studies Curriculum to make it more accessible, coherent, and attractive for majors, minors, and students at large.
2. Expand offerings in Spanish and Portuguese to broaden participation in language courses across campus, broaden learning opportunities in Latin America, and improve the Spanish curriculum.
3. Provide professional development opportunities and incentives for faculty to increase their ability to teach international studies and foreign languages.
4. Create a campus-wide focus on Latin America to generate interest in International Studies.

**a. How the Project Design Shows High Quality:** The design of this project reflects Northern Michigan University’s mission statement: “Northern Michigan University challenges its students and employees to think independently and critically, develop lifelong learning habits, acquire career skills, embrace diversity and become productive citizens in the regional and global community.” Additionally, the *Road Map to 2015* states that “International opportunities also

will become a critical feature for NMU. Students demand it, employers seek it and a relevant education cannot exclude it. Beyond study abroad, our curriculum, our faculty, our student body and our thinking must reflect the realities of an interconnected, world community. We are in a unique position to distinguish all NMU majors with significant and meaningful international experiences.” The proposed objectives are designed to make this vision a reality. Over the past few years, NMU has been building toward these goals, adding personnel and infrastructure in areas related to languages and international studies, and this project will allow us to take our performance to the next level.

Faculty from the Department of Modern Languages and Literatures, staff from the Office of International Programs, and members of NMU’s Committee on Internationalization, a subcommittee of the University-wide Academic Senate, assessed this vision and compared it to our current international and language offerings and benchmarks. They then worked together to craft the following objectives and activities to bridge the gap between where we are now and where we have stated we wanted to be.

**OBJECTIVE ONE:** *Enhance the International Studies Curriculum to make it more accessible, coherent, and attractive for majors, minors, and students at large.*

Proposed Activities:

1. Create two interdisciplinary core courses: an *Introduction to International Studies* course to serve as a cornerstone of the International Studies major and minor and an *International Engagement* course.
2. Enhance the existing International Studies major to include the cornerstone and *International Engagement* courses and to create tracks in Latin American Studies, Asian Studies, Africana Studies, and European Studies.

3. Overhaul the International Studies minor to incorporate the cornerstone and *International Engagement* courses and allow more flexibility, especially for students who study abroad.
4. Create an *International Scholar* designation for students, with criteria for achieving the designation.

OBJECTIVE TWO: *Expand and improve offerings in Spanish and Portuguese to broaden participation in language courses across campus, broaden learning opportunities in Latin America, and improve the Spanish curriculum.*

Proposed Activities:

1. Develop *Spanish for the Professions* courses in Criminal Justice and Business.
2. Implement a Portuguese Certification program, which would include training a faculty member to teach Portuguese and Brazilian culture.
3. Revise the Spanish curriculum to bring it up to date and address current weaknesses.

OBJECTIVE THREE: *Provide professional development opportunities and incentives for faculty to increase their ability to teach international studies and foreign languages.*

Proposed Activities:

1. Provide Oral Proficiency Interview elicitation and evaluation training to all full-time language faculty, and training to all NMU language faculty in language teaching and assessment.
2. Create international faculty development opportunities focusing on Latin American issues and topics. These opportunities will include updating book and DVD resources at NMU and sending NMU faculty to conferences and abroad for culture and linguistic training, developing new study abroad programs, and searching for internship and service opportunities, as well as research collaborations.

3. Create an *International Scholar* designation for faculty, with criteria for achieving the designation.

OBJECTIVE FOUR: *Create a campus-wide focus on Latin America to generate interest in International Studies.*

Proposed Activities:

1. Present an interdisciplinary Latin American arts series on campus in collaboration with the NMU International Performances series and launch a Latin American film series.
2. Host a series of speakers focusing on Latin American issues and topics.

As discussed in detail in the following Plan of Operation section, this project has many quantifiable outcomes that will provide the necessary knowledge and skills for taking our enhancing our International Studies Program.

**b. Plan of Operation:** Northern Michigan University is ideally structured to provide proper, effective and efficient administration of this project, because the project director heads the Department of Modern Languages and Literatures and administers the International Studies major and minor. Thus, he is perfectly positioned to garner and coordinate the needed actions from within his department and across the University. The majority of the work for seven of the twelve activities in the Plan of Operation (Objective 1, Activities 1-3; Objective 2, Activities 1-3; Objective 3, Activity 1) will be initiated and developed within his department, based on input already gathered from across campus. The director will call upon several key faculty members from across campus to help develop the regional tracks in the International Studies major. NMU's Committee on Internationalization will be responsible for overseeing the activities associated with creating International Scholars designations (Objective 1, Activity 4 and

Objective 3, Activity 3). The Office of International Programs at NMU will work with the project director on the remaining activities, including faculty development and generating interest in Latin America (Objective 3, Activity 2; Objective 4, Activities 1-2).

**c. How the Objectives Relate to the Purpose of the Program:** The goal of the proposed program is to create and expand opportunities for Northern Michigan University students and faculty to become more globally engaged. In the summer of 2008, a small team from Northern Michigan University visited Washington D.C. to read successful proposals from recent years, and to talk with the program administrator to ensure that the goals, objectives, and activities of our project match the purpose and authorized activities of this program. We are confident, therefore, that this project's objectives coincide with the program's stated purpose, "to assist institutions of higher education . . . to plan, develop, and carry out programs to strengthen and improve undergraduate instruction in international studies and foreign languages." The program specifies that applicants "should use Federal funds to primarily revise and update curricula and to develop additional faculty expertise."

Objective One: The first objective of our project revises and updates the curricula related to the International Studies major and minor, and encourages students to take advantage of them.

Objective Two: The second objective updates the curriculum of Spanish and implements recently approved Portuguese curriculum.

Objectives Three and Four: The final two objectives will develop our additional faculty expertise in language teaching and evaluation, as well as provide additional faculty development opportunities with a Latin American focus.

**d. Resources and Personnel:** The project director's home department (Modern Languages and Literatures) will initiate and develop the curriculum proposals associated with the project's objectives. New proposals for curriculum associated with the International Studies major and minor are based on recommendations from faculty across campus and graduates of the program. The faculty from the Modern Languages and Literatures Department will work closely with key faculty from around campus to create regional studies tracks to the International Studies major. The curriculum development for Spanish for the professions will be developed with input from faculty from Criminal Justice and Business. Sadly, NMU's professor of Portuguese died unexpectedly in January. However, we have been informed by NMU administrators that the institutional commitment to Portuguese will continue, so this grant will help us to retool faculty skills to implement the program. NMU's Committee on Internationalization has agreed to work on the activities associated with the creation of student and faculty International Scholar designations; they will explore and set criteria for the designations and make recommendations on how to implement this program.

The program director will work closely with NMU's Office of International Programs to manage the activities related to faculty development, the performing arts and speaker series, and faculty travel to conferences and Latin America. We will also collaborate with our NMU International Performing Art Series program director to bring Latin American performances to NMU. Additionally, we will take advantage of ties our institution has already established with universities and institutions in Latin America to create faculty development opportunities.

**Objective One.** Enhance the International Studies Curriculum to make it more accessible, coherent, and attractive for majors, minors, and students at large.

Activities	Tasks	Personnel	Time Frame
1. Create two interdisciplinary core courses: an <i>Introduction to International Studies</i> course to serve as a cornerstone of the International Studies major and minor and an <i>International Engagement</i> course.	<ul style="list-style-type: none"> <li>● Research Introduction to International Studies courses and materials, create a syllabus and proposal for the course to be approved by NMU committees.</li> <li>● Teach the course for the first time as a special topics course.</li> <li>● Create an International Engagement course syllabus and proposal for the course to be approved by NMU committees.</li> <li>● Submit and shepherd the courses through NMU curriculum committees.</li> <li>● Teach the course for the first time as a special topics course.</li> </ul>	<ul style="list-style-type: none"> <li>● Ulland</li> <li>● Ulland</li> <li>● Compton</li> <li>● Compton</li> <li>● Compton</li> </ul>	<ul style="list-style-type: none"> <li>● Fall 2009</li> <li>● Fall 2010</li> <li>● Winter 2010</li> <li>● Summer &amp; Fall 2010</li> <li>● Winter 2011</li> </ul>
2. Enhance the existing International Studies major to include the cornerstone and <i>International Engagement</i> courses and to create tracks in Latin American Studies, Asian Studies, Africana Studies, and European Studies.	<ul style="list-style-type: none"> <li>● Create a major curriculum proposal to redesign the International Studies major.</li> <li>● Submit and shepherd the proposal through committees</li> </ul>	<ul style="list-style-type: none"> <li>● Compton (with the International Studies subcommittee)</li> <li>● Compton</li> </ul>	<ul style="list-style-type: none"> <li>● Winter 2010</li> <li>● Summer &amp; Fall 2010</li> </ul>
3. Overhaul the International Studies minor to incorporate the cornerstone and <i>International Engagement</i> courses and allow more flexibility, especially for students who study abroad.	<ul style="list-style-type: none"> <li>● Create a major curriculum proposal to redesign the International Studies minor.</li> <li>● Submit and shepherd the proposal through committees</li> </ul>	<ul style="list-style-type: none"> <li>● Compton (with IS subcommittee)</li> <li>● Compton</li> </ul>	<ul style="list-style-type: none"> <li>● Winter 2010</li> <li>● Summer &amp; Fall 2010</li> </ul>
4. Create an <i>International Scholar</i> designation for students, with criteria for achieving the designation.	<ul style="list-style-type: none"> <li>● Create criteria and proposal for International student scholar designation</li> <li>● Submit and shepherd the proposal through committees</li> </ul>	<ul style="list-style-type: none"> <li>● Orf and the Committee on Internationalization (COI)</li> <li>● Compton</li> </ul>	<ul style="list-style-type: none"> <li>● 2009-2010 academic year</li> <li>● Summer 2010-Winter 2011</li> </ul>

**Objective Two.** Expand and improve offerings in Spanish and Portuguese to broaden participation in language courses across campus, broaden learning opportunities in Latin America, and improve the Spanish curriculum.

Activities	Tasks	Personnel	Time Frame
1. Develop <i>Spanish for the Professions</i> courses in Criminal Justice and Business.	<ul style="list-style-type: none"> <li>● Research Spanish for the Professions courses and materials, create syllabi and proposal for the courses to be approved by NMU committees.</li> </ul>	<ul style="list-style-type: none"> <li>● Orf</li> <li>● Orf</li> </ul>	<ul style="list-style-type: none"> <li>● Winter 2010</li> <li>● Fall 2010</li> </ul>

	<ul style="list-style-type: none"> <li>● Teach one or both of the courses for the first time at NMU as a special topics courses.</li> <li>● Submit and shepherd the proposal through NMU committees.</li> </ul>	<ul style="list-style-type: none"> <li>● Orf &amp; Compton</li> </ul>	<ul style="list-style-type: none"> <li>● Winter 2011</li> </ul>
2. Implement a Portuguese Certification program, which would include training a faculty member to teach Portuguese and Brazilian culture.	<ul style="list-style-type: none"> <li>● Send a faculty member to Brazil for training</li> <li>● Start teaching the courses in the Portuguese program</li> </ul>	<ul style="list-style-type: none"> <li>● TBA (Spanish faculty member)</li> <li>● TBA</li> </ul>	<ul style="list-style-type: none"> <li>● Summer 2010</li> <li>● Winter 2011</li> </ul>
3. Revise the Spanish curriculum to bring it up to date and address current weaknesses.	<ul style="list-style-type: none"> <li>● Create a major curriculum proposal to restructure the Spanish major, including the creation of a new course and adjustments to several others.</li> <li>● Start the process of submitting and shepherding the proposal through committees</li> </ul>	<ul style="list-style-type: none"> <li>● Joy (in collaboration with all Spanish faculty)</li> <li>● Compton and Joy</li> </ul>	<ul style="list-style-type: none"> <li>● Winter 2011</li> <li>● Summer 2011</li> </ul>

**Objective Three.** Provide professional development opportunities and incentives for faculty to increase their ability to teach international studies and foreign languages.

Activities	Tasks	Personnel	Time Frame
1. Provide Oral Proficiency Interview elicitation and evaluation training to all full-time language faculty, and training to all NMU language faculty in language teaching and assessment.	<ul style="list-style-type: none"> <li>● Send faculty to the Oral Proficiency training</li> <li>● Arrange for one-day workshops from the American Council on the Teaching of Foreign Languages for all language faculty: <ul style="list-style-type: none"> <li>-Writing Assessment</li> <li>-Cultures and Comparisons</li> <li>-Prochievement Testing</li> <li>-Developing Oral Proficiency</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Ulland, Joy, Sherman, TBA (new faculty)</li> <li>● Compton</li> </ul>	<ul style="list-style-type: none"> <li>● November 2009 &amp; 2010</li> <li>● Each semester of the grant</li> </ul>
2. Create international faculty development opportunities focusing on Latin American issues and topics. These opportunities will include updating book and DVD resources at NMU and sending NMU faculty to conferences and abroad for culture and linguistic training, developing new study abroad programs, and searching for internship and service opportunities, as well as research collaborations.	<ul style="list-style-type: none"> <li>● Send four faculty members each year to a Latin American country for training and research</li> <li>● Involve faculty in existing and new faculty-led study abroad programs.</li> <li>● Research and purchase books, DVDs, and other materials.</li> <li>● Send a team of faculty each year to a conference focusing on Latin America.</li> </ul>	<ul style="list-style-type: none"> <li>● Siles</li> <li>● Siles</li> <li>● All key personnel, coordinated by Compton, &amp; NMU library staff</li> <li>● Siles</li> </ul>	<ul style="list-style-type: none"> <li>● Summers of 2010 &amp; 2011</li> <li>● Summers 2010 &amp; 2011</li> <li>● Every month, beginning August 2009</li> <li>● Yearly</li> </ul>
3. Create an <i>International Scholar</i> designation for faculty, with criteria for achieving the designation.	<ul style="list-style-type: none"> <li>● Create criteria and proposal for International faculty scholar designation</li> <li>● Submit and shepherd the proposal through committees</li> </ul>	<ul style="list-style-type: none"> <li>● Orf and the Committee on Internationalization (COI)</li> <li>● Compton</li> </ul>	<ul style="list-style-type: none"> <li>● 2009-2010 academic year</li> <li>● Summer 2010-Winter 2011</li> </ul>

**Objective Four.** Create a campus-wide focus on Latin America to generate interest in International Studies.

Activities	Tasks	Personnel	Time Frame
1. Present interdisciplinary Latin American arts series on campus in collaboration with the NMU International Performances series and launch a Latin American film series.	<ul style="list-style-type: none"> <li>• Work with the International Performances series director, Dan Truckey, to bring a Latin American performance to NMU.</li> <li>• Arrange for monthly Latin American film showings.</li> </ul>	<ul style="list-style-type: none"> <li>• Compton</li> <li>• Joy</li> </ul>	<ul style="list-style-type: none"> <li>• The performances will be Winter 2010 and Winter 2011</li> <li>• Begin Sept. 2009, with four films per semester through Winter 2011.</li> </ul>
2. Host a series of speakers focusing on Latin American issues and topics.	<ul style="list-style-type: none"> <li>• Invite, secure, and host one speaker per semester during the life of the grant.</li> </ul>	<ul style="list-style-type: none"> <li>• Compton, Siles</li> </ul>	<ul style="list-style-type: none"> <li>• Fall 2009, Winter 2010, Fall 2010, Winter 2011</li> </ul>

**e. Equal Access and Treatment:** In accordance with the General Education Provisions Act (GEPA), all applicants for employment at NMU are considered equally without discrimination based upon race, color, religion, sex, national origin, age, height, weight, familial status, disability or sexual orientation. Northern Michigan University has also adopted the following statement of non-discrimination:

Northern Michigan University endorses the intent of all federal and state laws created to prohibit unlawful discrimination Northern Michigan University does not unlawfully discriminate against on the basis of race, color, religion, sex, national origin, age, height, weight, marital status, family status, disability, sexual orientation or veteran status in the employment or provision of services, and provides, upon request, reasonable accommodations including auxiliary aids and services necessary to afford individuals with disabilities an equal opportunity to participate in all programs and activities.

In order for NMU to attract a diverse and qualified pool of applicants, an extensive, aggressive search plan is implemented. In addition to other advertising, NMU tries to maximize advertising where outreach to underrepresented groups will be most effective including publications for

people of color, women, veterans, and people with disabilities, university placement bulletins, and academic departments within universities.

## **Section 2. Quality of Key Personnel**

All members of the involved in this project have traveled widely and have formed strong friendships and professional connections in many countries.

**a. Project Director:** Dr. Timothy G. Compton, Department Head for the NMU department of Modern Languages and Literatures for thirteen years, will be the Project Director. Dr. Compton earned a BA in Spanish from Brigham Young University, an MA in Spanish from the University of Utah, and a PhD in Spanish with a Brazilian Literature minor from the University of Kansas. He is a full professor and has been at NMU since 1989.

He has lived in Spain, Peru, and Mexico. For 18 consecutive years, Dr. Compton has gone to Mexico to study theatre performances and has published extensively and has given many presentations on Mexican Theatre. Dr. Compton also translated and published three novels, a play by a Mexican author, and part of a book of stories by a Peruvian author.

Dr. Compton has directed groups of students to Spain and Mexico. He also has served as the academic administrator for the International Studies curriculum for nine years. He has overseen the creation of the International Studies minor, changes to the core of the IS major, and many changes to the language programs at NMU. Dr. Compton has taken the lead in assessment and reporting of student learning for the various majors.

Dr. Compton teaches a wide variety of courses at NMU—beginning through advanced Spanish language courses, Hispanic culture courses in English and Spanish, a wide range of

literature courses in Spanish, the methods of language teaching course, and a Spanish for the professions course. Dr. Compton was a visiting professor at Brigham Young University.

As the project director, Dr. Compton will devote 33% of his time in the academic year and 25% of his time in the summer months to the successful management of the proposed program. He will be responsible for acting as the principal contact person for all grant communications, and overseeing the distribution of grant funds. Additionally, he will coordinate project activities.

**b. Other Key Personnel:** Marcelo Siles, Executive Director of International Programs, has over twenty-five years of experience working in international programs, with international and multilateral organizations, and in the public and private sectors. He received his Ph.D. and M.S. in Applied Economics from Michigan State University. He has taught internationally-related undergraduate and graduate courses at Michigan State University, and Lansing Community College. In addition, Dr. Siles has extensive experience working in international educational programs. For more than five years, he worked as a Co-Director of the Social Capital Initiative at Michigan State University; this Initiative had a strong international orientation. He also conducted 14 study abroad programs in Argentina, Peru, Bolivia, and Mexico. Dr. Siles also worked as a consultant for the World Bank and the Andean Development Corporation. Before coming to the United States, Dr. Siles worked as a Development Loan Advisor for the United States Agency for International Development, USAID/Bolivia. Dr. Siles will devote a minimum of 5% of his time to the proposed program.

Dr. Rebecca Ulland is an Assistant Professor of Spanish at Northern Michigan University. She earned her doctorate from the University of Minnesota. She is a scholar of post-dictatorship historical fiction from Argentina and has presented at numerous national and international

conferences, including the Asociación Internacional de Literatura y Cultura Femenina Hispánica, the Midwest Modern Language Association, and the South Atlantic Modern Language Association. Her interest in the historical fiction genre led to a research trip in which she met Argentine writers of other genres and has now expanded her research area to include Jewish voices in Buenos Aires. She has delved into this new area and has made conference presentations on this topic and is in the process of expanding these presentations into full-length scholarly articles. At NMU she has taught the range of Spanish language, culture, and literature classes and has been one of the key faculty members overseeing the International Studies major and minor. Dr. Ulland will devote 4 credit hours of her time (16.6%) each project year to the development (Year One) and implementation (Year Two) of the foundation course titled *Introduction to International Studies*.

Amy Orf is an Instructor in the Modern Languages Department and has an M.A. in Spanish Linguistics from the University of Michigan. Her doctoral dissertation, “The Grammaticalization of the Spanish Progressive: The Evolution of an Aspectual System,” is in progress. She has been teaching Spanish language and linguistics for 17 years, as well as Elementary Latin. She has lived, studied, and traveled in several Spanish-speaking countries, including Mexico, Costa Rica, Cuba, Argentina, and Spain. She has co-lead three groups of NMU students on study abroad programs, including a humanitarian mission to build playgrounds in Havana, Cuba (May 2003), a language immersion program at Academia Castila in Granada, Spain (May 2005), and a Faculty-Led Study Abroad in Chihuahua, Mexico (April 2007). She is planning to lead students to Buenos Aires this summer as well. She served for many years on the International Studies Academic Advisory Committee, an ad-hoc committee that formerly advised the Academic Head in charge of the International Studies major and minor. Amy Orf is the

current Chair of the Academic Senate Committee on Internationalization. Ms. Orf will devote 2 credit hours of release time each project year to the development and implementation of courses in *Spanish for the Professions*.

Michael Joy is Assistant Professor of Spanish at NMU. He holds a B.A in Spanish from Carleton College, and an M.A. and Ph.D. in Hispanic and Luso-Brazilian Literatures and Linguistics from the University of Minnesota. A specialist in the literature of Golden Age Spain, he has wide-ranging research interests, including the chronicles of exploration written by 16th-century Spaniards in Latin America, the emblematic mode of thought in seventeenth-century Spain, and the representation of masculinity and fatherhood in Hispanic literature. He has taught a wide variety of courses in Spanish language, culture, and literature, ranging from introductory courses in literary studies, to surveys of Spanish literature, to advanced seminars in Golden Age Theater. He has led groups of students for studies to Guatemala and Mexico and has travelled widely throughout the Spanish-speaking world. Dr. Joy will devote 4 credit hours of release time (16.6%) in Year Two to develop a new Spanish curriculum for the major and minor. He will be developing a course called “Third-Year Spanish Grammar” and will adapt an existing course into “Introduction to Hispanic Literature.”

The Committee on Internationalization (COI) is a standing subcommittee of the NMU Academic Senate. It advises the Senate about policies that address internationalization at NMU and supports faculty, student, staff, and administrator efforts to internationalize the curriculum and campus community, in order to position NMU as an institution whose graduates demonstrate a knowledge base that encompasses a global perspective and a strong sense of global community. Since COI was created two years ago, it has met with the chairs of a number of committees on campus, including the Liberal Studies Committee, the Committee on Undergraduate Programs,

and the International Studies Academic Advisory Committee, in order to discuss their perceived roles in the internationalization of the curriculum, the curricular issues they deem important with respect to internationalization, and how COI's function might complement theirs. COI has also met with Director of Housing and Residence Life Carl Holm and with John Mallo and Angie Maki, from the Office of International Programs, in order to discuss the needs of international students on campus. In addition, COI has helped Dr. Siles produce a Faculty Handbook for Faculty-Led Study Abroad programs. The COI will devote fifty hours of time to the creation of the faculty and student International Scholar recognition program.

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

#### **a. Project Budget and b. Cost Effectiveness and Relationship to Project Objectives**

A detailed line item budget is provided in the Budget Narrative File, as instructed. Our proposed budget outlines a combination of grant-requested funds and NMU contributions that are both cost effective and adequate to complete the proposed activities. What follows is a narrative description of the requested and contributed funds.

*1. Personnel costs:* The project director, Dr. Timothy Compton will spend 33% of his academic years on this project and 25% of his summers. We are requesting a portion of his salary and contributing the remainder (requesting \$7,136 and contributing \$19,068—year one, requesting \$9,171 and contributing \$19,068—year two. We believe this is a reasonable estimate based on the project director's responsibilities outlined in the tables under the Plan of Operation section. Dr. Marcelo Siles, Executive Director of International Programs is contributing 5% of his time each year, which is valued at \$8,600. We are requesting 4 credits hours of release time for Dr. Rebecca Ulland for year one for \$892/credit hour to hire an adjunct (\$3,568) and contributing (\$4,238) of her time for activities outlined in the Plan of Operation. We are also requesting

funding for Amy Orf (\$1,784) for 2 cr. Hrs and contributing (\$5,165) for activities outlined in the Plan of Operation. Dr. Michael Joy will devote 4 cr. hrs. release time for the activities outlined in the Plan of Operation section. We are requesting \$3,568 and contributing \$4,313 for Dr. Joy. We are requesting \$27,262 and contributing \$73,188 in personnel costs. Total personnel costs are: \$100,450. Again, their duties and their relationship to project objectives can be found in the tables under the Plan of Operation section.

The Committee on Internationalization (COI) will devote fifty hours of time to the creation of the faculty and student International Scholar recognition program. The cost of this committee’s time was done by calculating an average of all salaries for each member to arrive at an hourly rate.

2. *Fringe Benefits.* The requested and contributed fringe benefits have been calculated at the AAUP negotiated rate of 45.6% for the academic year and 24.2% for summer and overload. The clerical fringe benefit rate is 80.2%. The table below illustrates the breakdown for the 45.6% rate.

<u>Employee Group</u>	<u>Retire</u>	<u>Hosp.</u>	<u>Life Ins.</u>	<u>LTD</u>	<u>Worker’s Comp.</u>	<u>Tuition Waivers</u>	<u>Unempl. Comp.</u>	<u>STD</u>	<u>Annual Leave</u>
Faculty (AAUP)	25.4	15.1	0.4	0.6	0.4	1.6	0.1	0.2	0.2
<u>Sick Leave</u>	<u>Dental</u>	<u>Optical</u>	<u>Bookstore Discounts</u>	<u>Comp Tickets</u>	<u>PEIF</u>	<u>Parking</u>	<b><u>Total</u></b>		
0.0	0.8	0.2	0.1	0.2	0.2	0.1	<b>45.6</b>		

Over the two-year project period, we are requesting a total of \$4,840 for fringe benefits and NMU is are contributing a total of \$38,311.

3. *Travel.* Four faculty will travel to one regional conference on International Studies the first year and four faculty will attend one Latin American Studies Association (LASA) conference the second year. The budget requests \$2,204 for the regional conference expenses (airfare, local travel, hotel and per diem) and \$7,140 for the LASA conference.

For year one, we are requesting grant funds (\$11,416) and contributing (\$5,696) for four faculty to travel to Argentina for activities outlined in the Plan of Operation. For year two, we are requesting grant funds (\$16,612) and contributing (\$500) for four faculty to travel to Peru for activities outlined in the Plan of Operation.

We are requesting grant funds (\$ 5,600 for year one, and \$5,600 for year two) for one NMU faculty to travel to Belem, Brazil for an intense Portuguese language program for 60 days for each of the project years. The program fee, \$3,500 includes lodging and meals.

Finally, we are requesting travel money for three people (1 in year one, 2 in year two) to attend the department of Education Conference in Washington, DC each year (a total of \$3,907).

4. *Equipment.* No funds for equipment are requested.

5. *Supplies.* The grant request includes \$6,500 for year one, and \$6,500 for year two that will allow us to develop Latin American Library of books, cds, audio, VHS, DVDs, & teaching materials supplies as outlined in the Plan of Operation. For each project year we have requested \$720 for long-distance overseas calls and \$480 (\$40/month) for photocopying.

6. *Contractual.* For Year One and Two, we are requesting funding (\$4,856) and contributing (\$4,856) each year to host four Latin American speakers.

Grant funds needed for Oral Proficiency Interview Training for three faculty (year one) and two faculty (year two) will be, \$7,080 and \$4,300 respectively.

NMU is requesting \$6,500 in grant funds and contributing \$6,500 for a Latin American Performing Art Series as outlined in our Plan of Action.

Grant funds of \$2340 (year one) and \$3,858 (year two) are requested for an outside evaluator, Dr. Grazia Villarroel, to perform activities associated with Section 5 of this proposal.

A workshop on NMU's campus in Modern Language Instruction will be offered for NMU faculty in year one for \$3,700 of the requested grant funds and in year two for \$3,828 of the requested grant funds.

7. *Construction:* No funds are requested for construction.

8. *Other.* No funds are requested for this category.

*Direct Costs.* We are requesting a total of \$145,271 in direct costs and we are contributing a total of \$145,419 in direct costs.

*Indirect Costs.* We are requesting a total of \$11,622 in indirect costs and we are contributing a total of \$11,633 in indirect costs.

*Total Costs.* We are requesting a total of \$156,893 and we are contributing a total of \$157,053.

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

**a.** The NMU Language Lab has undergone major renovations to integrate computer-based technology into its tutorial and classroom services. The lab utilizes wireless technology so students can use their laptop computers for a variety of on-line functions. It also has a library of

software in all languages served and authoring software (Toolbook) for the creation of individualized multimedia programs. Audiotapes, CD ROMs, and films in the target languages are available for group or personal viewing, in conjunction with classes or individual interests. Audio materials may be dubbed or burned. Tutoring is available each semester in French, German, Spanish, Portuguese, Latin, and Russian.

The Department of Modern Languages and Literatures offers a Language Certification Program in which degree-seeking students can validate their language proficiency skills at less than the major or minor level, but beyond sophomore level proficiency. Students can receive language certification in French, German, Spanish, and now Portuguese.

The Lydia M. Olson library is located on the second and third floors of the Harden Learning Resources Center on the NMU campus. The Library contains books and journals, and provides access to numerous databases. As a selective depository for U.S. and Michigan government publications, Olson Library houses government documents and a map collection. Textbooks and media supporting teacher education are housed in the Pre-K to 12 Collection. Instructional Media Services has video recordings, 35mm slides, sound recordings, and other media for faculty and student use. Library facilities include study areas, conference rooms, coin/card operated photocopy machines, microform printers, audiovisual and multimedia equipment, and facilities for making transparencies and laminations of learning aids. The Library is also wired for networked laptop computer use.

The Beaumier Heritage Center's Director, who is responsible for NMU's International Performing Art Series, will work in collaboration with the Project Director to develop a series of

Latin American performing arts on campus. These events are not only for the campus community but are open to the general public to the general public.

### **Section 5. Plan of Evaluation**

**a. Plan for evaluating the effectiveness of the project:** Internally, the Program Director will monitor time schedules, compliance with deadlines, process flow, and implementation of all proposed activities. He will collect information from faculty and staff involved in the project implementation during International Team meetings, which will be held monthly during both school years for the period of the two-year grant. Progress updates on each proposed activity will be offered and discussed in each meeting. Monthly reports will prepared and provided to the outside evaluator as a result of each of the monthly meetings. In all of these functions, he will be assisted by Angela Maki, the departmental secretary.

Formal evaluation of this project will be conducted by an outside evaluator, Gratzia Villarroel (please see CV), who will be in constant communication with the program director, from the beginning until the end of the project. The program director will share the monthly reports on program activities with the outside evaluator. The evaluator will give informal feedback to the program director on an ongoing basis and will perform a more formal “minor” evaluation and report halfway through each year of the project, and a “major” summative evaluation and report at the end of each program year. The major evaluations will follow onsite visits to Northern Michigan University to meet with key personnel.

**b. Criteria to be used to evaluate the results of the project:** Each of the activities associated with the four objectives will be assessed from both a quantitative and qualitative perspective. For each activity, we will gather data and study it to make certain the objectives are met, as outlined in the tables on the following page.

**c. Methods of evaluation.** Initial data will reflect completion of the activities, while subsequent evaluation will be based on data from course evaluations, syllabi, and written feedback from events. At NMU, our accreditation follows the model of continuous quality improvement, so we will follow the same pattern we have been using for years—gather feedback and make adjustments based on the data. In fact, some of the proposed activities in this project stem from what we have learned based on past data collection. In some cases, we will be able to shape the activities of the second year based on what we learn in the first year.

**d. Project Evaluation Plan and timetable for evaluation**

**Objective One.** Enhance the International Studies Curriculum to make it more accessible, coherent, and attractive for majors, minors, and students at large.

Activity	Expected Outcomes	Source/Method of Measurement	Personnel	Time Frame
1. Create two interdisciplinary core courses: an <i>Introduction to International Studies</i> course to serve as a cornerstone of the International Studies major and minor and an <i>International Engagement</i> course.	<ul style="list-style-type: none"> <li>● Courses approved as part of the NMU curriculum.</li> <li>● Students better served with a more coherent curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>● Records of the Academic Senate indicating course approval.</li> <li>● Start to collect outcomes data from courses about student learning.</li> </ul>	<ul style="list-style-type: none"> <li>● Compton and Ulland</li> <li>● Compton and Ulland</li> </ul>	<ul style="list-style-type: none"> <li>● Cornerstone course creation: Dec 2009</li> <li>● Academic Senate approval: Apr 2010</li> <li>● Engagement course creation: Apr 2010</li> <li>● Senate approval: Dec 2010</li> <li>● Teach cornerstone: Aug-Dec 2010</li> <li>● Cornerstone course evaluation: Dec 2010</li> <li>● Teach Engagement: Jan-Apr 2011</li> <li>● Course evaluation data: Apr 2011</li> </ul>
2. Enhance the existing International Studies major to include the cornerstone and <i>International Engagement</i> courses and to create tracks in Latin American Studies, Asian Studies, Africana Studies, and European Studies.	<ul style="list-style-type: none"> <li>● Enhanced major approved as part of NMU's curriculum.</li> <li>● Students better served with a more coherent curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>● Records of the Academic Senate indicating curriculum approval.</li> <li>● Start to collect outcomes data from courses about student learning.</li> </ul>	<ul style="list-style-type: none"> <li>● Compton</li> <li>● Compton and Ulland</li> </ul>	<ul style="list-style-type: none"> <li>● Curriculum creation: Apr 2010</li> <li>● Senate approval: Dec 2010</li> <li>● Course evaluation data: Dec 2010 and Apr 2011</li> </ul>

3. Overhaul the International Studies minor to incorporate the cornerstone and <i>International Engagement</i> courses and allow more flexibility, especially for students who study abroad.	<ul style="list-style-type: none"> <li>● Enhanced minor approved as part of NMU's curriculum.</li> <li>● Students better served with a more coherent curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>● Records of the Academic Senate indicating curriculum approval.</li> <li>● Start to collect outcomes data from courses about student learning.</li> </ul>	<ul style="list-style-type: none"> <li>● Compton</li> <li>● Compton and Ulland</li> </ul>	<ul style="list-style-type: none"> <li>● Curriculum creation: Apr 2010</li> <li>● Senate approval: Dec 2010</li> <li>● Course evaluation data: Dec 2010 and Apr 2011</li> </ul>
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**Objective Two. Expand and improve offerings in Spanish and Portuguese to broaden participation in language courses across campus, broaden learning opportunities in Latin America, and improve the Spanish curriculum.**

Activity	Expected Outcomes	Source/Method of Measurement	Personnel	Time Frame
1. Develop <i>Spanish for the Professions</i> courses in Criminal Justice and Business.	<ul style="list-style-type: none"> <li>● Courses approved as part of the NMU curriculum.</li> <li>● Students better prepared for their careers.</li> </ul>	<ul style="list-style-type: none"> <li>● Records of the Academic Senate indicating course approval.</li> <li>● Start to collect outcomes data from courses about student learning.</li> </ul>	<ul style="list-style-type: none"> <li>● Compton and Orf</li> <li>● Compton and Orf</li> </ul>	<ul style="list-style-type: none"> <li>● Courses creation: Apr 2010</li> <li>● Senate approval: Dec 2010</li> <li>● Teach courses: Jan-Apr 2011</li> <li>● Course evaluation data: Apr 2011</li> </ul>
2. Implement a Portuguese Certification program, which would include training a faculty member to teach Portuguese and Brazilian culture.	<ul style="list-style-type: none"> <li>● Equip/enhance a faculty member in Brazilian culture/Portuguese teaching.</li> <li>● Students learn basic Portuguese and Brazilian culture.</li> </ul>	<ul style="list-style-type: none"> <li>● Transcript from University of Belem</li> <li>● Start to collect outcomes data from courses about student learning.</li> </ul>	<ul style="list-style-type: none"> <li>● Spanish Faculty member</li> <li>● Compton and Spanish faculty member.</li> </ul>	<ul style="list-style-type: none"> <li>● Aug 2010</li> <li>● Course evaluation data: Dec 2010 and Apr 2011</li> </ul>
3. Revise the Spanish curriculum to bring it up to date and address current weaknesses.	Enhanced Spanish major and minor in full proposal form ready to go to the battery of NMU's curriculum committees.	Minutes of meetings of Department of Modern Languages and Literatures.	Compton and Joy	<ul style="list-style-type: none"> <li>● Curriculum creation and Dept. approval: Apr 2011</li> </ul>

**Objective Three. Provide professional development opportunities and incentives for faculty to increase their ability to teach international studies and foreign languages.**

Activity	Expected Outcomes	Source/Method of Measurement	Personnel	Time Frame
1. Provide Oral Proficiency Interview elicitation and evaluation training to all full-time language faculty, and training to all NMU language faculty in language teaching and assessment.	Adjustments to courses and increased capacity to perform accurate outcomes assessment.	<ul style="list-style-type: none"> <li>● Course syllabi</li> <li>● Feedback statements from participants on how the various training opportunities have improved their teaching of languages</li> </ul>	<ul style="list-style-type: none"> <li>● Compton</li> </ul>	<ul style="list-style-type: none"> <li>● Oral Proficiency training accomplished by Nov 2009, Nov 2010</li> <li>● Syllabi and feedback statements by Feb 2010, Feb 2011</li> </ul>
2. Create international faculty development opportunities focusing on Latin American issues and topics. These opportunities will include updating book and DVD resources at NMU and sending NMU faculty to conferences and abroad for culture and linguistic training, developing new study abroad programs, and searching for internship and service opportunities, as well as research collaborations.	<ul style="list-style-type: none"> <li>● Establish relationships between NMU faculty and colleagues working at universities located in two different Latin American countries.</li> <li>● Develop a new faculty-led study abroad in each of the two Latin American countries.</li> <li>● Improve the linguistic skills of faculty members (to do further work in the future).</li> <li>● Improve resources available to faculty for teaching and research related to Latin America and International Studies.</li> <li>● Gain expertise and seek to present research related to Latin America, establish relationships with other experts in the field</li> </ul>	<ul style="list-style-type: none"> <li>● Reports from faculty members detailing their achievements and benefits of the travel and future plans for joint educational programs.</li> <li>● Proposals submitted to their Departments.</li> <li>● Transcripts/written feedback from language schools.</li> <li>● List of materials purchased, library report of material usage</li> <li>● Faculty reports, conference proceedings</li> </ul>	<ul style="list-style-type: none"> <li>● Siles</li> <li>● Siles</li> <li>● Compton</li> <li>● Compton</li> <li>● Siles</li> </ul>	<ul style="list-style-type: none"> <li>● Reports by July 2010, July 2011</li> <li>● Proposals by Sep 2010, July 2011</li> <li>● Transcripts and feedback by June 2010, June 2011</li> <li>● Monthly during the entire two years of the grant</li> <li>● By June 2010 and June 2011</li> </ul>
3. Create an <i>International Scholar</i> designation for faculty, with criteria for achieving the designation.	Approval of faculty International Scholar designation and criteria for NMU.	Minutes of the Committee on Internationalization and the Academic Senate indicating approval.	Compton and Orf	<ul style="list-style-type: none"> <li>● Committee Minutes: Apr 2010</li> <li>● Senate Minutes: Dec 2010</li> </ul>

**Objective Four. Create a campus-wide focus on Latin America to generate interest in International Studies.**

Activity	Expected Outcomes	Source/Method of Measurement	Personnel	Time Frame
1. Present an interdisciplinary Latin American arts series on campus in collaboration with the NMU International Performances series and launch a Latin American film series.	<ul style="list-style-type: none"> <li>● Expose 300+ people at NMU to Latin American music/performers at a concert each year.</li> <li>● Expose 30+ people at NMU to Latin American films each month of both academic years.</li> </ul>	<ul style="list-style-type: none"> <li>● Box office receipts</li> <li>● Counts, written feedback</li> </ul>	<ul style="list-style-type: none"> <li>● Compton</li> <li>● Compton and Joy</li> </ul>	<ul style="list-style-type: none"> <li>● Apr 2010, Apr 2011</li> <li>● Each month of the academic year for two years, starting Sep 2009, ending Apr 2011</li> </ul>
2. Host a series of speakers focusing on Latin American issues and topics.	<ul style="list-style-type: none"> <li>● Expose 200+ people at NMU to a speaker each semester.</li> </ul>	<ul style="list-style-type: none"> <li>● Counts, written feedback</li> </ul>	<ul style="list-style-type: none"> <li>● Compton and Siles</li> </ul>	<ul style="list-style-type: none"> <li>● Each semester, by Dec 2009, Apr 2010, Dec 2010, Apr 2011</li> </ul>

**Section 6. Commitment to International Studies**

Northern Michigan University has recognized the importance of incorporating international and multi-cultural perspectives throughout an undergraduate education for more than twenty-eight years. Diversity is explicitly recognized in our University mission statement and in our long-range plan, the [Road Map to 2015](#). NMU’s Office of International Programs serves to expand the NMU campus for Northern students, faculty and staff into the greater global community and also provides outreach into the Upper Peninsula community with internationalization efforts and initiatives.

**a. Current Strengths:** NMU offers an International Studies major, which consists of eight core courses and 34 courses in the Area of Advanced Disciplinary Studies. Students are required to complete 24 core credits and 20 credits in Area of Advanced Disciplinary Studies (with no more than 12 credits from one department and a minimum of eight credits at the 300-400 level). The Departments of Art and Design; Communication and Performance Studies; Economics; English;

Modern Languages and Literatures; Geography, Earth Science, Conservation and Planning; History; The College of Business; Philosophy; Political Science, and Sociology and Social Work all provide courses for the major in international studies. This broad major provides students with a basic understanding of modern world history, international relations, world cultures, and world religions. Part of this learning, as well as intensive language instruction, is to be undertaken abroad for 12 weeks.

Until fall 2008, the International Studies Academic Advisory Committee (ISAAC) served as the ad hoc advisory board to the International Studies Academic Program. In the last few years, ISAAC was working to design several tracks of the program, such as the Latin American, African, Asian, and European studies tracks. Starting winter 2009, the Department of Modern Languages and Literatures was given the responsibilities formerly taken by ISAAC, as a large part of the work done by ISAAC came from the ML&L department, and this new arrangement streamlines tasks, meets university governance needs, and provides greater accountability, while still allowing for input and help from across campus and working closely with the Committee on Internationalization.

The Office of International Programs has coordinated Faculty Led Study Abroad Programs in Argentina, Costa Rica, Peru, Mexico, Honduras, Austria, Europe, Italy, Zambia, South Africa, and China. It is on the cusp of coordinating three proposed Freshmen International Experience programs in Brazil, Canada and Mexico. All of these programs are short-term programs ranging from two to six weeks abroad.

In addition, NMU students have the opportunity to participate in Long Term Study Abroad programs that the University offers under exchange agreements or through international

consortia of American and foreign universities. NMU students currently have four options for long-term study in foreign countries:

- **NMU-sponsored programs.** NMU is currently a member of two consortia: The Japan Center for Michigan Universities and the Midwest Consortium for Study Abroad. The Japan Center offers a one-year immersion in Japanese language and culture. Japanese language skill is not required. The Midwest Consortium for Study Abroad has programs in three sites. These programs are located in Vienna, Austria, Macerata, Italy, and Segovia, Spain.
- **NMU-affiliated programs.** NMU currently has affiliations with institutes or universities in four other countries: The Institute de Touraine in Tours, France; Laval University in Quebec, Canada; The University of Natal in Durban, South Africa; and the University of Wolverhampton in Walsall, England. The programs in France and Canada are designed to facilitate the intermediate and advanced study of French; the program in England is a field teaching experience for those majoring in elementary and secondary education. There are other opportunities available for study in Athens, Greece; Sienna, Italy; Oviedo, Spain; and Angers, France.
- **Non-NMU affiliated program.** Over 3,000 study abroad programs are currently accessible to all American students.
- **Directed Studies.** Students, who choose to undertake independent travel, work, or study abroad may receive academic credit for such experience by arranging a directed study with an NMU professor prior to departure. Such directed studies typically involve field experiences that are evaluated through written reports submitted upon the student's return.

**b. Planning and Implementation:** In July 2007, NMU hired Dr. Marcelo Siles as Executive Director of International Programs with the mandate to broaden the scope of international programs in the University. The new Executive Director initially concentrated his efforts in four major areas: 1) increase the number of international students enrolled at NMU; 2) increase the number of study abroad programs and the number of students participating in these programs; 3) develop new agreements of cooperation with foreign universities; and 4) increase the number of courses with international content. Dr. Siles has been working with the NMU Grants and Research Office to identify potential grant opportunities to support these areas. Dr. Siles also works closely with Dr. Timothy Compton, Department Head for the Department of Modern Languages and Literature, who will serve as the Project Director for this project.

**c. Institutional Commitment:** In March 2008, Northern Michigan University (NMU) launched *The Road Map to 2015* a strategic plan with three unique themes that frame the university's main goals for the next few years. These themes are; a) information technologies, b) international opportunities, and c) NMU's location. According to the *Road Map to 2015*, "International opportunities will become a critical feature for NMU. Students demand it, employers seek it and a relevant education cannot exclude it. Beyond study abroad, our curriculum, our faculty, our student body and our thinking must reflect the realities of an interconnected, world community."

In the last year, NMU has committed financial and human resources to align the operations of the Office of International Programs with what is stated in the *Road Map to 2015*. New study abroad programs have been created, especially new ones in the Latin American area; Canada, Mexico (2), Honduras, Peru (2), Argentina, and Brazil. The Office of International Programs designed a business plan to substantially increase the number of international students enrolled at NMU, this plan has been approved and funded by the University's central

administration. The International Studies Academic Program has been working with faculty across campus to promote the insertion of international content into current offered courses, the design of new courses with international content, and approval of new courses for the international studies major and minor. In addition, the Office of International Programs (OIP) has been working with the different colleges searching for external grant opportunities to enhance the international efforts within the University. These efforts resulted in a successful grant proposal submitted by a consortium of two American universities (NMU and Western Illinois University) and two Brazilian universities (Universidade Federal Rural do Amazonia and Universidade Federal de Lavras) to the U.S. Department of Education FIPSE program (\$220,000) for a project in Brazil on sustainable social and environmental entrepreneurship.

**d. Institutional Funds Committed:** In the last year, NMU has increased its financial commitment to International Programs. The current operating budget for the Office of International Programs is \$405,000 (previously it was \$207,964 for Fiscal year 2006/07). Staffing for this office was increased from three to five full-time individuals. The Provost and Vice President for Academic Affairs supports the International Visiting Scholars series with up to \$20,000, an annual scholarship account for student exchanges which has a base budget of \$31,000 each year (due to the increase in student exchanges the account was temporarily increased to \$89,992), which covers exchange students tuition and fees, and \$71,000 has been designated for recruiting international students. The University has also assigned \$25,000 to support the International Performing Arts Series, making a total support of \$524,000 for this fiscal year. In addition, each of the three NMU colleges -- the College of Arts and Science, the College of Business, the College of Professional Studies -- have committed funds to support international activities of faculty and students.

During the last academic year, the OIP was able to invite ten International Visiting Scholars from different regions of the world (Africa, South America, Canada, Europe, and Australia) to NMU’s campus. We plan to bring a similar number of international scholars during the upcoming academic year. The International Performing Arts Series brought six groups of artists from different parts of the world during the last academic year a similar number of artists is expected to visit NMU during the current academic year. The *Road Map to 2015* also envisions a strong connection between the University and its academic activities with surrounding communities. Both international series are open to the general public. Lastly, NMU organized a “Passport Day” that occurs each fall semester, to promote international travel of faculty, staff, students, and community members. Over 300 people who participated in the passport day received their passports in the past two years.

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

<b>Proposed Program Activities</b>	
<b>Objective One</b>	<b>Activity 1</b> -Create two interdisciplinary core courses: an <i>Introduction to International Studies</i> course to serve as a cornerstone of the International Studies major and minor and an <i>International Engagement</i> course.
	<b>Activity 2</b> -Enhance the existing International Studies major to include the cornerstone and <i>International Engagement</i> courses and to create tracks in Latin American Studies, Asian Studies, Africana Studies, and European Studies.
	<b>Activity 3</b> -Overhaul the International Studies minor to incorporate the cornerstone course and <i>International Engagement</i> courses and allow more flexibility, especially for students who study abroad.
	<b>Activity 4</b> -Create an <i>International Scholar</i> designation for students, with criteria for achieving the designation.
<b>Objective Two</b>	<b>Activity 5</b> -Develop <i>Spanish for the Professions</i> courses in Criminal Justice and Business.
	<b>Activity 6</b> -Implement a Portuguese Certification program, which would include training a faculty member to teach Portuguese and Brazilian culture.
	<b>Activity 7</b> -Revise the Spanish curriculum to bring it up to date and address current weaknesses.
<b>Objective Three</b>	<b>Activity 8</b> -Provide Oral Proficiency Interview elicitation and evaluation training to all full-time language faculty, and training to all NMU language faculty in language teaching and assessment
	<b>Activity 9</b> -Create international faculty development opportunities focusing on Latin American issues and topics. These opportunities will include updating book and DVD resources at NMU and sending NMU faculty to conferences and abroad for culture and linguistic training, developing new study abroad programs, and searching for internship and service opportunities, as well as research collaborations.
	<b>Activity 10</b> -Create two interdisciplinary core courses: an <i>Introduction to International Studies</i> course to serve as a cornerstone of the International Studies major and minor and an <i>International Engagement</i> course.

<b>Objective Four</b>	<b>Activity 11-</b> Create an <i>International Scholar</i> designation for faculty, with criteria for achieving the designation.
	<b>Activity 12-</b> Enhance the existing International Studies major to include the cornerstone and <i>International Engagement</i> courses and to create tracks in Latin American Studies, Asian Studies, Africana Studies, and European Studies.

**a. How the Proposed Activities Contribute to the Enhancement of the International Studies**

**Curriculum:**

*Activity 1.* Create two interdisciplinary core courses: an Introduction to International Studies course to serve as a cornerstone of the International Studies major and minor and an International Engagement course.

*Activity 2.* Enhance the existing International Studies major to include the cornerstone and International Engagement courses and to create tracks in Latin American Studies, Asian Studies, Africana Studies, and European Studies.

*Activity 3.* Overhaul the International Studies minor to incorporate the cornerstone course and International Engagement courses and allow more flexibility, especially for students who study abroad.

*Activity 4.* Create an International Scholar designation for students, with criteria for achieving the designation.

The NMU International Studies (IS) major came into existence in the mid-1980s. It maintained the same requirements for about 15 years, and was modified in the late 1990s. When the major was modified, a minor was created, recognizing that an IS minor would complement many major fields of study. The major and the minor have large cores, in addition to courses in “Area and Advanced Disciplinary Studies.” Inquiries recently surfaced pointing out that IS minors who study abroad for a semester cannot apply more than a few credits to their minor. Creating an interdisciplinary cornerstone course introducing students in the minor to the major

concepts of international studies will free them up to do more substantial study abroad work and will allow the credits to “count.” The same course can be used as the entryway for IS majors, especially given the feedback we have been receiving from our IS capstone course instructors -- that students sometimes have holes in their knowledge of some of the basic principles of IS. An “Introduction to International Studies” will also fit perfectly into NMU’s goals as stated in its *Road Map to 2015* as a liberal studies course for students at large. Another concern we have had with the major is that our students feel like academic orphans because their courses come from many disciplines across campus. The cornerstone course and the “International Engagement” course will help them to feel more connected to other International Studies majors and minors. In addition, we now have enough courses taught in regional areas to justify creating tracks within the IS major, which will allow students to focus their studies, should they so choose. The NMU International Studies Program has grown from 17 IS majors and no minors in 1998, to 76 majors and 20 minors in 2008, showing that NMU students are increasingly involved in international studies at a visible curricular level. Creating an “International Scholar” designation for students would allow us to recognize and encourage student efforts in international endeavors no matter their major or minor.

**b. Interdisciplinary aspects of the program:**

*Activity 1.* Create two interdisciplinary core courses: an Introduction to International Studies course to serve as a cornerstone of the International Studies major and minor and an International Engagement course.

*Activity 11.* Present an interdisciplinary Latin American arts series on campus in collaboration with the NMU International Performances series and launch a Latin American film series.

*Activity 12.* Host a series of speakers focusing on Latin American issues and topics.

In the past two decades, NMU has sponsored only one art exhibit featuring Latin American plastic arts. The Performing Arts series has brought only a few Latin American singer/performers to Marquette. The theatre department has never produced a Latin American play. The Music department has only on great occasion performed Latin American works. We have had a handful of Latin American speakers come to NMU over the years, but not on a consistent basis. Activities 11 and 12 are designed to enhance the climate on campus to raise awareness of Latin America in general. IS students and associated faculty, as well as the student body at large and the faculty and administration campus wide will benefit from exposure to the art of Latin America and a scholarly focus on it. We hope to be able to incorporate not just the Spanish and Portuguese-speaking portions of the Americas, but French-speaking as well. The courses described in Activity 1 will draw upon multiple academic disciplines, and will prepare students to thrive in the courses they later take within those disciplines.

**c. Programmatic Needs and General Faculty Development:**

*Activity 9.* Create international faculty development opportunities focusing on Latin American issues and topics. These opportunities will include updating book and DVD resources at NMU and sending NMU faculty to conferences and abroad for culture and linguistic training, developing new study abroad programs, and searching for internship and service opportunities, as well as research collaborations.

*Activity 10.* Create an International Scholar designation for faculty, with criteria for achieving the designation.

To this point, NMU's faculty has had only limited opportunity to develop professionally in relationship with Latin America. A few of our faculty have been to Argentina, a few to Peru, and a handful to Mexico to explore points of contact with universities there. All such visits have

been very brief. This grant will allow us to provide opportunities for faculty to develop their language skills through language learning opportunities and create contacts for them during more extended stays in Latin America. The Latin American speaker series will help faculty to see what kinds of research are happening related to the region, and will help them create a broader network of contacts.

We would like to provide positive recognition for faculty who do work in international realms, hence the proposal to create an “International Scholar” designation. This idea is in an initial stage and will be fleshed out throughout the course of the proposed project. We foresee this as an impetus for faculty striving to internationalize their courses, their research, and their thinking.

**d. Plans for Improving and Expanding Language Instruction:**

*Activity 5.* Develop Spanish for the Professions courses in Criminal Justice and Business.

*Activity 6.* Implement a Portuguese Certification program, which would include training a faculty member to teach Portuguese and Brazilian culture.

*Activity 7.* Revise the Spanish curriculum to bring it up to date and address current weaknesses.

*Activity 8.* Provide Oral Proficiency Interview elicitation and evaluation training to all full-time language faculty, and training to all NMU language faculty in language teaching and assessment.

NMU currently offers a “Spanish for Health Care Professionals” course, which came into existence in 2005 upon requests from Nursing students and faculty. Since that time, the Nursing faculty has created short-term health-related study programs in Honduras and Peru, so the course has been quite helpful. Professors in Criminal Justice and Business have inquired about similar courses in their areas, and we feel it is time to pursue these options, especially because internship opportunities are on the horizon for their students in Latin America.

For the last ten years we have offered a two-semester sequence of intensive Portuguese for speakers of Spanish. We have started to work with several universities in Brazil to create opportunities for students and faculty and we now hope to increase our Portuguese offerings. In anticipation of this, we have created a course on the culture of Brazil to enhance the cultural understandings of those who participate (although it is also a liberal studies course). With the culture course combined with the equivalent of two years of Portuguese language study, we can offer a Portuguese “certification,” a designation on a student transcript indicating a level of achievement less than a minor, but still significant. Tragically, the one faculty member at NMU who taught Portuguese passed away recently. We will send a faculty member to Brazil to learn to teach Portuguese and to add experiential learning to book learning about Brazilian culture.

All of our language faculty will benefit from updating their abilities in language teaching and assessment through training from nationally recognized experts. Although half of the faculty has received training in Oral Proficiency Interviewing, this grant will allow the other half to receive the same training. This grant will help us to create better assessment tools in language writing, as well as help us to better assess student skills and how to improve them, which in turn, will allow us to improve our language teaching.

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

**a. How the Proposed Activities are Needed:** The 12 activities proposed in this program address needs which have emerged over the past several years. However, NMU’s recent campus-wide call for internationalization and a Strategic plan which demands progress in this area has cast a spotlight on these needs and created an environment of support. Furthermore, the number of students pursuing International Studies at NMU has increased dramatically (from 28 majors and 0 minors in 2000, to 76 majors and 20 minors in 2008), so NMU now has an even stronger need

to improve our International Studies Curriculum which has been on a plateau. The curricula in International Studies and Languages have worked well enough for the circumstances under which they were created—twenty plus years ago. We have now learned ways to improve the curricula to benefit students more fully—prepare them better for international careers, help them become more engaged with the global community earlier, give them a broader view of the world and of what the various disciplines offer them. This grant, coupled with the broader support NMU has shown to International Studies in recent years, will give us the impetus to be able to make those changes.

In the late 1980s the International Studies major was formed at NMU. The major was composed of existing courses from a variety of disciplines and created a capstone course. The major struggled along with very few students, and little faculty interest. The curriculum stayed the same for over a decade, until a group of independent faculty reviewed the major and made very minor changes; the same group also created a minor from the same group of courses. In the last decade faculty interest in the International Studies major and minor has grown, mirroring the same growth we have seen in the number of International Studies majors and minors. On several occasions a group of interested faculty was asked to explore more dramatic steps to improve the curriculum, but lack of resources made some of the ideas impossible. Despite the lack of resources, the numbers of students increased. When the University administration announced its initiative on internationalization, more faculty became interested. In the past several years, more resources have been added—the Office of International Programs was given more internal funding, and faculty have been given more money for international travel. NMU's International Studies program is now at a critical juncture. Funding from this grant, together with new

resources committed by the University, will enable NMU to take more dramatic steps to improve and improve our International Studies program.

Our existing International Studies curriculum has remained basically the same for the last 20 years; it is imperative that we enhance the International Studies Curriculum to make it more accessible, coherent, and attractive for majors, minors, and students at large. In recent years, as new faculty have started to teach in the program, they have found that students have had gaps in their understanding, even in the final capstone experience. As we have sought feedback from graduating students and alumni, we have found that students have consistently voiced the following concerns:

- First, because our current program is highly interdisciplinary (all classes but one come from existing listings on campus), students struggle to pull the various pieces from different disciplines together.
- Second, students feel academically isolated because it is not until the senior capstone course that they take classes together, exclusively, with other International Studies students.
- A third concern has surfaced more recently, in which students have voiced a desire to specialize a significant portion of their International studies on a single region of the world.

Our proposed activities under Objective One address these needs, plus the need to recognize and encourage students who do things which have international significance but who are not International Studies majors and minors. The development of a cornerstone course for International Studies majors and minors will let our International Studies students get to know each other early in their academic careers, rather than only at the end. This will allow the students to network more fully while at NMU and after graduation. The cornerstone course will also include a section on career exploration and preparation so that they can make informed

decisions about what classes to take in order to pursue particular career paths. The Global Engagement course will also help IS students to network, and it will help them to take advantage more fully of campus resources and activities related to the International realm. A part of this course will include attendance at activities at NMU which have an international focus, followed by discussion sessions. So the rich variety of international activities available at NMU will be more fully exploited by NMU students. Regional tracks within the major will also allow students to take their studies to a new level, for those students who may wish to pursue studies in a certain world region. In the last few years, NMU has initiated a successful program called the *Superior Edge*, in which students receive recognition for their involvement with the community in service learning and similar endeavors. We are confident that the International Scholars program will provide a similar platform for motivation and recognition of students and faculty for international studies, and with the help of this grant, it will come to fruition.

NMU's ability to offer Spanish for the Professions courses in Business and Criminal Justice programs and enhance the Portuguese curriculum (Objective Two) responds to the needs voiced by students and faculty from various sectors of campus. In our Business and Criminal Justice programs, colleagues and students have stated that a graduates' ability to be hired and to perform will be enhanced if we can focus some of our instruction on language for their professions. The passing of our Portuguese instructor means that we have a critical need for a faculty member to be trained to teach Portuguese and Brazilian culture and to implement the Portuguese certification program. This grant will also allow us to make much needed changes to the Spanish curriculum, changes we have been contemplating for years, but have been impossible. With the new resources from the University, in tandem with this grant, we will be able to move our International Studies program to the next level.

In order to offer a solid International Studies program, it is imperative that we provide professional development opportunities for faculty in response to the economic need to leverage the existing talent among the NMU professors and create opportunities for students using those enhanced opportunities (Objective Three). Exactly one-half of our existing full-time Modern Languages and Literatures faculty have received the highest level of Oral Proficiency interview training. That training has enabled the department to assess student performance not only at graduation, but during the entire time they study languages at NMU. Perhaps even more importantly, the Oral Proficiency interview training has transformed the way faculty approach teaching their classes, and they are much more skilled at helping students climb the scale to higher proficiency levels. Given this transformation, the other half of the faculty need this training to better assess their students and help them better progress in their oral proficiency.

Our new Director of International Programs came to NMU with extensive excellent ties to Latin America, and we have the need to help raise the faculty's ability to take advantage of his connections. In some cases, the needs of faculty are linguistic, for others there is a need to travel to Latin America to lay the foundation for further study abroad, internship and service opportunities, or to initiate research collaborations. Face-to-face interactions are essential in Latin America to establishing long term relationships. Simple phone calls or internet contact is not sufficient for establishing meaningful relationships. Faculty members need to travel to Latin America to create sustainable affiliations for the good of our students. Finally, NMU sees a need to encourage and recognize faculty who truly embrace things international, hence we are proposing to start a program for an International Scholar designation.

The fourth objective stems from the flip side of the needs outlined in objective three—just as NMU has a need to have some faculty (and students) go to Latin America to create ties,

there is also a need to do create ties related to international studies on our campus. Because NMU is located on in the northern part of the United States, Latin America, with its rich array of cultures, issues and manifestations of art, is rather unknown in the rural isolated area. The schools in the small towns that make up our region do not have the funds for special international programs, so often the students who come to us have little or no cultural awareness. Bringing cultural events and speakers will address this need.

**b. The implementation of a program in international studies and foreign languages:**

As the title of our project indicates, International Studies and Language study already have a place at Northern Michigan University. The federal funds requested in this proposal would allow NMU to pursue those pursuits. It is critical that NMU continue to ride the brisk momentum already set in motion with regard to International Studies in order to prepare our students for the fast-growing global economy and our increasingly internationalized world.

Thus, the federal funds we are requesting in this grant would greatly accelerate our ability to address our needs, such as the new courses. Other activities would simply be impossible without federal funding. Sending faculty to Latin America for linguistic training and to create greater ties for study programs, internships and research collaborations has simply not been possible at NMU. Past faculty trips to Latin America have been very short, so this funding would provide greater depth to the faculties' experience. Bringing Latin American speakers and culture to NMU has been occasional, rather than consistent; this grant would allow us to implement a more constant presence of Latin America on campus. Increasing NMU faculty opportunities to attend conferences on Latin American topics, and getting language teaching and oral proficiency testing training for all NMU language faculty would be impossible without federal funding.

By providing the resources need to create and implement better curricula, equipping the faculty to better serve student needs, expanding opportunities abroad, and bringing the international world to campus, students at NMU will benefit greatly from this project. In short, NMU has bits and pieces of International programs, language programs, and internationalization already in place but this grant would allow us to take these programs to new levels.

#### **Section 10. Competition Program Priorities**

***Invitational Priority 4:*** *Projects that focus on any of the seventy-eight (78) priority languages selected from the U.S. Department of Education's list of Less Commonly Taught Languages (LCTLs).*

Objective Two (*expand offerings in Spanish and Portuguese to broaden participation in language courses across campus, broaden learning opportunities in Latin America, and improve the Spanish curriculum*) addresses invitational Priority 4. To meet this objective, we plan to implement a Portuguese Certification program, which would include training a faculty member to teach Portuguese and Brazilian culture. The proposed activities will help us to develop faculty skills to implement the program by sending a current faculty member to Belem, Brazil for intensive language training and a cultural experience in a comprehensive sixty-day program.

# Project Narrative

## Other Narrative

Attachment 1:

Title: Pages: Uploaded File: **1237-NMU\_OtherAttachments.pdf**

## **Other Attachments File**

### **Curriculum Vitas**

Timothy Compton  
Marcelo Siles  
Rebecca Ulland  
Amy Orf  
Michael Joy  
Gratzia Villarroel (external evaluator)

### **Letters of Support**

Susan Koch, Provost and Vice President, Northern Michigan University  
Marcelo Siles, Executive Director, Office of International Programs,  
Northern Michigan University

### **Program Profile**

# TIMOTHY G. COMPTON

Last updated: December 2008

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## EDUCATION

Ph.D. in Spanish with Brazilian literature minor from the University of Kansas, May, 1989.

Dissertation Topic: Mexican Picaresque Narratives.

Dissertation Director: John S. Brushwood.

M.A. in Spanish from the University of Utah, June, 1985.

B.A. in Spanish with Computer Science minor from Brigham Young University, April, 1983.

## TEACHING EXPERIENCE

Northern Michigan University, August 1989-Present. (Assistant Professor 1989-1994, Associate Professor 1994-2000, Full Professor 2000-Present.)

Volunteer Instructor at Parkview, Whitman, and Sandy Knoll Elementary Schools, kindergarten through fifth grades, periodically beginning February 1995-Present.

Visiting Professor, Brigham Young University, Summer Term, 1993.

Instructor, Negaunee High School, Fall Semester, 1990.

Graduate Teaching Assistant, University of Kansas, September, 1985-July, 1989.

Graduate Teaching Assistant, University of Utah, September, 1983-August, 1985.

Instructor, Brigham Young University in Salt Lake City, Fall Semester, 1983.

Student Instructor, Brigham Young University, 1982-83 School Year.

Instructor for Community Children's Group, Provo, Utah, January-April, 1982.

Instructor, L.D.S. Missionary Training Center, Provo, Utah, August-December, 1981.

## COURSES TAUGHT

Language Teaching Methods.

Exploratory Spanish (K-5th Grade).

First Semester Spanish  
(University/High School).

Second Semester Spanish.

Intensive First Year Spanish.

Third Semester Spanish.

Fourth Semester Spanish.

Intensive Second Year Spanish.

Two-Month Intensive/Immersion Spanish.

Intermediate Conversational Spanish.

Intermediate Spanish Grammar and  
Composition.

Advanced Spanish Conversation.

Advanced Spanish Grammar and  
Composition.

Spanish for Health Care Professionals.

Introduction to Civilization and Culture of

Spain.

Intro. to Civ and Culture of Spanish America.

Contemporary Latin American Culture (in  
English).

Intensive Hispanic Caribbean Culture.

Intensive Colombian/Venezuelan Culture.

Survey of Poetry from Spain.

Drama from Spain's Golden Age.

Literature of Spain's Nineteenth Century.

Literature of Spain's Twentieth Century.

Spanish American Novel since 1950.

Spanish American Poetry.

Pablo Neruda.

Spanish American Theatre.

Mexican Theatre.

Theatre Performance in Mexico City.

Performance of Hispanic Plays.

## PUBLICATIONS

- “Mexico City’s Spring 2008 Theatre Season,” Fall 2008 in Latin American Theatre Review. 107-118.
- “VII Conference/Festival Latin American Theatre Today, March 26-29, 2008—Blacksburg, Virginia,” Fall 2008 in Latin American Theatre Review. 129-134.
- “Seña y verbo: El arte teatral de Alberto Lomnitz.” June 2008 (No. 52) in Revista de la Universidad de México. (Mexico City: UNAM). 90-94.
- “Mexico City’s Spring 2007 Theatre Season.” Fall 2007 in Latin American Theatre Review. 135-146.
- “Mexico City’s Spring 2006 Theatre Season.” Fall 2006 in Latin American Theatre Review. 153-262
- “Una década de teatro mexicano.” July 2006 (No. 29) in Revista de la Universidad de México. (Mexico City: UNAM). 50-56.
- “Mexico City’s Spring 2005 Theatre Season.” Fall 2005 in Latin American Theatre Review. 163-172.
- “Latin American Theatre Today 2005 in Connecticut.” Fall 2005 in Latin American Theatre Review. 135-138.
- “El arte de los programas de mano: El teatro mexicano reciente.” April 2005 (No. 14) in Revista de la Universidad de México. (Mexico City: UNAM). 71-76.
- “Mexico City’s Spring 2004 Theatre Season.” Fall 2004 in Latin American Theatre Review. 145-155.
- “Historia e historiadores en el teatro mexicano.” July 2004 (No. 5) in Revista de la Universidad de México. (Mexico City: UNAM). 65-71.
- “Mexico City’s Spring 2003 Theatre Season.” Fall 2003 in Latin American Theatre Review. 149-163
- “Imágenes de indígenas en la escena mexicana.” 8 June 2003 (No. 2608) in México en su cultura: Cultural Supplement of the Journal Siempre. [Accessible at <<http://www.siempre.com.mx/cultura2608/timothy2608.html>>.]
- “Mexico City Theatre: Spring 2002.” Spring 2003 in Latin American Theatre Review. 103-116.
- “Imágenes de mujeres: Teatro mexicano contemporáneo.” March 2003 (No. 30) in Los universitarios (Mexico City: UNAM). 53-59.
- “XI Encuentro Estatal de Teatro Nuevo León 2001.” Fall 2002 in Latin American Theatre Review. 139-141.
- “Mexico City’s Spring 2001 Theatre Season.” Spring 2002 in Latin American Theatre Review. 97-108.
- “Espacios inusitados en el teatro mexicano.” 19 September 2001 (No. 2518) in México en su cultura: Cultural Supplement of the Journal Siempre. [Accessible at <<http://www.siempre.com.mx/cultura2518/compton2518.html>>.]
- “Mexico City Theatre (Spring 2000).” Spring 2001 in Latin American Theatre Review. 153-162.
- “El teatro clandestino.” November 2000 (No. 2) in Los universitarios (Mexico City: UNAM). 17-25. [The text of the lecture presented in Mexico City in April, 2000.]
- “Investigación del teatro mexicano: Algunas imposibilidades.” 18 May 2000 (No. 2448) in México en su cultura: Cultural Supplement of the Journal Siempre. [A brief version of the keynote address delivered in Puebla, Mexico, in May, 2000. Accessible at <<http://www.m3w3.com.mx/SIEMPRE/2448/Cultura/Cultura13.html>>.]
- “Mexico City Theatre: Summer 1999.” Fall, 1999 in Latin American Theatre Review. 89-96.

- "Teatro clandestino." 15 July 1999 (No. 2404) in México en su cultura: Cultural Supplement of the Journal Siempre. [A short forerunner of the lecture presented in Mexico City in April, 2000. Accessible at <<http://www.m3w3.com.mx/SIEMPRE/2404/Cultura/Cultura8.html>>.]
- "Mexico City Theatre, Summer 1998." Fall, 1998 in Latin American Theatre Review. 149-156.
- "Mexico City Theatre, Summer 1997." Spring, 1998 in Latin American Theatre Review. 151-156.
- Mexican Picaresque Narratives: Periquillo and Kin. Lewisburg: Bucknell University Press, 1997.
- "Mexico City Theatre, Summers 1995 and 1996." Fall, 1996 in Latin American Theatre Review. 135-150
- "Una perspectiva desde el norte: Tendencias en dos temporadas de teatro recientes en el Distrito Federal (1992-93) y una addenda (1994)." February/October 1995 in La escena latinoamericana.
- "Mexico City Theatre, Summer of 1994." Spring, 1995 in Latin American Theatre Review. 141-145.
- "Mexico City Theatre, Summer 1993." Spring, 1994 in Latin American Theatre Review. 133-138.
- "'Máscaras mexicanas' in Rodolfo Usigli's Jano es una muchacha." Fall, 1991 in Latin American Theatre Review. 63-71. (Nominated by LATR for distinguished scholarship in a peer-review journal to the Board of Governors of the Association for Theatre in Higher Education.)
- "Intertwining Codes of Characterization in La vida inútil de Pito Pérez." May, 1991 in Chasqui. 79-86.
- Co-Author of Third-Semester Spanish course for the University of Kansas Independent Study program, 1988.

## **TRANSLATIONS**

- There Is No Such Place was published in 2008 by AuthorHouse. This is a translation of the book No hay tal lugar by Ignacio Solares.
- The Golden Coin: Freud or Jung? Published in a bilingual edition in 2004 by Ediciones del Ermitaño of Mexico City in the Minimalia collection. This translation of Ignacio Solares' play La moneda de oro: ¿Freud o Jung? was a collaborative project with Amy Pesola.  
(A staged reading of this translation was presented in Marquette, Michigan, on October 25, 2003, and again on April 9, 2004.)
- Peruvian Traditions: Ricardo Palma's Latin American Folkloric and Historic Tales, published 2004 by Authorhouse. Translated 14 of 41 of the stories in this collaborative project with Merlin D. Compton, who edited the edition and translated the other 27 stories.
- Delirium Tremens: Stories of Suffering and Transcendence was published in the year 2000 by Hazelden Information and Educational Services. This is a translation of the book Delirium Tremens by Mexican author Ignacio Solares.

## **ACCEPTED FOR PUBLICATION**

Yankee Invasion. A translation of Ignacio Solares' novel La invasión, to be published by Aliform Press of Minneapolis, Minnesota.

Una década de teatro mexicano:1992-2002. A book to be published by the University Press of the Universidad Nacional Autónoma de México.

## **INTERVIEW**

Talamantes, César. "Nuestro teatro visto desde el norte (entrevista a Timothy Compton)." Alternativa de Baja California Sur. July 2002 (No. 22). 12-16. Talamantes interviewed Compton about Mexican Theatre.

## **PAPERS DELIVERED AT CONFERENCES**

"Colisiones con Coloso: Encuentros entre México y los Estados Unidos en obras de Teatro representadas en el Distrito Federal desde 1997" delivered at the Bi-National Celebration of Contemporary Mexican Theatre in El Paso, Texas, on November 15, 2008.

"El arte teatral de Alberto Lomnitz" delivered at the VII Conference/Festival Latin American Theatre Today in Blacksburg, Virginia, on March 29, 2008.

"Super(b)-Sized: Packaging Shorter Plays into Full-Sized Bundles in Recent Mexican Theatre" delivered at the 6<sup>th</sup> Latin American Theatre Today Conference in Storrs, Connecticut, on April 7, 2005.

"The Art of Theatre Programs in Recent Mexican Theatre" delivered at the 5th Latin American Theatre Today Conference in Lawrence, Kansas, on April 3, 2003.

"The Work of Mexican Set Designer Philippe Amand: Or the Art of Intimate Sets" delivered at the 51<sup>st</sup> Annual Mountain Interstate Foreign Language Conference in Wilmington, North Carolina, on October 13, 2001.

"Sobre la naturaleza imposible del trabajo del investigador de teatro" a keynote speech delivered at the IV Jornadas de Investigación Teatral of the Mexican Association of Theatre Research in Puebla, Mexico, on May 4, 2000.

"Images of Native Americans on the Mexican Stage of the 1990s" delivered at the IV Congreso de Teatro Latinoamericano in Lawrence, Kansas, on March 31, 2000.

"Death on the Contemporary Mexican Stage" delivered at the III Congreso de Teatro Latinoamericano in Lawrence, Kansas, on April 3, 1997.

"Julieta Bracho's Madeja: Or the Raveling of Power in Theatre" delivered at the Latino/Iberoamerican Symposium at the Catholic University of America in Washington, D.C. on May 31, 1996.

"Historians on the Mexican Stage, or the Demystification of History" delivered at the Mid-America Conference on Hispanic Literature in Lawrence, Kansas, on September 9, 1994.

"Tendencias en Dos Temporadas de Teatro Recientes en el D.F. (Una perspectiva desde el norte)" delivered at the 4th International Conference of the International Institute of Latin American Theatre Theory and Criticism in Mexico City, Mexico, on August 5, 1994.

"La crítica literaria de las obras dramáticas de Rodolfo Usigli" delivered at Mexico's fourth annual Encuentro Nacional de Investigación Teatral in Guadalajara, Mexico, on December 3, 1992.

"Warfare in Wedlock: Marriage Relationships in the Plays of Rodolfo Usigli" delivered at the conference Latin American Theatre Today in Lawrence, Kansas, on April 30, 1992.

"Sympathy Eliciting Techniques in the `Autobiography' of Alonso Ramírez" delivered at the conference "Hispanic Culture and Society: Revising the Encounter" in Albuquerque, New Mexico on February 13, 1992.

"The Picaresque in Mexico Since Hasta no verte Jesús mío" delivered on November 9, 1989 at the Mid-America Conference on Hispanic Literature in Lawrence, Kansas.

"Códigos de caracterización en La vida inútil de Pito Pérez" delivered on October 17, 1987 at the Mid-America Conference on Hispanic Literature in Lincoln, Nebraska.

"Técnicas narrativas en La desheredada" delivered on April 25, 1987, at the Kentucky Foreign Language Conference.

## **INVITED PRESENTATIONS**

"Books in Translation," a presentation on the nature of translations and the experience of translating novels for the Marquette, Michigan, "One Book One Community" organization, November 10, 2008.

"Imágenes de mujeres en el teatro mexicano contemporáneo" delivered at the Centro Universitario de Teatro at UNAM in Mexico City, May 25, 2001. Also delivered as part of the Encuentro Estatal de Teatro in Monterrey, Nuevo León, Mexico, on June 5, 2001.

"El Teatro Clandestino" delivered at the Foro de la Casa del Teatro in Mexico City, May 2, 2000, by invitation of the Division of Theatre and Dance at UNAM.

Inservice workshop (presented with colleague Susan Martin) to the Language faculty at Marquette Sr. High School on April 20, 2000, on the use of music, TPR Storytelling, and children's literature in language teaching.

"Tres temporadas de Teatro en la Ciudad de México (1995-1997)" delivered at the National Center for Theatre Research in Mexico City, July 4, 1997.

"Black Poets and Poetry of the Hispanic Caribbean" delivered on the campus of Northern Michigan University as part of Black History Month 1997 on February 10, 1997.

"The Vibrant Theatre World of Mexico City" delivered on the campus of Northern Michigan University as part of the Hispanic Heritage Month '95 on October 4, 1995.

Workshop for the Foreign Language teachers of the Dickinson-Iron Intermediate School District as part of their Professional Development Week on use of culture in the language classroom, on August 21, 1995.

Gave a "charla" on contemporary Mexican theatre at the Escuela de Arte Teatral del Instituto Nacional de Bellas Artes, on June 30, 1995.

"Rodolfo Usigli, the Diego Rivera of Mexican Theatre" delivered at the Peter White Scholars breakfast on the campus of Northern Michigan University on November 2, 1993.

"Showtime: Ten Days of Mexico City's June 1993 Theatre Season" delivered at Brigham Young University in Provo, Utah, on August 9, 1993.

Delivered the following lectures in Mexico City in June of 1993 at Mexico's Centro Nacional de Investigación Teatral "Rodolfo Usigli" (CITRU), as a course on theatre criticism:

Logros y lagunas: Panorama de investigaciones realizadas sobre la obra de Rodolfo Usigli

Sistema C: Un método de acercamiento para obras de teatro, enfocando El gesticulador y La función de despedida

Vacaciones usiglianias: El teatro dentro del teatro en la obra de Usigli

"Máscaras mexicanas" en Jano es una muchacha

Corona de sombra y La última puerta bajo la lupa del "Sistema C"

Génesis admirable: Una apreciación crítica de las primeras obras de Rodolfo Usigli

### **ACADEMIC AWARDS AND GRANTS**

Faculty Research Grant to study theatre performances in Mexico City, awarded February 1998, Northern Michigan University.

Faculty Mini-Grant to study “Teatro Clandestino” in Mexico City, awarded October 1996, Northern Michigan University.

Faculty Development Award, College of Arts and Sciences, Northern Michigan University, November, 1993.

Faculty Merit Awards, Northern Michigan University, 1991 & 1992.

Outstanding Faculty Award presented February 9, 1992, by Mortar Board at Northern Michigan University.

Peter White Scholar, 1991-92 Academic Year at Northern Michigan University. An award to finance research on Mexican playwright Rodolfo Usigli.

Summer Fellowship, 1988, at the University of Kansas.

Academic Scholarships in 1979, 1982 and 1983, at Brigham Young University.

### **ONGOING ADMINISTRATIVE AND LEADERSHIP EXPERIENCE**

Head of the Department of Languages at Northern Michigan University, beginning July 2000. (Also served as Interim Head, October 1995-June 1996, July 1998-June 1999, and as Program Chair, July 1996-May 1998.)

Academic Administrator of the International Studies major and minor at Northern Michigan University, beginning July 2000.

Member of NMU’s International Studies Academic Advisory Committee, beginning August 1997.

Supervision of Secondary Education Foreign Language Student Teachers at Northern Michigan University, since January 1992 (42 student teachers through the winter 2004 semester).

Co-founder and Supervisor of Teachers for the After School Spanish Institute at Marquette Area Public Schools (Whitman Elementary School, until it closed in 2002, then at Sandy Knoll Elementary School), Springs beginning in 1997.

Creator and organizer of the Annual Spanish Language Field Day for advanced High School Spanish students of Michigan’s Upper Peninsula and Upper Wisconsin at Northern Michigan University, since 1992. (Held each spring, high school students come to participate in competitions and immersion into a Spanish-speaking country. Numbers have grown from about 300 students in 1992 to around 500 per year.)

Member of the Leadership Scholarship Committee at Northern Michigan University, since fall 1991.

Director of Northern Michigan University’s Language Laboratory, August 2002-present. (Also served as director Fall 1992/Winter 1993 and October 1995-May 1997.)

### **COMPLETED ADMINISTRATIVE AND LEADERSHIP EXPERIENCE**

Chaired numerous searches.

Member of the Executive Director of International Programs search committee, 2006-2007.  
Member of the Provost search committee, 2006-2007.  
Chair of NMU's International Studies Academic Advisory Committee, August 1999-August 2006.  
Member of Northern Michigan University's Academic Senate, April 2002-April 2004, April 1994-April 1996 and August 1998-December 1998.  
Served on NMU's Teaching and Learning Advisory Committee, August 1999-May 2002.  
Served on the Dean Search Committee for the Walker L. Cisler College of Business, Winter 1998-April 1999.  
Member of Northern Michigan University's Select Task Force to Review the University's Liberal Studies Program, October 1996-April 1999.  
Performed a Departmental Review of the Department of Modern Languages and Cultures at Slippery Rock University, April 1998.  
Member of Northern Michigan University's Faculty Review Committee, the group which reviews sabbatical, tenure, and promotion applications, Sept. 1996-May 1997.  
Mentor in the Student Leader Fellowship Program at Northern Michigan University, 1995-96 academic year.  
Member of the Northern Michigan University Academic Senate's executive committee, April 1995-April 1996.  
Chair of the Faculty Evaluation Committee of the Department of Languages at Northern Michigan University as of August 1993-December 1995.  
Chaired a session of the Eleventh Annual Conference of the Medieval Association of the Midwest on September 29, 1995.  
Attended "Winning Grants" seminar held in Marquette, Michigan, May 12-13, 1992.  
Book Review Editor of The Cryptic Scholar, Fall 1990-Fall 1992.  
Discussant of Southern Cone literature, Midwest Modern Language Association conference, Kansas City, November 2, 1990.  
Member of the B.A. in Business committee, Northern Michigan University, Fall semester, 1990.  
Co-Founder and Creator of the Constitution of the Graduate Student Association of Spanish and Portuguese at the University of Kansas, 1987. President 1988-89 school year.

## **FOREIGN EXPERIENCE**

Mexico City, Mexico. May 2008, May 2007, May 2006, March 2005, June 2004, May 2003, June 2002, May 2001, May 2000, June 1999, June 1998, July 1997, June 1996, August 1994, June 1993, and June, 1992, performed research on Mexican theatre, made various presentations and delivered various presentations (see above).  
Buenos Aires, Argentina. May 2008, as part of an NMU team exploring exchange opportunities with several institutions.  
Chihuahua, Mexico. February 2006, as part of an NMU team exploring exchange opportunities with the Universidad Regional del Norte. Returned in April 2007 with a group of NMU students for the first part of a faculty-led study abroad.  
Mexico City, Mexico. June 1995, Creator and Director of NMU's first faculty-led study program in Mexico, taught course on Mexican theatre and culture, performed research on Mexican theatre, spoke at Mexico's National School of Theatre (see "Invited Presentations" above).  
Barcelona, Spain. June-July, 1989, as Director of the Academic portion of the University of

Kansas Foreign Language Institute.  
Barcelona, Spain. June-July, 1987, as Graduate Teaching Assistant with the University of  
Kansas Foreign Language Institute.  
Guadalajara, Mexico. June-July, 1982, with Brigham Young University Study Abroad Program.  
Northern Mexico (Torreón, Ciudad Juárez, Chihuahua, Parral). March, 1980-July, 1981.  
Mexico City, Mexico. June-July, 1979, with Brigham Young University Study Abroad Program.  
Lima, Peru. March-May, 1978.  
Madrid, Spain. June-December, 1975, with Brigham Young University Study Abroad Program.

## **OTHER**

Directed staged readings of adaptations of the following plays. They were performed at NMU as part of different classes, performed for the University and Marquette Spanish speaking and learning community. Performed small roles in El gesticulador, Cupo limitado and Quinto sol.

El gesticulador, by Rodolfo Usigli, October 30, 2008

Silencio, pollos pelones. . ., by Emilio Carballido, December 3, 2007

Cupo limitado, by Tomás Urtusástegui, December 12, 2006

El mundo nocturno, by Teresa Valenzuela, November 9, 2006

Quinto sol, by Francisco de Hoyos, December 14, 2004

Madeja, by Julieta Bracho, December 12, 2001

Member of the Editorial Board of Latin American Theatre Review, beginning Spring 2001.

Member of the Wisconsin Association of Foreign Language Teachers, and Sigma Delta Pi (Spanish Honor Society).

Received training in Oral Proficiency Elicitation and Rating from the American Council on the Teaching of Foreign Languages, November 2002.

Attended the conference of the Wisconsin Association of Foreign Languages in Appleton, Wisconsin yearly, 1999-2003, 2007.

Attended the Michigan Foreign Language Association Conference in Midland, Michigan, October 1996. (Also attended MFLA in Traverse City in 1993.)

Studied Interactive Videodisk Technology for Language learning, Utah, July 9-16, 1991.

Attended the Central States Conference on the Teaching of Foreign Languages in Minneapolis, Minnesota, March 16-18, 1990.

Translator and Proof Reader in the Spanish Translation Division of the Church of Jesus Christ of Latter-day Saints, 1983-85.

## **REFERENCES**

Rolande Graves (Retired colleague, former head)

Terrence Seethoff, Dean  
College of Arts and Sciences  
Northern Michigan University  
Marquette MI 49855  
(906) 227-2700  
[tseethof@nmu.edu](mailto:tseethof@nmu.edu)

Amy Orf (Current colleague)  
Modern Languages and Literatures  
Northern Michigan University  
Marquette MI 49855  
(906) 227-1818  
[aorf@nmu.edu](mailto:aorf@nmu.edu)

# MARCELO E. SILES

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U.S. Citizen

E-mail:siles@msu.edu  
FAX: (517) 432-2221

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## EDUCATION

**Post Doctoral Studies**, Michigan State University, 1992

Socio-economic relationships in Savings and Credit Markets.

**Ph.D. Applied Economics**, Michigan State University, 1992

Dissertation Topic: The Role of Social Capital in Michigan's Credit Markets.

Major Field: Economic Development and International Finance

Minor Field: Project Appraisal

**M.S. Agricultural Economics**, Michigan State University, 1991

Specialized in Econometrics, Agricultural Finance, and Economic Development.

**B.S. Civil Engineering, B.A. Economics, and A.D. Accounting**, Universidad Técnica de Oruro - Bolivia

## LANGUAGES

\* Fluent in English, Spanish, and Portuguese.

## WORK EXPERIENCE

**Executive Director of International Programs**, Northern Michigan University, July 2007 – Present.

**Visiting Professor**, Office of International Programs, College of Agriculture and Natural Resources, Michigan State University, January 2006 – June 2007.

**Senior Research Associate**, Julian Samora Research Institute, Michigan State University, July 2003 – December 2005.

**Co-Director Social Capital Initiative** Center for Advance Study of International Development CASID, Michigan State University, August 1998 - June 2003.

**Coordinator of Research** The Julian Samora Research Institute, Michigan State University, August 1999-August 2000.

**Senior Research Associate** The Julian Samora Research Institute, Michigan State University, January 1993- July 1998.

## **Teaching Experience**

ISS 315 Honors Section. “Global Diversity and Interdependency - A Social  
Capital Approach”  
ISS 210 “Society and the Individual”  
ISS 330C “Latin American Social Science Perspective”  
ECON 260 “Comparative Economic Systems”

**Study Abroad Programs:** Organized and conducted 15 programs in:

Argentina, “Globalization, the Environment, and Social Capital”  
Mexico, “Regional Development and Social Capital in Mérida”  
Peru/Bolivia, “Globalization, Development and Poverty Alleviation in the Andean  
Region.”

## **Publications and Presentations**

More than 150 publications among books, book chapters, journal papers, working  
papers, and domestic and international presentations.

## **NON ACADEMIC WORK EXPERIENCE**

**Project Manager and Development Loan Advisor** for U.S. AID Mission to Bolivia,  
1984-1986.

**Under Secretary of State, Ministry of Finance,** Bolivia, 1983-1984.

**Advisor to the Economic and Financial Commission of the Senate Chamber of  
Bolivia, 1982-1983.**

**National Supervisor of Civil Works** for the Bolivian Oil Enterprise, 1981-1982.

**General Manager** for United Industries for Construction Materials, 1975-1981.

**Civil Engineer** for the Development Corporation of Oruro, Bolivia, 1974-1975.

## **MEMBERSHIPS**

NAFSA – Association of International Educators  
Institute of International Education (IIE)  
Association of International Education Administrators (AIEA)  
Society for International Development  
Business Association of Latin American Studies  
Latin American Studies Association

*DR. REBECCA J. ULLAND*  
Northern Michigan University  
Department of Modern Languages and Literatures  
Marquette, Michigan 49855

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EDUCATION

University of Minnesota, Minneapolis, Minnesota.

Doctor of Philosophy, Hispanic and Luso-Brazilian Literatures and Linguistics, 2006.

Graduate Minor, Feminist Studies.

*Dissertation*: "Post-Dictatorship Historical Fiction in Argentina: A Dialogue Between Past and Present."

Master of Arts, Hispanic Literature, 2000.

*Final Papers*: "Ana Caro Mallén de Soto: Altering the Boundaries of Gendered Space" and "Cambio de armas': Un intento de superar la opresión política y la represión de la mujer."

Carleton College, Northfield, Minnesota.

Bachelor of Arts, *cum laude*, Spanish, 1996.

*Senior Comprehensive Exercise*: "Un día mi príncipe llegará: El uso de la revisión mítica en Esquivel, Ferré y Valenzuela."

TEACHING EXPERIENCE

Assistant Professor of Spanish, Northern Michigan University, August 2006-present.

Taught first- and second-year Spanish, Twentieth-Century Spanish-American Literature, Introduction to Spanish-American culture, Conversational Spanish, Advanced Grammar and Composition and a Freshman Seminar in the First Year Experience program. Utilized a multimedia approach that incorporated WebCT, YouTube and other internet programs. Coordinated University-wide *Día de los muertos* celebration and guided student participation in Latino Culture Week. Supervised Spanish Language Bowl at high school Spanish Field Day. Advised students on course options, major requirements and study abroad opportunities.

Graduate Instructor, University of Minnesota, January-May 2003.

Taught upper-division undergraduate women's studies course with an honors component on race, class, ethnicity, and gender. Utilized technology by designing activities for students that lead them to implement a multimedia approach to course assignments. Designed syllabus, chose textbooks, and implemented academic service learning component.

Spanish Writing Center Consultant, University of Minnesota, September-December 2002.

Worked with advanced undergraduate students to help improve writing skills in Spanish. Focused on structure, organization, and content of essays. Organized Writers' Workshop and Senior Paper Works-in-Progress Series for Spanish majors and minors.

Teaching Assistant, University of Minnesota, September 1998-August 2002.

Taught first-year Spanish, Introduction to Hispanic Culture and Introduction to Literary Studies courses. Prepared syllabi, chose supplementary materials, and created exams for courses.

## PUBLICATIONS

### Articles:

"Limits of Female Representation in Clarice Lispector's A hora da estrela." Selected Proceedings of the Twelfth Annual Symposium on Hispanic and Luso-Brazilian Literature, Language and Culture 2002. Edited by Julia Domínguez and Miguel Rodríguez-Mondoñedo. Tucson: Hispanic Symposium Society, 2002. 87-94.

### Encyclopedia Entries:

"Iparraguirre, Sylvia." Latin American Women Writers: An Encyclopedia. Edited by María Claudia André and Eva Paulina Bueno. New York: Routledge, 2008. 240-241.

"Lojo, María Rosa." Latin American Women Writers: An Encyclopedia. Edited by María Claudia André and Eva Paulina Bueno. New York: Routledge, 2008. 288-290.

### Reviews:

"La historia fabulosa / La fábula de la historia." Review of Eva maravillosa by Gloria Lenardón. Confluencia 23.1 (fall 2007): 168-169.

## CONFERENCE PRESENTATIONS

"The Myth of National Unity: María Luisa Bemberg's Response to José Mármol." Presented at the Midwest Modern Language Association Annual Convention (MMLA). Minneapolis, Minnesota, November 2008.

"La Princesa Federal by María Rosa Lojo: Countering Mármol's Representation of Manuela Rosas." Presented at the Midwest Modern Language Association Annual Convention (MMLA). Minneapolis, Minnesota, November 2008.

"Hija del silencio by Manuela Fingueret: The Volume of Silence." Presented at the South Atlantic Modern Language Association Annual Convention (SAMLA). Atlanta, Georgia, November 2007.

"Hija del silencio de Manuela Fingueret y la recuperación de la voz judía." Presented at the Annual Convention of the Asociación Internacional de Literatura y Cultura Femenina Hispánica (AILCFH). Seville, Spain, October 2007.

"Los mitos de la pasión en La pasión de los nómades de María Rosa Lojo." Invited panelist at the Annual Symposium of the Instituto Literario y Cultural Hispánico (ILCH). Luján, Buenos Aires, Argentina, August 2007.

"The Discourse of Power: The Power of Discourse: The Voyage of the Beagle and La tierra del fuego." Presented at the Annual Convention of the Asociación Internacional de Literatura Femenina Hispánica (AILFH). Ogden, Utah, October 2006.

"Whose Passion?: La pasión de los nómades and the Word-Weary Warrior." Presented at the South Atlantic Modern Language Association Annual Convention (SAMLA). Atlanta, Georgia, November 2005.

**AMY S. ORF**

**E-mail:** [aorf@nmu.edu](mailto:aorf@nmu.edu)

**EDUCATION**

- PhD In Progress—complete except dissertation. University of Michigan.  
M.A. Romance Languages & Literatures, University of Michigan, 1993  
Field of concentration: Romance Linguistics – Spanish  
B.A. Foreign Languages & Literatures, Iowa State University, 1991  
Majors: Spanish and Linguistics; Minor: French  
With Distinction

**DISSERTATION**

Title: “The Grammaticalization of the Spanish Progressive: The Evolution of an Aspectual System.” Director: Steven N. Dworkin

**TEACHING EXPERIENCE**

Continuing Instructor, Northern Michigan University, Department of Modern Languages & Literatures, Marquette, MI

I have taught SN101, SN102, SN201, SN202, SN300, SN305, SN400, SN495 (Spanish Phonology and Dialectology; Introduction to Spanish Linguistics), and LG295/LAT101 (Beginning Latin I). I have co-led three groups of NMU students on study abroad programs, including a humanitarian mission to build playgrounds in Havana, Cuba (May 2003), a language immersion program at Academia Castila in Granada, Spain (May 2005), and a Faculty-Led Study Abroad in Chihuahua, Mexico (April 2007). I have served on numerous Departmental and University committees and am the Chair of the Academic Senate Committee on Internationalization. (Fall 1997 – Present)

English Instructor, University Language Programs, Marquette, MI

I taught English as a Second Language, including Advanced English Grammar, English Conversation, and Advanced Reading and Listening. (June 2000 – November 2000)

Visiting Instructor, Michigan State University, Department of Romance and Classical Languages, East Lansing, MI

I taught two upper-level linguistics courses: Introduction to Spanish Linguistics and Spanish Phonetics and Phonology. I also helped organize and run a weekly Romance languages film series. (Winter 1997)

Instructor, Schoolcraft College, Livonia, MI

I taught elementary and intermediate Spanish. (Fall 1996)

Graduate Student Instructor, University of Michigan, Department of Romance Languages & Literatures, Ann Arbor, MI

I taught elementary, intermediate, and advanced Spanish language courses. I also initiated and conducted a Spanish language conversation group. (Fall 1992 – Summer 1996)

**PRESENTATIONS AND PUBLICATIONS**

“The Auxiliaries of the Spanish Progressive: Evidence from the Middle Ages.” Publications of the Medieval Association of the Midwest. Vol. 11. Ed. Mel Storm. Emporia, Kansas: Emporia State University, 2004. 39-60.

“Streaming Video and Foreign Language Broadcasts over the Net – A Campus-wide Opportunity.”  
Co-presenter: Eric Smith. 2002 Merit Annual Meeting, Ypsilanti, MI, June 14, 2002.

“The Auxiliaries of the Spanish Progressive: A Historical Perspective.” CLS 36: The Panels.  
Proceedings from the Panels of the Chicago Linguistic Society’s Thirty-sixth Meeting, University  
of Chicago, April 27-29, 2000. Ed. Arika Okrent and John Boyle. Chicago: Chicago Linguistic  
Society, 2000. 275-87.

“The Grammaticalization of *estar*, *ir*, *andar*, and *venir*: The Auxiliaries of the Progressive.” 29<sup>th</sup>  
Linguistic Symposium on Romance Languages, University of Michigan, Ann Arbor, MI, April 8-  
11, 1999.

“The Evolution of a Spatio-Temporal Metaphor: The Spanish Progressive.” Sixth Annual Charles  
F. Fraker Conference, University of Michigan, Ann Arbor, MI, April 4-5, 1997.

“Ebonics Has Links to African Languages.” State News [East Lansing] 10 Feb. 1997: 4A.

“The Advantages of Song in the Foreign-Language Classroom.” Colloquium on Spanish  
Linguistics, Roanoke College, Salem, VA, March 29-30, 1996.

#### **RELATED WORK EXPERIENCE**

Interpreter, United States District Court, Marquette, MI (Summer 2002 – present)  
Bilingual tutor, Ann Arbor Public Schools, Ann Arbor, MI (Fall 1996)

#### **HONORS AND AWARDS**

Advice High Honors: recognition for excellence in teaching based on student evaluations,  
University of Michigan (Fall 1993 and Fall 1995)

Rackham Regents Fellowship, University of Michigan (Fall 1991 – Winter 1995)

Highest Graduating Senior in Linguistics for 1990-1991, Highest Graduating Senior in Spanish for  
1990-1991, Highest 2% of Sciences & Humanities Seniors 1990, Highest 2% of Sciences &  
Humanities Juniors 1989, Highest 2% of Sciences & Humanities Sophomores 1988, Iowa State  
University

#### **RESIDENCE AND STUDY ABROAD**

Attended AATSP Annual Conference in San José, Costa Rica (July 2008)  
Faculty-Led Study Abroad in Chihuahua, Mexico for four weeks. (April 2007)  
Co-led group of NMU students to study at Academia Castila in Granada, Spain (May 2005)  
Rotary Group Study Exchange in the province of Santa Fe, Argentina (May 2004)  
Humanitarian mission to Havana, Cuba to build playgrounds (May 2003)  
Exchange student through East Tennessee State University – Colegio Mayor Covarrubias in  
Madrid, Spain (Summer 1989)

#### **LANGUAGES**

English: Native command  
Spanish: Near-native fluency  
French: Speaking and reading knowledge  
German: Reading knowledge  
Latin: Reading knowledge  
Russian: Basic conversational skills

## MICHAEL W. JOY

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### EDUCATION

**University of Minnesota**, Minneapolis, Minnesota

**Ph.D.**, Hispanic and Luso-Brazilian Literatures and Linguistics, 2003.

**M.A.**, Hispanic Literature, 1996.

**Carleton College**, Northfield, Minnesota

**B.A.**, *magna cum laude*, Spanish, 1994.

### TEACHING EXPERIENCE

**Assistant Professor of Spanish**, Northern Michigan University, 2006-present.

Taught courses in the beginning, intermediate, and advanced language sequence, as well as Spanish Civilization and Golden Age Spanish literature. Taught seminar for first-year students (in English). Participated in many department activities, including search committees and bylaw revision subcommittees. Advised new students, majors, and minors.

**Assistant Professor of Spanish**, Presbyterian College, 2003-2006.

Taught the following courses in Spanish: beginning and intermediate language, survey of Spanish literature, seminars on Golden Age theater, mystic poets, and the picaresque. Created and taught a seminar for first-year students. Founded department newsletter. Organized departmental film festival. Advised new students, majors, and minors. Organized and directed study-abroad programs in Guatemala and Mexico.

### CONFERENCE PRESENTATIONS

“Fatherhood and the Comedia.” Organizer and moderator of special session at the Modern Language Association Conference (MLA) (San Francisco, December 2008)

“Yo soy hijo de la piedra, que padre no conocí?: The Ambiguity of Masculinity in *Pedro de Urdemalas*.” South Atlantic Modern Language Association Conference (SAML) (Louisville, November 2008).

“El *Martín Fierro*: De la picaresca a la pampa.” South Atlantic Modern Language Association Conference (SAML) (Atlanta, November 2007).

“«Padre soy, hago mi oficio»: El papel de Marcelo en *El esclavo del demonio*.” Asociación Internacional de Teatro Español y Novohispano del Siglo de Oro (AITENSO) (Mexico City, October 2007).

“Engaging Twenty-First Century Students With the Golden Age: Success Stories From Small Colleges.” Organizer and moderator of special session at the Modern Language Association Conference (MLA) (Philadelphia, December 2006).

“El extrañamiento en la literatura de la conquista.” South Atlantic Modern Language Association Conference (SAMPLA) (Atlanta, November 2005).

“To Name the Impossible Name: Derrida’s *Contretemps* and the Name in Don Quijote.” Don Quijote at 400: A Celebratory Encounter (Villanova University, March 2005).

“Sor Juana’s *Neptuno alegórico* as Emblematic Text.” Northeast Modern Language Association Conference (NEMLA) (Pittsburgh, March 2004).

“Espartafiledo’s Asparagus: Don Quijote as Heroic Emblematic.” Central New York Conference on Language and Literature (SUNY-Cortland, October 2003).

“Image + Text: The Articulation of the Emblematic Form in Golden Age Spain.” Graduate Student Conference on Hispanic and Luso-Brazilian Languages and Linguistics (Miami University of Ohio, February 2002).

“Ideologies and Emblems in the Theater of the Spanish Golden Age.” Twenty-fifth Annual Comparative Drama Conference (Ohio State University, April 2001).

“Satire and the (Colonizing) Subject in the Theater of Gil Vicente.” Purdue University Conference on Romance Languages, Literatures, and Film (Purdue University, October 1999).

“The Art of the (Im)possible: Politics and the Postmodern in Gómez de la Serna’s *Greguerías*.” Purdue University Conference on Romance Languages, Literatures, and Film (Purdue University, October 1998).

“The *Lema* and the *Emblema*: Diverse Rhetorical Strategies in Saavedra Fajardo’s *Empresas políticas*.” Purdue University Conference on Romance Languages, Literatures, and Film (Purdue University, October 1997).

### **SELECTED PUBLICATIONS**

“The Subject of Seeing and the Seeing Subject in Gracián’s *Oráculo manual*” (in preparation).

“Wrestling Miguel de Cervantes: (Golden-)Aged Heroes in *Don Quijote* and *The Wrestler*” (in preparation).

Review of Bryant Creel, *The Voice of the Phoenix: Metaphors of Death and Rebirth in Classics of the Iberian Renaissance*. *Hispania* 91.3 (September 2008): 603-04

Review of Manuel da Costa Fontes, *The Art of Subversion in Inquisitorial Spain*. *Hispania* 91.1 (March 2008): 192-93.

“Satire and the (Colonizing) Subject in the Theater of Gil Vicente.” *Romance Languages Annual* 11 (1999): 507-11.

“The Art of the (Im)possible: Politics and the Postmodern in Gómez de la Serna’s *Greguerías*.” *Romance Languages Annual* 10 (1998): 640-45.

“The *Lema* and the *Emblema*: Diverse Rhetorical Strategies in Saavedra Fajardo’s *Empresas políticas*.” *Romance Languages Annual* 9 (1997): 539-44.

**GRATZIA VILLARROEL (SMEALL)**

**Political Science Department, 100 Grant St., St. Norbert College, De Pere, WI 54115**  
**(920) 403-3887 (W) email: [gratzia.villarroel@snc.edu](mailto:gratzia.villarroel@snc.edu)**

**EDUCATION**

- 1990 Ph.D. in Government and International Studies, University of South Carolina, Columbia, SC;  
Doctoral Dissertation: *Catholic and Andean Influences on Bolivian Women's Political Participation.*
- 1986 M.A. in Government and International Studies, University of South Carolina, Columbia, SC;  
Master's Thesis: *Cooperation for Development in Latin America: A New Perspective.*
- 1984 B.A. in Political Science, *Summa Cum Laude*, Minor in French, University of North Dakota,  
Grand Forks, ND; Senior Honors Program, President's Honor Role.

**ACADEMIC POSITIONS**

- 2007-2008 Santo Domingo Visiting Scholar, David Rockefeller Center for Latin American Studies,  
Harvard University, Cambridge, MA.
- 1990-Present Associate Professor of Political Science, International Relations and Political  
Science, St. Norbert College, De Pere, WI.
- 1988 -1990 Instructor, International Relations, University of South Carolina, Columbia, SC.
- 1986-1989 Teaching Assistant, International Relations & Latin American Politics, University of  
South Carolina, Columbia, SC.

**ADMINISTRATIVE EXPERIENCE**

- 1998-Present Director of the International Studies Program, St. Norbert College, De Pere, WI.
- 1998-Present Washington Semester Coordinator, St. Norbert College, De Pere, WI.
- 1995-Present Director of the United Nations Seminar, St. Norbert College, De Pere, WI.
- 2001-2005 Coordinator for Political Science, St. Norbert College, De Pere, WI.

**TEACHING EXPERTISE**

Introduction to International Studies, International Relations Theory, Feminist Perspectives in IR,  
International Organization, The United Nations in World Politics, U.S. Foreign Policy

**MANUSCRIPTS**

*In The Footsteps of Bartolina Sisa: Indigenous Women, Evo Morales, and the Bolivian Social  
Revolution.* (In Progress).

**SELECTED PUBLICATIONS (Peer Reviewed)**

- Villarroel Smeall, Gratzia. (2004). "The United States and the United Nations: Unilateralism in an Era of  
Globalization." In *Globalization Redux: Same Name New Game*, edited by Thomas Conner.  
Lanham, MD: University Press of America.
- Villarroel Smeall, Gratzia. (2000). "Bolivia: Women's Rights, the International Women's  
Convention, and State Compliance" In *Women's Rights: A Global View*, edited by  
Lynn Walter. Westport: Greenwood Publishing Group, Inc.
- Villarroel Smeall, Gratzia. (1994). "Women, Adamocracy and the Bolivian Social Revolution." *Women  
and Revolution in the Third World*, ed. by Mary Ann Tetrault. Columbia, SC: So. Carolina Press.

**SELECTED CONFERENCE PAPERS AND ACADEMIC PRESENTATIONS**

- "Evo Morales and the UN Indigenous Forum" Department of Romance Languages, Harvard  
University, Cambridge, MA, March 2008.
- "Polleras, Power, and Political Resistance: Indigenous Women and Social Change in Bolivia."  
DRCLAS, Harvard University, Cambridge, MA, October 2007.
- "Competing Images of Latin American Poverty: U.S. Non-Governmental Organizations'  
Fundraising Appeals in the 21<sup>st</sup> Century" with Dr. Cheryl Carpenter. Southeastern Council on  
Latin American Studies (SECOLAS), San Jose de Costa Rica, April 2007.
- "The Demise of the Nation-State: Privatization, Social Unrest and Indigenous Resurgence in  
Bolivia." International Studies Association Annual Conference, Chicago, IL, February 2001.

- "UN leadership in the post-Westphalian System: Challenges and Opportunities for the Secretary General." Int'l Studies Association Annual Conference, Minneapolis, MN, March 1998.
- "The United States and the United Nations: Redefining the Role of the Secretary General." Midwest Political Science Conference, Chicago, IL, March 1997.
- "The Impact of NGO's in the Development of Pan-Indianism in Latin America." International Studies Association Annual Conference, San Diego, CA, April 1996.
- "Civil War, Press Coverage and Elections: The Case of El Salvador" with Dr. Kokkeong Wong, Third World Conference, Omaha, Nebraska, October 1992.
- "Latin American Integration: Trends in the 1990's." ISA Midwest Conf., Urbana-Champaign, IL, Oct. 1991.

### **COLLEGE-WIDE & COMMUNITY PANELS, PRESENTATIONS & BOOK DISCUSSIONS**

- "Militant Islam: Explaining and Responding." Killeen Chair and Peace and Justice Center, St. Norbert College, De Pere, WI, October 2006.
- "Whose Land Is It?" Third International Social Justice Conference, University of Wisconsin Green Bay, November 14-15, 2005..
- "Globalization and its Impact on U.S. economic and Security Interest." Optimist Club, De Pere, WI, February 2005.
- "US. Security and the Iraq War." Pizza with a Purpose, Peace and Justice Center, St. Norbert College, De Pere, WI, 2004.
- "By the People." MacNeil-Lehrer News Hour, Green Bay, WI, January 2004.
- "Preemptive Strike and the Iraq War." Phi Beta Delta Honor Society presentation, St. Norbert College, De Pere, WI, November 2, 2003.
- "America at War." Soup with Substance, Campus Ministry, St. Norbert College, March 2003.
- "After the Attack: Our Democracy a Year Later." (panelist) Brown County Library, Green Bay, WI, October, 2002.
- "The Impact of 9/11 on the United States." St. Norbert College, De Pere, WI, October 2001.

### **SELECTED SCHOLARSHIPS, FELLOWSHIPS AND GRANTS**

- 2009 Alternate for American Association for University Women (AAUW) Summer Research Fellowship.
- 2007 Santo Domingo Fellowship to work on sabbatical manuscript, awarded by the David Rockefeller Center for Latin American Studies, Harvard University, Cambridge, MA.
- 1997 Coca-Cola Foundation Grant to attend the Forth Joint Conference of International Law sponsored by the American Society of International Law, The Hague, July, 1997.
- 1996 New York University Global Studies Grant to participate in the "Global Studies Program on Human Rights," New York University Law School, New York, NY.
- 1992 Consortium for the Advancement of Private Higher Education (CAPHE) Grant, Faculty Immersion Trip to El Salvador and Nicaragua, January, 1992.
- 1991 Hoover Institute Summer Grant to attend the "Hoover Institute's Summer Program in International Relations," Stanford University, San Francisco, July 1991.

### **2009 COMMITTEE MEMBERSHIP/COLLEGIAL SERVICE**

International Studies Advisory Board, Chair; International Education Advisory Council; International Studies Assessment Co-Coordinator; Women and Gender Studies Advisory Board Master of Liberal Studies Committee; Graduate School Advisor for International Studies Advisor for Global Scholars, the International Studies Student Organization



Office of the Provost and Vice President  
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April 29, 2009

Ms. Christine Corey  
International Education Programs Service (IEPS)  
U.S. Department of Education  
1990 K Street, N.W., Room 6069  
Washington, D.C. 20006-8521

Dear Ms. Corey:

I am pleased to offer support for the Title VI – Languages program “Taking NMU International Studies to the Next Level.” In my opinion this grant provides a significant opportunity to further develop our rapidly growing International Studies Program and expand our language offerings in Spanish and Portuguese.

Increasing the internationalization opportunities for our students and faculty is a major goal in Northern Michigan University’s strategic plan *The Road Map to 2015*. The College of Arts and Sciences has provided significant leadership in the areas of internationalizing the curriculum and developing international programs for faculty and students. The proposed project aims to create new courses for the international studies program, develop collaborative projects with universities in Latin America, expand language offerings in Spanish and Portuguese, establish a Latin American Speakers and Performing Arts series, and provide training opportunities for language faculty.

Northern Michigan University is committed to providing the resources needed to make the Title VI-Languages Program “Taking NMU International Studies to the Next Level” successful. If I can be of further assistance in your review process, please do not hesitate to contact me.

Sincerely,

A handwritten signature in cursive script that reads "Susan J. Koch".

Dr. Susan J. Koch, Provost and Vice President  
Academic Affairs

April 28, 2008

Christine Corey  
International Education Programs Serviced (IEPS)  
U.S. Department of Education  
1990 K Street, N.W., Room 6069  
Washington, D.C. 20006-8521

Dear Ms. Corey:

I enthusiastically support the proposal to the Title VI – Language Program “Taking NMU International Studies to the Next Level.” Northern Michigan University has a strong commitment to international education that fosters the study of foreign languages and international studies. This commitment exists at all levels of our institution, from our faculty and administration to our students. Building on Northern Michigan University’s international mission, this proposal is another initiative that will provide NMU faculty the opportunity to improve their language skills, develop new courses for our international studies program, develop collaborations with colleagues in Latin American, and to our students more opportunities to study Spanish and Portuguese and new courses for their international programs.

The International Programs Office will support the activities of this proposal coordinating all the project’s activities, conducting the Latin American Speakers presentations, organizing the faculty trips to Latin American, and cooperating with the Latin American Performing Arts Series.

I am excited that this program will bring our institution’s international studies to the next level. I look forward to active participation in this program and the benefits it will bring to Northern Michigan University’s faculty and students. If you need additional information, please do not hesitate to contact me.

Sincerely,



Dr. Marcelo E. Siles  
Executive Director of International Programs

# Budget Narrative

## Budget Narrative

Attachment 1:

Title: Pages: Uploaded File: **1234-NMU\_BudgetNarrative.pdf**

**Northern Michigan University  
September 2009 -- August 2010  
Proposed Budget Year One**

<b>BUDGET CATEGORIES</b>	<b>Requested</b>	<b>NMU</b>
<b>1. Personnel</b>		
Project Director: Tim Compton ( 33 % Academic Year)	\$ 7,136	\$ 17,034
25% Summer	\$ -	\$ 4,069
Key Personnel:		
International Affairs Director: Marcelo Siles @ 5%	\$ -	\$ 4,300
International Affairs Admin Asst: Angela Maki @ 5% additional assignment	\$ -	\$ 1,334
Curriculum Development:		
Ulland, R. x (Intro to Int'l. Studies) release time for 4 credits	\$ 3,568	\$ 4,238
Orf, A. (Spanish for the Professions) release time for 2 credits	\$ 1,784	\$ 1,646
Faculty Development:		
Committee of Internationalization (International Scholar Designation)		
30 hrs.subcom. (3 people 10 hr./ea.), 20 hrs. for committee =		
50 hrs. total x \$40/hr.	\$ -	\$ 2,000
<b>Total Personnel</b>	<b>\$ 12,488</b>	<b>\$ 34,621</b>
<b>2. Fringe Benefits</b>		
Project Director: Tim Compton Academic Year @ 42.4%, Summer @ 24.2%	\$ 1,256	\$ 9,977
International Affairs Director: Marcelo Siles @ 44.3%		\$ 1,905
International Affairs Admin Asst: Angela Maki @ 80.2%	\$ -	\$ 1,070
Other Key Personnel:		
Amy Orf @ 45.6%	\$ 314	\$ 1,250
Rebecca Ulland @ 45.6%	\$ 628	\$ 2,931
Faculty Development:		
Committee of Internationalization (International Scholar) - 45.6%	\$ -	\$ 912
<b>Total Fringe</b>	<b>\$ 2,198</b>	<b>\$ 18,045</b>
<b>3. Travel</b>		
One Regional Conference on Int'l Studies for 4 faculty:		
Registration: 4 @ \$200 (est.)	\$ 800	\$ -
Airfare \$600 x 4 faculty	\$ 2,400	\$ -
Local Travel	\$ 100	\$ -
Hotel: 4 rooms @ \$90 x 2 days	\$ 720	\$ -
Per Diem: 4 faculty @ \$32 x 3 days	\$ 384	\$ -
Travel to Dept. of Education conference (1 person)		
Airfare: RT Marquette-Washington DC @ \$800 x 1 faculty	\$ 800	\$ -
Hotel: 2 rooms @ \$120 x 3 nights x 1 faculty	\$ 360	\$ -
Local Transportation & misc. \$75 x 1 faculty	\$ 75	\$ -
Per Diem: @ \$32 x 3 days x 1	\$ 96	\$ -

<b>BUDGET CATEGORIES</b>	<b>Requested</b>	<b>NMU</b>
Faculty (4) to Argentina		
Airfare \$1,000 x 4 faculty	\$ 4,000	\$ -
Hotel \$120 x 14 days x 4 rooms	\$ 4,220	\$ 2,500
Per diem \$32 x 14 days x 4 faculty	\$ 896	\$ 896
Spanish course \$1,000 x 4 faculty	\$ 2,000	\$ 2,000
Local trans. & misc. \$150 x 4 faculty	\$ 300	\$ 300
Language Program for 1 faculty in Belem, Brazil		
Language Course Fee (includes lodging and meals for 60 days) @ \$3,500	\$ 3,500	\$ -
Airfare \$1,600 x 1 faculty	\$ 1,600	\$ -
Local Transportation & misc.	\$ 500	\$ -
<b>Total Travel</b>	<b>\$ 22,751</b>	<b>\$ 5,696</b>
<b>4. Equipment</b>		
N/A	\$ -	\$ -
<b>5. Supplies</b>		
Long-distance/Overseas Telephone Calls: \$60/month	\$ 720	\$ -
Duplicating (\$40/month)	\$ 480	\$ -
Latin American Library of books, cds, audio, VHS, DVDs, & teaching materials	\$ 6,500	\$ -
<b>Total Supplies</b>	<b>\$ 7,700</b>	<b>\$ -</b>
<b>6. Contractual</b>		
Latin American Speakers (4)		
Fee: \$1000 x 4 speakers	\$ 2,000	\$ 2,000
Travel: \$1000 RT Airfare x 4, 4 days x \$32/per diem x 4, 3 days x \$100/hotel x 4	\$ 2,856	\$ 2,856
Oral proficiency Interview Training (3 faculty)		
Cost of training: \$850 x 3	\$ 2,550	\$ -
4 nights of hotel: \$200/night x 3	\$ 2,400	\$ -
Airfare to San Diego \$500 x 3	\$ 1,500	\$ -
Per diem: \$32 x 5 days x 3 faculty	\$ 480	\$ -
Local transportation	\$ 150	\$ -
Latin American Performing Art Series		
Artist Fees	\$ 6,500	\$ -
Travel, meals & Lodging Expenses	\$ -	\$ 1,600
Worshop	\$ -	\$ 500
Promotion (ads & posters)	\$ -	\$ 900
Hall (\$1,500) & Sound (\$2,000) Rental	\$ -	\$ 3,500
External Evaluator:		
Fee: \$1500	\$ 1,500	\$ -
RT Airfare: \$600	\$ 600	\$ -
Hotel: \$120 x 2	\$ 240	\$ -

<b>BUDGET CATEGORIES</b>	<b>Requested</b>	<b>NMU</b>
Modern Language Instruction for NMU faculty		
Fee: \$2,200	\$ 2,200	\$ -
Travel: \$750	\$ 750	\$ -
Lodging: 3 nights x \$100	\$ 300	\$ -
Luncheons: \$15 x 10 people x 3 days	\$ 450	\$ -
<b><i>Total Contractual</i></b>	<b><i>\$ 24,476</i></b>	<b><i>\$ 11,356</i></b>
<b>7. Construction</b>		
N/A	\$ -	\$ -
<b>8. Other</b>		
N/A	\$ -	\$ -
<b><i>TOTAL DIRECT COSTS</i></b>	<b><i>\$ 69,613</i></b>	<b><i>\$ 69,718</i></b>
<b><i>INDIRECT COSTS @ 8% OF TOTAL DIRECT COSTS</i></b>	<b><i>\$ 5,569</i></b>	<b><i>\$ 5,577</i></b>
<b>TOTAL FIRST YEAR COSTS</b>	<b>\$ 75,182</b>	<b>\$ 75,296</b>

**Northern Michigan University  
September 2010 -- August 2011  
Proposed Budget Year Two**

<b>BUDGET CATEGORIES</b>	<b>Requested</b>	<b>NMU</b>
<b>1. Personnel</b>		
Project Director: Tim Compton (33% Academic Year)	\$ 7,136	\$ 17,034
50% Summer	\$ -	\$ 4,069
International Affairs Director: Marcelo Siles @ 5%	\$ -	\$ 4,300
International Affairs Admin Asst: Angela Maki @ 5% overtime	\$ -	\$ 1,361
Curriculum Development		
Orf, A. (Spanish for the Professions) 2 cr. approval & implement	\$ -	\$ 3,519
Ulland, R. (Intro to Int'l Studies) 4 cr. approval & implement	\$ -	\$ 8,040
Joy, M. (multiple Spanish courses) release time for 4 credits	\$ 3,568	\$ 4,313
<b>Total Personnel</b>	<b>\$ 10,704</b>	<b>\$ 42,635</b>
<b>2. Fringe Benefits</b>		
Project Director: Compton Acad. Yr. @ 42.4%, Summer @ 24.2%	\$ 1,256	\$ 9,977
International Affairs Director: Marcelo Siles @ 44.3%	\$ -	\$ 1,905
International Affairs Admin Asst: Angela Maki @ 80.2%	\$ -	\$ 1,091
Orf, A. @ 45.6%	\$ -	\$ 1,605
Ulland, R. @ 45.6%	\$ -	\$ 3,666
Joy, M. @ 45.6%	\$ 628	\$ 2,966
<b>Total Fringe</b>	<b>\$ 1,884</b>	<b>\$ 21,210</b>
<b>3. Travel</b>		
Faculty (4) to Peru		
Airfare \$1,000 x 4 faculty	\$ 3,500	\$ 500
Hotel \$120 x 14 days x 4 rooms	\$ 6,720	\$ -
Per diem \$32 x 14 days x 4 faculty	\$ 1,792	\$ -
Spanish course \$1000 x 4	\$ 4,000	\$ -
Local trans. & misc. \$150 x 4	\$ 600	\$ -
Travel to Dept. of Education Conference (2 people)		
Airfare: RT Marquette-Washington DC @ \$800	\$ 1,600	\$ -
Hotel: 2 rooms @ \$120 x 3 nights	\$ 720	\$ -
Per Diem: @ \$32 x 4 days x 2 people	\$ 256	\$ -
One Latin American Studies Assoc. Conference(4 faculty)		
Registration: 4 @ \$250 (est.)	\$ 1,000	\$ -
Airfare: 4 x \$1000	\$ 4,000	\$ -
Hotel: 2 rooms @ \$150 x 4 days	\$ 1,200	\$ -
Per Diem: 4 faculty x \$32 x 5 days	\$ 640	\$ -
Local Transportation and misc.: 4 faculty x \$75	\$ 300	\$ -

<b>BUDGET CATEGORIES</b>	<b>Requested</b>	<b>NMU</b>
Language Program for 1 faculty in Belem, Brazil		
Language Course Fee (includes lodging and meals for 60 days)	\$ 3,500	\$ -
Airfare \$1,600 x 1 faculty	\$ 1,600	\$ -
Local Transportation & misc.	\$ 500	\$ -
<b>Total Travel</b>	<b>\$ 31,928</b>	<b>\$ 500</b>
<b>4. Equipment</b>		
N/A	\$ -	\$ -
<b>5. Supplies</b>		
Long-distance/Overseas Telephone Calls: \$60/month	\$ 720	\$ -
Duplicating (\$40/month)	\$ 480	\$ -
Latin American Library of books, cds, audio, VHS, DVDs, & teaching materials	\$ 6,500	\$ -
<b>Total Supplies</b>	<b>\$ 7,700</b>	<b>\$ -</b>
<b>6. Contractual</b>		
Latin American Speakers (4)		
Fee: \$1000 x 4 speakers	\$ 2,000	\$ 2,000
Travel: \$1000 RT Airfare x 4, 4 days x \$32/per diem x 4, 3 days x \$100/hotel x 4 speakers	\$ 2,856	\$ 2,856
External Evaluator:		
Fee: \$500/day x 5 days	\$ 2,500	\$ -
Airfare: \$600 x 2 trips	\$ 598	\$ -
Hotel: \$120 x 5 nights, Meals: \$32 x 5 days	\$ 760	\$ -
Oral proficiency Interview Training (2 faculty)		
Cost of training: \$850 x 2	\$ 1,700	\$ -
4 nights of hotel: \$200/night x 2	\$ 1,600	\$ -
Airfare to San Diego \$500 x 2	\$ 1,000	\$ -
Per diem		
Local transportation	\$ 100	\$ -
Latin American Performing Art Series		
Artist Fees	\$ 6,500	\$ -
Travel, meals & Lodging Expenses	\$ -	\$ 1,600
Worshop	\$ -	\$ 500
Promotion (ads & posters)	\$ -	\$ 900
Hall (\$1500) & Sound (\$2000) Rental	\$ -	\$ 3,500
Modern Language Instruction for NMU faculty		
Fee: \$2200	\$ 2,200	\$ -
Travel: \$750	\$ 750	\$ -
Lodging & Meals: 3 nights x \$100, \$32 per diem x 4 days	\$ 428	\$ -
Luncheons: \$15 x 10 people x 3 days	\$ 450	\$ -
<b>Total Contractual</b>	<b>\$ 23,442</b>	<b>\$ 11,356</b>

<b>BUDGET CATEGORIES</b>	<b>Requested</b>	<b>NMU</b>
<b>7. Construction</b>		
N/A	\$ -	\$ -
<b>8. Other</b>		
N/A	\$ -	\$ -
<b><i>TOTAL DIRECT COSTS</i></b>	<b><i>\$ 75,658</i></b>	<b><i>\$ 75,701</i></b>
<b><i>INDIRECT COSTS @ 8% OF TOTAL DIRECT COSTS</i></b>	<b><i>\$ 6,053</i></b>	<b><i>\$ 6,056</i></b>
<b>TOTAL SECOND YEAR COSTS</b>	<b><i>\$ 81,711</i></b>	<b><i>\$ 81,757</i></b>
<b>TOTAL YEAR ONE AND YEAR TWO COSTS</b>	<b><i>\$ 156,892</i></b>	<b><i>\$ 157,053</i></b>