

# **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 # P016A090051**

**Grants.gov Tracking#: GRANT10295314**

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

Closing Date: APR 30, 2009

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



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

OMB Control Number: 1890-0004

Expiration Date: 06/30/2005

Name of Institution/Organization:  
 Santa Monica College

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	\$ 51,000	\$ 54,000	\$ 0	\$ 0	\$ 0	\$ 105,000
2. Fringe Benefits	\$ 14,280	\$ 15,120	\$ 0	\$ 0	\$ 0	\$ 29,400
3. Travel	\$ 8,600	\$ 8,600	\$ 0	\$ 0	\$ 0	\$ 17,200
4. Equipment	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
5. Supplies	\$ 5,100	\$ 1,600	\$ 0	\$ 0	\$ 0	\$ 6,700
6. Contractual	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 4,000	\$ 4,000	\$ 0	\$ 0	\$ 0	\$ 8,000
9. Total Direct Costs (lines 1-8)	\$ 82,980	\$ 83,320	\$ 0	\$ 0	\$ 0	\$ 166,300
10. Indirect Costs*	\$ 6,638	\$ 6,666	\$ 0	\$ 0	\$ 0	\$ 13,304
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	\$ 89,618	\$ 89,986	\$ 0	\$ 0	\$ 0	\$ 179,604

**\*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: \_\_\_/\_\_\_/\_\_\_ To: \_\_\_/\_\_\_/\_\_\_ (mm/dd/yyyy)  
 Approving Federal agency:  ED  Other (please specify): \_\_\_\_\_
- (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**

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Name of Institution/Organization:  
 Santa Monica College

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

Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	\$ 75,000	\$ 75,000	\$ 0	\$ 0	\$ 0	\$ 150,000
2. Fringe Benefits	\$ 21,000	\$ 21,000	\$ 0	\$ 0	\$ 0	\$ 42,000
3. Travel	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
4. Equipment	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
5. Supplies	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
6. Contractual	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
9. Total Direct Costs (lines 1-8)	\$ 96,000	\$ 96,000	\$ 0	\$ 0	\$ 0	\$ 192,000
10. Indirect Costs	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	\$ 96,000	\$ 96,000	\$ 0	\$ 0	\$ 0	\$ 192,000

# Project Narrative

## Abstract Narrative

Attachment 1:

Title: Pages: Uploaded File: **1235-Abstract.doc**

## **ABSTRACT**

Santa Monica College (SMC), a two year Hispanic Serving community college serving west Los Angeles County in California, is requesting a UISFL grant to develop a comprehensive international studies program that helps the institution achieve its Global Citizenship Institutional Learning Outcome (ILO). Last year, after campus-wide discussions, SMC's Board of Trustees agreed that students will exit SMC with the skills and aptitude to "respect the inter-relatedness of the global human environment, engage with diverse peoples, and acknowledge the significance of their daily actions relative to broader issues and events." The proposed UISFL grant will support this ILO and expand upon the work of the college's interdisciplinary Global Citizenship Initiative Task Force, which has identified the priorities upon which this project will build.

The overall purpose of the Global Citizenship Initiative is to increase student access to and participation in opportunities both in and out of the classroom that will raise their awareness and understanding of non-heritage cultures. The long-term goal is that all students will engage in at least one activity that exposes them to other cultures. The college will increase this access by strengthening its services and activities in the following three areas:

- Curriculum Development, specifically the inclusion a Global Studies requirement to earn the Associate of Arts degree and the creation of a formal Global Studies Program that grants Associate of Arts degrees in Global Studies and majors in Global Studies;
- Professional Development/Extracurricular Awareness, specifically the involvement of students and faculty in activities outside the classroom that raise awareness of global concerns and support course content, including professional development, guest lectures, theme-based campus events, and brown bag discussions or café chats; and
- Study Abroad Experiences for faculty and students that provide in-country teaching and learning experiences, enhanced awareness of other cultures, and integrated foreign language study

Through this project, the college will achieve the following outcomes in support of the Global Citizenship ILO: 1) Increase the number of students pursuing careers in International Studies through the development of a Global Studies transfer degree; 2) Increase student exposure to global cultures through the internationalization of the curriculum and development of courses that meet the Global Studies degree requirement; 3) Increase student involvement in study abroad and other applied learning experiences; and 4) Increase campus involvement in global citizenship activities. Each of these activities will be carried out by an interdisciplinary team of faculty and staff under the guidance of the Global Citizenship Initiative Task Force.

The college will support the cost of project administration and leverage UISFL funds with other public and private resources to develop the Study Abroad component, which will include the development of programs in Turkey and China. Both of these countries have been identified by the Department of Education as priority languages/cultures. SMC currently offers foreign language study in Chinese and has initiated activities with the Pacifica Institute to increase faculty awareness of Turkey. Although this is a start-up project, the college expects to impact about 5,000 students in the first two years of this initiative with the number increasing substantially as awareness grows.

# Project Narrative

## Project Narrative

Attachment 1:

Title: Pages: Uploaded File: **1240-Title VIA Narrative 2009.doc**

## **PLAN OF OPERATION**

### **a. Describe how the design of the project shows high quality:**

In Fall 2007, Santa Monica College's new Superintendent/President, Dr. Chui Tsang, began a bold new initiative to internationalize the college community. Through this initiative, the college would increase the global citizenship of students, faculty, and staff, providing opportunities for all members of the campus community to experience cultures other than their own. Through the Global Citizenship Initiative, Dr. Tsang's goal is to expose as many students as possible to global cultures. Since this announcement, the college community has taken significant steps toward making this goal a reality. One of the first accomplishments, and one from which this project builds, was the development of an Institutional Learning Outcome focused on global citizenship. Specifically, SMC graduates will:

*Respect the inter-relatedness of the global human environment, engage with diverse peoples, acknowledge the significance of their daily actions relative to broader issues and events.*

In addition, the President, in conjunction with the Academic Senate President, established an interdisciplinary task force that was charged with the fundamental goal of defining what "global citizenship" means for Santa Monica College and its students, faculty, and staff and what shape that might take on campus. After much discussion among members of this group, as well as with others outside the group, the task force recommended and the Academic Senate approved the following definition of a global citizen. A global citizen:

- is knowledgeable of people, customs, and cultures in regions of the world beyond one's own;
- understands the interdependence that holds both promise and peril for the future of the global community; and
- is committed to combining learning with a dedication to foster a livable, sustainable world.



With this definition in hand, the task force began discussing how the global citizenship initiative might look at SMC. Ultimately, this task force determined that global citizenship should become part of the “fabric of the college” – the curriculum, student activities, community events, and other teaching and learning experiences – with the goal being to impact a vast majority of SMC students rather than a few who are part of a select program. Through an assessment of existing resources, research of best practices, and feedback from students, staff, and faculty, the taskforce identified four unique strands to the Global Citizenship Initiative, including:

- 1) Curriculum Development, including the inclusion of a Global Citizenship requirement for the Associate’s Degree, met through the completion of 3 or more units in a “Global Citizenship” course and the creation of a transfer-based Global Studies degree program.
- 2) Professional Development/Extracurricular Enhancements, specifically the need to raise the global citizenship of SMC’s faculty and staff through international travel, research, and educational exchanges;
- 3) Study Abroad, particularly the formalization of the existing faculty-driven process for recruiting, selecting, managing, and evaluating study abroad experiences and the development of program infrastructure to support both faculty and students; and
- 4) International Students, specifically the integration of international students in the mainstream community.

The proposed Undergraduate International Studies and Foreign Languages project will build upon this groundwork and provide structure to the recommendations of the Global Citizenship Initiative Taskforce, thus ensuring a high quality program that has the support of the college community, is rooted in best practices, and integrates the needs and concerns of the entire campus. This project will provide the structure necessary to ensure that the college is able to

move forward effectively and efficiently, addressing student and faculty needs in a coordinated manner with little or no duplication of effort.

In addition, it will incorporate many of the same skills and talents that have brought international recognition to many of Santa Monica College's programs, including its International Education Program, which is one of the largest in the country. The college has a highly qualified, dedicated faculty that is actively committed to providing innovative and cutting edge instructional programming that meets the needs of all students. This commitment and quality yields the largest number of transfer students to the University of California, Los Angeles, each year, as well as to other University of California and California State University institutions and the University of Southern California. The proposed project will exhibit the same level of quality and be the direct result of an interdisciplinary effort that includes both faculty and administrators working together in close collaboration.

**b. Describe how effective the plan of operation is and to what extent it will ensure proper and efficient administration:**

Santa Monica College's proposed UISFL project will address three of the four strands of the college's Global Citizenship Initiative, focusing on Curriculum Development and Faculty and Staff Professional Development and to a lesser extent Study Abroad. Through this project, each strand will work together to internationalize the curriculum and the campus community by focusing on one or two "campus" themes related to global citizenship, thus ensuring that the initiative is presenting a unified message that engages most of the campus community. The theme for the 2009-2010 academic year will be water, highlighting the United Nation's International Decade for Action: Water for Life, 2005 – 2015), while the 2010-2011 theme will be decided later. The Curriculum Development strand will utilize these themes to encourage faculty to develop new courses and/or revise existing courses so that they integrate the global

citizenship theme and foster awareness of the diversity of cultures and the interconnectedness of the world's cultural, ecological, economic, political, social, and technological systems. It is expected that these new or enhanced courses would be approved by the Curriculum Committee to satisfy the Global Citizenship degree requirement. At the same time, the professional development strand will be working with faculty and other campus groups to develop extracurricular activities related to the theme. These activities might include guest lecturers (including Occasional Lecturers through the Council for International Exchange of Scholars), campus-wide "social" events that include food, entertainment, and/or other cultural activities, and brown bag discussions or coffee chats among students, faculty, and staff.

For some of these themes, the Study Abroad strand will not have an active role. However, one of these themes will address the U.S. Department of Education's targeted countries and languages, specifically Turkey. This summer, in collaboration with and significant support from the Pacifica Institute, SMC is sending four faculty, one classified staff person, and one administrator to Turkey. The purpose of the Turkey Study Tour is to encourage a deeper understanding of global citizenship and its role in education. The Pacifica Institute will organize this tour, bringing together leaders from education, government and business. The Institute, which will cover the cost of in-country room and board, strives "to promote cross-cultural awareness, in order to attain peace and diversity with our neighbors, help establish a better society where individuals love, respect and accept each other as they are." SMC is also providing \$1000 toward the cost of travel to and from Istanbul. The proposed Title VIA project will build upon the enthusiasm that this trip is expected to generate with each strand developing activities around the Turkish culture and language. The Study Abroad work group will use grant funds to plan a study abroad experience in Turkey.

By developing each component around a common theme, SMC will ensure that this project moves forward efficiently and effectively and coordinated with other campus activities. Each workgroup will have a faculty lead that will serve as an active member of the project leadership team under the direction of SMC's Deans for Academic Affairs and International Education. This group will meet regularly as this project progresses.

**c. Describe to what extent the objectives of the project relate to the purpose of the program:**

The purpose of the Undergraduate International Studies and Foreign Language (UISFL) Program, as noted in the notice inviting applications, is to “strengthen and improve undergraduate instruction in international studies and foreign languages.” The college currently does not offer an International Studies Program. This is one of the primary objectives of this project and the Curriculum Development work group: to develop an interdisciplinary Global Studies Program that supports the Global Citizenship degree requirement and includes both transfer-oriented and career technical education courses. To accomplish this objective, the college will outline the courses necessary to complete an Associate of Arts degree in Global Studies that is articulated with the local baccalaureate programs. In addition, the work group will encourage and support faculty as they revise existing coursework and/or develop new courses that meet the Global Citizenship requirements. To graduate with an AA degree, students must complete 3 credits of coursework in American Cultures, Ecological Literacy, Global Studies, and/or Service Learning. To meet the Global Studies requirements, courses must explore the factors that have shaped our global community and provide students with an understanding of their roles in relationship to other peoples and systems on a global level. A Global Studies course will meet the following criteria:

- a. Course content is explored primarily through a global perspective.

- b. A comparative framework is used, including comparisons to at least two societies or cultures outside the United States.
- c. Course material has contemporary significance.
- d. Course content addresses at least two interconnected systems (such as cultural, ecological, economic, political, social and technological systems).
- e. Course content addresses at least two interconnected systems At least one student learning outcome (SLO) is developed that reflects the global, comparative, interconnected focus.

Even though the Global Citizenship degree requirement took effect in Fall 2008, only six of SMC's courses address the Global Studies requirement. As such, this UISFL project will support the development of a Global Studies Program, while integrating Global Studies concepts and activities across the curriculum, including in traditional vocational coursework, thus addressing the purpose of the federal program.

With regard to improvement in foreign languages, SMC currently offers a robust Modern Language Program, including language and cultural instruction in Arabic, Mandarin Chinese, Hebrew, Japanese, Korean, Persian, Russian, Spanish, French, German, and Italian. However, for the most part, the student impact of these language courses is limited to the students enrolled in these courses, as there is limited involvement by the greater campus community. Through the Professional Development and Study Abroad strands of the Global Citizenship Initiative, the objective is to develop extracurricular activities and study abroad experiences, respectively, that support these language offerings and increase the number of students who participate in language study and develop an awareness of other world cultures. The proposed UISFL project will support these objectives, and in doing so, the purpose of the federal program.

**d. Describe the ways resources and personnel will be used to achieve project objectives:**

SMC's President, Dr. Tsang, is committed to internationalizing the college curriculum and the campus community and as such, has allocated limited resources to support this project. However, as California's economy continues to decline, it is becoming increasingly clear that there may not be enough resources to cover the cost of instruction, let alone the cost of curriculum enhancements and expansion. As such, SMC is proposing to match what limited funding it can set aside for the Global Citizenship Initiative with the proposed UISFL project. As a Title V Hispanic Serving Institution, the college is not required to provide a formal match for this project; however, college administrators recognize that it will not be possible to move forward with the formalization and implementation of the Global Citizenship Initiative without utilizing a combination of internal and external resources.

For this reason, SMC is proposing to utilize grant funds to support the release time of two faculty leads to participate on this initiative, while the college will continue to support the cost of administrator involvement in this initiative, as well as the cost of the faculty member who serves as the "face" of the Global Citizenship Initiative and chair of the Global Citizenship Initiative Taskforce. Grant funds will support the faculty leads for the Curriculum Development and Professional Development strands. Each individual will receive 20 percent release time to serve on this project. These leads will work with other faculty across campus to address the objectives of this project. SMC will support the efforts of these leads and encourage faculty participation in this project by using grant funds to provide mini-grants to faculty to internationalize the curriculum and/or develop extracurricular activities. Distribution of mini-grants will be a competitive process with the amount of the grant dependent on the purpose of the project. However, the mini-grants will not exceed \$3,000 each.

In addition to awarding mini-grants, the project leadership team, under the direction of the faculty leads, will utilize grant funds to organize campus-wide events to help raise awareness of and enthusiasm for the Global Citizenship Initiative, encourage participation on the part of students, faculty, and staff, and increase understanding of world cultures, practices, and beliefs.

**e. Explain how the applicant will provide equal access and treatment to members of racial and ethnic minorities, women, handicapped persons, and the elderly:**

SMC has Board Policies for both Diversity/Affirmative Action and Non-discrimination on the Basis of Disability that demonstrate the college's commitment to providing equal access and treatment to all members of the college community, including those from racial and ethnic minorities, women, handicapped persons, and the elderly. In support of these policies, all of SMC's programs and services have an open door policy that does not deny services to any individual as a result of racial or ethnic background, gender, age, or disability. Even programs that target a certain population, such as the Latino Center's Adelante Program, provide services to anyone who requests assistance. Some programs limit services based on grade point average, such as the Scholars Program, educational status, like the Veteran's Program, or federal policies, such as citizenship; however, these programs strive to ensure that even within their program requirements, eligible students of all ethnic and racial backgrounds, genders, disabilities, and ages have equal access to program services. To achieve this, programs regularly assess the demographics of students who participate in their programs and compare these demographics with those of the general student body. If there is a group that is underrepresented, programs, to the extent possible given existing human and financial resources, engage in active outreach and recruitment strategies to increase participation from the underrepresented area.

With regard to this project, one of the reasons for pursuing the Global Citizenship Initiative was to raise awareness of the diversity of the world's cultures and to develop an understanding

and appreciation of these differences. Through this project, SMC hopes to encourage increased communication, coordination, and collaboration among the diverse populations both on campus and in the community, bringing people together for their individual and collective benefit. This project will not be able to do this if any one group is denied access or services.

### **QUALITY OF KEY PERSONNEL**

- a. Describe the project director's education, experience, and other qualifications, indicating the required time commitment of the project director and including any evidence of past experience and training in fields related to the objectives of the project, as well as other relevant information such as administrative, geographic area, and subject area expertise:**

This project will be co-administered by SMC's International Education Center and Office of Academic Affairs, under the leadership of Kelley Brayton, Dean of International Education, and Georgia Lorenz, Dean of Academic Affairs. Ms. Brayton will allocate 20 percent of her time to this project and be directly responsible for fiscal management and annual reporting and serve as the primary point of contact with the Department of Education. Ms. Lorenz will spend 10 percent of her time on this project, overseeing curriculum development and implementation. These two administrators currently serve as co-chairs of the college's Global Citizenship Initiative Task Force in partnership with the Academic Senate, and both have extensive experience in international education, diversity studies, and/or project management.

Santa Monica College hired Ms. Brayton as its Dean of International Education in Summer 2008. She had previously served as Director of International Education at Portland Community College in Oregon, where she played a key role in the development of an interdisciplinary international studies program that actively engaged faculty from across the curriculum in the development of new projects and the enhancement of existing programs for the benefit of all students. Immediately prior to her departure, Ms. Brayton was instrumental in helping the



college secure a Title VIB, Business and International Education Program grant. Ms. Brayton has a Master's of Art degree in Intercultural Management from the School for International Training in Vermont. Her formal training combined with her experiences at Portland Community College will enable her to successfully lead the development and implementation of a comprehensive international studies program at Santa Monica College.

Ms. Lorenz has served as co-chair of the Global Citizenship Initiative Task Force since its inception in Fall 2007. She has a PhD in Educational Policy, Planning, and Administration from the University of Southern California and has focused most of her research on educational equity. During her tenure at the University of Southern California, she was instrumental in the development and implementation of the Diversity Scorecard Project. As Associate Director for the Center for Urban Education at USC, Ms. Lorenz managed an array of grant-funded projects, including the \$1 million research project funded by the James Irvine Foundation that initiated the Diversity Scorecard and a planning grant from the Ford Foundation. In addition, as Associate Director for the Center, Ms. Lorenz was responsible for fiscal management and accounting, periodic reporting to funding agencies, and supervision of staff and consultants. These project management skills combined with her oversight of SMC's faculty contract will be useful as this project moves forward with the distribution of faculty mini-grants and the implementation of activities focused on curriculum development and curricular enhancements. (The resumes for both women are included in the Appendix.)

**b. Describe other key personnel's education, experience, and qualifications, indicating the required time commitment and including evidence of relevant experience:**

In addition to the project directors identified above, Santa Monica College will identify two faculty leads to assist with the development and implementation of this project. These leads will oversee the Curriculum Development and Professional Development/Extracurricular

Enhancements components of the Global Citizenship Initiative. Each faculty lead will receive 20 percent release to participate in this project. In this capacity, the faculty leads will oversee the efforts of each component's work group. At this time, SMC has not identified the faculty who will serve in these positions as this will be the responsibility of the Academic Senate. Once the college receives an award notice, the co-Project Directors will meet with the Senate President to initiate the process for selecting these individuals. This will be a somewhat competitive process through which interested faculty will submit an application to the Senate President and a team of faculty and administrators, including the co-Project Directors will meet to review applications and conduct interviews as appropriate. The ideal candidate for each position will have been actively involved with the Global Citizenship Initiative during the past two years and/or previous experience in Global Studies or Interdisciplinary Studies at either SMC or another institution. In addition, as faculty lead, these individuals will need to work closely with other faculty, as well as staff and administrators, to achieve project objectives. As such, these individuals will need to have good communication skills, the respect of their peers, and the ability to build consensus among diverse groups in a positive and proactive manner. SMC expects to have these positions filled shortly after the grant start date of October 1.

**c. Show as part of the institution's non-discriminatory employment practices how applications for employment from underrepresented groups (e.g. racial and ethnic minority groups, women, handicapped persons, and the elderly) will be encouraged:**

According to Board Policy 3120: Diversity/Affirmative Action, "the Santa Monica Community College District believes that "in accomplishing this goal of quality teaching and learning, the college must have a diverse staff and student body reflective of our pluralistic society, for such diversity is an essential component of the learning environment." This belief is supported by California Assembly Bill 1725, which sets as a goal that the faculty and staff of the

California Community Colleges shall reflect proportionately the state's adult population. SMC's has committed itself to vigorous affirmative action in all aspects of its employment program, including recruitment, selection, assignment, retention, promotion, and transfer. In addition, Board Policy 3121: Non-Discrimination in Employment states that "the Santa Monica Community College District is a multicultural community of people from diverse racial, ethnic, linguistic and class backgrounds, national origins, religious and political beliefs, physical and mental abilities, and sexual orientations. The activities, programs, classes, workshops, lectures and everyday interactions of this District are enriched by our acceptance of one another, and we strive to learn from each other in an atmosphere of positive engagement and mutual respect. Implicit in this mutual respect is the right of each of us to live, study, teach, and work free from harassment or denigration on the basis of race, age, religious preference, gender, sexual orientation, color, national origin or disability. The District is committed to providing an equal opportunity for employment regardless of race, religious creed, color, age, sex, sexual orientation, national origin, ancestry, marital status, medical condition, or disability in accordance with federal, state, and local regulations. This nondiscrimination policy covers treatment in District employment." *(Reviewed and Adopted: 7/9/2001)*

SMC's Office of Human Resources oversees the implementation of these policies and works with appropriate staff to carry them out. To ensure diversity in hiring, the HR Office:

1. Prepares workforce analysis to ensure the District meets its EEO requirements.
2. Reviews job announcements, job descriptions, and job specifications to ensure compliance with EEO requirements. Job descriptions shall include a requirement that applicants demonstrate sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of community college students, faculty, and staff.

3. Reviews selection, retention, tenure, and promotion criteria to ensure that neither qualified nor qualifiable candidates are excluded from consideration.
4. Helps to increase to applicant pool by devising recruitment strategies to increase the number of qualified members of historically underrepresented groups by advertising in publications with wide circulation among historically underrepresented groups, maintaining a current mailing list of organizations and contact persons with ties to historically underrepresented groups, distributing job vacancy announcements to appropriate service organizations and vocational rehabilitation agencies to ensure that individuals with disabilities are aware of all employment opportunities; and consulting with four-year and secondary institutions, especially to identify potential faculty from among historically underrepresented groups.
5. Reviews the applicant pool prior to interviewing to ensure that there is a sufficient number of applicants from historically underrepresented groups. If there isn't, the employment process may be extended or suspended pending additional recruitment efforts.
6. Identify at least one member of an underrepresented group to sit on the interview team;
7. Assists in maintaining liaison with county, state, and federal agencies, as well as organizations concerned with the promotion of fair employment practices,
8. Chairs the EEO Advisory Committee to assist and advise the implementation of the EEO Program and help in efforts to recruit applicants from historically underrepresented groups.
9. Supports faculty, staff, and students to develop programs and activities that foster upward mobility for historically underrepresented group, such as mentorships/internships.

Lastly, the District shall, consistent with applicable provisions of Title 5 and Title IX respectively, affirmatively recruit and hire individuals with disabilities and women. Toward this end the District shall review selection decisions and/or offers of employment to be certain that

they are not governed by unverified assumptions about any individual's willingness or ability to perform the job. All interview committees shall be informed that it is the District's medical doctor who determines whether applicants are physically or mentally able to do the job, or whether they have physical limitations that would disqualify them from doing the job.

**BUDGET AND COST EFFECTIVENESS**

**a. Demonstrate how the budget supports the project activities by providing a detailed breakout for each year for which Federal funding is requested:**

The overall goal of this project is to continue to build institutional capacity to carry out the various objectives of the Global Citizenship Initiative. As such, grant funds will be used to support project leadership, engage faculty in efforts to internationalize the curriculum and the campus community, increase involvement on the part of all members of the campus community, and provide teaching and learning resources that supplement new courses. The following chart outlines the specific use of grant funds:

<b><u>Salaries</u></b>	<b>2009-2010</b>	<b>2010-2011</b>	<b>Total</b>
Co-Project Director, Dean of International Education (.20 FTE -- valued at \$26,000 per year + benefits)	-	-	-
Co-Project Director, Dean of Academic Affairs (.10 FTE -- valued at \$13,000 per year + benefits)	-	-	-
Faculty Leader, Curriculum Development (.20 FTE)	18,000	18,000	36,000
Faculty Leader, Professional Development (.20 FTE)	18,000	18,000	36,000
Faculty Mini-Grants to Internationalize Curriculum and/or Organize Extracurricular Activities that Internationalize the Campus Community (5 grants in Spring 2010, 6 grants in 10/11, at \$3,000 per grant)	15,000	18,000	33,000
<b>Total Salaries</b>	<b>51,000</b>	<b>54,000</b>	<b>105,000</b>
<b><u>Benefits</u></b>			
Calculated at 28 percent	14,280	15,120	29,400
<b>Total Benefits</b>	<b>14,280</b>	<b>15,120</b>	<b>29,400</b>
<b><u>Equipment</u></b>			
None requested.	-	-	-
<b>Total Equipment</b>	<b>-</b>	<b>-</b>	<b>-</b>

<b><u>Travel</u></b>			
Project Directors' Meeting (\$1,800 ea. for 2 people)	3,600	3,600	7,200
Planning Trip to Turkey to Establish Study Abroad Experience (2 at \$2,500 each)	5,000	-	5,000
Planning Trip to China to Establish Study Abroad Experience (2 at \$2,500 each)	-	5,000	5,000
<b>Total Travel</b>	<b>8,600</b>	<b>8,600</b>	<b>17,200</b>
<b><u>Supplies and Materials</u></b>			
Library Resources and other Instructional Supplies to support curriculum development and events	4,500	1,000	5,500
Office Materials (\$50/mo. at 12 mos.)	600	600	1,200
<b>Total Supplies and Materials</b>	<b>5,100</b>	<b>1,600</b>	<b>6,700</b>
<b><u>Contractual</u></b>			
None Requested	-	-	-
<b>Total Contractual</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b><u>Construction</u></b>			
None Requested	-	-	-
<b>Total Construction</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b><u>Other</u></b>			
Campus-Wide Global Citizenship Events (\$2,000 per event for such costs as guest lectures, food, entertainment)	4,000	4,000	8,000
* Theme Based Event: Water in Year One			
* Theme Based Event: TBD in Year Two			
* International Education Week: Years 1 & 2			
<b>Total Other</b>	<b>4,000</b>	<b>4,000</b>	<b>8,000</b>
<b>Total Direct Costs</b>	<b>82,980</b>	<b>83,320</b>	<b>166,300</b>
<b>Indirect Costs (calculated at 8 percent)</b>	<b>6,638</b>	<b>6,666</b>	<b>13,304</b>
<b>TOTAL COSTS</b>	<b>89,618</b>	<b>89,986</b>	<b>179,604</b>

**b. Discuss the project's cost effectiveness and show the relationship between the cost of the project and the project's objectives:**

Over the course of two years, for less than \$180,000 in federal funds, this project will yield:

- 1) An approved Associate of Arts Degree in Global Studies; 2) Four campus-wide events per year, addressing Global Citizenship and International Studies; 3) A minimum of 11 mini-grants

that will generate a combination of new or enhanced courses that will meet the Global Studies degree requirement and campus activities including guest lectures, coffee café discussions, and/or cultural events; and 4) two study abroad experiences in Turkey and China. Achievement of these outputs will in turn help achieve the following long-term outcomes:

- Increase the number of SMC students who achieve SMC's Global Citizenship ILO, as demonstrated by the number who complete the AA degree's Global Studies requirement, graduate with the Global Studies degree, and participate in study abroad experiences;
- Increase the number of SMC faculty and staff who develop an awareness, understanding, and appreciation of other cultures, as demonstrated by the increase in the number of faculty who integrate global citizenship in their existing classes; and
- Increase the visibility of global citizenship on campus as demonstrated by the number of events held per year, the number of participants at each event, and the increasing support generated for these activities by internal and external groups.

SMC anticipates that this project will impact a minimum of 5,000 students and 50 faculty and staff over the two year period, which equates to a cost of \$36 per participant. However, these are start-up activities that will continue beyond the life of the grant; thus, the impact will be much more extensive and is expected to grow as awareness increases.

### **ADEQUACY OF RESOURCES**

#### **a. Show that facilities, equipment, supplies and other resources, including library and language facilities, are adequate to carry out the activities of the project:**

The overall purpose of this project is to develop a Global Studies Program that is supported by an array of courses that include a global citizenship component, extracurricular activities, and study abroad experiences. As such, this project will not require additional space. As noted, SMC already offers an extensive Modern Language that addresses six of the targeted languages.

However, these classes are not fully integrated into the campus community, and the material offered is for the most part only beneficial to the students enrolled in the classes. This project will build upon the high quality instruction offered by the Modern Language Program, providing campus-wide extracurricular activities that will bring the classroom content to life.

However, the Global Citizenship Initiative Task Force has identified a need to expand existing library resources to address the growing integration of global studies in courses across the curriculum. The library continually collects materials on countries around the globe, focusing on the history, politics, and culture of these countries. In addition, the library collects information on international business and economics, environmental concerns, and other emerging issues. When the library becomes aware of a new course or program, to the extent that resources allow, it actively works with the faculty member(s) to acquire materials to support the curriculum. However, over the course of a year, only one or two new courses emerge, and the library is able to keep up with these additions despite its limited budget. However, over the course of this two-year project, SMC is proposing the development of 3 new courses, the identification of a minimum of 6 new or revised courses to address the Global Studies degree requirement, and lastly coursework and/or activities to address the Turkish culture. Due to the short timeframe for developing new courses and revising existing courses, SMC will utilize a portion of grant funds to support the acquisition of new library resources.

### **PLAN OF OPERATION**

#### **a. Provide a plan for evaluating the effectiveness of the project:**

The overall goal of this project is to increase student access to and participation in opportunities both in and out of the classroom that will raise their awareness and understanding of non-heritage cultures. SMC will achieve this goal through the following objectives:



- 1) Increase the number of students pursuing careers in International Studies through the development of a Global Studies transfer degree;
- 2) Increase student exposure to global cultures through the internationalization of the curriculum and development of courses that meet the Global Studies degree requirement;
- 3) Increase student involvement in study abroad and other applied learning experiences; and
- 4) Increase campus involvement in global citizenship activities.

Project staff will work with SMC's Office of Institutional Research to evaluate the effectiveness of this project in meeting these objectives. At this time, the college does not have accurate baseline data for many of these objectives, and thus the leadership team and IR will utilize the first semester of this project to collect baseline data and develop a plan for collecting and analyzing additional data (outlined on the following pages) as the project progresses. While the baseline data is primarily quantifiable, the project team will also collect qualitative data to further assess program impact on students, faculty, and staff. Of particular importance is participant perception of how involvement in global citizenship activities has changed their attitudes, beliefs, values, and behaviors. There is extensive research on the long-term impact of study abroad experiences on the individual, much of which cannot be easily quantified, particularly in the student's short stay at SMC. As such, the collection of qualitative data, including student self-report, is vital to assessing the success of this project.

**b. Indicate the criteria to be used to evaluate the results of the project:**

The evaluation plan will include both process (formative) and outcome (summative) criteria, thus ensuring a comprehensive assessment that can be replicated by other projects. The following chart outlines the project work plan, including both the output and outcome criteria person responsible for implementation, and the expected timeline, for each objective:

<b><i>Objective #1: Increase the number of students pursuing careers in International Studies through the development of a Global Studies transfer degree.</i></b>			
<b>Process Criteria/Formative Evaluation</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Outcome Criteria/Summative Evaluation</b>
<ul style="list-style-type: none"> <li>• Curriculum approval of Global Studies degree</li> <li>• State approval of Global Studies degree</li> <li>• 40 students per year will indicate an intent to pursue a Global Studies degree</li> <li>• 20 students will enroll in gateway Global Studies courses in 2010; enrollment will increase by 15% in Year Two</li> <li>• 6 faculty trained to offer Global Studies coursework</li> <li>• Resources available in the Library to support Global Studies degree courses</li> </ul>	<ul style="list-style-type: none"> <li>• Faculty Lead, Curriculum Development</li> <li>• GCI Task Force</li> <li>• Faculty Lead, Pro. Development</li> <li>• Project Director</li> </ul>	<ul style="list-style-type: none"> <li>• May 2010</li> <li>• December 2010</li> <li>• September 2010</li> <li>• September 2010/September 2011</li> <li>• September 2010</li> <li>• September 2010</li> </ul>	<ul style="list-style-type: none"> <li>• 75 percent of students who enroll in Global Studies courses will successfully complete;</li> <li>• 70% of students enrolled in Global Studies coursework will persist from one semester to the next;</li> <li>• 60% of students who indicated an intent to pursue a Global Studies degree will graduate</li> <li>• 85% of students will report satisfaction with the program and impact on learning experience</li> </ul>
<b><i>Objective #2: Increase student exposure to global cultures through the continued internationalization of the curriculum and further development of additional courses that meet the Global Studies degree requirement.</i></b>			
<ul style="list-style-type: none"> <li>• Distribution of mini-grants at the start of Fall and Spring Semesters based on applications received from faculty and staff</li> <li>• Resources available in the Library to support Global Studies degree courses</li> <li>• 5 faculty will develop new/revised courses and/or extracurricular activities as outlined in mini-grants</li> </ul>	<ul style="list-style-type: none"> <li>• GCI Task Force</li> <li>• Project Director</li> <li>• Faculty, Faculty Lead/Curriculum Development</li> </ul>	<ul style="list-style-type: none"> <li>• March 2010</li> <li>• September 2010</li> <li>• December 2010</li> </ul>	<ul style="list-style-type: none"> <li>• 50% increase in both Year 1 and Year 2 in the number of courses that address Global Studies degree requirement over a baseline of 6 for an overall increase of 100% over the baseline by the end of the grant;</li> <li>• 50% increase in both Year 1 and Year 2 in the number of students meeting the Global Citizenship requirement through the Global Studies component</li> <li>• 85% of students will report satisfaction with the coursework and increased understanding of global cultures</li> </ul>

<b>Objective #3: Increase student involvement in study abroad and other applied learning experiences.</b>			
<ul style="list-style-type: none"> <li>• Conduct planning trip to Turkey (Year 1) and China (Year 2)</li> <li>• Offer Study Abroad Experience in Turkey (Year 2)</li> <li>• 25 students will attend the Turkey trip</li> <li>• Offer scholarships to support the Turkey study abroad experience, raised through public and private sources of funding</li> <li>• 5 faculty will integrate applied learning activities as they relate to global studies in their SMC classes, utilizing the diversity of Southern California to support classroom instruction, as outlined in the mini-grants</li> </ul>	<ul style="list-style-type: none"> <li>• Project Director, Faculty Lead/Study Abroad</li> <li>• Faculty Lead, Study Abroad/GCI Task Force</li> <li>• Project Director/GCI Task Force</li> <li>• Faculty Lead, Curriculum Development</li> </ul>	<p>Winter Session 2010 Winter Session 2011 Winter Session 2011</p> <p>January 2011</p> <p>June 2012</p>	<ul style="list-style-type: none"> <li>• 90 percent of students will report a positive experience in Turkey;</li> <li>• 15 percent of Turkey program participants will be low-income and/or traditionally underrepresented in study abroad experiences</li> <li>• 60 percent of students enrolled in Global Studies coursework will participate in in-country applied learning activities</li> <li>• 85 percent of students in Global Studies coursework will report satisfaction and increased understanding of global cultures</li> </ul>
<b>Objective #4: Increase campus involvement in global citizenship activities</b>			
<ul style="list-style-type: none"> <li>• Offer 2 campus-wide activities per year with a minimum participation of 1,000 individuals per event</li> <li>• Utilize mini-grant funding to facilitate 2 additional smaller-scale activities each year that bring classroom instruction in a specific course to the greater campus community with a minimum participation of 50 individuals per event</li> <li>• Identify a minimum of one Occasional Lecturer to visit the college with a minimum participation of 100 individuals</li> </ul>	<ul style="list-style-type: none"> <li>• Faculty Lead, Pro. Development/Project Director/Faculty</li> </ul>	<p>Each semester beginning 2010</p> <p>Each semester beginning 2010</p> <p>Fall 2011</p>	<ul style="list-style-type: none"> <li>• By June 2011, 60 percent of SMC graduates will self-report participation in one or more Global Citizenship activities;</li> <li>• By June 2011, 85 percent of SMC graduates who participated in Global Citizenship activities will self-report a positive impact on their teaching and learning experience and the development of their future career and educational plans.</li> </ul>

**c. Describe the methods of evaluation, including the data to be collected and analyzed and how evaluation results will be used to shape the development of the project:**

Based on the projected evaluation criteria outlined above, project staff will assess the impact of this project at the student, faculty, course/program, and institutional level. To do this, staff will collect the following kinds of data, utilizing the identified methods of evaluation:

<b>Type of Data to be Collected</b>	<b>Method for Collecting Data</b>
<p>Student Data</p> <ul style="list-style-type: none"> <li>• Enrollment in impacted courses/programs</li> <li>• Persistence in impacted courses/programs</li> <li>• Graduation with Global Studies degree/major</li> <li>• Participation in Study Abroad Experiences</li> <li>• # of students who receive study abroad scholarships</li> <li>• Student demographics</li> <li>• Student satisfaction of project activities</li> <li>• Student understanding of and respect for global citizenship</li> </ul>	<ul style="list-style-type: none"> <li>• Enrollment, persistence, and graduation rates of targeted courses, including the Study Abroad Experiences, generated by Student Management System</li> <li>• SMS-generated demographics</li> <li>• Internal monitoring of scholarship disbursement</li> <li>• Distribution of a standardized student satisfaction survey to all participants</li> <li>• Distribution of an exit survey for SMC graduates to assess overall impact of initiative on students.</li> </ul>
<p>Faculty/Staff Data</p> <ul style="list-style-type: none"> <li>• Participation in Professional Development/extracurricular activities</li> <li>• # of mini-grants disbursed to faculty</li> <li>• # of faculty who utilize new skills as a result of the project and in support of project goals</li> <li>• Change in attitudes/actions due to project</li> </ul>	<ul style="list-style-type: none"> <li>• Attendance sheets for all activities</li> <li>• Internal monitoring of mini-grant disbursement by project staff</li> <li>• Faculty self-report</li> <li>• Distribution of attitudinal and beliefs assessment tool for faculty</li> </ul>
<p>Course/Program Data</p> <ul style="list-style-type: none"> <li>• # of courses developed/revised</li> <li>• # of courses that meet Global Studies degree requirement</li> <li>• # of extracurricular activities linked to a specific course/program</li> <li>• # of attendees at these events</li> <li>• Student satisfaction of these events</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum Committee minutes of approved new/revised courses</li> <li>• Internal monitoring of the events organized as part of this project</li> <li>• Attendance sheets for all activities</li> <li>• Distribution of a standardized participant satisfaction survey at the end of all activities</li> </ul>
<p>Institutional Data</p> <ul style="list-style-type: none"> <li>• # of theme-based campus-wide activities</li> <li>• # of attendees at these events</li> <li>• Participant satisfaction of campus activities</li> <li>• Amount of public/private money raised to support Global Citizenship Initiative activities</li> </ul>	<ul style="list-style-type: none"> <li>• Internal monitoring of the events organized as part of this project</li> <li>• Attendance sheets for all activities</li> <li>• Distribution of a standardized participant satisfaction survey at the end of all activities</li> <li>• Internal monitoring of funding raised</li> </ul>

Much of above data will be collected throughout the year by project staff, participating faculty, the Office of Institutional Research, or a combination of one or more entities. As this data is collected, the UISFL project leadership team will utilize a continuous quality improvement model that includes an ongoing formative evaluation that uses performance information to ensure that the project is on track to achieve its outcomes. This model relies on staff collecting process data throughout the year that they will then analyze and use to determine if the project is achieving its performance benchmarks, such as 1) development of new coursework, completion; 2) submission and approval of new Global Studies degree by Curriculum Committee and Chancellor's Office; 3) distribution of mini-grants; 4) organization of campus events; 5) planning trips for new study abroad experiences; and 6) recruitment of a sufficient number of students in new courses, to name a few.

The Project Director will utilize the timelines set forth in the above Work Plan to perform a formative evaluation at least once per quarter. This quarterly review will illuminate any potential barriers to project success. With this information, the Project Director can meet with other project leaders, as well as the Global Citizenship Initiative Task Force to discuss how the project may overcome these barriers. As the project year progresses, the focus of this formative evaluation will shift from ensuring that the project outputs are completed on time to a more summative evaluation that assesses the impact of project activities at the student, faculty, program, and institutional level. The utilization of both a formative and summative evaluation will ensure that the project team has the information that they need to quickly address potential barriers to success, as well as the data necessary to demonstrate the short- and long-term impact of this project to the campus community, potential donors, and the Department of Education.

**d. Describe or provide examples (in the appendices) of evaluation tools, presenting a proposed timetable for conducting evaluations:**

An effective evaluation plan recognizes that evaluation must occur continuously to ensure that staff have the information that they need to make informed decisions regarding project design and implementation. As such, the evaluation process will begin upon award notification when project staff meet with the Office of Institutional Research to review the evaluation plan outlined in this application and make revisions as a result of new and/or unknown circumstances. It will be during this meeting (and any follow-up meetings) that staff will identify or develop the specific tools that they will utilize to collect data. As noted in the previous question, some of the data to be collected will be available in the college's student database. However, other data will require the development of participant self-report surveys and attitude and behavior assessment.

Project staff will evaluate each of the three components of this project on a timeline that is dependent to the specific activity. To the extent possible, data will be collected immediately following the conclusion of the activity, such as the study abroad experiences and certain extracurricular activities, particularly those that are self-contained in a specific physical space, like a lecture or a display. It will be much more challenging to collect participant self-report data from large campus-wide events in which thousands of students participate. For these events, SMC will rely upon an annual survey of the campus community to self-report participation in specific events. At the end of each academic year, project staff will collect this data, summarize it, and present findings to the Global Citizenship Initiative Task Force, as well as the Board of Trustees regarding the individual and collective impact of this project.

### **COMMITMENT TO INTERNATIONAL STUDIES**

**a. Show current strength as measured by number of international studies courses offered:**

At this time, SMC does not have a formal International Studies/Global Studies program; however, it is one of the outcomes of this project—to develop a state-approved Associate of Arts

Degree in Global Studies. Given that the college does not have a formal International Studies Program, it is challenging to determine which courses meet the definition of an “international studies” course. For this proposal, SMC defined an “area” or “international” studies class as one whose primary purpose is the study of a country or culture outside the United States. These courses do not necessarily meet the requirement of a Global Studies course because they do not demonstrate the interconnectedness of global cultures and systems, but rather focus on only one location. Regardless, the college does have a large number of courses that meet the definition of an area studies course, including several “second year” Modern Language courses. The following table highlights existing courses that focus on area or international studies:

<ul style="list-style-type: none"> <li>• Anthro 20: Traditional Peoples and Cultures of Africa (offered infrequently)</li> <li>• AHIS 11: Art Appreciation—Intro to Global Visual Culture</li> <li>• Chinese 3: Intermediate Mandarin</li> <li>• Chinese 4: Conversational Mandarin</li> <li>• Dance 20: Ethnic Dance</li> <li>• Dance 21: Asian Pacific Dance</li> <li>• Dance 22: Mexican Dance</li> <li>• Dance 23: Intermediate Mexican Dance</li> <li>• French 3/4: Intermediate French</li> <li>• German 3/4: Intermediate German</li> <li>• Japanese 3/4: Intermediate Japanese</li> <li>• WomSt 20: Women, Feminisms, and Social Movements: A Global Approach</li> <li>• Span 3/4: Intermediate Spanish</li> </ul>	<ul style="list-style-type: none"> <li>• Anthro 21: People and Powers of Latin America (new course in Fall 2009)</li> <li>• Bus 51: Intercultural Business Communication</li> <li>• Chinese 9: Chinese Civilization</li> <li>• Dance 24: Flamenco Dance</li> <li>• Dance 25: African Dance</li> <li>• Dance 27: Brazilian Dance</li> <li>• Econ 5/PolySci 5: Political Economy</li> <li>• Econ 6: Contemporary Economic Problems</li> <li>• Geog 11: World Geography</li> <li>• Hum 28S: Contemporary Life in China</li> <li>• Nursing 60: Global Health and Healing Practices (new course in Fall 2009)</li> <li>• Span 9: The Civilization of Spain</li> <li>• Span 20: Latin American Civilization</li> </ul>
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In addition to these courses, the History (12), Business (5), Political Science (9), and Philosophy (4) departments integrate international studies and cultures in a large number of their classes, bringing the total number that meet the college’s definition of international studies to 59.

**b. Explain how faculty and administrators have been involved in the planning for the implementation of the proposed program:**

As noted, SMC's new Superintendent/President, Dr. Chui Tsang, initiated the Global Citizenship Initiative shortly after his arrival at Santa Monica College. To carry out his vision, he understood that this project would need to include all members of the campus community, particularly the faculty, as they are the driving force behind the college's internationally recognized curriculum. As such, he worked closely with the President of the Academic Senate and his senior administrators to identify a Global Citizenship Initiative Task Force. This work group was co-chaired by a faculty member appointed by the Academic Senate and the Dean for Academic Affairs, appointed by Dr. Tsang. This work group has worked with the greater college community to develop a vision for global citizenry on the SMC campus and has set the foundation from which this project builds, including the identification of four distinct strands that must be addressed to achieve the overall goal of engaging as many students as possible in activities and conversations related to global studies.

The Dean for Academic Affairs will continue to serve in a leadership capacity for the proposed UISFL project in concert with SMC's new Dean for International Education, who recently moved to Santa Monica from Portland Community College's International Education program. The Academic Senate will also continue to have a leadership role in this project and will be part of the process to identify the faculty leaders for the Curriculum Development and Professional Development strands. The Global Citizenship Initiative Task Force, which includes 21 faculty and 8 administrators, will continue to meet and serve in an advisory capacity for this effort. Not only will this group help staff carry out the goals of this project, it will be instrumental in evaluating the success of this project in meeting the college's goal for the Global Citizenship Initiative and the related Institutional Learning Outcome.

**c. Describe institutional commitment to the establishment, operation, and continuation of program as demonstrated by optimal use of available personnel and other resources:**



This project is a presidential project, as it was initiated by and has been supported by SMC's Superintendent/President, Dr. Tsang, from its inception. As such, this project has the full commitment of the institution's administration. In addition, the Academic Senate is also supportive and has been actively involved in recruiting faculty to serve on the Global Citizenship Initiative Task Force. From the beginning, it has been the task force's intent to embed this project into the foundation of the college by integrating global studies in classroom teaching and learning across the curriculum. The goal is that all disciplines, from Nursing to Philosophy, from Computer Science to Physics, will eventually participate in this project and include Global Studies in one or more of their courses. It is expected that as the college further develops its policies and procedures regarding the offering of study abroad experiences that many, if not all, of the instructional departments will also participate in study abroad, including the Career Technical Education programs. Through this campus-wide involvement and disbursement of project responsibility among the various constituent groups (administrators, faculty, and staff), the college is optimally utilizing the college's resources, including human resources, to extend the impact of the initiative to all students, faculty, and staff.

**d. Show level of institutional commitment as demonstrated by the use of institutional funds to support program objectives:**

Santa Monica College is proposing a four-pronged approach to internationalizing the curriculum and raising awareness of global citizenry across campus. UISFL funds will support two of these four strands, while the college will leverage these federal resources to identify other public and private resources, including institutional funds, to support the other two components. Although the college does not have to provide a formal match for this project given its designation as a Title V Hispanic Serving Institution, the college is indeed contributing

significant funding to support this project. The following table outlines this institutional commitment:

<b>Institutional Commitment</b>	<b>Value</b>
Administrative Leadership <ul style="list-style-type: none"> <li>• Dean of International Education (.20 FTE at \$130,000 per year plus 28 percent in Benefits for two years)</li> <li>• Dean of Academic Affairs (.10 FTE at \$130,000 per year plus 28 percent in Benefits for two years)</li> </ul>	\$66,560 \$33,280
Global Citizenship Initiative Strands/Faculty Leads <ul style="list-style-type: none"> <li>• Global Citizenship Initiative Lead (.20 FTE at \$90,000 per year plus 28 percent in Benefits for two years)</li> <li>• Study Abroad Faculty Lead (.20 FTE at \$90,000 per year plus 28 percent in Benefits for two years)</li> </ul>	\$46,080 \$46,080
<b>TOTAL</b>	<b>\$192,000</b>

In addition to utilizing institutional resources to support this project, SMC’s Associated Students (AS) has also committed resources to support the Global Citizenship Initiative, specifically setting aside student funds to support the participation of low-income, traditionally underrepresented students in study abroad experiences. The AS provided scholarship funding for SMC’s annual trip to South Africa in Winter 2009, and the availability of these funds significantly expanded the diversity of students who participated. Project staff will continue to partner with AS for trips proposed through this project, including Turkey and China.

**ELEMENTS OF THE PROPOSED INTERNATIONAL STUDIES PROGRAM**

**a. Describe how the proposed activities contribute to the implementation of a program in international studies and foreign languages:**

One of the intended outcomes of this project is the development of a Global Studies Program. The proposed Global Studies is an extension of the college’s decision to require students pursuing the Associate of Arts degree to complete three or more credits in Global Citizenship. These credits can be fulfilled through coursework in Global Studies, American Cultures, Ecological Literacy, and/or Service Learning. At this time, less than ten courses have been

approved by the Curriculum Committee as fulfilling the Global Citizenship requirement through the Global Studies strand. As such, the Global Citizenship Initiative Task Force identified a need to develop a Global Studies degree program as part of the college's Interdisciplinary Studies Program and has conducted extensive research regarding what other community colleges and universities in California include in their Global Studies programs. Based on this research, SMC has identified the following guiding principles for this program:

- All courses must be transferrable to the University of California and California State University systems;
- The Associate of Arts degree in Global Studies will require 60 semester units;
- The Associate of Arts degree in General Education with a major in Global Studies will require 24 semester units;
- The Global Studies degree will require the completion of two years of one foreign language in high school or one semester of a foreign language at SMC, while the Global Studies major may require foreign language study;
- The degree will require the development of several new classes, while many of the remaining semester credits can be completed through existing classes; and
- The Global Studies Program will focus on political, social, and economic frameworks, rather than the psychological or cultural frameworks.

Through this project, SMC will formalize the degree and develop three new courses, tentatively entitled: 1) Introduction to Global Studies; 2) Global Studies through Service Learning; and 3) Global Studies through Study Abroad. Prior to offering this degree option to students, SMC will need to obtain Curriculum Committee approval, as well as approval by the California Community Colleges Chancellor's Office. This process can take 12 to 18 months.

The college anticipates receiving formal approval from the State by Fall 2010. However, if the process extends into the Fall, the college can offer limited coursework in Fall 2010 in preparation for formal approval by Spring Semester 2011.

In addition to leading curriculum development efforts and initiating the approval processes, the Curriculum Development Faculty Lead will work with other members of the project team to generate interest and enrollment in the program among new and returning students. This will require the development of materials that highlight the career opportunities available to students with degrees in Global Studies and/or how a Global Studies major can enhance a degree in another field, given the prevalence of globalization in nearly all industries. In the first few years of this program, SMC expects only 25 students to enroll in the degree option; however, this number will continue to expand beyond the award period as awareness of the program increases.

**b. Show how adequate and appropriate the interdisciplinary aspects of the program are:**

The proposed UISFL project is an interdisciplinary project that includes instructional departments from across the campus. The membership of the Global Citizenship Initiative Task Force includes representation from the following disciplines and academic support programs:

<ul style="list-style-type: none"> <li>• English</li> <li>• Earth Sciences</li> <li>• English as a Foreign Language</li> <li>• Modern Languages</li> <li>• Counseling (Scholars Program)</li> <li>• Psychology</li> <li>• Office of Outreach and Recruitment</li> <li>• Anthropology</li> <li>• Small Business Development Center</li> <li>• Dance</li> <li>• Design Technology</li> <li>• Life Sciences</li> </ul>	<ul style="list-style-type: none"> <li>• Business</li> <li>• Sociology</li> <li>• Health Sciences</li> <li>• International Education</li> <li>• Academic Affairs Office</li> <li>• EOPS (Educational Opportunity Program &amp; Services)</li> <li>• Academic Senate</li> <li>• Political Science</li> <li>• Communication</li> <li>• Cosmetology</li> <li>• Enrollment Development</li> </ul>
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Although the extent to which each member is involved changes from semester to semester based on workload and class scheduling, each member receives meeting announcements,

agendas, and minutes, and is encouraged to provide input to the task force chairs if he/she cannot attend. This interdisciplinary nature of this task force has helped create a list of priorities that is also interdisciplinary in nature, including:

- Development of a Global Studies degree housed under SMC's Interdisciplinary Studies Program, which also includes the college's new Environmental Science degree;
- Expansion of the Study Abroad Program, encouraging study abroad trips that pair faculty from two or more disciplines teaching their respective courses to the same group of students, coordinating learning activities.
- Organization of extracurricular activities that bring campus-wide awareness to classroom-based instruction and content. Through this project, SMC will offer two annual events, one that highlights International Education week and one that addresses a global theme identified by the Task Force. For 2009-2010, the theme is water, building upon the United Nation's Decade of Water, as well as the growing awareness in California of the urgent need for water conservation. Faculty from all disciplines will build content and learning activities around this theme as a means for achieving each course's student learning outcomes. Grant funds will be utilized to facilitate extracurricular activities around this theme as well. These campus-wide events will involve the entire campus community, providing opportunities for participation by students and faculty across the curriculum. The 2010-2011 theme is not yet identified.

In addition to these campus-wide theme-based events, faculty may apply for mini-grant funding through the Professional Development component to organize interdisciplinary extracurricular activities that bring their classroom instruction to the greater campus community. For example, a foreign language instructor might organize a cultural event that highlights native

dance, collaborating with SMC's Dance Department to demonstrate the dance. Another example might include an Earth Sciences instructor coordinating with a Political Science instructor to develop an archeological exhibit that demonstrates the government structure of a lost civilization and how remnants of that structure exist in today's society. The opportunities for interdisciplinary collaboration on extracurricular projects are endless. However, faculty will need support in these efforts, and this project will provide that.

Given the foundation on which the Global Citizenship Initiative is built and the direction the College intends to take to carry out Initiative goals, it is anticipated that all aspects of this project will be interdisciplinary in nature as described in the previous paragraphs. Even traditional "Area Studies" courses, including the college's large number of American Cultures courses, will be expected to integrate other disciplines, to the extent possible, if they are to participate in this project. As this project progress, SMC will work with its Office of Institutional Research to assess the impact of this interdisciplinary approach on students, faculty, and programs.

**c. Demonstrate how new and revised courses will be adequate to meet program needs:**

At this time, the college is proposing to develop a minimum of three new courses to complete the Global Studies Degree, including Introduction to Global Studies, which will be required. The other two courses will include Global Studies through Service Learning and Global Studies through Study Abroad. These courses will each be 3 semester units, and students will be required to complete at least one of the courses. Students may complete the remaining 54 semester credits through existing SMC courses, including at least one semester in foreign language study if not already taken in high school. As part of this project, the Curriculum Development work group will identify existing courses that will fulfill the degree requirement. While additional course development to support the degree is not anticipated at this time, there

may be a need to develop additional courses in support of the Global Studies degree, either required or elective, as development of the degree program progresses.

In addition to developing new courses for the proposed Global Studies degree, project staff will work with faculty to increase the number of courses currently approved by the Curriculum Committee as fulfilling the Global Studies component of the Global Citizenship degree requirement. At this time, there are only six courses approved to fulfill the Global Citizenship requirement through the Global Studies strand. As part of this project, SMC will increase this number by a minimum of 100 percent for a total of 12 courses by the end of the grant term. Many of SMC's existing "international studies" courses will fulfill this requirement, with few or no changes, if the instructor presents the course to Curriculum Committee and makes the requested revisions in course content, teaching activities, and/or Student Learning Outcomes. The addition of these six courses will expand the options available to students and address the multitude of interests by students in all academic programs.

Project staff will also encourage faculty to develop new courses that will fulfill the Global Studies requirement. Faculty may choose this option if none of the courses currently available are capable of fulfilling this requirement. This will be particularly beneficial for several of the college's Career Technical Education programs that are more industry driven and focused on workplace skills. However, the need for a culturally competent workforce is increasing for nearly all industries, and thus SMC's vocational programs may use this project as a motivator for developing a class that addresses global issues, global competency, and global impact. SMC's Nursing Program is an example. The Nursing Program curriculum is prescribed by California's Board of Registered Nurses and the National League of Nursing. Every course offered by the program must be approved by these entities as part of the accreditation process. As such it is

difficult to offer elective courses that may be of interest to students, including coursework that addresses the new Global Citizenship requirement. For this reason, the Faculty Chair of the Nursing Department recently developed a new course, Global Health and Healing Practices, which is not part of the Nursing curriculum, but yet meets the Global Citizenship requirement and is of interest to Nursing students, as well as others. Through this UISFL project, SMC will encourage other vocational programs, such as Cosmetology, to engage in similar curriculum development activities that bring global studies to traditional vocational programming.

**d. Explain how adequate the plans are for improving and expanding language instruction:**

SMC offers foreign language instruction in 10 distinct languages, as well as a large ESL Program that serves many of the college's 3,000 international students. This project will improve and expand existing language instruction in two distinct ways. First, it is expected that several of the mini-grants will be requested by and awarded to faculty in the Modern Languages Department. Through these mini-grants, faculty will develop and offer extracurricular activities that highlight the language and culture of the targeted country. This will provide depth to classroom experience and enhance the satisfaction of the students enrolled in the courses. However, and perhaps more importantly, it will raise awareness of the language and culture among the greater campus community. This will likely increase student enrollment in the targeted language and generate greater student interest in foreign language study in general.

The proposed UISFL project will also improve and expand existing language instruction through the development of two new study abroad experiences in Turkey and China. SMC currently does not integrate language instruction as a requirement of its study abroad experiences, although the Global Citizenship Initiative Task Force has discussed the benefits of doing so. These conversations will continue as the college initiates new programs in the targeted



countries with the expectation that language instruction will be highly recommended, if not required, to participate on the trip. For the Turkey Program, the Modern Languages Department does not offer Turkish language instruction, although it does offer Arabic. Therefore, as part of the development of this study abroad experience, the Study Abroad work group will research opportunities for pursuing a faculty exchange or a guest faculty member who can teach an Introduction to the Turkish language and culture the semester prior to the trip (Fall 2010). Students and faculty who wish to be part of the Turkey experience will be encouraged to enroll in this course, so that they can maximize their experience in Turkey.

For the proposed China trip, which will occur after the grant award ends in Winter 2012, SMC already offers language instruction in Mandarin Chinese so no new coursework is necessary. However, like the Turkey program, both students and faculty who plan to travel to China will be encouraged to take Chinese prior to departure. Given that SMC has offered Chinese for many years, it is likely that some students and faculty already have these skills, and as such, these individuals will not be required to take additional coursework.

These two study abroad experiences will pilot the inclusion of language instruction as an essential component of the study abroad experience. It is expected that this integration of language study with the study abroad experience will significantly expand both programs by:

- 1) enhancing the in-country learning experience for students on the study abroad experience as they will have the skills to communicate with the local citizenry, which will be particularly beneficial during service learning activities; and
- 2) providing intensive language learning in-country for students enrolled in language classes.

However, because this is a new model for the campus community, the degree to which these objectives are met is unknown. As such, these activities will be part of the project's evaluation

plan. Through the use of both quantitative and qualitative data, the project team with assistance from the IR Office will provide feedback to the Study Abroad work group and the Global Citizenship Initiative Task Force regarding the benefits and challenges of integrating language learning with the study abroad experience.

### **NEED FOR AND PROSPECTIVE RESULTS OF THE PROPOSED PROGRAM**

#### **a. Explain how the proposed activities are needed:**

From its inception, the primary purpose of the Global Citizenship Initiative Task Force was philosophical in nature. The Task Force was charged with the fundamental goal of defining what “global citizenship” means for Santa Monica College and its students and what shape this concept might take on campus. This group worked diligently to develop a definition of global citizenship that integrates the culture of the college and builds upon the individual and collective strengths of SMC’s students, faculty, staff, programs, and vision. However, as this work concluded, the Task Force, in Fall 2008, recommended to SMC’s Superintendent/President that a group of faculty, administrators, and staff must continue to convene in order to support the implementation of the Task Force’s recommendations. The Task Force noted that the identification four specific work groups that address each of the four components of the Initiative is necessary if the college intends to move forward with the proposed recommendations regarding Curriculum Development, Professional Development, Study Abroad, and International Students. This UISFL project supports the development of these work groups, leveraging federal resources with institutional and local resources to ensure that the three components focused on instruction are able to move forward at the same time. Without federal support, the college would not be able to support each component equally and likely would have to focus on one strand at a time. However, the Global Citizenship Initiative will benefit from an integrated and

interdisciplinary approach that enables each strand to build upon each other’s efforts. The proposed UISFL project will facilitate this outcome.

Each of the proposed activities will help the college achieve its overall goal of raising the global consciousness of SMC’s students as measured by the extent to which SMC graduates respect the inter-relatedness of the global human environment, engage with diverse peoples, and acknowledge the significance of their daily actions relative to broader issues and events (Institutional Learning Outcome #3). This ILO developed in part as a result of the college’s demographics and the diversity that exists throughout the college community. SMC does not have a majority racial or ethnic group, as indicated in the following table:

<b>Racial/Ethnic Group</b>	<b>Percent of the Student Population</b>
Total Student Population (Fall 2008 credit headcount enrollment)	24,645
White, Non-Hispanic	34%
Hispanic	29%
Black	11%
Asian/Pacific Islander	21%
Native American	1%
Other	4%

Based on these demographics, students must have the ability to successfully interact with their peers in an educational environment, as well as socially outside the classroom. Promoting an awareness of global cultures will strengthen the teaching and learning environment.

However, the college’s Global Citizenship Institutional Learning Outcome is also the result of the college’s recognition of the increasing globalization of all aspects of our lives and the increasing interdependence among countries, politically, economically, and socially, specifically:

- an increasingly global economic and political structure in which actions in one location have an impact on all other locations and systems;
- a multicultural nation (and in Los Angeles, this is even more apparent); and

- globalization of nearly all industry sectors that will require employees to conduct business in the global market (International Society for Business Education presentation at the Western Business and Information Technology Educators Conference, 2004).

At the most basic level, SMC graduates must be culturally competent and able to interact with individuals and organizations from all cultural backgrounds. Even if their jobs never take them out of Los Angeles, this skill is necessary given that the greater Los Angeles area is one of the most diverse regions in the country. Nearly every racial and ethnic group is represented here, and at some point, students will need to interact with individuals from different cultures.

However, increased understanding of how global systems work together and rely on each other will strengthen the graduate's ability to pursue higher education and/or move up the career ladder, obtaining positions of management and leadership. For many industries, such as business and finance, this understanding is essential. However, there are also a large number of traditional vocational fields that also require an awareness of global studies, such as Logistics (the movement of goods from manufacturer to distributor) as many goods sold in the United States are produced elsewhere. Nearly every other industry can note similar needs. In short, the need to integrate global studies throughout the curriculum is evident in nearly all daily tasks, and this project will enable the college to prepare students for the world they will encounter both in the classroom and upon graduation in the workforce

**b. Explain how the proposed use of Federal funds will result in the implementation of a program in international studies and foreign languages:**

The proposed UISFL project will enable the college to develop comprehensive programming in international studies and foreign languages that expands and enhances existing instructional programs, while adding new courses and activities that offer a more integrated and interdisciplinary approach to global studies at SMC. One of the most tangible outcomes of this

project will be the development of a state-approved degree in Global Studies that will enable students to graduate with an AA degree in Global Studies or with an AA degree with a major in Global Studies. However, this degree program will be supported by other project activities:

- Identification of additional courses that achieve the college's Global Citizenship requirement with project staff targeting instructional disciplines across the curriculum, including traditional career technical education programs;
- Development of extracurricular activities that address global studies and are interdisciplinary in nature, bringing classroom instruction in international studies and foreign languages to the greater campus community; and
- Expansion of the study abroad program to include Turkey and China and the integration of language instruction prior to departure.

Each of these components will build upon the others, and thus this project will yield a concerted effort on the part of the college to graduate students who meet the college's third Institutional Learning Outcome. Project staff will evaluate the individual and collective impact of each component of this project and make adjustments as necessary based on this information.

### **COMPETITION PROGRAM PRIORITIES**

- **Competitive Preference Priority: Two year degree granting institutions must offer two years of postsecondary credit in a foreign language:**

SMC offers two years of postsecondary credit in the following foreign languages: Chinese, French, German, Japanese, and Spanish. This project will encourage students to study language by requiring students in the Global Studies degree track to complete two years of one foreign language in high school or one semester of postsecondary language study. In addition, SMC will integrate language learning with the study abroad experience, using trips to Turkey and China as pilot programs. These efforts will increase student enrollment in foreign language study.

- **Invitational Priority 1: Provide in-service training for K-12 teachers in foreign languages and international studies :**

SMC is not proposing to address this Invitational Priority.

- **Invitational Priority 2: Include plan for assessment of foreign language competency that includes clearly defined student-learning outcomes and externally validated assessment approaches:**

Although this may be an indirect result of this project, particularly as the college integrates language learning and competency as part of the study abroad experience, SMC is not proposing to address this priority at this time.

- **Invitational Priority 3: Increase the number of underrepresented minorities in foreign languages and in area and international studies:**

As a federally recognized Hispanic Serving Institution, SMC is committed to providing equal access to high quality, cutting edge programming. This project will be no exception, and in fact, project staff will initiate several actions to ensure that low-income and/or traditionally underrepresented minority students have the opportunity to participate in foreign languages and in area or international studies. All of SMC's standard instructional programs and student support services operate on an open door policy, meaning that no student is denied access. However, programs that charge a fee or have additional costs, including the college's study abroad experiences, often prevent low-income students from participating, and many of the college's low-income students are from underrepresented minority groups. To encourage participation by low-income students in study abroad experiences, project staff will work with the Associated Students and other groups on campus, such as the Santa Monica College Foundation and the Grants Office, to identify scholarship support for these students. The college has experienced some limited success in increasing the number of underrepresented students who participate as a result of this assistance during the Winter 2009 trip to South Africa.

By offering financial support to low-income students for the Turkey and China trips and linking these trips with language instruction, this project will inadvertently increase the number of low-income, underrepresented minorities enrolled in foreign language courses. This may not be the most direct approach to encouraging student involvement, but it is effective, and as students express their satisfaction with the study abroad experience, as well as the language instruction, to their friends, student enrollment will increase.

Lastly, the development of extracurricular activities conducted in SMC's social areas will encourage involvement by student groups that may otherwise be reluctant to participate in project activities. The inclusion of food, cultural activities, and other non-instructional events that are viewed as "fun and informal" will provide a non-threatening environment by which students can engage informally in Global Studies activities, raise their awareness of and interest in instructional options, and connect with students and faculty that can further foster involvement by underrepresented minority students.

- **Invitational Priority 4: Focus on any of the 78 priority languages selected from the U.S. Department of Education's list of Less Commonly Taught Languages:**

As noted elsewhere in this proposal, SMC is proposing to develop and/or expand programming focused on two of the 78 priority languages, specifically Turkish and Chinese (Mandarin.) This programming will include the development of extracurricular activities to raise awareness of these cultures and encourage student enrollment in foreign language and/or area studies courses related to these languages. Through this project, SMC will also develop study abroad experiences in each of these countries. In preparation of these trips, students and faculty will be highly encouraged, if not required, to complete one semester of language study prior to departure. For the Turkey trip, since SMC currently does not offer instruction in this language, project staff will research options for faculty exchanges and/or guest lecturers.

# Project Narrative

## Other Narrative

### Attachment 1:

Title: Pages: Uploaded File: **1237-UISFL Program Profile.doc**

### Attachment 2:

Title: Pages: Uploaded File: **1238-Table of Contents.doc**

### Attachment 3:

Title: Pages: Uploaded File: **1239-Resume Document.doc**



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## **OTHER ATTACHMENTS -- RESUMES**

**KELLEY BRAYTON (proposed UISFL co-Project Director, .20 FTE)  
Dean, International Education, Santa Monica College**

### **EDUCATION**

- **School for International Training (S.I.T.) Brattleboro, Vermont**  
Master's Degree in Intercultural and International Management, May 1997  
Concentration in International Education Administration  
Thesis: *The Challenges & Rewards of Internationalizing a Branch Campus*  
Course work included: Intercultural Communications, International Student Services, Project Design & Planning, Campus & Curriculum Internationalization, Cross-cultural Counseling, International Programs Abroad, and Training.
- **Eastern Washington University, Cheney, Washington**  
B.A. in International Affairs, 1988  
Concentration in Economics & Business  
Course work included anthropology, area studies and French

### **INTERNATIONAL EDUCATION WORK EXPERIENCE**

- Santa Monica College (SMC), Santa Monica, California  
Dean, International Education, August 2008 - Present
- Portland Community College (PCC), Portland, Oregon  
Director, International Education, October 2000-July 2008
- Spokane Falls Community College (SFCC), Spokane, Washington  
Director, International Student Services, January 2000-October 2000
- Southwestern Oregon Community College (SWOCC), Coos Bay, Oregon  
Coordinator, International Student Program, August 1996-December 1999

### **PROGRAM MANAGEMENT & ADMINISTRATION**

- Develop and administer international program budget (SMC, PCC, SFCC, SWOCC)
- Develop, promote, manage all aspects of a multi-campus international education program (PCC)
- Continual enhancement of infrastructure to manage growth and development of International Education program (SMC, PCC).
- Direct the district college-wide services and programs for international students (SMC, PCC).
- Hire and supervise professional and classified staff (SMC, PCC, SFCC).
- Serve on district-wide committees (SMC, PCC) and Instructional Council, Student Housing and Marketing Committees (SWOCC), including the Global Citizenship Initiative Task Force (SMC).
- Develop and implement comprehensive Business Plan for International Education (SMC, PCC) tied to an innovative funding formula for International Education.

### **INTERNATIONAL STUDENT PROGRAM SERVICES, MANAGEMENT & ADMIN.**

- Developed content and facilitated comprehensive international student orientation to campus and local community. Services included taking students to get identification cards at DMV, setting up bank accounts and application for social security cards (SWOCC).
- Design and apply process for evaluation of international student admissions, academic advising, credentials evaluation and registration procedures (SMC, PCC, SFCC, SWOCC).
- Academic Advisor for International Students (SWOCC).
- Develop, co-coordinate, and supervise special services for international students (SMC, PCC, SFCC, SWOCC).
- Organized on-campus and off-campus activities for international students such as sea kayaking, weekend trips to Portland, and jet boat trips on the Rogue River (SWOCC).

- Co-developed resource brochures: Pre-Arrival Handbook, International Student Handbook, Housing Information for International Students, International Student Activities, Intensive English Program, Summer ESL Program (SMC, PCC).

### **STUDY ABROAD PROGRAM MANAGEMENT & ADMINISTRATION**

- Develop, direct the study abroad efforts of the College, including recruitment, site development, faculty selection, application process and appropriateness of curriculum (SMC, PCC).
- Assist with participant selection and pre-departure orientations for study abroad students (PCC).
- Collaboration with Community Education and academic departments to explore combining credit/non credit community service learning to develop short-term study abroad programs for non-traditional participants and further engage faculty in international opportunities (PCC).

### **MARKETING & RECRUITMENT**

- Implemented comprehensive recruitment strategies to increase F-1 enrollment (SMC, PCC).
- Develop, negotiate, and maintain all short-term and special international programs and contracts (SMC, PCC).
- Develop content and collaborate with staff and departments to develop all international marketing materials (SMC, PCC, SFCC, SWOCC).
- Regular independent travel to Japan, Korea, Taiwan, Thailand, Turkey and Vietnam to visit study abroad agencies and partner institutions to recruit international students (SMC, PCC, SWOCC).
- Represent colleges at overseas recruitment fairs (IIE, AACC).
- Coordinate all international student recruitment and marketing efforts (SMC,PCC). Coordinate the international student admissions process (SWOCC, SFCC).
- Co-developed webpage content for International Education website (SMC, PCC, SWOCC).
- Created Community Service Scholarship for International Students. Students received a tuition reduction in exchange for 20 hours per term of community services as teachers' aides at a local elementary school (SWOCC).

### **CAMPUS AND COMMUNITY INTERNATIONALIZATION**

- Develop and implement comprehensive initiatives for international education that are supportive of Educational Master Plan (SMC, PCC)
- Collaborate with staff to implement comprehensive district-wide activities and presentations during International Education Week annually since 2003 (SMC, PCC)
- Collaborate with Grants office and staff from across district to develop international grant proposals including Department of Education Title VIA International Studies and Title VIB Business and International Education (SMC, PCC).
- Developed initiative and provide funding for faculty to develop international modules within their curriculum (PCC, planned for SMC).
- Assisted with implementation of visit by Fulbright Visiting Specialist from the Muslim World, Dr. Samir Abu Znaid (Hebron University) as a guest speaker in classes across PCC in 2003.
- Created and implemented fully-funded opportunities (from International Education budget) for faculty and staff through the CIEE International Faculty Development Seminars, Summer Institute for Intercultural Communications, Instituto Cultural Oaxaca, and the East-West Seminar.

### **TRAVEL ABROAD:**

Australia, Austria, Belgium, Bulgaria, Canada, China, Costa Rica, Cyprus, England, France, Germany, Greece, Hungary, India, Indonesia, Ireland, Italy, Japan, Mexico, Morocco, Netherlands, New Zealand, Philippines, Poland, Portugal, Saudi Arabia, Scotland, Singapore, South Africa, South Korea, Spain, Sweden, Switzerland, Taiwan, Thailand, Turkey, Vietnam, Former Yugoslavia, Wales

### **LANGUAGES STUDIED**

French

**GEORGIA L. LORENZ (formerly Bauman) (proposed UISFL co-Project Director, .10 FTE)  
Dean, Academic Affairs, Santa Monica College**

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**EDUCATION**

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**Doctor of Philosophy**

University of Southern California  
Los Angeles, California  
Educational Policy, Planning, and Administration

Received Delta Epsilon Dissertation “Award of Merit” for dissertation entitled: “Developing a Culture of Evidence: Using Institutional Data to Identify Inequitable Educational Outcomes”

**Master of Science**

Northwestern University  
Evanston, Illinois  
Education and Social Policy

**Bachelor of Arts**

Stanford University  
Palo Alto, California  
English and Creative Writing  
Two-time Collegiate All-American Synchronized Swimmer

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**PROFESSIONAL EXPERIENCE**

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**Santa Monica College, Santa Monica, CA**

**Dean, Academic Affairs**

**February 2008-present**

This position includes all of the duties of the both the Associate Dean, Instruction, and the Director, Instructional Services, positions, as well as the following additional responsibilities include:

- Oversight of Associate Faculty contractual obligations;
- Long range planning to meet FTES goals and student and faculty needs related to teaching and learning;
- Participation on the Student Learning Outcome/Institutional Learning Outcome committee

**Associate Dean, Instruction**

**June 2006-February 2008**

- Serve as the Co-Chair of the Global Citizenship Task Force.
- Serve on several college-wide committees including Student Affairs, Student Equity, and the Basic Skills Initiative Task Force.
- Supervise two Project Managers and one Administrative Assistant.

**Director, Instructional Services**

**January 2005-June 2006**

- Develop the schedule of classes for four sessions per academic year for 23 academic departments.
- Develop and produce the annual college catalog along with a team of faculty and staff.
- Collaborate with the faculty on development of curriculum. Serve as Vice Chair for the Curriculum Committee.
- Maintain course data for the college.
- Oversee faculty load and compensation.

## **Rossier School of Education**

### **University of Southern California, Los Angeles, CA**

#### **Associate Director, Center for Urban Education**

**January 2003- December 2004**

- Manage grant-funded projects including: \$1 million research project funded by The James Irvine Foundation, implemented by the Center for Urban Education, entitled “Designing and Implementing a Diversity Scorecard,” and a planning grant from the Ford foundation.
- Manage the Center for Urban Education operations including fiscal management and accounting, periodic reports to funding agencies, supervision of staff and consultants.
- Develop and manage budgets for the Center for Urban Education and all grant-funded projects.
- Work with teams of faculty, administrators, and staff at 20 institutions in the Diversity Scorecard project to identify and report on inequitable educational outcomes by racial/ethnic groups.
- Work with teams of faculty, administrators, and staff at 11 institutions to develop, plan, and implement changes to the current delivery of academic programs in order to improve equity
- Collaborated with a team including faculty and staff to successfully obtain new grants from The James Irvine Foundation, the Ford Foundation, and the Lumina Foundation for Education.

#### **Other Experience**

##### **University of Southern California, Los Angeles, CA**

- Adjunct Professor (Master’s Level Coursework) Fall 2003, Spring 2004
- Research Associate, Center for Urban Education August 2002 – January 2003
- Research Assistant, Center for Urban Education July 2000-August 2002
- Teaching Assistant, Administration of Higher Education December 1999- May 2000
- Assistant Director, Residential and Greek Life July 1998- July 2000

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#### **SELECTED PUBLICATIONS & PRESENTATIONS**

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- Bauman, G. L. (2006, May). Do We Know What We Know About Retention? Conference Keynote Address. Council of Academic Advisors Annual Conference. Los Angeles, CA.
- Bensimon, E.M.; Bauman, G.L. (2004, May). Organizing for the Success of All Students: A Planning Process that Fosters Collaboration and Change. Pre-conference workshop, National Learning Communities Project Annual Meeting. Seattle, WA.
- Bensimon, E.M.; Bauman, G.L. (2004, March). Disaggregating Data About Diverse Student Populations. Pre-conference workshop, Association for American Colleges and Universities Network for Academic Renewal conference. Long Beach, CA.
- Bauman, G.L.; Bustillos, L.T.; Bensimon, E.M.; Brown, M.C.; and Bartee, R.D. (2004). “A learning model for the attainment of inclusive excellence.” Paper commissioned by the Association of American Colleges and Universities.
- Love, J.; Bauman, G.L.; Bensimon, E.M. (2004). Beyond Diversity: Measuring Success at a Diverse Campus. Paper presented at Annual Meeting of the Council for the Study of Community Colleges, Minneapolis, MN.
- Bensimon, E.M.; Polkinghorne, D. E.; Bauman, G. L., and Vallejo, E. (2004). Doing research that makes a difference. *The Journal of Higher Education* (75)1, 104-126.

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#### **PROFESSIONAL AFFILIATIONS**

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Junior League, Los Angeles (JLLA), 2003-present  
Association for the Study of Higher Education (ASHE), 2000-2005  
American Education Research Association (AERA), 2000-2005  
Los Angeles Junior Chamber of Commerce, June 1998-2000  
National Association of Student Personnel Administrators (NASPA), 1995—2000  
American College Personnel Association (ACPA), 1996—2000

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Santa Monica College, Santa Monica, CA

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# Budget Narrative

## Budget Narrative

Attachment 1:

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**BUDGET NARRATIVE**

(NOTE: The following Budget Narrative is also included in the Project Narrative.)

<b><u>Salaries</u></b>	<b>2009-2010</b>	<b>2010-2011</b>	<b>Total</b>
Co-Project Director, Dean of International Education .20 FTE -- valued at \$33,280 per yr. (salary/benefits)	-	-	-
Co-Project Director, Dean of Academic Affairs .10 FTE -- valued at \$16,640 per yr (salary/benefits)	-	-	-
Faculty Leader, Curriculum Development (.20 FTE)	18,000	18,000	36,000
Faculty Leader, Professional Development (.20 FTE)	18,000	18,000	36,000
Faculty Mini-Grants to Internationalize Curriculum and/or Organize Extracurricular Activities that Internationalize the Campus Community (5 grants in Spring 2010, 6 grants in 10/11, at \$3,000 per grant)	15,000	18,000	33,000
<b>Total Salaries</b>	<b>51,000</b>	<b>54,000</b>	<b>105,000</b>
<b><u>Benefits</u></b>			
Calculated at 28 percent	14,280	15,120	29,400
<b>Total Benefits</b>	<b>14,280</b>	<b>15,120</b>	<b>29,400</b>
<b><u>Equipment</u></b>			
None requested.	-	-	-
<b>Total Equipment</b>	-	-	-
<b><u>Travel</u></b>			
Project Directors' Meeting (\$1,800 ea. for 2 people)	3,600	3,600	7,200
Planning Trip to Turkey to Establish Study Abroad Experience (2 at \$2,500 each)	5,000	-	5,000
Planning Trip to China to Establish Study Abroad Experience (2 at \$2,500 each)	-	5,000	5,000
<b>Total Travel</b>	<b>8,600</b>	<b>8,600</b>	<b>17,200</b>
<b><u>Supplies and Materials</u></b>			
Library Resources and other Instructional Supplies to support curriculum development and events	4,500	1,000	5,500
Office Materials (\$50/mo. at 12 mos.)	600	600	1,200
<b>Total Supplies and Materials</b>	<b>5,100</b>	<b>1,600</b>	<b>6,700</b>
<b><u>Contractual</u></b>			
None Requested	-	-	-
<b>Total Contractual</b>	-	-	-



<b><u>Construction</u></b>			
None Requested	-	-	-
<b>Total Construction</b>	-	-	-
<b><u>Other</u></b>			
Campus-Wide Global Citizenship Events (\$2,000 per event for such costs as guest lectures, food, entertainment)	4,000	4,000	8,000
* Theme Based Event: Water in Year One			
* Theme Based Event: TBD in Year Two			
* International Education Week: Years 1 & 2			
<b>Total Other</b>	<b>4,000</b>	<b>4,000</b>	<b>8,000</b>
<b>Total Direct Costs</b>	<b>82,980</b>	<b>83,320</b>	<b>166,300</b>
<b>Indirect Costs (calculated at 8 percent)</b>	6,638	6,666	13,304
<b>TOTAL COSTS</b>	<b>89,618</b>	<b>89,986</b>	<b>179,604</b>