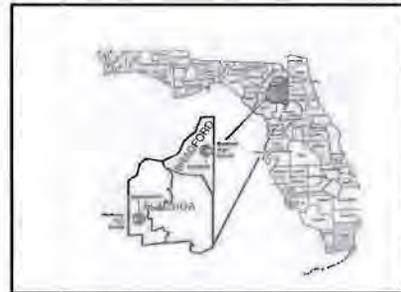


Santa Fe College (FL) Opening Doors to Asia

1. Plan of Operation

a. Institutional Profile: Santa Fe College (FL) Santa Fe College (SF), located in Gainesville in north central Florida, was established by the Florida State Legislature in 1965 as Florida's twenty-second comprehensive public community college. After 45 years as an expanding community college, in 2009, the state legislature authorized SF to begin offering a few selected bachelor degrees in fields with high job demand in the College's service area. Santa Fe's statutory service district consists of the predominantly rural area of Alachua and Bradford counties, with a total population of roughly 275,856

residents (2011 est.). The College also serves students from rural Gilchrist, Marion, Levy, Union, Columbia, and Clay counties, comprising an additional population of approximately 387,113 (2011 est.). In addition to the 125-



acre main Northwest Campus, the College's Blount Downtown Center is located in urban Gainesville in a predominantly minority-populated area of the city. This location was chosen to reach more non-traditional students and to strengthen the College's outreach efforts to minority populations. In addition, the College serves its constituencies with educational centers in the rural towns of Alachua, Archer, Keystone Heights, and Starke, and through the Internet and live, closed-circuit broadcasts between educational centers.

The College's educational offerings are primarily the Associate of Arts (AA), Associate of Sciences (AS), Associate of Applied Sciences (AAS), and Community Education programs. Of the total enrollment of nearly 18,000 credit students, approximately 70%—or over 12,000 students—are enrolled in the AA program, consisting mostly of a core curriculum of 36 hours in

the liberal arts and sciences, completion of which is required of all students in the AA. Of the College's total enrollment, 56% are full-time students; 53% are women; and 27% are members of a minority group. Many of SF's students are first-generation college students, and many enroll with limited or no previous experience in or exposure to international affairs or perspectives. Through Florida's statewide articulation agreement, Florida's public universities must accept students who complete the AA degree at a college or community college. Santa Fe transfers over 2,000 students to the State University System each year, 79% of whom enroll at the University of Florida, also located in Gainesville. Due to the strength of its university-transfer programs, Santa Fe College ranks 10th nationally in the production of AA degree graduates. State performance measures also show that on average graduates of SF do better than the state universities' own students in their upper division work. The Associate of Science, Associate of Applied Science, and related certificate programs consist primarily of vocational and technical programs that prepare students for entry into a career, although some programs are transferable to universities.

Santa Fe College has an annual operating budget of approximately \$73 million and has grown to include 33 major buildings representing an investment in excess of approximately \$200 million dollars. The faculty consists of 240 full-time faculty and over 320 adjunct faculty. Santa Fe is also one of 19 charter members of the League for Innovation in the Community College, an educational consortium created in 1968 dedicated to stimulate innovation and experimentation in higher education. Responding to Florida's changing demographics and to the state's increase in import-export activity, direct foreign investment, and international tourism, the College has made internationalization of its curriculum and services a high institutional priority. In 2005, the College was selected by the Institute for International Education for the Andrew Heiskell Award for Innovation in International Education. Santa Fe enrolls over 300 international students from

more than 80 foreign countries each semester and it serves many more second-generation students and those with dual citizenship.

b. High Quality of Project Design. In “Be a Better Manager: Live Abroad,” (William W. Maddox, Adam D. Galinsky, and Carmit T. Tadmor, *Harvard Business Review*, September 1, 2010, <http://hbr.org/2010/09/be-a-better-manager-live-abroad/ar/1>), the authors' research clearly demonstrates the many significant positive effects derived from international experience and study. They show that the people who “see and integrate multiple perspectives on different issues—what psychologists call ‘integrative complexity’” lead “to better job performance.” Furthermore, they conclude that “people who have international experience or identify with more than one nationality are better problem solvers and display more creativity.” In the current “Asian Century” it is imperative that SF prepare our students to achieve “integrative complexity” and to become “better problem solvers” so that they can open their own “Doors to Asia.” On January 19, 2011, Howard University hosted Ambassador Chen Naiqing, the wife of the People’s Republic of China’s Ambassador to the United States. At this event First Lady Michelle Obama said: “But let’s be clear: studying in countries like China is about so much more than just improving your own prospects in the global marketplace. The fact is, with every friendship you make, and every bond of trust you establish, you are shaping the image of America projected to the rest of the world. That is so important. So when you study abroad, you’re actually helping to make America stronger.”

The proposed two-year project (“Opening Doors to Asia”) constitutes the centerpiece of SF’s ongoing plan to internationalize the campus and the curriculum. Through an intensive process of self-analysis and planning lasting nearly two years, we have identified a significant weakness in our General Education (GE) program in Asian studies. A snapshot of our curriculum

reveals a clear need for grant support to address this. In our current GE curriculum, there is only one course that specifically addresses Asia: HUM 2410, Asian Humanities. Although some sections of 25 other courses (ENC 1102, MUL 1010, THE 1100, ARH 2050, INR 2002, GEO 2200C, SOP 2002, etc.) touch briefly on Asian topics, no other course addresses the area in depth. Therefore, we have designated five new General Education courses in Grant Year One that will specifically focus on China/Asia: Asian Art; Asian Religions; Introduction to the History and Culture of China; Interpersonal Communication; and Far East Asian Peoples and Cultures (Objective 1).

Santa Fe initiated a two-semester sequence of elementary Chinese language in Fall 2009. This grant project will increase the number of Chinese courses and sections by creating two additional semesters: CHI 1125 and CHI 2220 (Objective 2). With an expanded Chinese language program, our existing Summer China Study Abroad program in Beijing will be strengthened by creating and offering short-term (one- to two-week) student internships in Beijing. This grant proposal will add new courses and revise existing courses so that a new International Studies Certificate (ISC) in GE will cross-fertilize the following seven parts of the grant project: (a) Chinese language courses; (b) Asian content in the 20 courses to choose from in the ISC (5 new and 15 revised); (c) our Study Abroad Program in China; (d) internships abroad; (e) a professional development international lecture series focusing on Asia; (f) a series of monthly workshops for faculty and staff for Asian course enrichment; and (g) quarterly workshops for service area K-12 teachers of foreign languages and international studies. At the conclusion of Year One of this grant, we will have the expertise and experience with China to create a much needed Study Abroad Program in India, thereby strengthening our Asian curriculum. This project is based on local needs assessments conducted at SF as well as on

extensive research into best practices in international education. “Opening Doors to Asia” will enable the College to respond to documented needs within the college community. Its six objectives (listed in the table below) will deepen the integration of Chinese language and Asian perspectives throughout Santa Fe's curriculum and in SF's K-12 service areas:

Table 1: Project Objectives

Project Objectives
Objective 1 (International Certificate, Course Revision and Creation): Create a five-course (15-credit hour) International Studies Certificate (ISC) in General Education (GE) by revising 15 existing GE courses, creating 5 new Asian-centered GE courses, and supporting faculty travel for the purpose of course development, course revision, and research.
Objective 2 (Chinese): Expand the Chinese language and culture curriculum by adding two new advanced levels of Chinese language courses and revising two existing courses to prepare students for real-world experience using Chinese to expand the scope and depth of linguistic skills (Competitive Preference Priority 2).
Objective 3 (Professional Development): Increase faculty, administrator, and staff knowledge and resources relating to Asia through monthly workshops on integrating Asia into the curriculum and various professional development opportunities including an International Speakers Series about Asia (especially China and India), Florida-Asia relations, and USA-Asia relations.
Objective 4 (Study Abroad): Add capacity to SF's study abroad program in China and create a study abroad program in India in order to help students think critically in the “Asian century” by fostering student and faculty research through added student travel scholarships, student internships, and new study abroad course offerings.
Objective 5 (Outreach): Increase awareness of “Opening Doors to Asia” through targeted marketing to first-generation students, underrepresented students, low income students, and students from career programs, sciences, technology, and math.
Objective 6 (K-12 Teacher Training): Conduct K-12 pre-service and in-service foreign languages and international (esp. Asia) studies professional development opportunities by creating a North Florida Foreign Language Teachers Association (NFFLTA). Saturday workshops will be offered quarterly for area teachers (Competitive Preference Priority 2).

The “Opening Doors to Asia” project is the result of extensive planning over the course of nearly two years by members of the interdisciplinary Title VIA Task Force, who determined that the College’s most pressing need in terms of internationalization is to engage our staff, faculty and students in curricular and extracurricular opportunities relating to China and other areas of Asia including, especially, India. “Opening Doors to Asia” will coincide with Santa Fe’s ongoing General Education Learning Outcomes project. As a vanguard institution in the League for

Innovation in the Community College, Santa Fe continues to explore how on-campus, online, and overseas curricula and programs are measured by student learning outcomes.

c. Effectiveness of Plan and Efficient Administration. The proposed “Opening Doors to Asia” project will be managed by a Project Leadership Team composed of the Project Director, Project Co-Director, Project Curriculum Assistant, Grants Management Team, and a Course Review Committee. The Project Leadership Team will consult with the International Education Steering Committee, Academic Advisement, Student Life, and the Liberal Arts and Sciences Curriculum Committee. The Project Director will be Dr. William Little; the Project Co-Director will be Dr. Li Ren-Kaplan; and the Project Curriculum Assistant will be Dr. Dave Tegeder. Dr. Little will be responsible for overall administration of the project. He will supervise the work of the Project Co-Director and the Project Curriculum Assistant; he will chair the Grants Management Team and the Course Review Committee; he will work in close relationship with faculty and administrators to ensure the successful College-wide implementation of the project; and he will oversee the thorough implementation of formative and summative assessment for each of the project's elements including global competency assessment (See Section 4 below). The Project Co-Director will have responsibility for managing day-to-day implementation of the project, and she will work in tandem with the Project Curriculum Assistant. The Santa Fe International Education Steering Committee has been working in the area of internationalizing the curriculum for the past five years, while Santa Fe’s Task Force for Title VIA has been working steadily on this specific grant since Spring semester 2009. As soon as the grant begins operation, the members of this Task Force in place in May 2012 will transition directly and smoothly into the Course Review Committee. The Project's Co-Director, Curriculum Assistant, and Course Review Committee will consult regularly with the 20 faculty members engaged in curricular creation, enhancement, and revision. These 20 faculty members

will be responsible for translating the overall goals of course enhancement and “Asianization” into student learning outcomes and global competencies. This management plan reflects SF's strong decades-long institutional commitment to shared governance and collaboration.

This project will reside administratively within SF's Office of Academic Affairs and will ultimately report to the President through the office of the Provost and Vice President for Academic Affairs. In this way, “Opening Doors to Asia” will be strategically positioned not only to interface directly with College-wide instruction, curriculum revision, and faculty professional development, but also to link broader international perspectives with student services and activities, institutional effectiveness, and community partnerships.

d. Project Objectives Related to Program Purpose. The project objectives for “Opening Doors to Asia” directly support the legislative purpose of the Undergraduate International Studies and Foreign Language Program: *to provide grants to strengthen and improve undergraduate instruction in international studies and foreign languages in the United States.* Santa Fe's objectives for enhancing our Chinese program and internationalizing our GE curriculum reflect the urgency embedded within the Critical Language Program sponsored by the Bureau of Educational and Cultural Affairs of the Department of State: *to expand dramatically the number of Americans studying and mastering critical foreign languages.* In its pursuit of international education for its students, SF is part of a national movement of enhancing Asian studies at the community college level. Among the goals of this project is preparing SF's students for jobs and national service in the areas of Chinese/Indian and Asian-American relations (Application Requirement G). According to the American Association of Community Colleges, approximately 48% of all students enrolled in higher education in the United States attend community colleges. Over 376,000 students are currently attending a community college

in Florida. However, the most recent survey by the Modern Language Association (2006) showed that only 545 students at 9 institutions in Florida were taking Chinese at the undergraduate level. The purpose of this grant is to address this educational gap by increasing our capacity, linking our Chinese courses to GE, preparing our students for the 21st-century job market, and providing a model for other colleges in Florida.

e. Use of Resources and Personnel to Achieve Objectives. “Opening Doors to Asia” will enable the College to internationalize its Associate of Arts curriculum, expand its foreign language programs, and promote awareness of international education throughout the campus by means of a comprehensive professional development program designed for faculty, administration, and staff. Twenty faculty members representing a cross-section of the College’s disciplines will receive appropriate travel funds and/or release time for curriculum development and revision (Objective 1).

The Project Co-Director will be responsible for the efficient management of day-to-day operations. She will collaborate with the Project Director, who has overall project responsibility, and with appropriate personnel from the SF Office for Finance to supervise all budgetary expenditures for personnel costs, materials and supplies, and travel. The SF International Education Steering Committee, composed of faculty and administrators with experience and familiarity with international education, will collaborate with the Grant Management Team and will meet regularly with the Project Director and Project Co-Director. Other Santa Fe College personnel will provide assistance as needed in instructional design, library accessions, professional development, research, Web design support, and audio-visual and technical support.

f. Plan for Equal Access and Treatment for Members of Underrepresented Groups. Participants in the project will be admitted without regard to race, sex, sexual orientation and

expression, gender orientation, religion, color, national or ethnic origin, age, disability, or veteran status. The Project Director will work with individuals participating in all facets of the project taking place in China and other regions in Asia to determine if any special services or accommodations will be necessary to ensure that each project participant enjoys equal access to the planned activities. The College complies with the Civil Rights Act of 1964, the Americans with Disabilities Act of 1990, the Civil Rights Act of 1991, related Executive Orders 11246 and 11375, and all civil rights laws of the State of Florida. Accordingly, equal opportunity for employment and admission shall be extended to all persons, and the College shall promote equal opportunity and treatment through a positive and continuing affirmative action program. The College embodies a community of diverse people who value opportunity and diverse viewpoints (Application Requirement C).

Faculty and staff are committed to enhancing a curriculum and a learning environment that empowers students to become effective members of an increasingly multicultural and diverse society not only in Florida and the United States but more specifically in north central Florida. Santa Fe College now is ready to expand its renowned innovation initiatives in the field of Asian studies, to educate students, employees, and the community about differences that exist among the world's peoples, and to diminish fear of differences while increasing understanding about such differences. The College provides its employees, students, and the community with a large variety of workshops, seminars, publications, and projects that foster understanding and benefits of diversity and enhanced shared values. Notably, the Office of Multicultural Affairs, the annual week-long World Humanities Expo, and SF's partnership in the national Democracy Commitment provide significant College venues for vigorous discussion and debate of varying viewpoints in an environment of mutual civil respect.

2. Quality of Key Personnel

a. Experience and Qualifications of the Project Director. "Opening Doors to Asia" will be provided strong, enthusiastic, and capable leadership by the **Project Director, Dr. William Little**. Dr. Little is the Chair of the Department of Humanities and Foreign Languages at SF, where he has been a faculty member since 2004. Prior to that time he chaired the Modern Languages Department and the Interdisciplinary Humanities Program at California Polytechnic State University; he held the McDermott Endowed Chair of Humanities and Public Affairs at the United States Military Academy at West Point (2002-2003); and he earned his B.A. degree from California State University at Northridge, his M.A. at Indiana University, and his Ph.D. from Washington University in St. Louis. He has had a Fulbright Scholar grant and a National Endowment for the Humanities research grant. He was a consultant for thirteen years for ETS's Advanced Placement test in Spanish, and he served five years on the SAT II Test Development Committee in Spanish. At Cal Poly, he also served on the Japan Studies Committee and the Pacific Rim Committee. At SF, Dr. Little has served on the Study Abroad Committee, the Curriculum Committee, and the students' Activities and Services Budget Committee, and for the past two years he has chaired the Title VIA Task Force for Internationalizing the Curriculum. Dr. Little will commit 20% of his time to his role as Project Director.

b. Experience and Qualifications of Other Key Personnel. Project Co-Director Dr. Li Ren-Kaplan is Associate Professor of Chinese and Public Speaking at SF since 2007. Born and educated in China, Dr. Ren-Kaplan received her B.A. in English Literature from Peking University. She obtained her M.A. in International Affairs from Ohio University, with East Asia as her area of study. She earned her Ph.D. in Communication Studies from Ohio University with a focus of intercultural communication. She was one of the leading researchers for a project in

China, funded by Ford Foundation and Population Communication International. She also served as a consultant to various Asian programs of the Voice of America and Radio Free Asia. She conducted in-country audience research in China, Laos, and Indonesia. At SF she served on the Curriculum Committee, and she helped launch SF's study abroad program in China, where she has been the faculty leader since 2009. She will commit 40% of her time as Co-Director.

Project Curriculum Assistant Dr. David Tegeder is Professor of history with extensive experience in Asian humanities and international education. He earned a B.A. with a minor in Asian Studies, from the University of Central Florida, and an M.A. focusing on postwar U.S.-Vietnam relations, and Ph.D. in history from the University of Florida. He has traveled extensively and has taught abroad in China as a visiting professor at Beijing Union University. He has experience managing a major grant from the Florida Department of Environmental Protection and has received recognition from the National Endowment for Humanities and state and regional historical societies for his scholarly work. He has assisted SF's Fulbright Scholars-in-Residence from China and was instrumental in the creation of the Memorandum of Understanding with Beijing Union University and the creation of SF's study abroad program in China.

The project will also be supported by **Dr. Edward Bonahue**, the Provost and Vice President for Academic Affairs at Santa Fe College. Dr. Bonahue composed the original strategic plan for international education at Santa Fe College in 2002, and he continues to provide leadership for College-wide programming in this area. He served as project director for Santa Fe's previous UISFL project from 2004-2006, as well as for a Fulbright Scholar-in-Residence grant. In 2007, he composed the Memorandum of Understanding between SF and Beijing Union University. In 2009, he was selected for the Fulbright Seminar for U.S. Administrators of International

Education programs conducted in Berlin, Germany. While serving as Provost and Vice President for Academic Affairs, he continues to advocate for internationalization of the curriculum, enhancement of foreign language opportunities, international professional development, and expansion of international exchange programs for both faculty and students.

Santa Fe's Coordinator of International Education and Study Abroad is **Allison Nyamuame**. She earned an M.A. in International Education from SIT Graduate Institute in Vermont, where she was trained in the logistics of a study abroad program. She was also instructed in learning styles, cross-cultural communications, adult learning, facilitation skills, the developmental stages of students, and how institutions of higher education are internationalizing their campuses. From August of 2009 to November of 2010, she worked at the University of Florida International Center, where she was directly involved in efforts to internationalize the UF campus curriculum. She will contribute 25% of her time to the project.

"Opening Doors to Asia" will also rely on the expertise of its external evaluator **Dr. Scott Nygren**. He is a Professor of Film and Media Studies in the English Department at the University of Florida. Author of *Time Frames: Japanese Cinema and the Unfolding of History*, he has been involved in scholarship on Asian media and culture for decades. He introduced courses on Asian and Japanese Cinema after arriving at UF in 1990, and has continued to be involved in Asian Studies at UF since then. He has also written on Chinese film, taught Korean film, and is currently working on a Thai film as part of a project on world cinema. Dr. Nygren will assess curriculum development by analyzing the new and revised courses, conducting on-site assessments with faculty and students, and composing a written evaluation report. A letter of commitment from Dr. Nygren is included in the attachments.

Dr. Richard Wang will also contribute his expertise from the University of Florida (UF) as

a consultant to work with our Chinese curriculum. As an expert on Chinese language and culture he will assess and help revise SF's Chinese program. He will also advise SF regarding the creation of two new Chinese language and culture courses, and he will submit a written consultant's report. A letter of commitment from Dr. Wang is included in the attachments. Dr. Wang is also the Co-Advisor of the Asian Studies Program at UF and serves as the Undergraduate Coordinator of the UF Chinese Program.

A **Grant Management Team** composed of the following membership will provide ongoing review of the progress being made toward completion of project activities:

Table 2: Grant Management Team

Dr. William Little	Proj. Dir. and Chair, Humanities and Foreign Languages Dept.
Dr. Li Ren-Kaplan	Project Co-Director, Associate Professor of Chinese and Speech
Dr. Ed Bonahue	Provost and Vice President Academic Affairs
Ms. Joan Suchorski	Associate Vice President for Grants and Projects
Ms. Allison Nyanuame	Study Abroad Coordinator
Dr. James Geason	Chair, Business Program
Mr. Dennis O'Hearn	Accounting Supervisor Office of Finance
Ms. Myrna Cabrera-Rivero	Coordinator Multicultural Student Center
Dr. David Price	President, College Senate and Professor of History

Each of these members serves on this interdisciplinary, collaborative committee on a voluntary basis and without supplement, release time, or other compensation. In the same way, the committee has benefited from collaboration with dozens of other organizations and departments, including business personnel located in the Office for Finance, the staff of the Center for Academic Technologies, and the Office of Student Leadership and Activities.

The **faculty** members participating in "Opening the Doors to Asia" have volunteered for participation because of their interest in international education the curriculum. They represent a cross-section of disciplines in the institution, and they will work directly with the Course Review Committee, which in turn will meet quarterly with the Project Director, Co-Director, and

Curriculum Assistant to discuss implementation, progress, and outcomes of the grant activities.

The project budget also reflects the percent of time each team member will commit to the project. Santa Fe will lend additional support to the Grant Management Team through the College's Associate Vice President for Grants and Projects, Ms. Joan Suchorski, who will work closely with the Project Director and Co-Director to insure proper and efficient budget management and the fulfillment of all federal accountability measures. The Project Leadership Team will conduct problem-solving as needed and will continually refine the project's plans and strategies while meeting monthly during the two-year project.

c. Recruitment of Personnel from Historically Underrepresented Groups. Santa Fe College maintains a strong commitment to the value of diversity and non-discriminatory employment practices as a philosophical principle and a determined practice in recruitment, hiring, and retention processes. The institution implements policies and procedures to proactively ensure non-discrimination on the basis of race, color, religion, national origin, and ethnic group or identity in its opportunities for employment, admissions, and participation. The College maintains a commitment to Equal Access and Equal Opportunity for faculty, students, and all personnel. The College uses screening committees to make recommendations for all faculty and professional positions. These committees, comprised of staff and faculty who are familiar with the job requirements, assist in developing the job description and qualifications, and they recommend to the unit administrator the most qualified candidates. If it is determined that a candidate is from a group that has been traditionally underrepresented, additional emphasis is given to such a candidate's qualifications, experience, and skills.

3. Budget and Cost Effectiveness

a. Adequate Support for Project Activities. This proposal's budget and budget narrative

reflect a fully interlinked and reasoned approach to the Asian curricula development activities that will build capacity for the SF faculty to integrate materials related to China and Asia. Santa Fe faculty and students and K-12 teachers and students from our service area will benefit from the project's six objectives in a way that will internationalize learning opportunities in the classroom and in study abroad programs.

b. Cost Effectiveness in Relation to Project Objectives. The budgeted costs associated with "Opening Doors to Asia" are reasonable given the six objectives of internationalizing the SF's degree programs especially in relationship to a focused emphasis on enhancement of the Chinese/Indian and Asian aspects of the GE curriculum. In addition, enhancing the Chinese language curriculum will enable students to use their linguistic and cultural competencies to engage in real-world education and pre-career activities in China and beyond. The grant's funds will provide a comprehensive program of professional development and curriculum support that will impact all areas of the College. The grant's funds will help improve library acquisitions and online and face-to-face class materials. The grant's high impact is reflected in the total student population to be served (approximately 18,000 students) as well as by the number of SF faculty (almost 700 full-time and part-time instructors) who will benefit from the proposed curriculum and professional development programs. Santa Fe College is committed to sharing the project costs through matching in-kind contributions of salaries, equipment, services, and facilities. Santa Fe assures that all federal funds from the UISFL program will supplement and not supplant non-federal funds (Application Requirement D).

c. Compliance with Fly America Act (FAA). Santa Fe College certifies that all travel will be Fly America Act compliant. The requirement, guidelines and scheduling principals of the Fly America Act will be reviewed at routine grants management meetings and distributed to all staff,

faculty and students who are authorized to travel abroad with grant and institutional matching funds. The Project Director will review all travel itineraries to insure 100% compliance.

4. Plan of Evaluation

Santa Fe's evaluation plan will adequately and effectively measure the project's activities and impact. The methods are appropriate and include both quantitative and qualitative measures. Formative data will allow for program improvements, and summative data will provide concrete measures of success that will also be useful for future initiatives. Productive evaluation will be achieved by using measurable tools for each objective (see attachments). The Project Director will approve the method of evaluation, clarify questions on the evaluation measures, and ensure that the project objectives are consistent with the College's and UISFL's goals and standards. A summary of evaluation techniques to be utilized in Year One and Year Two follows:

Table 3: Methods of Evaluation

Objective	Activity	Criteria	Method(s) of Evaluation
Objective 1	International GE Certificate; course revision and creation	Number of students in ISC and percentage passing learning outcomes assessment	External evaluation; interviews with faculty; student survey data; GE learning outcomes data; student achievement of certificate
Objective 2	Addition of Chinese courses	Number of students in Chinese and persisting through Chinese 3 and 4	External evaluation; student course enrollment data; student and faculty survey data
Objective 3	Professional development series and workshops	Increase awareness of and knowledge about Asian perspectives among faculty and staff	External evaluation; surveys of faculty, staff, and students attending these activities
Objective 4	Study abroad program (s) scholarships and internships	Increased number of faculty and student participating in China Study Abroad Program and in internships in Asia	External evaluation; interviews with faculty and students; faculty and student presentations upon returning from activities abroad
Objective 5	Marketing and Outreach	Effectiveness of publicity among targeted audiences	Campus and outside community survey data
Objective 6	K-12 language and international teacher training	Number of K-12 teachers adding Asian perspectives to their teaching	NFFLTA K-12 pre-service and in-service workshop survey data

a. Evaluation Plan to Assess Project Effectiveness. Dr. William Little, Project Director, will work with the Grant Management Team to create, administer, and respond to formative and summative evaluation tools associated with each grant objective and activity. Assessment will be ongoing and results will be used immediately to improve the grant project and the International Education Office's programs at Santa Fe College, as applicable. For curriculum-related assessment, Drs. RenKaplan and Tegeder also work with the Curriculum Committee, the Provost and Vice President for Academic Affairs, and the office of Institutional Research. For external evaluation, the Project Director will rely on Dr. Scott Nygren of the University of Florida.

b. Criteria to Evaluate Project Results. All evaluation tools as charted above and shown in various attachments will measure (1) increased number of students studying Chinese language and culture; (2) increased number of students in the China Study Abroad Program; (3) increased knowledge about Asia among the students in the ISC certificate program; (4) an increase in the number of K-12 teachers enhancing their curricula to include Asian components; and (5) the degree of satisfaction by those attending the workshops and professional development events.

c. Evaluation Methods Will Produce Objective and Quantifiable Data. Quantitative measures to be used will include Likert scale questionnaires administered to administrators, staff, faculty, students, community members, and participants in the pre-service and in-service K-12 teachers' workshops. Comparative student enrollment and GPA data for targeted courses and programs will be compiled. Santa Fe College also administers the Community College Survey of Student Engagement (CCSSE). Formative evaluation will occur systematically throughout the life of the project. It will assess progress made in each activity and provide data to staff involved in the program. This feedback will allow the Project Director to make adjustments that will ensure that each activity is successfully completed. The status and results of the formative

evaluation will be shared at the quarterly meetings of the Project Leadership Team, the Curriculum Committee, and the Study Abroad Committee.

Summative evaluation will provide quantitative and qualitative data concerning the outcome of each activity and objective. Summative evaluations will be shared at the meetings of the Project Leadership Team, the Curriculum Committee, and the Study Abroad Committee. The external evaluator's report and the results of additional qualitative and quantitative assessments will be disseminated to the College through reports by the Project Director to the College Senate, the Coordinating Council, and the President's Cabinet. The assessment findings will also be disseminated through SF's International Education Web site.

d. Evaluation Methods, Tools, and Timeline: The evaluation survey instruments for Objectives 1-6 are in the Attachments. The following table shows the timeline by Objectives:

Table 4: Evaluation Methods, Tools, and Timeline

Objective One (International Certificate)		
Create a five-course (15-credit hour) International Studies Certificate (ISC) in General Education (GE) by revising 15 existing GE courses, creating 5 new Asian-centered GE courses, and supporting faculty travel for the purpose of course development, course revision, and research.		
Activity	Evaluation Methods and Tools	Timeline
Enrich 15 existing courses and create 5 new courses in all 5 GE categories with Asian materials in revised courses and new courses.	Curriculum reviewed by the Curriculum Committee and Provost/VP for Academic Affairs prior to approval. External Evaluator will review all curricular changes. Offer ISC within one year of development. Tool: ISC Student Survey Objective 1 (see Attachments).	Fall 2012- Spring 2014
Include the ISC on the diploma of students graduating with AA degrees.	Track enrollment data and student demographics. Students complete course evaluation forms. Tool: Institutional Research.	Spring 2013 – Spring 2014
Develop tools to create and implement Asian course components using digital technologies and provide the means for instructors to create these components.	Correlate Asian course components with the General Education Learning Outcomes (GELO) and global competencies outcomes for each GE area including online course evaluation forms. Tool: ISC Student Survey and instructors' online GELO evaluation.	Fall 2012 through Spring 2014

Professional development travel for faculty course creation and revision; faculty share research in the Speakers Series and the Curriculum workshops.	Faculty self-evaluation forms for assessing the results of professional development activities. Tool: ISC Student Survey Objective 1 (see Attachments Obj. 1A and 1B).	Fall 2012 to Spring 2014
Objective Two (Chinese)		
Expand the Chinese language and culture curriculum by adding two new advanced levels of Chinese language courses and revising two existing courses to prepare students for real-world experience using Chinese to expand the scope and depth of linguistic skills (Competitive Preference Priority 2).		
Activity	Evaluation Methods and Tools	Timeline
Strengthen SF's Chinese language program by revising existing Chinese courses.	Evaluate revised Chinese courses by using SF course and instructor evaluation criteria and tools.	Fall 2012 and Spring 2013
Add third and fourth semesters (CHI 1125 and CHI 2220) to Chinese language sequence.	Submit course proposals to Dept. Chair and obtain dept. approval; submit proposals to Curriculum Committee; offer courses in Year Two; Tools: student surveys and external Chinese consultant's review.	Fall 2013 – Spring 2014
Objective Three (Professional Development)		
Increase faculty, administrator, and staff knowledge and resources relating to Asia through monthly workshops on integrating Asia into the curriculum and various professional development opportunities including an International Speakers Series about Asia (especially China and India), Florida-Asia relations, and USA-Asia relations.		
Activity	Evaluation Methods and Tools	Timeline
Hold six guest lectures in International Speakers Series in Year One and another six guest lectures in Year Two.	Use guest lecture evaluation form for each lecture for all members of audience to submit to the Project Co-Director for ongoing evaluation. (See Attachments, Obj. 3)	Fall 2012, Spring 2013, Fall 2013, Spring 2014
Conduct monthly workshops for faculty and staff on Asian curriculum development with external workshop leaders.	Tool: Co-Director and Curriculum Assistant create workshop goals with workshop evaluation forms to submit to the Project Director for ongoing evaluation.	Fall 2012, Spring 2013, Fall 2013, Spring 2014
Objective Four (Study Abroad)		
Add capacity to SF's study abroad program in China and create a study abroad program in India in order to help students think critically in the "Asian century" by fostering student and faculty research through added student travel scholarships, student internships, and new study abroad course offerings.		
Activity	Evaluation Methods and Tools	Timeline
Create summer internships in China and India.	Study Abroad Committee sets goals and procedures for internships in China and develops an evaluation form for internships.	Fall 2012 through Summer 2014
Develop a task-based	Develop Chinese language requirements and	Spring,

language component into the internships in Beijing.	evaluation tools for the students' internships in China.	Summer 2013, and 2014
Create and offer study abroad program in India and China supported by travel scholarships.	Study Abroad Committee sets goals procedures for study abroad programs and develops global competency statement and evaluation forms.	Fall 2013, Summer 2014
Integrate the experience of returning students on internships and scholarships and faculty on exchanges into Special Speakers Series.	Administer evaluation forms for those who attend Student and Faculty Speaker Series events. (See Attachments, Obj. 4)	Summers 2012, 2013, and 2014
Objective Five (Outreach)		
Increase awareness of "Opening Doors to Asia" through targeted marketing to first-generation students, underrepresented students, low income students, and students from career programs, sciences, technology, and math.		
Activity	Evaluation Methods and Tools	Timeline
SF International Ed Office will do targeted marketing to recruit students to the Asian study abroad programs.	Administer evaluation forms to determine the success of the International Education Office's recruitment campaign for study abroad programs in Asia.	Ongoing 2012 - 2014
Create online newsletter and Web site to publicize goals and activities.	Administer a Web-based evaluation form to SF's student body to determine the effectiveness of the online newsletter.	Fall 2012 - Spring 2014
Outreach Office will publicize this project throughout SF's service area.	Administer an evaluation form to determine the effectiveness of the Outreach Office's efforts in the service area.	Spring 2012, Spring 2013, Spring 2014
Student Affairs, Student Life, Student Government, and the Multicultural Center publicize project in student clubs, at study abroad fairs, and on social media.	Administer an evaluation form to determine the effectiveness of these functions of SF's to publicize "Opening Doors to Asia."	Fall 2012 - Spring 2014
Objective Six (K-12 Teacher Training)		
Conduct K-12 pre-service and in-service foreign languages and international (esp. Asia) studies professional development opportunities by creating a North Florida Foreign Language Teachers Association (NFFLTA). Saturday workshops will be offered quarterly for area teachers (Competitive Preference Priority 2).		
Activity	Evaluation Methods and Tools	Timeline
Contact all K-12 schools in service area about SF's NFFLTA.	Administer evaluation form to determine the number of teachers attending quarterly NFFLTA workshops.	Fall 2012
Hold quarterly NFFLTA workshops for pre-service and in-service K-12 teachers.	Administer evaluation form to determine the success of NFFLTA workshops.	Spring 2013 - Spring 2014

5. Adequacy of Resources

a. Use of Institutional Matching Resources and Personnel to Achieve Objectives. To ensure the project's success, Santa Fe is fully committed to using its own resources to augment those provided by the U.S. Department of Education. Resources provided by the College will include: personnel; office, library, and instructional facilities; instructional and office technology; postage; duplicating; publicity; and supplies. The College maintains a physical plant of 33 buildings located on six centers, with adequate classroom, laboratory, study, and common space for up to 18,000 students, 230 full-time faculty members, and over 320 adjunct instructors. The College maintains appropriate and state-of-the-art mainframe and desktop computer equipment to support in-class and online instruction, student records and services, administration, and all library, office, business and facilities functions. The Library, in a \$10 million state-of-the-art facility, maintains a collection of 81,691 print titles, 54,153 electronic books, 162 audio books, 4,276 videos, 348 periodical titles, and 108 online databases. Faculty, students, and staff utilize an interlibrary loan program and they have reciprocal borrowing privileges at all Florida College and University libraries (38 sister institutions). The Office of Finance will provide all necessary accounting and fiscal management support. The Grants Accountant will monitor all project expenses to ensure compliance with grant requirements. The combined resources provided through the grant request and by SF will be adequate to carry out the project's activities. Santa Fe has extensive experience in curriculum and course development and in managing state and federal grants (approximately \$4 - \$6 million through 50 projects annually).

b. Facilities and Technical Resources are Adequate. The project will also benefit from many support organizations at SF. The Center for Academic Technologies will assist faculty with instructional design, learning outcomes, instructional technology, and the international

education Web site. SF's Open Campus Learning Management System, access to Skype for international education projects and classes, and the Chinese textbook publisher all supply the latest technical communication and learning support for this proposal's language component.

6. Commitment to International Studies

a. Current Strengths of SF as Measured by the Number of International Studies

Courses. Santa Fe is committed to international education and has already made progress toward including international perspectives within the curriculum. In addition to the courses listed below that deliver specific global studies content, many other General Education courses or sections have been enriched with global studies content, ranging from English Composition to Public Speaking. Notably, the 26 courses in the Multicultural Studies area of General Education and up to 111 other courses elsewhere in GE and throughout various curricula demonstrate SF's dedication to teaching multicultural and international studies. The mission statement for SF's International Education Office underscores the College's commitment to internationalization: "Preparing our college community to understand the interconnectedness of peoples and cultures; to accept and work within a world of different cultures, values, and attitudes; and to appreciate global diversity." Furthermore, many other GE and elective courses are either wholly or partly oriented toward international studies and the achievement of global competencies. For example, the student developmental course SLS 1101, College Success, which is recommended for all first-time college students, provides a unit on global diversity. Another course, DEP 2002, Developmental Psychology, incorporates international and cross-cultural comparisons of child rearing practices, identity development, and aging issues. Outside the AA program, the final project in CGS 2557, Internet Technologies, requires students to select a country other than the United States and create a Web site about the state of technology in that country. In academic

year 2011-2012, approximately 2,490 students were enrolled in these courses:

Table 5: Multicultural Studies Courses (GE Humanities C)

GE Humanities Multicultural Studies	
BSC 1030 Biology and Human Values	AMH 2091 Survey of African-American History
ANT 2410 Cultural Anthropology	ANT 2301 Human Sexuality and Culture
ARH 2500 Non-Western Art History	CPO 2030 Politics of the Developing World
DAN 1120 World Dance	ECO 2710 International Economics
EDF 2085 Teaching Diverse Populations	GEO 2420 Cultural Geography
HUM 2410 Asian Humanities	HUM 2420 African Humanities
HUM 2450 American Humanities	HUM 2461 Latin American Humanities
ISS 2270 Multicultural Communications	LAH 2020 Intro to History of Latin America
LIT 2110 World Cultures in Literature 1	LIT 2120 World Cultures in Literature 2
LIT 2195 Intro to Literature of the African Peoples	MUH 2501 World Dance
REL 2121 Religion in America	REL 2300 Contemporary World Religions
SYG 2010 Social Problems	SYG 2430 Marriage and the Family
WOH 2012 World History to 1500	WHO 2022 World History since 1500

A review of this list of GE courses dedicated to global and multicultural topics reveals, as discussed earlier that only one of them (HUM 2410 Asian Humanities) focuses on Asia, and none of them focus on India or China. The goal of this grant proposal is to fill this glaring gap.

b. Extent of Faculty and Administration Collaboration in Planning Project. Planning for “Opening Doors to Asia” began in the fall of 2009 and has proceeded from the collective efforts of interdisciplinary faculty, staff, and administrators involved in SF’s interdisciplinary Title VIA Task Force. Planning continued with this group’s monthly deliberations and periodic meetings with all academic department chairs to discuss their views on appropriate goals and objectives. A letter of support from the department chairs is attached. The final selection of courses chosen for creation and revision has rested with the faculty and their vision for an AA curriculum infused with Asian competencies. The decisions regarding curriculum planning, at the course and program level, depend heavily on faculty expertise. The Course Review Committee will meet quarterly for the duration of the project, and it will work on a regular basis with the 20 instructors who will be creating or revising courses. (Application Requirements A and B)

c. Commitment to the Establishment, Operation, and Continuation of the Program.

Santa Fe's commitment to the establishment, operation, and sustainability of this project is demonstrated by the College's leadership provided by Project Director, Dr. William Little, as well as by the use of many other College personnel and resources. College personnel ranging from the Provost and Vice President for Academic Affairs, Dr. Ed Bonahue, to the Curriculum Committee, International Education Office, External Evaluator, and the external Chinese language consultant have been contacted and have agreed to participate in this project. The College will also commit appropriate publicity, technology, educational media, and Library resources to support the project. Appropriate office space has already been designated, thus providing for a sustainable presence on campus.

Table 6: Current Institutional Activities in International Education

Current Institutional Activities in International Education	
➤	The College continues to support membership and participation in Community Colleges for International Development, NAFSA, the Association of International Educators, the Florida Consortium for International Education, and others.
➤	In a recent survey, current faculty and staff from many disciplines indicate they have participated in international educational travel in 34 different countries on 5 continents.
➤	SF's Multicultural Student Center serves approximately 300 international students from approximately 80 countries per semester.
➤	Each year since 2004, the Department of Humanities and Foreign Languages has sponsored a week-long World Humanities Expo featuring student research projects, open to all students, faculty, staff, and community.
➤	The College has an active Model UN team that has often placed in the top 10 in regional, national, and international Model UN conferences.
➤	International visitors are welcomed to the College's campuses on a regular basis, many on extended home visits and stay in the homes of faculty and staff. A recent visitor was Nobuho Nagasawa, a world-renowned artist from Japan.
➤	The faculty and staff include a recent recipient of the NISOD award for teaching excellence, two Fulbright recipients, and a recipient of an NEH research grant.

Santa Fe has already devoted considerable resources to international education, to the active Memorandum of Understanding with Beijing Union University, to hosting a Fulbright Scholar-in-Residence from that Chinese university, and to running a China Study Abroad program since

summer 2009. Santa Fe has been involved in global education initiatives since the mid-1980s. The College has held leadership roles at both the national and state levels for the past two decades. In 2002 Santa Fe's International Education Steering Committee created an Office of International Education, which initiated a handful of short-term study abroad programs. Currently, the College offers approximately eight short-term (two-week) study abroad programs that represent all parts of the world.

d. Strength of Institutional Commitment to Project Demonstrated by Institutional Funds to Support Program Objectives. The strength of Santa Fe's institutional commitment to the program is demonstrated by the matching funds contributed to the project implementation during the proposed two years of grant funding. College funds will be contributed for the salaries of the Project Director, Co-Director, Project Curriculum Assistant, Study Abroad Coordinator, Clerical Assistant, members of the International Education Steering Committee, various administrators, and faculty for course and curriculum review. The College is also contributing staff and resources to support travel for project dissemination, additional student travel scholarships for the China Study Abroad, and outreach for all grant activities. In total, the College will contribute approximately \$150,000 each year for the two-year project in institutional resources in support of this project. The College will supply all the physical and technology resources necessary to successfully complete the project.

7. Elements of Proposed International Studies Program

a. Proposed Activities Contribute to the Implementation of Santa Fe's Programs in International Studies and Foreign Languages. "Opening Doors to Asia" is comprised of six interconnected objectives whose goals are to add Asian content to the General Education (GE) curriculum in Santa Fe's Associate of Arts (AA) program and by creating a certificate track

within this required segment of the degree programs. Santa Fe already has a selection of courses with international content, but it needs grant support to fill this gap with a rational approach to Asian and Chinese courses. Twenty faculty members will create five new courses and revise 15 courses in GE, comprising a fifteen-credit International Studies Certificate (ISC). Activities supporting these objectives include faculty release time for curriculum development and funding for faculty and staff to travel abroad for course revision and to set up student internships in China and India. The foreign language program will be enhanced by the revision of the two existing Chinese language courses (Chinese 1 and Chinese 2) and the creation of two new ones (Chinese 3 and Intermediate Chinese 1). The project will also establish College-wide professional development through a guest lecture series with a focus on Asia, and which will parallel monthly Saturday workshops for selected faculty members for "Integrating Asia into the Curriculum." The grant will provide funding for student travel scholarships to increase the number of students who study in the China Study Abroad program. When students return from their overseas experiences they will share their experience in appropriate discussion groups. In addition, SF will create a new study abroad and internship experience for students and faculty in India. Finally, SF will create workshops through a new organization (NFFLTA) to address the international needs of the K-12 teachers in our service area. Each of the six objectives and their specific activities is reviewed in detail below.

Objective 1: Create a five-course (15-credit hour) International Studies Certificate (ISC) in General Education (GE) by revising 15 existing GE courses, creating 5 new Asian-centered GE courses, and supporting faculty travel for the purpose of course development, course revision, and research.

1) **Rationale.** In the Needs Assessment Surveys administered in spring and fall 2010 and again in spring 2012, faculty, students, and staff identified a number of general education courses that could benefit from increased focus on Asian studies. In order to clarify goals and priorities, the

Project Director held interviews with department chairs, program directors, and faculty. From these meetings it became clear that faculty members were especially interested in revising 15 existing GE courses (8 in Year One and 7 in Year Two) and in creating 5 new courses (3 in Year One and 2 in Year 2). These courses have been assigned for development as listed below.

Table: 7 Proposed New Courses and Faculty Curriculum Developers

YEAR ONE		YEAR TWO	
New Courses		New Courses	
REL XXXX: Religions of Asia; Rebecca McKee (new course number)		ASH 2005: Far East Asian Peoples and Cultures; David Price (Florida state course number)	
WHO XXX: History of Asia; David Price (new course number)		ASH 2041: Introduction to the History and Culture of China; David Price (Florida state course number)	
ART XXXX: Asian Art; Alaina Dotan (new course number)			
Revised Courses		Revised Courses	
CPO 2001: Comparative Politics; Vilma Fuentes		LIT 2120: World Cultures Through Literature 2; Clay Smith	
ECO 2710: International Economics; Jacob Searcy		INR 2002: International Relations; Vilma Fuentes	
LIT 2110: World Cultures through Literature 1; Clay Smith		SPC 2300: Interpersonal Communication; Li Ren-Kaplan	
GEA 2000: World Regional Geography; Heidi Lannon		MGF 1107: Topics in Mathematics; Kathleen Arnold	
BSC 1030: Biology and Human Values; Linda Tyson		SYG 2430 Marriage and the Family; Douglas Diekow	
BSC 2050: Energy and Ecology; Denise Guerin		MUL 1010: Music Appreciation; Alora Haynes	
DAN 1120: World Dance; Alora Haynes		THE 1000: Introduction to Theatre; Terry Klenk	
ANT 2301: Cultural Anthropology; Heather Hall			

The goal of this project is to increase our students' awareness of Asian perspectives through multiple disciplines across GE; therefore, a class in mathematics and courses for business and accounting majors are also included for revision.

2) **Activities.** Santa Fe faculty members who have agreed to work on the courses listed above will engage in the following activities.

YEAR ONE (2012-2013)

- Three faculty creating new courses will each be granted 3 credits of Non-Instructional Units (NIUs) (reassigned time) and eight faculty revising existing courses will each be granted a stipend of \$500 for research activities, consultation, and development of instructional materials.
- The Project Co-Director, Project Curriculum Assistant and project faculty will introduce new course proposals for the Asian track in the ISC into the SF curriculum review process.
- Faculty will be selected through a mini-grant application process for professional development travel grants. Faculty may request support for travel grants for course creation and/or revision to visit research facilities, academic institutions, and historical and cultural sites, and to observe commercial, political, or other proceedings. Preference will be given to projects that gather instructional materials, support student study abroad experiences, and prepare for future faculty exchanges. Participating faculty will be required to share their grant-funded work during Year Two to appropriate audiences.
- The Project Co-Director and Project Curriculum Assistant will work with the Advisement Office to publicize the International Studies Certificate.
- The Project Curriculum Assistant will work with the College Scheduler to schedule and flag courses in the ISC so that ISC completion will be shown on AA and AS diplomas.
- Faculty revising and creating Asian-content courses submit requests for resource acquisitions to Project Co-Director who forwards them to Library for purchase.

YEAR TWO (2013-2014)

- Year One Faculty pilot new and revised courses no later than Fall 2013 and Spring 2014.
- Two faculty members creating new courses will each be granted 3 NIU credits of reassigned time and 7 faculty members revising existing courses will each be granted a stipend of \$500 for

research activities, consultation, and development of instructional materials.

- All other procedures and processes in Year Two will be repeated as listed in Year One.

Objective 2: Expand the Chinese language and culture curriculum by adding two new advanced levels of Chinese language courses and revising two existing courses to prepare students for real-world experience using Chinese to expand the scope and depth of linguistic skills (Competitive Preference Priority 2).

1) **Rationale:** Until the academic year 2009-2010, SF's students who wanted to take Chinese had to take it at the University of Florida. With the signing of the MOU with Beijing Union University and the establishment of a Study Abroad program in Beijing, SF determined that it was appropriate to create a two-semester sequence of elementary Chinese for SF's students. In response to the immediate need to train SF's students for technical and other jobs in the area of Chinese and Asian relations, this project is crucially needed to expand SF's Chinese curriculum, expand our Summer China Study Abroad program, and interlink these with the ISC courses. Funding is requested in Year One for the following new and revised Chinese courses:

Table 8: Year One Chinese Language Course Curriculum Development

Course	Lead Faculty Course Developer
CHI 1120: Elementary Chinese 1 (revised course)	Dr. Li Ren-Kaplan
CHI 1121: Elementary Chinese 2 (revised course)	Dr. Li Ren-Kaplan
CHI 1125: Elementary Chinese 3 (new course)	Dr. Li Ren-Kaplan
CHI 2200: Intermediate Chinese 1 (new course)	Dr. Li Ren-Kaplan

2) **Activities.** The goal of this objective is to revise current and add additional sections of Chinese 1 and 2 (see the chart above), and create two new sequential Chinese courses. Grant funds will be used for course development and revision and the costs of hiring a replacement adjunct instructor. Highly qualified adjunct Chinese instructors are available through the University of Florida. The College is committed to sustaining this additional level of instruction.

YEAR ONE (2012-2013)

- Dr. Ren-Kaplan and the grant-funded Chinese adjunct replacement instructor will work with

the grant-funded Chinese consultant for course revision and creation.

- To revise the two existing Chinese language courses, a stipend of \$500 each will be granted for research activities, consultation, and development of instructional materials.
- Dr. Ren-Kaplan will create two new Chinese language-culture courses, and she will be granted non-instruction time (NIU) (6 credit hours) for research activities, consultation, and development of instructional materials in addition to her release time as grant Co-Director. Grant funds will be used to hire an adjunct Chinese instructor.
- The Advisement Office will publicize SF's Chinese program among all students.
- The Project Co-Director and Project Curriculum Assistant will work with the Curriculum Committee in the curriculum process for revised and new courses.
- Additional Library and instructional resources to support new courses will be acquired.

YEAR TWO (2013-2014)

During Year Two, faculty will teach the new and revised Chinese courses beginning Fall 2013 and continuing Spring 2014. During Year Two, Dr. Ren-Kaplan will pilot the newly developed Chinese 3 course. She will also pilot the new Chinese 4 (Intermediate Chinese 1) in Spring 2014. Grant funds will be used to hire an adjunct Chinese instructor to increase the Chinese 1 and 2 course sections. At an average of 27 seats per class and assuming that each section of the four Chinese courses represents a new cohort of students, the expansion of language programs will provide up to 189 additional seats for Chinese instruction during the two-year grant period.

Objective 3: Increase faculty, administrator, and staff knowledge and resources relating to Asia through monthly workshops on integrating Asia into the curriculum and various professional development opportunities including an International Speakers Series about Asia (especially China and India), Florida-Asia relations, and USA-Asia relations.

The project will establish two professional development strategies. First an International Speakers Series will address major international issues of concern to our students in all programs across the College. Guest speakers will address selected classes and meet with faculty to share ideas for course development. Second, monthly Saturday workshops on “Integrating Asia into the Curriculum” will be conducted. A mix of staff, faculty members, and administrators will participate each month and they will be led by facilitators invited from the University of Florida and Santa Fe College. Among the topics will be: (1) the value of teaching Asian perspectives across the curriculum; (b) the economic benefit of Asian perspectives to students’ lives and career opportunities; (c) how to link Asian materials to non-area studies courses; and (d) where and how to find “Asia” in North Central Florida.

YEAR ONE (2012-2013)

- Hold three International Guest Lectures each semester for administrators, full-time faculty, part-time instructors, general staff members, students, K-12 teachers, and community members.
- Conduct monthly workshops each semester for 12 faculty and staff on integrating Asian elements into the curriculum; each workshop will focus on a different academic field and will be led by experts from the University of Florida and Santa Fe College.
- The International Speakers Series will be geared for students taking courses in the General Education ISC certificate program. Faculty curriculum developers will be required to attend at least one of these lectures each semester.
- Speakers who have agreed to present in the Speakers Series are shown in Table 9:

Table 9: Speakers Series

YEAR ONE: Fall 2011 and Spring 2012	
Speakers	Topic
Dr. David Sammons, Dean, International Center, University of Florida	Expert on international agriculture; “Why Be an Internationalist”

Dr. Bernard Cole (Capt., USN, Ret.), Professor, National War College	"National Security Strategy: Sino-American Relations in the 21 st Century"
Dr. Vasudha Narayanan, Chair, Department of Religion, University of Florida	"Sights of Piety, Sites of Power: Temples in Asia"
Dr. Dave Price, Professor of Political Science, Santa Fe College	"The Joys and Pains of a Study Abroad Program in China"
Dr. Richard Wang, Assistant Professor of Chinese, University of Florida	"Chinese literature, culture, and Daoism in late imperial China"
Dr. George Semsel, Professor Emeritus of Film Studies at Ohio University	"The Past and the Present of Chinese Cinema"

YEAR TWO (2013-2014)

Activities for Year Two parallel those for Year One. The complete schedule of speakers for Year Two will be finalized during Fall 2012. These speakers will address topics in social sciences, health issues, and business.

Objective 4: Add capacity to SF's study abroad program in China and create a study abroad program in India in order to help students think critically in the "Asian century" by fostering student and faculty research through added student travel scholarships, student internships, and new study abroad course offerings.

Study Abroad at Santa Fe is one of the main functions of SF's International Education Office. Annually, faculty members submit new short-term study abroad program proposals or requests to renew already approved programs to the Coordinator of International Education. A committee composed of the International Education (IE) Coordinator and representative faculty members review both kinds of proposals. Once approved, the programs are announced and publicized to the entire campus community. The procedures, deadlines, and amounts of scholarships available to students on a competitive basis are publicized. The IE Coordinator conducts study abroad fairs on campus and at the University of Florida.

1) **Rationale.** The goal to internationalize SF's AA curriculum places a strong emphasis on Objective 4, which will add significant opportunities to study about Asia and will provide funding to increase the number of our students who study in China, and, also, by the end of Year Two, in India. In addition to SF's Beijing Study Abroad program, enhanced Chinese courses, and

student travel scholarships provided by grant funds, students will be able to engage directly with Chinese society and people through student internships. Grant funds will support faculty and staff members to travel to China and India to create the internships. The funds requested for eight student travel scholarships specifically for China are urgently needed. With the grant's scholarship support in Year One and Year Two, we expand this program's size and scope.

2) **Activities.** Throughout Year One (and starting immediately), the International Education Office staff will recruit students for the grant-funded scholarships. This office will also provide students with information on federally funded scholarships in related areas, at Study Abroad Fairs, on its Web site, and on its Facebook site ([Application Requirement E](#)). The Project Co-Director and the Curriculum Assistant will collaborate with faculty in proposing courses to enhance the curriculum in the China study abroad program, and they will work with the Curriculum Committee for course approval for Summer 2013. Open competition will be conducted for travel support stipends for administrators, faculty, and staff to arrange for student internships in China and to set up an India Study Abroad Program.

In Year Two, we will continue the process begun in Year One to increase the number of student scholarship applications for the China program and begin recruiting for the program in India. Students and faculty returning from overseas will share their experiences in Study Abroad-sponsored colloquia. In addition, at the end of Year Two, we will have created a Study Abroad Program in India, with the program and its travel scholarships offered for summer term, 2014.

<p>Objective 5: Increase awareness of “Opening Doors to Asia” through targeted marketing to first-generation students, underrepresented students, low income students, and students from career programs, sciences, technology, and math.</p>
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The goals of “Opening Doors to Asia” will be supported in Year One and Year Two by a major publicity campaign as expressed in the following:

- SF's International Education Office will do targeted recruitment to students specified in Objective 5 for the Study Abroad Programs in China and India. Grant funds will be used to support additional student travel scholarships through a competitive process.
- The Project Co-Director and SF Web smith will create an online newsletter and Web site for "Opening the Doors to Asia" that will target first-generation, underrepresented, and low income students to the Asian-infused ISC GE track with the goal of interconnecting math, science, and Chinese courses with courses in the traditional fields of fine arts, humanities, and social sciences.
- SF's Office of College Relations will publicize all initiatives related to this project on campus and throughout SF's service area in the local media and via social media.
- SF's Student Affairs, Student Life, Student Government, and the Multicultural Center will publicize this project in student clubs, at SF's study abroad fairs on campus and at the University of Florida, on Facebook, on relevant College Web sites, and in all appropriate media.

Objective 6: Conduct K-12 pre-service and in-service foreign languages and international (esp. Asia) studies professional development opportunities by creating a North Florida Foreign Language Teachers Association (NFFLTA). Saturday workshops will be offered quarterly for area teachers (Competitive Preference Priority 2).

- 1) **Rationale.** The goal of internationalizing SF's curriculum with a focus on Asia will be capped by the faculties in foreign languages and international studies who will create an organization to bring together K-12 pre-service and in-service teachers in SF's service area to support them as they work to increase their students' access to more foreign languages and especially to increased awareness of the importance of Asia (notably China and India).
- 2) **Activities.** In Fall 2012, the Project Director will contact the School Boards and all public and private K-12 schools in the College's service area to announce the creation of a North Florida Foreign Language Teachers Association (NFFLTA). All teachers will be invited to attend workshops of the NFFLTA. Grant-supported stipends will be offered to those teachers and

administrators who attend the quarterly workshops. Guest speakers will lead the workshops on topics such as these: (a) international perspectives in the K-12 classroom; (B) sharing obstacles and successes in teaching languages and international studies in K-12 classrooms; (c) advocacy issues for foreign languages and international studies in north-central Florida.

During Year Two, the NFFLTA will be expanded for additional participants. Additional topics will include sharing travel and study experiences in Asia and topics to be determined by the leaders and members of NFFLTA.

b. Interdisciplinary Aspects of the Program are Adequate and Appropriate. "Opening Doors to Asia" is a thorough interdisciplinary curricular plan while the proposed project is rooted in revising and enhancing the Chinese language program for the sake of improving this critical language and culture program whose interdisciplinary links to the arts, humanities, social sciences, and other areas constitute vital components of the project: (1) the 5 new Asian studies courses and the 15 courses to be revised with significant Asian content; (2) the interconnected courses in the 15-credit Asian track in the General Education curriculum ISC; (3) the Speakers Series open to the entire campus and wider community; (4) the workshops on "Integrating Asia into the Curriculum;" (5) the China (and India) Study Abroad Programs that will serve more faculty and students and that will anchor the student internships in China and India; and, finally, (6) the NFFLTA for K-12 teachers in the two county service area. Inherent in the grant-funded components is the academic requirement that the diverse perspectives on all world regions will generate open debate (Application Requirement F).

c. New and Revised International Courses Meet Programmatic Needs. During the proposed project, the curricula of several programs and courses will be enhanced in such a way that contributes not only to College-wide internationalization with specific Asian materials, but also to the ability of many programs and departments to provide their students with necessary

and currently missing Asian perspectives in their specific discipline. As these courses are institutionalized through the College's process of curriculum review and approval, they will all be integrated within the General Education package, where they will strengthen the development of Asian-enhanced global perspectives in all the College's academic programs.

d. Plans are Adequate to Strengthen and Enhance Foreign Language Instruction. The plan to expand foreign language instruction by revising and enhancing the Chinese language program is adequate for satisfying immediate student demand, and it addresses especially the expected increase in student demand for Chinese courses. By controlling its own Chinese language program, SF will be able to train students to transfer into upper division programs in Chinese and Asian studies at UF and other universities in Florida.

At the end of the two-year period, we will offer two additional courses in Chinese at the third and fourth semester levels; we will have created additional content-based materials in Chinese and Asian area studies throughout the General Education curriculum; we will have a solid evaluation process to assess students' Chinese language competencies; and we will have established internships and exchanges with the collaboration of BUU in a strengthened China Study Abroad Program, and finally, in a new study abroad program in India. This addresses Competitive Preference Priority 2.

8. Need for International Studies Program

a. Extent to Which the Proposed Activities are Needed. "Opening Doors to Asia" is crucial to SF's ability to bring Chinese and other Asian perspectives to its students in a way far beyond its current capacity. The College's service district consists of the predominantly rural areas of Alachua and Bradford Counties. The College also serves students from four other rural north Florida counties. Sixty-six percent of the College's students come from these six

underserved counties in north central Florida. Many of SF's students are both underrepresented and first-generation college students, and many arrive on campus with limited international perspectives. It is also significant that the largest aggregation of biotechnology companies in Florida is located in the Progress Center corporate park near one of SF's centers in Alachua County. "Opening Doors to Asia" is needed to prepare our students to find employment in these growing companies in the expanding Asian economic sector of our community.

"Opening Doors to Asia" responds to locally-assessed faculty and student needs as expressed in opinion surveys administered by the Task Force in both May 2010 and May 2012. In the respective years, 72% and 70% of the students indicated their understanding that studying outside the United States would benefit their careers. Even higher percentages indicated that (a) they would participate in a study abroad program if it had elements relevant to their field of study (85% and 78%); (b) that they would get involved in study abroad if more scholarships were available to them (79% and 81%); and (c) that they would like to see more international components in their courses (79% and 63%).

In the faculty surveyed (2010 and 2012) nearly three-quarters (77% and 69%, respectively) reported that Santa Fe's curriculum is not yet sufficiently geared to preparing its two-year-program graduates for careers in the kind of international world that they will soon encounter (Objective 1). In addition, 70% and 63% of the faculty expressed interest in participating in an overseas faculty exchange program (Objective 4). Moreover the faculty believe (75% and 68%) Santa Fe should build capacity in both Chinese and China-related curricular areas (Objective 2). Only 39% and 45% revealed that they have added international components to their courses (Objective 3). These survey results mean that Santa Fe's faculty is making some progress in this area, but still a majority of the faculty has yet to do so and would like to. The survey item with

the highest percentage of support (82.2% and 94%) indicated a need for a Speakers Series in international topics (Objective 3).

b. Use of Federal Funds Will Result in a Program in International Studies and Foreign Languages. Federal funds will enable Santa Fe College to develop and deliver curricula on the Asian region and in the enhanced and enlarged Chinese language program while at the same time providing similar assistance to the service area's K-12 teachers. The majority of the project funding will be applied directly to instructional costs, international curriculum development, expansion of the Chinese language program, professional development, study abroad student travel scholarships, and supporting the internationalization of the service area's K-12 teachers. In the face of continued enrollment pressure and the serious and impending failure of state budgetary allocations to keep pace with rising costs, the proposed grant's funding will be crucial to the infusion of Chinese and Asian curricular elements within SF's educational mission. With this funding, more than 12,000 SF students per year will get the benefit of rationalized exposure to the education needed by successful citizens in the "Asian Century," and area teachers will reap the benefits of the international enrichment that this project provides.

Table 10: Federally-funded Project Deliverables

- Two revised credit courses in elementary Chinese language
- Two new advanced level Chinese language courses (3rd and 4th semesters) (Competitive Priority 2)
- Five new and 15 revised courses incorporating material relating to China and Asia
- An International Studies Certificate program embedded in General Education
- Professional development presentations in a guest International Speaker Series on Asia
- Workshops on "Integrating Asia into the Curriculum"
- International and foreign language workshops for K-12 teachers in the new North Florida Foreign Language Teachers Association
- Travel Scholarships for students studying in the summer China Study Abroad program
- A new Study Abroad Program in India
- Student internships and faculty exchanges in China and India
- Enhanced International Education Web site with significant focus on Asia
- Increased library and digital media holdings related to Asia

c. Sustainability and Dissemination. Santa Fe College has already devoted considerable resources to the implementation of international education initiatives throughout the institution. Clearly, the proposed “Opening Doors to Asia” project will enhance those efforts significantly. The results of the project will have a life far beyond the formal funding period of the project. The curricular innovations of “Opening Doors to Asia” will be formalized and institutionalized within the college’s curriculum review process as they are approved by the Curriculum Committee. The additional Chinese foreign language courses will be maintained within the Department of Humanities and Foreign Languages, whose chair is also Project Director for “Opening Doors to Asia,” and whose Project Co-Director teaches Chinese.

The results of the “Opening Doors to Asia” project will be disseminated by the Project Director and Co-Director at appropriate and relevant conferences. Annual meetings held by Community Colleges for International Development, NAFSA, Association of International Educators, the Florida Association of Community Colleges, the Florida Consortium for International Education, and many other groups represent ideal opportunities to share this significant work to internationalize undergraduate curricula and improve foreign languages.

9. Need for and Potential Impact of Proposed Program. *Not applicable to this applicant.*

10. Competitive Preference Priority One. Santa Fe College certifies that it meets the established competitive priority for the Title VIA Undergraduate International Studies and Foreign Language grant. As a two-year degree granting institution, SF offers two years of postsecondary credit in a foreign language. Santa Fe currently offers Spanish 1, 2, 3, 4; French 1, 2, 3; Italian 1, 2; Chinese 1, 2; and American Sign Language 1, 2, 3. Additional language course offerings of the first-year, second-year, and beyond are available to all of our students through a cooperative agreement with the University of Florida. Santa Fe respectfully

requests an additional five points for meeting this announced competitive priority. A letter of certification from the SF President is attached.

11. Competitive Preference Priority Two. “Opening Doors to Asia” will expand opportunities for learning Chinese, which is on the priority list of less commonly taught languages, and will enable undergraduates to achieve a more advanced level of proficiency in Chinese than would otherwise be possible. This project will revise two existing Chinese courses and add two new levels of Chinese (3rd and 4th semester) (Objective 2) to advance proficiency. The project will also provide additional opportunities for students and faculty to learn and practice Chinese through study abroad programs and internships (Objective 4). Santa Fe College respectfully requests an additional five points for meeting this announced competitive priority.

The project will also support in-service K-12 teacher professional development in foreign languages and International Studies through a series of quarterly Saturday workshops and the development of a North Florida Foreign Language Teachers Association (NFFLTA). Grant-funded stipends will be offered to the K-12 teachers who attend regular workshops, which will be led by specialized guest speakers. A letter of support from the two local county school districts is attached.

12. Invitational Priority One. SF is a two-year degree granting community college.

13. Invitational Priority Two. Chinese is one of the 78 priority languages listed in the Notice Inviting Applications for New Award.