



NATIONAL ENDOWMENT FOR THE HUMANITIES

DIVISION OF EDUCATION PROGRAMS

Narrative Section of a Successful Application

The attached document contains the grant narrative and selected portions of a previously-funded grant application. It is not intended to serve as a model, but to give you a sense of how a successful application may be crafted. Every successful application is different, and each applicant is urged to prepare a proposal that reflects its unique project and aspirations. Prospective applicants should consult the current guidelines, which reflect the most recent information and instructions, at <https://www.neh.gov/grants/education/humanities-connections>

Applicants are also strongly encouraged to consult with the NEH Division of Education Programs staff well before a grant deadline.

Note: The attachment only contains the grant narrative and selected portions, not the entire funded application. In addition, certain portions may have been redacted to protect the privacy interests of an individual and/or to protect confidential commercial and financial information and/or to protect copyrighted materials.

Project Title: *Intercultural Competency Concentration: Humanities Across the Curriculum*

Institution: Nevada State College

Project Director: Molly Appel

Grant Program: Humanities Connections Planning Grants

Intercultural Competency Concentration: Humanities Across the Nevada State College Curriculum

I. Intellectual Rationale

Nevada State College (NSC) seeks support from the NEH to develop an Intercultural Competency Concentration that will make a robust, high-impact intercultural learning experience available to all undergraduate, degree-seeking students at our college. The concentration will incorporate humanities-based modes of inquiry and will bridge the humanities with our professional programs, including our Schools of Nursing and Education. The concentration and its planning process will address a number of challenges our institution faces while supporting and enhancing the work already underway to ensure that NSC is, as our vision statement dictates, an agent of economic growth and social justice for Nevada. The development of an interdisciplinary concentration will enable NSC to collaboratively scaffold how students develop their knowledge and skill sets related to cultural competence/responsiveness, equity, and anti-racism in relation to their own professional lives, and in turn, to provide students with a way of making that knowledge immediately accessible to potential employers.

The planning committee will ground our understanding of intercultural competency in a praxis-based framework emphasizing action and reflection. It is for this reason, too, that we choose to anchor “intercultural competency” at NSC within a humanities framework: it is the humanities that build our capacity to imagine new and better worlds. There is no consensus on what “intercultural competency” indicates; definitions vary by discipline and approach (Deardorff 65). The terms “intercultural competency” and “intercultural learning” came into usage through fields as wide-ranging as language education, sociology, cultural studies, and missionary training. However, we maintain that the core of ethical intercultural praxis is through the humanities – a basis of understanding culture and others through the ability to engage with their own words, stories, and

histories. We will derive our praxis model for intercultural learning from models of Chicana pedagogical methodologies (Delgado Bernal et al. 2016), which aligns with our mandate as a Hispanic-Serving Institution (HSI) and grounds us in the communities and history of the Southwestern U.S. Our framework of praxis is also shaped by the pivotal Jamaican author and theorist Sylvia Wynter, whose manifesto – *Human being as noun? Or being human as praxis?* (2007) – encapsulates the idea that because the human brain developed biologically in conjunction with our faculties of language and storytelling, it is through those processes that humans are able to shape our material realities. This means that at every turn, we want to infuse an understanding of intercultural competency grounded in community contexts and needs. The key measurable outcome of the concentration will be the extent to which students enrolled in the concentration, known as Learning Fellows, have developed the habits of mind to recognize and pursue opportunities for intercultural learning in specific community and professional settings.

Courses designated as part of the Intercultural Competency Concentration will have integrated a number of “Humanities-based” modes of academic inquiry into their design. These modes include:

- Storytelling (and story-reading)
- Visualization
- Historiography
- Counterstory
- Self-reflection
- Engaging with primary sources - interviewing, information-gathering
- Creative expression and communication
- Contextualizing and historicizing rhetoric and discourse of a field
- Analysis of culture, representation, and ethics

- Bearing ethical witness to trauma, be they individual or community based (ancestral/cultural, institutional/political, social, etc.)
- Identifying and sitting with (rather than resolving) contradictions
- Identifying and engaging with specific audiences

This competency is needed now more than ever for the success of our students and the future of our state. Nevada's need for educated professionals with skill and knowledge competencies related to multilingualism, cultural awareness, racial justice, and diversity and inclusion has been increasing exponentially. Just over 10 years ago, Nevada was declared the 3rd most diverse state in the nation. That diversity has increased over the past decade: in 2015, the Brookings Institute declared Nevada the 2nd-fastest diversifying state. Last year, the Nevada System of Higher Education (NSHE) reported that ethnic minorities are projected to become the majority of Nevada's population. The service industry upon which the state depends heavily on attracts and relies upon a diverse workforce, yet organizational culture in this industry struggles to be inclusive and equitable - a problem which has also cost this essential industry in failures to cater to the vast numbers of international tourists. COVID-19 has compounded the deeply ingrained institutionalized cultural and economic disparities that exist in Nevada. The humanities and humanistic modes of inquiry hold a crucial role in this development, but they are all the more at risk of being pushed to the margins as the state's economic crisis, created by the global pandemic, worsens and funding for higher education is dramatically reduced as a result.

NSC's commitment to cultural inquiry in its core curriculum establishes a strong basis of faculty expertise and coursework for a robust and flexible concentration in Intercultural Competency that will frame our own inquiries during the planning process. Our humanities faculty have expertise in Latinx and Latin American studies, postcolonial and global literature, oral history and historiography, multilingualism, and multiple Englishes. The department's Deaf Studies degree

is one of the fastest growing majors at the College and represents a crucial facet of how our college defines culture and multilingualism. In the social sciences, our faculty hold discipline-related expertise in race, ethnicity, cultural studies, and memory studies. Our School of Education faculty have expertise in culturally responsive pedagogies, second language acquisition, and critical literacies. In the School of Nursing, students are prepared for practice based on Jean Watson's Theory of Caring Science, which emphasizes transpersonal communications and a transcultural connectedness. Through the planning process, we will determine a set of common intercultural competency benchmarks for our institution. From there, we can support faculty in revising existing courses to incorporate content and practices that meet those benchmarks, and help faculty develop linked courses that bridge content and practice and reinforce small learning communities.

With all of this in mind, we will use the one-year planning period to pursue three outcomes:

1. **A full proposal for the Intercultural Competency concentration, including a plan for a pilot year upon approval by the Faculty Senate, NSHE Board of Regents, and our regional accrediting body.** A cohort-based, interdisciplinary academic concentration will be a new model of curricular enhancement for broad-access institutions serving socially-disadvantaged students at high risk for leaving without completing their degrees. The planning committee will spend the first phase of the planning process identifying and developing the overall content and skill benchmarks for the concentration. From there, we will design the concentration to incorporate the following components as high-impact practices (HIPs):

Concentration component	Description
An interdisciplinary coursework pathway, with built-in flexibility for each degree program	The courses designated for the concentration will provide a theoretical and historical framework for intercultural learning in students' respective fields. Because this program is a concentration rather than a formal minor, students will be able to map these course pathways onto their existing degree requirements.
A series of workshops and seminars	These workshops will address the praxis of intercultural relations, addressing topics such as multilingualism and anti-racism.
An experiential learning capstone project	These projects will be tailored to the student's area of study. Students will work with a faculty member to undertake their capstone in one of their upper-division courses or as a component of an internship. The capstones will be shared with the campus and local community at a symposium organized by the College.

Our goal is for the concentration to develop cohorts of graduates with humanities-based habits of mind and the confidence to implement the skills and knowledge for intercultural competency in their respective workplaces.

2. **Enhance faculty collaboration across NSC's Schools and support programs.** Due to our particular program structures and demands, faculty from the School of Liberal Arts and Sciences are rarely able to collaborate with faculty from the Schools of Education and/or Nursing. The planning committee will organize a series of faculty development workshops to help faculty enhance their intercultural pedagogies and find opportunities for team

teaching and linked courses. These workshops will enable NSC's faculty to build their own sense of self-efficacy to engage in field-specific intercultural pedagogy in courses that they are already teaching. The models of collaboration developed by undertaking this project will set an important precedent in the culture of our growing institution beyond this planning period. Additionally, the planning period will enable us to link these efforts to existing resources and programs headed by Career Services and the Office of Community Engagement and Diversity Initiatives (CEDI) to further develop relationships and expand the College's reach within the local community. This collaboration will help bring awareness to the unique lens through which NSC students are learning within our degree programs.

- 3. Identify existing opportunities for humanities majors and minors to engage in experiential learning.** Developing the capstone component of this concentration will enhance humanities majors' opportunities such as internships and undergraduate research. The concentration will spotlight the role that humanities plays in the development of excellence for all disciplines at NSC, and humanities faculty will gain exposure to practices and opportunities for experiential learning. This will also benefit the programs that humanities faculty collaborate with; the School of Education, for instance, will be able to better address the dire need for community engagement, exposure to the humanities, and teachers of color among the highly diverse and high poverty schools in the local Clark County School District.

The planning grant will enable us to develop this concentration in a way that minimizes additional costs of time and money for our students. This approach also reflects the praxis-based ethos with which we want to approach intercultural learning; we want to provide more access to these skills and knowledge competencies in a way that meets our community's specific needs. A concentration is a flexible solution for our institution because we will be able to designate and modify existing courses,

rather than adding entirely new courses (particularly important in the face of potential program cuts and layoffs due to the impact of COVID on Nevada’s higher education budget). By linking relevant courses into specific pathways and providing an avenue for collaboration and course revision, we will be able to broadly incorporate humanities-based modes of inquiry into the way that each field explores intercultural learning topics related to race, multilingualism, and multiculturalism. In order to enhance the sense of purpose and identity for students enrolled in the concentration, they will be recognized as Intercultural Learning Fellows and be organized into cohorts drawn from all degree programs. This model will also allow us to work with community engagement and student-support branches of the College to incorporate extracurricular components into the concentration, such as events and workshops, at minimal cost to students.

II. Content and design

Faculty across NSC have been seeking ways to enhance intercultural learning within individual programs. However, the institutional structure of the College makes it difficult to synthesize these conversations across our departmental “silos” and move them into actionable pedagogies. For this reason, the planning committee will use the first few months of the planning process to complete a set of readings and establish our institution’s definition of the skills and knowledge sets that designate “intercultural competency” (see Attachment 3 for the provisional reading list). Each component of the concentration builds on NSC’s investment in and experience with several HIPs: real-world application; learning communities; beyond-the-classroom learning; cohort-based mentorship and support; undergraduate research; and experiential learning. This approach to the concentration will also promote a mindset of interprofessional collaboration among our Intercultural Learning Fellows.

Coursework content and experiential learning capstones: Courses included in the concentration pathway will incorporate a problem-based approach (rather than a content-coverage approach) to

engage in questions of intercultural relations through humanities-based modes of inquiry. In essence, all students enrolled in a course designated for the concentration will examine intercultural relations as they take shape in specific social and professional contexts. Learning Fellows enrolled in these courses will go further and develop an experiential learning capstone in relation to the course content. For example:

- In a **Nursing** course that has been included in the concentration, students might engage in self-reflective writing and dialogue after reading narrative and historical texts on the cultural dimensions of the AIDS crisis (e.g., Jonny Steinberg's *Three Letter Plague: A Young Man's Journey Through a Great Epidemic* and Paul Farmer's *AIDS and Accusation: Haiti and the Geography of Blame*). Learning Fellows enrolled in the course might engage in an experiential learning capstone through this course by developing a cultural history of the COVID crisis in Las Vegas.
- In a **Business** course that has been included in the concentration, students might read historical and visual accounts of structural racism and its impact on economic growth opportunities for people of color, such as Richard Rothstein's *The Color of Law: A Forgotten History of How our Government Segregated America* and W.E.B. Du Bois's *Data Portraits: Visualizing Black America - The Color Line at the Turn of the Twentieth Century*. They then might use these histories to research and rhetorically analyze company policies on affirmative action and hiring. Learning Fellows enrolled in the course might pursue an experiential learning capstone by partnering with local organizations and companies to revise and update their policies related to affirmative action and diverse hiring practices.
- In an **Education** course designated for the concentration, students might read narrative and poetic accounts of learning that address topics such as bilingualism and trauma-based pedagogy (for example: the autobiographical *Hunger for Memory: The Education of Richard*

Rodriguez and Joy Kogawa's novel, *Obasan*). They would also read the student writing published in June Jordan's anthology, *Poetry for the People: A Revolutionary Blueprint*. They then might develop their own "learning stories" using a variety of storytelling forms and mediums. Additionally, Learning Fellows enrolled in the course might create a capstone project in which they coordinate with local authors and Clark County School District teachers to run a series of workshops based on the methodology of the Teachers and Writers Collaborative (twc.org).

Cohort-based seminars and workshops: Intercultural Learning Fellows across degree programs will meet as a cohort for seminars and workshops twice a semester. Research has shown that first-generation students, under-represented students, and students of color in higher education benefit from cohort-based and extracurricular supplements to in-class learning. Furthermore, cohort-based programs that take a narrative approach to exchange of life stories and experiences create spaces that boost compassion and inclusivity amongst the students. The Learning Fellow seminars and workshops will utilize these approaches while addressing specific topics within the praxis of intercultural relations, such as multilingualism and anti-racism.

III. Collaborative Team

The planning committee brings together educators who are experts and practitioners of intercultural learning in their respective roles, and who are well-versed in our institution's unique needs. The committee is representative of programs from which the highest number of degrees are conferred in the state of Nevada (ranked in decreasing order: business; health professions; liberal arts and humanities; education). This representation helps ensure that the concentration will attract the broadest range of students and yield the highest impact on Nevada's workforce. The project director may seek out additional collaborators who can provide support or address deficits as the need arises.

The project director, Dr. Molly Appel, is an Assistant Professor of English in the Department of Humanities within the School of Liberal Arts and Sciences (LAS) with expertise in Latinx and Latin American literature. She holds a Ph.D. in Comparative Literature and a Master of Science in Teaching English to Speakers of Other Languages. She specializes in examining the ways that literature and other forms of media work as a space of pedagogical thinking and practice for human rights and social justice. Because of her previous work as a K-12 teacher, teacher trainer, and Academic Dean for the Center for Talented Youth, she brings extensive experience with and dedication to interdisciplinary humanities programming and professional development for educators working with students from underserved environments. She will be responsible for convening meetings, facilitating communication and tasks among members of the planning committee, maintaining digital archives and sites of shared information, delivering faculty development workshops, and regularly assessing progress toward meeting the grant outcomes.

Dr. Appel will work closely with a team of faculty that represent a diversity of institutional knowledge and experience. Dr. Heidi Batiste, Assistant Professor of Business, and Dr. LaTricia Perry, Associate Dean of Nursing, School of Nursing, will represent two of NSC's most popular and "professionalized" degree programs. Dr. Batiste's scholarly expertise centers on organizational behavior, human resource management (HRM), and leadership. She is currently developing a concentration in HRM with an emphasis on diversity and inclusion. Dr. Perry has a robust understanding of the nursing curriculum and has already been looking for ways to enhance intercultural competency among nursing students in courses on Global Health and Care of Aging Populations.

Three experts from the school of education will represent our other most "professionalized" degree programs and bring deep knowledge of best practices in education for historically underserved student populations. Dr. Shartriya Collier, Associate Dean of Education, School of

Education holds a Master's degree in Bilingual/Transcultural Education and over 20 years of experience in the pedagogical development of diverse learners in K-20 contexts. She is also the co-author of three texts related to multicultural education and health disparities in diverse contexts. Dr. Vanessa Mari, Assistant Professor of Teaching English to Speakers of Other Languages (TESL), School of Education, focuses on culturally responsive teaching as it pertains to preparing future teachers to work with language learners. Rosemary Q. Flores, Teacher Academy Pipeline Project (TAPP) Coordinator, has extensive experience in developing culturally responsive community connections and learning opportunities with Latinx families in Las Vegas.

The two remaining committee members bring both subject expertise and expertise in humanities-based, interdisciplinary program development. Dr. Leila Pazargadi is an Associate Professor of English founder of the Nepantla Summer Bridge Program (see section IV for details). Dr. Pazargadi also holds a Ph.D. in Comparative Literature with expertise in post-colonial and Middle Eastern literature, gender studies, and migration studies. Dr. Gregory Robinson, Vice Provost for Student Success and Professor of English with expertise in film studies, oversees academic success programs like Nepantla as well as other cross-college initiatives such as the "Common Read" Program.

IV. Institutional Contexts and Resources

Nevada State College is a young institution situated in Clark County, NV, that reflects the needs and diversity of our state. Established in 2002 within the Nevada System of Higher Education (NSHE), NSC serves as the only public state college in Nevada and occupies a tier between the two-year community colleges and the doctorate-granting research universities. Our community focuses on providing a rigorous academic environment in a setting with small classes and extensive student support. NSC's mission is, in part, to prepare students for the local workforce. We have a student body of around 5,500; 72% of our students receive financial aid, 61% are part-time, and 58%

identify as first-generation. Our racial and ethnic demographics illustrate our students' diversity with the largest single group identifying as "Hispanic of any race" (36%). We received designation as a Hispanic-Serving Institution (HSI) in 2015 by the U.S. Department of Education. Furthermore, 42% of our faculty and staff identify as people of color. We are poised to leverage the intellectual and pedagogical excellence that our diversity affords us to develop an innovative approach to enhancing the intercultural competency of Nevada's workforce.

These outcomes are crucial considering that in 2013, the Nevada System of Higher Education reported that the non-white, college-level student population reached 56%, also projecting that ethnic minorities in Nevada will have outnumbered the white majority by 2019. As a result of culturally inclusive classes, students are able to: become aware of intragroup and intergroup dynamics, foster peer-to-peer support, boost achievement amongst those identifying as ethnic Americans, and create cultural sensitivity between faculty and students. In 2015, NSC's humanities faculty and students collaborated on SB-107, a proposed bill to make a course in ethnic studies a requirement for graduation in the state, which passed in June of 2017. Currently, the bill is being adapted for implementation in all Nevada high schools. What is important to note about this initiative is that students, faculty, and lawmakers came together to increase student engagement and performance through curriculum that reflected their identities.

While "Intercultural knowledge and competence" will be one of the essential learning outcomes of Nevada State's revised core curriculum, our college faces particular challenges that require creative and intentional curricular development. Our retention and graduation rates reflect common trends at broad-access institutions serving first-generation and socially disadvantaged students. For example, only 23% of our first-time full-time students graduate within 8 years of entering NSC. It is imperative that new curricular initiatives work within our students' most direct path to graduation. To do so, we must work within the institutional and external constraints facing

students. For example, for courses to be covered by financial aid, they must pertain to the student's major or required classes. Our education and nursing programs adhere to strict licensure guidelines that make completing a formal minor (which involves additional coursework) nearly impossible.

NSC has two successful initiatives that model best practices for the culturally responsive, cohort-based academic programming that will be incorporated into our concentration:

- **The Nepantla Program** is a 4-year programming initiative for first-generation students that includes a summer bridge program and first-year experience curriculum that scaffolds academic skills, ongoing mentorship and community-building events, and community engagement. The program is comprised predominantly of Latinx students, all of whom are first-generation college students. What distinguishes this cohort-driven summer bridge program from others within the US, is the use of the aforementioned narrative approach to create spaces of understanding, compassion and inclusivity amongst the students during the exchange of life stories and experiences.
- The **Teacher Academy Pipeline Project (TAPP), an initiative funded by a U.S. Department of Education HSI grant**, addresses the absence of teachers of color in secondary school classrooms. The program brings together students of color from 10 local TAPP high school providing them with college dual credit, and supports them with mentorship and weekly *pláticas* (chats) that help prepare them for the reality of working in a school climate.

There is a clear need for more experiential learning opportunities at NSC, particularly opportunities connected with the Humanities. Among degree-seeking students at NSC, 36% (1,366) of them have declared a major in the humanities. Much like the broader student body at NSC, Humanities students are largely diverse and underserved: 48% of humanities students are first-generation college students; 39% identify as Hispanic; 24% identify as White; 11% identify as Asian;

9% identify as Black or African American; 1% identify as Pacific Islander. Despite NSC's recognition of experiential learning as a high-impact practice for our student population, only 38% of NSC seniors who responded to the 2020 National Survey of Student Engagement reported having participated in an internship, co-op, field experience, student teaching, or clinical placement internship. Information provided by NSC's Career Services Center shows that only 92 students from the School of Liberal Arts completed an internship or supervised field experience course in the 2019-2020 academic year. The Concentration will help enhance these opportunities for all NSC students with humanities-based experiential learning capstones.

The Intercultural Competency Concentration represents an instantiation of the values and themes outlined in NSC's 2020-2025 Strategic Plan: students; curriculum and instruction; organizational culture; growth and capacity building; and community engagement and economic development. The College has structures in place to support faculty development and community engagement with issues related to diversity, inclusion, and racial justice. The Center for Teaching and Learning Excellence (CTLE) offers workshops and faculty learning circles throughout the year and helps design campus-wide faculty development sessions. The Office of Community Engagement and Diversity Initiatives (CEDI) collaborates with campus and community partners to promote a culture of belonging, advocate for and amplify the voices of marginalized people and historically underserved populations, and educate our campus community on matters of inclusion and equality. They do so through a standing Diversity and Inclusion Task Force that addresses concerns as they arise, and initiatives like the Scorpion Diversity Academy, a certificate training program to support the professional development of NSC's workforce in the area of equity, diversity, and inclusion. More recently, NSC has begun working on establishing a Social Justice Lab to provide a dedicated physical space to streamline social justice learning opportunities.

Nevada State College is well-equipped to make this planning process a success. NSC has a culture of continuous improvement, collaboration, creative problem-solving, and a record of being able to shift and address local issues expediently. With the support provided by the planning grant, the planning committee will leverage these existing structures to develop a curriculum proposal that has a very strong chance of being quickly approved and implemented across the college.

V. Evaluation

Along with an established plan for program assessment, the planning committee will develop a qualitative assessment, to be shared with NEH and with the Nevada System of Higher Education (NSHE), addressing whether project objectives were met and our readiness to implement the concentration once it has gone through the College, NSHE Board of Regents, and regional accrediting body. The assessment will review the extent to which the planning process itself impacted perceptions of the humanities and opportunities to collaborate with humanities practitioners. It will include a report on activities undertaken during each phase, detailing the involvement of stakeholders, including students. The assessment will also include reflections from members of the planning committee and exit surveys from participants in faculty development workshops. These will be used to develop recommendations for future interdisciplinary collaborative initiatives. We will present our planning process and program at regional and national conferences such as the Southern Nevada Diversity Summit and the American Council on Education. We will also seek avenues for publishing about our program and its impact in publications such as *The Journal of Higher Education* and *Arts and Humanities in Higher Education*.

Attachment 2: Work Plan

Phase I: Determine core knowledge and skill competencies of the concentration	
August 2021	<ul style="list-style-type: none"> • Refine initial reading list on intercultural competency and learning • Assign readings to smaller reading groups among the planning committee.
September 2021	<ul style="list-style-type: none"> • Reading groups report back to the whole committee and develop a secondary reading list. The committee also develops an initial draft of core skill and knowledge competencies.
October 2021	<ul style="list-style-type: none"> • Reading groups report back to the whole committee on the secondary reading list. The committee revises the draft of the skill and knowledge competencies. • Committee members research and identify examples of how comparable board-access institutions have implemented interdisciplinary and flexible humanities-based programs.

Phase II: Survey our community and review findings	
November 2021	<ul style="list-style-type: none"> • Develop a survey for faculty regarding their perceptions, needs, and aspirations in relation to instruction in intercultural competency. • Work with CTLE to develop a series of course development workshops and exchanges focused on integrating intercultural learning competencies.
December 2021	<ul style="list-style-type: none"> • Distribute faculty survey • Host focus groups with students to determine their perceptions and needs related to intercultural learning.
January 2022	<ul style="list-style-type: none"> • Review survey data and focus group findings.

Phase III: Curricular adjustments and faculty professional development	
February 2022	<ul style="list-style-type: none"> • Based on the research completed during the fall semester, planning committee will develop an interdisciplinary coursework pathway specific to each School (LAS, School of Education, School of Nursing) that provides a theoretical and historical framework for intercultural competence in students' respective fields. <ul style="list-style-type: none"> ○ Use survey data to identify existing courses that could count for the concentration in each school and faculty interested in guided course revision opportunities, and to facilitate possible connections for linked courses. ○ Throughout this development process, the committee will identify ways to build in supports for students who are English language learners, are DACA (Deferred Action for Childhood Arrivals) recipients, or are undocumented. • Help CTLE facilitate faculty development workshops and collect participant surveys.

<p>March 2022</p>	<ul style="list-style-type: none"> • Continue to help CTLE facilitate faculty development workshops and collect participant surveys. • Identify access points to integrate the concentration capstone experience into NSC’s existing experiential learning opportunities related to summer research with INBRE and internship requirements. <ul style="list-style-type: none"> ○ Identify experiential learning/capstone mentors for students in the concentration in each School. ○ Identify additional community partners to enhance existing experiential learning opportunities.
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Phase IV: Assure the long-term sustainability of the concentration

<p>April 2022</p>	<ul style="list-style-type: none"> • Continue to help CTLE facilitate faculty development workshops and collect participant surveys. • Share proposed curricular pathways on the project website for community input and review • Work with CEDI to determine possibilities for cohort-based workshops and seminars related to topics such as anti-racism, multilingualism, and conflict resolution • Work with the Office of Financial Aid to confirm avenues of support for students • Work with Institutional Research to develop a meaningful assessment structure for determining the impact of the program over time (e.g., an entrance/exit survey for students who take the concentration and those who do not).
<p>May 2022</p>	<ul style="list-style-type: none"> • Work with institutional leadership to establish sustainable structures for the growth of the concentration and to develop a pilot plan. <ul style="list-style-type: none"> ○ Establish a review process that would facilitate regular updates to the concentration. ○ Establish the role of concentration coordinator as a significant faculty service role. ○ Plan for ongoing collaborations with CEDI, CTLE, and the development plans for the Social Justice Lab.
<p>June 2022</p>	<ul style="list-style-type: none"> • Finalize the full program proposal. • The project director will submit the proposal to the Provost and Faculty Senate for review as the first step toward approval and implementation. • The project director will organize the information required for the summary assessment of the grant period.

Attachment 3: Readings and Resources

Readings informing our Praxis-based framework for intercultural learning

- Bernal, Dolores Delgado, C. Alejandra Elenes, et al., editors. *Chicana/Latina Education in Everyday Life: Feminista Perspectives on Pedagogy And Epistemology*. State University of New York Press, 2006.
- Bernal, Dolores Delgado, Rebeca Burciaga, et al. *Chicana/Latina Testimonios as Pedagogical, Methodological, and Activist Approaches to Social Justice*. Routledge, 2017.
- Brauer, Stephen. "Critical Educators and Active Citizens: Pedagogy and Critical Praxis." *American Literature*, vol. 89, no. 2, Duke University Press, June 2017, pp. 379–95.
- Latina Feminist Group. *Telling to Live: Latina Feminist Testimonios*. Duke University Press, 2001.
- Lugones, María. *Pilgrimages/Peregrinajes: Theorizing Coalition Against Multiple Oppressions*. Rowman & Littlefield Publishers, 2003.
- McKittrick, Katherine. *Sylvia Wynter: On Being Human as Praxis*. Duke University Press, 2015.
- Sandoval, Chela. *Methodology of the Oppressed*. U of Minnesota Press, 2013.
- Wynter, Sylvia. *Human Being as Noun? Or Being Human as Praxis? Towards the Autopoietic Turn/Overturn: A Manifesto*. Unpublished essay., <https://s3.amazonaws.com/arena-attachments/1516556/69a8a25c597f33bf66af6cdf411d58c2.pdf>.
- . "The Ceremony Must Be Found: After Humanism." *Boundary 2*, vol. 12/13, Duke University Press, 1984, pp. 19–70. JSTOR, *JSTOR*, doi:10.2307/302808.
- . "Unsettling the Coloniality of Being/Power/Truth/Freedom: Towards the Human, After Man, Its Overrepresentation--An Argument." *CR: The New Centennial Review*, vol. 3, no. 3, Michigan State University Press, 2003, pp. 257–337. *Project MUSE*, doi:10.1353/ncr.2004.0015.

Readings on cohort-based models as effective pedagogy for underserved students

- Bowen, William G., et al. *Crossing the Finish Line: Completing College at America's Public Universities*. Princeton University Press, 2009.
- Davidson, Cathy N. *The New Education: How to Revolutionize the University to Prepare Students for a World In Flux*. Basic Books, 2017.
- Gidley, Jennifer M., et al. "From Access to Success: An Integrated Approach to Quality Higher Education Informed by Social Inclusion Theory and Practice." *ResearchGate*, vol. 23, no. 1, Mar. 2010, pp. 123–47.

Kuh, George D., and Ken O'Donnell. *Ensuring Quality & Taking High-Impact Practices to Scale*. AAC&U, Association of American Colleges and Universities, 2013.

Murphy, Mary C., et al. "A Customized Belonging Intervention Improves Retention of Socially Disadvantaged Students at a Broad-Access University." *Science Advances*, vol. 6, no. 29, American Association for the Advancement of Science, July 2020.

Stephens, Nicole M., et al. "Unseen Disadvantage: How American Universities' Focus on Independence Undermines the Academic Performance of First-Generation College Students." *Journal of Personality and Social Psychology*, vol. 102, no. 6, American Psychological Association, 2012, pp. 1178–97.

Tavecchio, Gusta Linde, and Leila Moayeri Pazargadi. "Summer Bridge Programs: Critically Championing Inclusion by Voicing Student Agency." *Scholarly Engagement and Decolonisation: Views from, South Africa, The Netherlands, and the United States*, vol. 1, African Sun Media, 2020, pp. 215–50.

Zaback, Katie, et al. "Serving the Equity Imperative: Intentional Action toward Greater Student Success." *Complete College America*, Complete College America, 2016. ERIC, <https://eric.ed.gov/?id=ED594289>.

Examples of field-specific works to be read with students in Concentration-linked courses

Education

Jordan, June, and Lauren Muller. *June Jordan's Poetry for the People: A Revolutionary Blueprint*. Taylor & Francis, 1995.

Kogawa, Joy. *Obasan*. Anchor Books, 1994.

Lopate, Phillip. *Journal of a Living Experiment: A Documentary History of the First Ten Years of Teachers and Writers Collaborative*. Teachers & Writers, 1979.

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