Grant Application Package

Opportunity Title:	Challenge Grants for Two-Year Colleges
Offering Agency:	National Endowment for the Humanities
CFDA Number:	45.130
CFDA Description:	Promotion of the Humanities_Challenge Grants
Opportunity Number:	20120202-CZ
Competition ID:	
Opportunity Open Date:	11/03/2011
Opportunity Close Date:	02/02/2012
Agency Contact:	Office of Challenge Grants National Endowment for the Humanities Room 420 1100 Pennsylvania Avenue, NW Washington, DC 20506 202-606-8309

This electronic grants application is intended to be used to apply for the specific Federal funding opportunity referenced here.

If the Federal funding opportunity listed is not the opportunity for which you want to apply, close this application package by clicking on the "Cancel" button at the top of this screen. You will then need to locate the correct Federal funding opportunity, download its application and then apply.

This opportunity is only open to organizations, applicants who are submitting grant applications on behalf of a company, state, local or tribal government, academia, or other type of organization.

* **Application Filing Name:** College of DuPage Center for Humanities

Mandatory Documents

Move Form to Complete

Move Form to Delete

Mandatory Documents for Submission

Application for Federal Domestic Assistance-Sho
Supplementary Cover Sheet for NEH Grant Program
Project/Performance Site Location(s)
Attachments

Optional Documents

Move Form to Submission List

Move Form to Delete

Optional Documents for Submission

APPLICATION FOR FEDERAL DOMESTIC ASSISTANCE - Short Organizational

* 1. NAME OF FEDERAL AGENCY:

National Endowment for the Humanities

2. CATALOG OF FEDERAL DOMESTIC ASSISTANCE NUMBER:

45.130

CFDA TITLE:

Promotion of the Humanities_Challenge Grants

* 3. DATE RECEIVED: | Completed Upon Submission to Grants.gov | **SYSTEM USE ONLY**

* 4. FUNDING OPPORTUNITY NUMBER:

20120202-CZ

* TITLE:

Challenge Grants for Two-Year Colleges

5. APPLICANT INFORMATION

* a. Legal Name:

Community College District 502

b. Address:

* Street1:	Street2:
425 Fawell Blvd.	
* City:	County/Parish:
Glen Ellyn	DuPage
* State:	Province:
IL: Illinois	
* Country:	* Zip/Postal Code:
USA: UNITED STATES	60137-6599

c. Web Address:

http:// www.cod.edu

* d. Type of Applicant: Select Applicant Type Code(s):	* e. Employer/Taxpayer Identification Number (EIN/TIN):
H: Public/State Controlled Institution of Higher Educ	36-2594972
Type of Applicant:	* f. Organizational DUNS:
	0662096100000
Type of Applicant:	* g. Congressional District of Applicant:
	6
* Other (specify):	

6. PROJECT INFORMATION

* a. Project Title:

College of DuPage Center for Humanities

* b. Project Description:

College of DuPage (COD), Glen Ellyn, IL, proposes the COD Center for Humanities to expand and enhance the study of Humanities across programs and within communities served by the college. The COD Center for Humanities will become a model infrastructure that connects educational divisions and enhances the long-term growth of Humanities instruction, as well as a hub for curriculum development, improved instruction, research, and professional development. Through the Center, COD will produce a variety of media resources to strengthen and integrate Humanities experiential instruction across the curriculum and engage members from surrounding communities in a variety of opportunities for Humanities exploration and study. The project includes a Humanities Advisory Board and a rotating Endowed Chair for the Humanities, the development of virtual world settings, mobile technology, podcasts, and video-streaming as instructional tools, professional development, and a focus on ethics.

c. Proposed Project: * Start Date: 09/01/2011   * End Date: 07/31/2018

APPLICATION FOR FEDERAL DOMESTIC ASSISTANCE - Short Organizational

7. PROJECT DIRECTOR

Prefix: Mrs.

* First Name: Laura

Middle Name:

* Last Name: Ortiz

Suffix:

* Title: Associate Dean, Humanities

* Email: ortizl@cod.edu

* Telephone Number: 6309422791

Fax Number:

* Street1: 425 Fawell Blvd.

Street2:

* City: Glen Ellyn

County/Parish: DuPage

* State: IL: Illinois

Province:

* Country: USA: UNITED STATES

* Zip/Postal Code: 60137-6599

8. PRIMARY CONTACT/GRANTS ADMINISTRATOR

[ ] Same as Project Director (skip to item 9):

Prefix: Dr.

* First Name: Barbara

Middle Name:

* Last Name: Abromitis

Suffix:

* Title: Director of Grants

* Email: abromitisb@cod.edu

* Telephone Number: 6309423020

Fax Number:

* Street1: 425 Fawell Blvd.

Street2:

* City: Glen Ellyn

County/Parish: DuPage

* State: IL: Illinois

Province:

* Country: USA: UNITED STATES

* Zip/Postal Code: 60137-6599

APPLICATION FOR FEDERAL DOMESTIC ASSISTANCE - Short Organizational

9. * By signing this application, I certify (1) to the statements contained in the list of certifications** and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties (U.S. Code, Title 218, Section 1001)

** I Agree ☐ **X**

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

AUTHORIZED REPRESENTATIVE

Prefix:	* First Name:	Middle Name:
Dr.	Robert	L.

* Last Name:	Suffix:
Breuder	

* Title:	* Email:
President	breuder@cod.edu

* Telephone Number:	Fax Number:
6309422200	6308582869

* Signature of Authorized Representative:	* Date Signed:
Completed by Grants.gov upon submission.	Completed by Grants.gov upon submission.

Supplementary Cover Sheet for NEH Grant Programs

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1. Project Director   * Major Field of Study

C8:Languages - Spanish

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2. Institution Information   * Type

1328: Two-Year College

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3. Project Funding

Programs other than Challenge Grants ($)

Outright Funds	
Federal Match	
Total from NEH	
Cost Sharing	
Total Project Costs	

Challenge Grants Applicants Only ($)

Fiscal Year #1	125,000.00
Fiscal Year #2	125,000.00
Fiscal Year #3	125,000.00
Fiscal Year #4	125,000.00
Total from NEH	500,000.00
Non-Federal Match	1,000,000.00
Total	1,500,000.00
Matching Ratio	2.00 to 1

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4. Application Information

* Will this proposal be submitted to another NEH division, government agency, or private entity for funding?

[ ] Yes
[X] No

If yes, please explain where and when:

* Type of Application   [X] New

[ ] Supplement   If supplement, list current grant number(s).

* Project Field Code

U8:Humanities

Project/Performance Site Location(s)

Project/Performance Site Primary Location ☐ I am submitting an application as an individual, and not on behalf of a company, state, local or tribal government, academia, or other type of organization.

Organization Name: Community College District 502

DUNS Number: 0662096100000

* Street1: 425 Fawell Blvd.

Street2:

* City: Glen Ellyn   County: DuPage

* State: IL: Illinois

Province:

* Country: USA: UNITED STATES

* ZIP / Postal Code: 60137-6599   * Project/ Performance Site Congressional District: IL-006

Project/Performance Site Location 1 ☐ I am submitting an application as an individual, and not on behalf of a company, state, local or tribal government, academia, or other type of organization.

Organization Name:

DUNS Number:

* Street1:

Street2:

* City: County:

* State:

Province:

* Country: USA: UNITED STATES

* ZIP / Postal Code: * Project/ Performance Site Congressional District:

Additional Location(s)   [Add Attachment] [Delete Attachment] [View Attachment]

ATTACHMENTS FORM

Instructions: On this form, you will attach the various files that make up your grant application. Please consult with the appropriate Agency Guidelines for more information about each needed file. Please remember that any files you attach must be in the document format and named as specified in the Guidelines.

Important: Please attach your files in the proper sequence. See the appropriate Agency Guidelines for details.

1) Please attach Attachment 1	contents.pdf	Add Attachment	Delete Attachment	View Attachment
2) Please attach Attachment 2	abstract.pdf	Add Attachment	Delete Attachment	View Attachment
3) Please attach Attachment 3	budget.pdf	Add Attachment	Delete Attachment	View Attachment
4) Please attach Attachment 4	institutionalsummary.pdf	Add Attachment	Delete Attachment	View Attachment
5) Please attach Attachment 5	financialsummary.pdf	Add Attachment	Delete Attachment	View Attachment
6) Please attach Attachment 6	narrative.pdf	Add Attachment	Delete Attachment	View Attachment
7) Please attach Attachment 7	trusteesftaff.pdf	Add Attachment	Delete Attachment	View Attachment
8) Please attach Attachment 8	resume.pdf	Add Attachment	Delete Attachment	View Attachment
9) Please attach Attachment 9	letters.pdf	Add Attachment	Delete Attachment	View Attachment
10) Please attach Attachment 10		Add Attachment	Delete Attachment	View Attachment
11) Please attach Attachment 11		Add Attachment	Delete Attachment	View Attachment
12) Please attach Attachment 12		Add Attachment	Delete Attachment	View Attachment
13) Please attach Attachment 13		Add Attachment	Delete Attachment	View Attachment
14) Please attach Attachment 14		Add Attachment	Delete Attachment	View Attachment
15) Please attach Attachment 15		Add Attachment	Delete Attachment	View Attachment

College of DuPage Center for Humanities

Table of Contents

College of DuPage Center for Humanities
Abstract

College of DuPage (COD), Glen Ellyn, IL, serves approximately 31,000 highly diverse, traditional and non-traditional students each semester on the largest single community college campus outside the state of California. With more than 90 certificate programs and degrees for occupational and technical careers, as well as nine associate's degrees in 59 occupational and 45 transfer pre-baccalaureate programs, COD is known throughout the communities it serves for its high quality educational opportunities and vocational training. In an effort to ensure that COD students continue to appreciate the value of a pre-baccalaureate program that concentrates on the Humanities and their application to real work and life situations, COD proposes the College of DuPage Center for Humanities, which will enhance and expand the study of Humanities across the curriculum and within the communities served by the college.

The proposed project is designed to achieve the following goals:

1) To become a model infrastructure that connects educational divisions and enhances the long-term growth of Humanities instruction and programming on campus and within district communities. Objectives include the establishment of a Humanities Advisory Board and a rotating Endowed Chair for the Humanities; increased enrollment in Humanities courses; and the development of sustained donor involvement in support of the Humanities.

2) To become the hub for curriculum development, improved instruction, research, and professional development in the Humanities. Objectives include revision of Humanities courses to include global perspectives and a focus on ethics; the development of interdisciplinary studies; the promotion of new ways to engage students in Humanities-related internships, job shadowing, and service learning; and faculty professional development focusing on the improvement of instruction and the integration of the Humanities across the curriculum.

3) To produce a variety of media resources to enhance, strengthen, and integrate Humanities experiential instruction across the curriculum. Objectives include the development of virtual world settings, mobile technology, podcasts, and video-streaming as instructional tools within the Humanities; an ongoing interactive experience series highlighting cultures, ethical concepts, and other significant themes; and the production of a unique lecture series on pertinent Humanities topics for use within the college and for dissemination nationwide.

4) To engage members from surrounding communities in a variety of opportunities for enhanced Humanities exploration and study. Objectives include the development of non-credit Continuing Education Humanities classes for adults and children; a focus on ethics within the Humanities through service learning opportunities for community members enrolled in non-credit courses; and the production of a Humanities online publication featuring research, programs and articles related to the study and application of the Humanities.

Humanities faculty and the COD Foundation have planned a comprehensive set of fundraising strategies to raise the required matching funds. Among these are online targeted fundraising; solicitation of the Honors alumni and retired faculty who are very supportive of academic programs; use of social media and company matching programs; and the pursuit of outside funding from private foundations who support the Humanities in higher education.

Project activities will be evaluated formatively and summatively to ensure ongoing quality and to measure whether, and the extent to which, project objectives have been met. It is expected that the Center for Humanities will have a lasting positive impact on the students, faculty, and communities served by the College of DuPage.

National Endowment for the Humanities
Challenge Grants for Two-Year Colleges

Total NEH funds requested:			$500,000
	Year 1:	125,000	
	Year 2:	125,000	
	Year 3:	125,000	
	Year 4:	125,000	

Non-federal funds to be raised	1,000,000

Total grant funds (NEH plus match)	$1,500,000

Planned Expenditures:

Direct

Purchase of Virtual World Software	48,000
Fundraising Costs	50,000
Bridge Funds to support the salary and fringe	78,000
benefits of the Rotating Endowed Chair, Center	
Admin Assist., Faculty Consultant and the Technology	
Advisor	

Endowed

Principal	1,324,000
Rate of return to be expended	6.00%
Projected annual expendable income	79,440

Uses of annual endowment income:

Rotating Endowed Chair	22,901	
Center Administrative Assistant	3,112	
Faculty Consultant-Technology	6,870	
Technology Advisor	15,494	
Stipend to Facilitate pre and post filmed lecture series	1,200	
Series of interactive experiences with the arts (film series, art exhibits)	4,898	
Marketing to increase enrollment	3,500	
Research grants	1,000	
Maintenance for Virtual World	17,536	
Conferences (travel, meetings)	2,929	
	79,440	1,500,000

College of DuPage Center for Humanities Institutional Fact Summary

History: In 1967, College of DuPage (COD) opened, and classes were held in office trailers and at 40 leased suburban sites throughout the newly formed Community College District 502. In 1968, a 273-acre Glen Ellyn campus site was acquired, and today's COD is the Midwest's largest single campus community college, serving approximately 31,000 students each semester.

Mission: The mission of COD is to be a center for excellence in teaching, learning, and cultural experiences by providing accessible, affordable, and comprehensive education.

Governance and Administration: COD's administrative structure is organized into eight areas: Academic and Student Affairs, Administrative Affairs, Resource Development, External Relations, Human Resources, Information Technology, Marketing & Enrollment, and Planning & Institutional Effectiveness. The President is assisted by his Cabinet, which is comprised of the Vice Presidents representing each of these areas. In addition, COD utilizes Shared Governance, a collaborative process designed to ensure that important topics are broadly approached by engaging the appropriate people with the necessary skill sets and knowledge.

Physical Facilities: The main campus is comprised of 17 academic or support service buildings including many recently renovated or newly constructed instructional spaces. In addition, there are eight regional centers in nearby communities, and the Center for Entrepreneurship located in Lisle, IL.

Humanities Staff Size and Composition: 76 full-time faculty and 146 part-time faculty teach courses in the Humanities. Humanities faculty are 47.7% female; 52.3% are male; <1% American Indian; 6% Asian; <1% African American; 4% Hispanic, and 87% White, Non-Hispanic.

Humanities Collections: The Humanities collections include films (11,871); books, ebooks, audio, and slides, etc. (93,368), constituting approximately 43% of the total collection. There are also musical recordings (4,602), periodicals (113), and databases (20) used predominately for the Humanities, as well as many of the more general databases, which are also available.

Accreditation: In 2001, COD moved from the traditional model of accreditation to the Academic Quality Improvement Program (AQIP), a quality-based, continuous improvement model based on the Malcolm Baldrige National Quality Award Program. In 2008 COD received the maximum seven-year reaccreditation through the North Central Association of Colleges and Schools Commission on Institutions of Higher Education.

Enrollment and Nature of the Student Population Served: Enrollment is approximately 31,000 students per semester. Credit students are on average 55% female and 45% male; 49% under the age of 24 and 51 % older; 64.8% Caucasian; 15.7% Hispanic; 11.3% Asian or Pacific Islander; 6.1% African-American; and .02% American Indian or Native Alaskan.

Tuition Costs: District 502 residents pay $132 per credit hour; out-of-district residents pay $319 per credit hour; out-of-state residents pay $389 per credit hour.

Humanities Activities: Twelve disciplines are represented within the Humanities at COD. Of these, three offer degrees or certificates of their own, and all others, as general education courses, contribute to an Associate Arts degree. In FY10, 772 students were awarded either type of degree or certificate, and in FY11, 744 such degrees or certificates were awarded. Enrollment of full-time students (FTES) in Humanities courses has remained fairly constant. In FY10, 13.7% FTES were enrolled in Humanities course, and in FY11, 13.8% FTES.

| | Actual | | Budget |
	2010	2011	2012
REVENUES			
Operating Revenues			
Student tuition and fees	$ 54,420,351	$ 61,990,141	$ 90,980,533
(net of scholarship allowances of $24,643,016 and $21,667,129			
respectively and uncollectible of $0 in FY2011 and $5.6 million in FY2010)			
Chargeback revenue	775,955	662,258	834,152
Sales and service fees	6,732,526	3,902,558	4,616,848
Other operating revenues	1,771,906	1,226,179	711,612
Total Operating Revenues	63,700,738	67,781,136	97,143,145
EXPENSES			
Operating Expenses			
Instruction	84,295,911	83,385,917	86,903,109
Academic support	10,131,827	9,528,488	8,757,524
Student services	13,789,957	12,377,424	12,167,967
Public service	2,109,646	1,683,103	3,893,844
Independent operations	550,549	233,934	9,403,781
Operation and maintenance of plant	16,013,297	15,946,733	18,328,801
General administration	13,057,232	12,898,568	15,011,806
General institutional	6,283,201	22,219,537	227,799,927
Auxiliary enterprises	11,908,173	10,907,689	
Scholarship expense	6,578,760	12,215,817	34,589,033
Depreciation expense	6,444,716	7,741,061	
Total Operating Expenses	171,163,269	189,138,271	416,855,792
Operating Income (Loss)	(107,462,531)	(121,357,135)	(319,712,647)
NON-OPERATING REVENUES (EXPENSES)			
Real estate taxes	95,138,277	104,425,923	113,707,320
Corporate personal property replacement taxes	1,252,327	1,624,041	1,600,000
State appropriations	34,000,077	38,742,103	26,294,807
Federal grants and contracts	20,018,562	26,175,510	46,025,639
Non-governmental gifts and grants	1,318,726	1,561,341	1,884,812
Investment income	2,024,357	1,315,742	750,000
Other non-operating revenues (expenses)	1,187,737	-	538,350
Interest on capital asset-related debt	(6,272,077)	(6,342,263)	
Gain (loss) on sale of capital assets	175,924	14,585	
Net Non-Operating Revenues (Expenses)	148,843,910	167,516,982	190,800,928
Other Financing Sources			(128,911,719)
Bond Proceeds			168,000,000
Increase in Net Assets	41,381,379	46,159,847	39,088,281
Net Assets at Beginning of Year	250,700,967	292,082,346	170,645,788
Net Assets at End of Year	$ 292,082,346	$ 338,242,193	$ 209,734,069

College of DuPage
Foundation

Summary of Revenues, Expenses, and Assets

for

FY10, FY11, and FY12

	2010 Actual	2011 Actual	2012 Budget
Revenue Amount	$2,662,169	$3,247,027	$2,421,889
Expense Amount	$1,847,744	$2,047,848	$1,805,900
Surplus/Deficit	$814,425	$1,199,179	$615,989
Net Assets	$9,368,747	$10,567,926	n/a
Notes to Financials: Surpluses are related to gains and losses on restricted and permanently restricted funds, and to the volatility of investments. In-kind contributions are included as expenses and revenue, which includes salaries. Surpluses are also analyzed by the COD Board of Trustees to determine scholarship goals and pledges.			

College of DuPage Center for Humanities

<u>**Project Narrative**</u>

Introduction   College of DuPage (COD), Glen Ellyn, IL, serves approximately 31,000 highly

diverse, traditional and non-traditional students each semester on the largest single community college

campus outside the state of California. With more than 90 certificate programs and degrees for

occupational and technical careers, as well as nine associate's degrees in 59 occupational and 45 transfer

pre-baccalaureate programs, COD is known throughout the communities it serves for its high quality

educational opportunities and vocational training.

The resources available through COD are many and varied. COD has a highly developed

infrastructure, deep academic expertise, and significant academic and industry relationships. The campus

has undergone substantial renovation and growth over the last few years. The Culinary and Hospitality

Center, Technical Education Center, Homeland Security Education Center, and Health Science Center are

all new additions to the campus, while existing buildings have been renovated to provide state-of-the-art

classroom space, comfortable meeting rooms, gathering areas for students and faculty, and centralized

access to student services. At COD, there is a strong commitment across disciplines to collaborate inside

and outside of the institution to incorporate the best practices used by successful programs and national

models, and it is this commitment and level of expertise that has ensured the successful implementation of

the over 30 new degree and certificate programs launched over the last couple of years.

In an effort to ensure that COD students also continue to appreciate the value of a pre-

baccalaureate program that concentrates on the study of Humanities (defined here as the fields of

Architecture, Dance, Film, Folklore, History, Literature, Music, Philosophy, Religious Studies, Sculpture,

Theatre, and World Languages), as well as the application of this knowledge to real work and life

situations, COD proposes the College of DuPage Center for Humanities, which will facilitate and further

infuse the study of Humanities into all disciplines and programs, enabling the already existing Humanities

initiatives to reach a wider audience through a focus on ethics and the use of ethical knowledge gained

from the Humanities when making difficult decisions in personal work and life situations. The Center for Humanities will involve constituents of all ages and from all academic and pre-professional programs in the study and practical use of Humanities both on campus and within the surrounding communities served by the college.

A.   Significance and Intellectual Quality

The College of DuPage (COD) Center for Humanities will provide a centralized and comprehensive approach to the ongoing development and study of the Humanities across the college curriculum. The proposed Center has been collaboratively designed by a diverse community of faculty members with passionate commitments to intellectual inquiry into history, language, literature, the arts, and culture. The proposed project is designed to achieve the following goals: 1) To become a model infrastructure that connects educational divisions and enhances the long-term growth of Humanities instruction and programming on campus and within the communities served by the district; 2) To become the hub for course and curriculum development, improvement of instruction, research, and professional development in the Humanities; 3) To produce a variety of media resources to enhance, strengthen, and integrate Humanities experiential instruction across the curriculum; and 4) To engage members from surrounding communities in a variety of opportunities for enhanced Humanities exploration and study. The project is particularly significant because at a college where technical and vocational training is growing rapidly, it is easy to lose sight of the goal of Humanities instruction, which is to prepare students who, when faced with events that cannot be fully controlled, will cultivate curious, critical minds, and will ultimately actively engage in responsible global citizenship. These skills and attitudes are essential and meaningful to all students, regardless of their chosen career paths. The Center for Humanities will infuse essential skills inherent to the Humanities, such as critical thinking, rational discourse, reasoning, imagination, and sensible, ethical decision-making, into all areas of the curriculum, while improving Humanities instruction and the opportunities for real-world applications of this study. The following chart details the objectives and related activities, (including timeline, responsible personnel, and evaluated data to be collected) that will be achieved in support of these goals:

Goal 1: COD Center for Humanities (CDCH) will become a model infrastructure that connects educational divisions and enhances the long-term growth of Humanities instruction and programming on campus and within the communities served by the district.

Objectives	Related Activities	Timeline	Responsible Personnel	Evaluative Data
1A. To establish an interdisciplinary Advisory Board to oversee the development and integration of Humanities within the college.	**1A.i.** Recruit one faculty representative from each of the Humanities disciplines and each of the other divisions within the college.	Upon notification of funding (Yr.1)	Project Director	-Contact and recruitment records -Signed letters of agreement to serve on the board -Meeting minutes -Vision statement -Action plans -Process evaluations
	1A.ii. Meet monthly to determine both short-term goals for the Center for Humanities and a long-term vision for the integration of the study of the Humanities within other disciplines. Further develop the board by including experts from Humanities-related organizations in the surrounding communities.	June, 2012, and ongoing, monthly (Yrs.1-4)	Project Director CDCH Advisory Board Members	
	1A.iii. Develop action plans for building capacity, sustainability, and innovation within the Center for Humanities.	June, 2012, and ongoing, (Yrs.1-4)	Project Director CDCH Advisory Board Members	
	1A.iv. Evaluate Center activities formatively for ongoing improvement and summatively to report to donors and other stakeholders.	June, 2012, and ongoing (Yrs. 1-4)	Project Director CDCH Advisory Board Members	
1B. To establish a rotating Endowed Chair for the Humanities to manage the development and integration of Humanities within the college.	**1.B.i.** Appoint an Interim Center Director to manage activities until the Endowed Chair is established.	June, 2012 – May, 2013 (Yr. 1)	Project Director CDCH Advisory Board Members	-Meeting minutes -Faculty nominations -Job description -Selection criteria -Process evaluations
	1.B.ii. Establish a job description and selection criteria for the Endowed Chair position. Chairs will serve one year and be selected from the Humanities faculty members.	Sept.-Dec., 2012 (Yr.1)	CDCH Advisory Board Members	

Goal 1: COD Center for Humanities (CDCH) will become a model infrastructure that connects educational divisions and enhances the long-term growth of Humanities instruction and programming on campus and within the communities served by the district.

Objectives	Related Activities	Timeline	Responsible Personnel	Evaluative Data
1B. To establish a rotating Endowed Chair for the Humanities to manage the development and integration of Humanities within the college. (continued)	**1B.iii.** Select initial Chair with a new faculty member assuming the role each subsequent year.	Jan.-May, 2013 (Yr.1)	CDCH Advisory Board Members	-Meeting minutes -Faculty nominations -Job description -Selection criteria -Process evaluations
	1.B.iv. Evaluate the selection process and job description every year to ensure that the position remains responsive to the needs and intent of the program.	Nov. – Dec., 2013, and yearly (Yrs. 2-4); ongoing	Project Director CDCH Advisory Board Members	
1C. To increase enrollment in Humanities courses and attendance at Humanities-based programs offered at the college and within the surrounding communities.	**1.C.i.** Develop, implement, and continually refine a marketing campaign for use with high school counselors, community members, parents and potential students that highlights the CDCH and the practical applications of a liberal arts degree and study in the Humanities.	June, 2012-May, 2016, and ongoing (Yrs. 1-4)	Project Director Admissions Counselors Marketing Department CDCH Chair	-Meeting minutes -Marketing materials -Survey feedback from high school counselors and other stakeholders -Survey feedback from students -Course and event evaluations
	1.C.ii. Market specific interdisciplinary courses, lectures, seminars, symposia, and other CDCH offerings on campus and within the communities served by the college.	June, 2012-May, 2016, and ongoing (Yrs. 1-4)	Project Director Marketing Department	-Meeting minutes -Quarterly formative evaluation reports
	1.C.iii. Use all evaluation data from courses and other Humanities events or programs formatively to ensure continual improvement of offerings.	July, 2012-May, 2016, and ongoing (Yrs. 1-4)	Project Director CDCH Advisory Board Members CDCH Chair	

Goal 1: COD Center for Humanities (CDCH) will become a model infrastructure that connects educational divisions and enhances the long-term growth of Humanities instruction and programming on campus and within the communities served by the district.

Objectives	Related Activities	Timeline	Responsible Personnel	Evaluative Data
1D. To develop and sustain active donor involvement in support of Humanities instruction and programming.	**1.D.i.** Work closely with the COD Foundation to implement the fundraising plan proposed for the grant period and beyond. **1.D.ii.** Actively search for other foundations or local donors who support the Humanities, and aggressively seek additional funding. **1.D.iii.** Establish an endowment for the Chair of Humanities (See 1B). **1.D.iv.** Invest external funding directly into Humanities programming and capacity building efforts.	March, 2012-May, 2018, and ongoing (Yrs. 1-4 + 2 yrs additional fundraising time.) (1.D.1-1.D.ii) March, 2012-May, 2016, and ongoing (Yrs. 1-4) (1.D.iii-iv)	Project Director CDCH Advisory Board Members COD Foundation COD Grants Office COD Humanities Faculty Project Director CDCH Advisory Board Members COD Foundation COD Grants Office	-Meeting minutes -Fundraising progress reports -Donor feedback -Process evaluations

Goal 2: COD Center for Humanities (CDCH) will become the hub for course and curriculum development, improvement of instruction, research, and professional development in the Humanities.

Objectives	Related Activities	Timeline	Responsible Personnel	Evaluative Data
2E. To revise existing Humanities courses to include global perspectives and a focus on ethics as related to course content and its application to real-world situations.	**2.E.i.** Form an interdisciplinary Humanities sub-committee to review existing syllabi and look for common themes and areas related to ethical applications. **2.E.ii.** Make course revision recommendations based on the sub-committee's findings to each discipline's faculty members. **2.E.iii.** Revise course syllabi across the Humanities to focus on ethics and real-world application of Humanities concepts.	June, 2012-Aug., 2012 (Yr. 1) Sept., 2012-May, 2013 (Yr. 1) June, 2013-May, 2016, and ongoing (Yrs. 2-4)	Project Director Humanities Faculty Interdisciplinary Humanities Sub-Committee Interdisciplinary Humanities Sub-Committee Humanities Faculty	-Sub-Committee roster -Meeting minutes -Revised syllabi

Goal 2: COD Center for Humanities (CDCH) will become the hub for course and curriculum development, improvement of instruction, research, and professional development in the Humanities.

Objectives	Related Activities	Timeline	Responsible Personnel	Evaluative Data
2F. To develop interdisciplinary studies, seminars, and courses by linking the study of Humanities to other disciplines within the college.	**2.F.i.** Form a cross-program sub-committee consisting of faculty representatives from the Humanities as well as those from other divisions across the college. **2.F.ii.** Develop interdisciplinary studies, seminars and courses using the common themes and areas related to ethical applications in both the Humanities and in other disciplines. **2.F.iii.** Pilot and revise studies, seminars and courses as needed.	June, 2012-Aug., 2012 (Yr. 1) Sept., 2012-May, 2016, and ongoing (Yrs. 1-4) Aug., 2013-May,2016, and ongoing (Yrs. 1-4)	Project Director CDCH Advisory Board Members Project Director CDCH Chair Cross-Program Sub-Committee Project Director CDCH Chair COD Faculty	-Cross-Program Sub-Committee roster -Meeting minutes -Study, seminar, and course syllabi or other documentation -Pilot evaluations -Revised program offerings
2G. To develop and promote new ways to engage Humanities students with the practical applications of their learning within the greater college and surrounding communities.	**2.G.i.** Develop and implement Humanities-related internships and work-study opportunities. **2.G.ii.** Develop and implement Humanities-related job shadowing opportunities for students. **2.G.iii.** Highlight a community member who is using their Humanities/Liberal Arts education and articulate its real world value in each issue of the quarterly online Humanities publication, and regularly in the Courier or other campus publications. (See 4P).	Aug., 2012-May, 2016, and ongoing (Yrs. 1-4) (2G.i.-2.G.ii) Aug., 2013-May, 2016, and ongoing (Yrs. 2-4)	Project Director COD Career Ed/ Internship Manager CDCH Chair Project Director CDCH Chair Humanities Faculty CDCH Advisory Board Members	-Meeting minutes -Internship and job-shadowing list of opportunities -Student participation records -Community member contact list -Published interviews

Goal 2: COD Center for Humanities (CDCH) will become the hub for course and curriculum development, improvement of instruction, research, and professional development in the Humanities.

Objectives	Related Activities	Timeline	Responsible Personnel	Evaluative Data
2G. To develop and promote new ways to engage Humanities students with the practical applications of their learning within the greater college and surrounding communities. (continued)	**2.G.iv.** Develop and implement service learning opportunities in Humanities courses, which allow students to address ethical questions in a hands-on manner.	Aug., 2013-May, 2016, and ongoing (Yrs. 2-4)	Project Director CDCH Chair Humanities Faculty	-List of offered service learning opportunities -Student participation records
2H. To provide faculty professional development opportunities focused on improving Humanities instruction and integrating the study of Humanities into other disciplines.	**2.H.i.** Provide ongoing training on the use of enhanced technology and other media resources within the Humanities. **2.H.ii.** Provide on- and off-campus opportunities for additional faculty training in order to improve instruction in the Humanities. **2.H.iii.** Provide opportunities for action research on the improved Humanities instruction and courses, or other research within the disciplines, for publication and dissemination through other professional avenues. Research will be encouraged through the award of at least one mini-grant per instructional term.	June, 2012-May, 2016, and ongoing (Yrs. 1-4) (2.H.i-2.H.ii) June, 2013-May, 2016, and ongoing (Yrs. 2-4)	Project Director CDCH Chair Humanities Faculty Project Director CDCH Chair Project Director CDCH Chair	-Training schedule -Training evaluations -Informal faculty professional development plans -Professional development participation records -List of faculty participating in action research or other research projects -Dissemination records

Goal 3: COD Center for Humanities (CDCH) will produce a variety of media resources to enhance, strengthen, and integrate Humanities experiential instruction across the curriculum.

3I. To develop a minimum of four (4) virtual world settings through Second Life, or similar venue, in order to enhance cross-cultural collaborative and experiential learning in the Humanities.	**3.I.i.** Work with technology consultants to design and create one virtual world suitable to be used across disciplines for experiential Humanities learning, application, and cross-cultural communication.	June, 2012-May, 2013 (Yr. 1)	Project Director CDCH Chair Humanities Faculty	-Meeting minutes -Completed virtual world -Guides for virtual world use and contents -Training schedule and attendance -Training evaluations
	3.I.ii. Create a total of one virtual setting per year to be used across the Humanities and other disciplines. **3.I.iii.** Provide training and guides through the Center for all faculty members on the possible uses of virtual worlds to enhance instruction and interdisciplinary study and communication.	June, 2013-May, 2016 (Yrs. 2-4) (3.I.ii-3.I.iii)	Project Director CDCH Chair Technology Consultants	
3J. To explore and develop other media resources such as mobile technology, podcasts, and video-streaming as instructional tools that will allow cross-cultural collaborations and the infusion of Humanities concepts across other programs at the college.	**3.J.i.** Form a Technology Committee within the Humanities Center. **3.J.ii.** Research uses of other media resources in Humanities classrooms around the country.	June-Dec., 2012 (Yr. 1) (3.J.i-3.J.ii)	Project Director CDCH Chair Humanities Faculty	-Meeting minutes -Technology Committee member list -Research records -Committee recommendations -Training schedule and attendance -Training evaluations
	3.J.iii. Make recommendations for creative technology use to enhance instruction and provide cross-cultural communication and other learning opportunities.	Jan., 2013-May, 2016, and ongoing (Yrs. 1-4)	Technology Committee CDCH Chair	
	3.J.iv. Provide training to faculty through the Center. **3.J.v.** Develop a series of technology training videos to be disseminated t other institutions of higher learning or interested audiences through a variety of professional avenues.	Feb., 2014-May, 2016 and ongoing (Yrs. 2-4) (3.J.iv-3.J.v)	Project Director CDCH Chair Trainers Media Personnel	

Goal 3: COD Center for Humanities (CDCH) will produce a variety of media resources to enhance, strengthen, and integrate Humanities experiential instruction across the curriculum.

Objectives	Related Activities	Timeline	Responsible Personnel	Evaluative Data
3K. To implement a series of ongoing live and/or interactive experiences with the arts highlighting the ethical and other themes inherent in the study of Humanities.	**3.K.i.** Explore and develop film studies, art exhibits, speakers, and other performances and interactive experiences related to the ethical issues studied in Humanities and other courses each year. **3.K.ii.** Schedule and evaluate the monthly series of events, using data to inform the following year's selections.	Aug., 2012- May, 2016 and ongoing (Yrs. 1-4) (3.K.i-3.K.ii)	CDCH Chair Humanities Faculty Project Director CDCH Chair	-Film study series schedule and attendance -Series evaluations
3L. To produce a CDCH Lecture Series on a variety of Humanities topics for use within the college and for dissemination nationwide.	**3.L.i.** Within Humanities disciplines, develop a list of possible lecture topics. **3.L.ii.** Develop and produce a themed series each year, filmed for dissemination through a variety of professional avenues.	Jan., 2013- May, 2016, and ongoing (Yrs. 1-4)	CDCH Chair Humanities Faculty Project Director CDCH Chair Humanities Faculty	-Meeting minutes -List of lecture topics and speakers -Filmed lectures -Lecture evaluations

Goal 4: COD Center for Humanities (CDCH) will engage members from surrounding communities in a variety of opportunities for enhanced Humanities exploration and study.

Objectives	Related Activities	Timeline	Responsible Personnel	Evaluative Data
4M. To develop and implement a variety of non-credit experiential Adult Continuing Education Humanities courses.	**4.M.i.** Work with Continuing Education to develop Adult and Older Adult Humanities courses. **4.M.ii.** Design interdisciplinary Humanities workshops or classes for adults that combine discipline-specific knowledge with hands-on learning in programs such as the culinary arts, textiles, technology, and others. **4.M.iii.** Conduct formative evaluations of all course offerings to ensure continual improvement.	June, 2013- May, 2016 and ongoing (Yrs. 2-4) (4.M.i-4.M.iii)	Project Director CDCH Chair Humanities Faculty and other Continuing Ed instructors	-Meeting minutes -List of course offerings and instructors -Enrollment records -Course evaluations

Goal 4: COD Center for Humanities (CDCH) will engage members from surrounding communities in a variety of opportunities for enhanced Humanities exploration and study.

Objectives	Related Activities	Timeline	Responsible Personnel	Evaluative Data
4N. To develop and implement a variety of experiential Humanities classes or camps for children through the COD Youth Academy.	**4.N.i.** Work with Continuing Education to develop Youth Humanities courses or camps that incorporate hands-on learning with Humanities concepts and knowledge. **4.N.ii.** Conduct formative evaluations of all course/camp offerings to ensure continual improvement.	June, 2013- May, 2016 and ongoing (Yrs. 2-4) (4.N.i-4.N.ii)	Project Director CDCH Chair Humanities Faculty and other Kids on Campus instructors	-Meeting minutes -List of course offerings and instructors -Enrollment records -Course evaluations
4O. To continue the focus on ethics within the Humanities and across the curriculum by providing service learning opportunities to community members enrolled in the non-credit courses.	**4.O.i.** Develop and implement community outreach plan that results in partnerships with community organizations that can provide hands-on service learning opportunities for Humanities Continuing Education students (See 2G). **4.O.ii.** Conduct formative and summative evaluations of all service learning opportunities to ensure continual improvement and focus.	June, 2013- May, 2016 and ongoing (Yrs. 2-4) (4.O.i-4.O.ii)	Project Director CDCH Chair Humanities Faculty and other Continuing Ed and Kids on Campus instructors	-Meeting minutes -List of service learning opportunities and related course offerings -Enrollment records -Course evaluations
4P. To produce a Humanities quarterly journal or online publication featuring research, programs, and informative articles related to the study and real-world application of the Humanities.	**4.P.i.** Develop a mission /vision for a quarterly online publication. **4.P.ii.** Develop publication guidelines and disseminate to all Humanities faculty, and eventually to others on campus and through professional groups. **4.P.iii.** Produce the publication for the campus, and to other interested parties nationwide.	June, 2014- May, 2016 (Yrs. 3-4) (4.P.i-4.P.iii)	Project Director CDCH Chair Humanities Faculty Campus Publication Department	-Meeting minutes -Publication guidelines -Submission records -Completed publications

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The purpose of this project is to elevate the study of Humanities to a highly visible and integrated position within the college and its many academic and vocational programs. Unfortunately, at many colleges and universities, Humanities courses are only considered general education requirements, not viable programs of study; or if considered as a program of study, only reserved for some to consider – enjoyable, but not really applicable to making a living or to "real" life outside of school. However, the opposite is true. Recent studies show that students in the liberal arts and humanities generally fare better than those with only technical degrees (Carnevale, Strohl, & Melton, 2011); and that service learning and interdisciplinary studies are necessary to a well-rounded curriculum (Basu, 2012). Unfortunately, few students recognize how the major themes and concepts learned within the Humanities transfer in very practical ways to work and life situations, and that during their study of literature, philosophy, history, languages, and other Humanities fields, they are also learning how to think critically, debate rationally, make thoughtful decisions, and solve problems. While not a physical space, the COD Center of Humanities will become an intellectual space where students and faculty from the many and varied fields represented within the college can come together to improve and enrich their teaching and learning through a series of carefully orchestrated activities that are designed to make the Humanities come alive for students and faculty, disseminate the expertise of COD faculty within the college and to the greater academic community, and most importantly, apply the related ethical principles to "real" world local, regional, national, and international situations.

The first goal of the project, to build an infrastructure that enhances the long-term growth of Humanities instruction and programming within the college, is significant because up until now, the Humanities disciplines have certainly existed as educational options, but more as a sort of academic backdrop to the higher-profile vocational and technical career options offered by the college. The intellectual magnitude of what is possible through Humanities study has been lost on the majority of students, and faculty have not built upon these required studies as they could have, asking students to apply the larger concepts learned through the Humanities to their professional studies. The Center for Humanities will become the umbrella under which all study at the college will reside. The Advisory

Board will draw on the expertise of faculty, and also on the contributions of community members who are involved in the Humanities. It will ensure the intellectual quality of all endeavors and will act as a rudder as the Center grows, enabling it to continually strive for improvement of teaching and learning, dissemination of expertise, and the provision of high-quality, thought-provoking activities and service or work opportunities related to the Humanities and to the application of the ideals learned within these courses to the college and surrounding communities. The endowed Chair will serve as the head of the Center and will ensure the long-term sustainability of its purpose and activities, working with the Board to plan yearly for continual growth and capacity-building. The higher profile of Humanities courses, the excitement generated by their application in other fields, and the focus on campus-wide Humanities programming and opportunities will serve to increase enrollment in these courses and programs, again helping students realize their significance and recognize related career paths which may not have been considered before. Finally, the active donor involvement, and continual fundraising during and beyond the funding period will ensure that the Center for Humanities at COD will continue to grow and offer products (lecture and film series, course curriculum, instructional materials, etc.) and knowledge to students, faculty, and professional colleagues across the nation.

The Center for Humanities will also provide a focal point for revamping Humanities courses to include state-of-the-art instructional methods and technology use, integrating the larger curriculum around humanistic themes, and developing instructional methods and materials, related curriculum, and professional development modules for use on campus and for dissemination to a wider academic audience. This work will represent a significant contribution to the field of Humanities instruction, as well as help to solidify the Humanities as the foundation for all learning, while making all courses more relevant and applicable to today's careers. Specific interdisciplinary studies will further these connections, as will the engagement of students in activities and service opportunities related to their Humanities studies within the greater college and surrounding communities. The importance of taking highly intellectual thought – often considered too abstract to relate to modern life – and being able to make it relevant to students, many of whom have never been deeply touched by or have seen the

relevance of their Humanities studies in the past, cannot be understated. Modern societal challenges reflect conflict based often on a lack of rational discourse and logical reasoning, and current issues provide most applicable content which can be utilized in the development of critical minds and sensible human beings. It is expected that the activities of the COD Center for Humanities will ignite a higher level of discourse particularly on ethics, as they apply to the content of the courses and the real world situations faced in every professional realm.

One certain way to engage students in the experience of the Humanities is to use technology. Virtual worlds especially hold a significant potential for helping students better understand the concepts and themes that are present particularly in literature, or as a cause or effect of historical events, etc. Jason Snart, Professor of English at COD, whose expertise includes hybrid and blended learning, new media and virtual worlds, envisions virtual world space with a central hub for group communication, and from this hub, additional spaces focused on cross-disciplinary themes with relevance to the Humanities as a broadly conceived academic umbrella. Potential themes for these learning spaces might include Empire, Privacy, Civil Liberties, The History of Print, or Invention. The possibilities for helping students see the larger picture of how citizens today continue to grapple with the same concepts and ideas that other cultures and eras have struggled with are literally endless. The use of virtual worlds will bridge cultures, classes, and communities by allowing true interaction with a setting that is constructed to permit students to live the human experience being studied. Other media (mobile technology, podcasts, and video-streaming, etc.) will also be explored as a means for making the Humanities relevant and of the moment to students and faculty from other disciplines. The ongoing interactive experience series will highlight relevant themes and cultures, while the proposed lecture series will allow faculty members such as Helen Feng, Professor of History, to share their passion and expertise on topics such as medieval Europe and the history of England in a manner that can captivate, inform, and excite others on campus and through dissemination, beyond the local communities. Each Humanities faculty member has important ideas and information to share based on their own level of expertise: Keith Krasemann, Professor of Philosophy, on business ethics and leadership; Shingo Satsutani, Professor of Japanese, on peace studies and Asian

culture; Eva Marie Raepple, Professor of Philosophy, on continental philosophy and environmental ethics; Julia diLiberti, Professor of Humanities, on French culture and women's issues; Mirta Pagnucci, Assistant Professor of Languages, on second language acquisition and foreign language teaching methodology; Edith Jaco, Professor of Languages, on English-Spanish translation, medical interpretation, hybrid learning and online learning; and many more. The level of expertise and passion at COD is truly remarkable and faculty are genuinely excited by the prospect of developing and sharing important ideas and instructional methods through their lecture series with their colleagues and other interested audiences nationwide. (See resumes for resumes detailing each of the above named faculty members' credentials, experiences, and areas of expertise.)

Lastly, the COD Center for Humanities will take the study of Humanities out into the community, introducing the significant concepts and themes inherent in the study of history, literature, cultures, etc. through experiential learning and application, to non-credit students of all ages. Interdisciplinary studies and courses that immerse lifelong learners in relevant topics have already proven to be popular, as are classes for younger students that focus on important themes through the vehicles of literature or the performing arts. Service learning opportunities for community members young and old will continue the campus-wide focus on ethics, and the online quarterly journal will provide an avenue for further dissemination of Center activities, related research, and real-world application of key concepts and ideas, such as the nature and manifestation of conflict, peace, truth, or being. These ideas, though abstract, really make up the fabric of what it means to be human. While community colleges are often more known for vocational training and basic general education study, the Center for Humanities at COD will provide the opportunity to elevate the study of what it means to be human to a new height, reaching students who may never have considered these ideas before or how they might relate to them on a personal level or in the daily decisions they make.

B.   Long-Range Plans

College of DuPage (COD) project planners have built into the framework for the Center for Humanities the ability to advance and disseminate humanistic knowledge on campus, in the communities

directly served by the college, and to the interested audiences nationwide through many of the activities

proposed here. The long-term benefits to the college, the students, and surrounding communities are

many, and as the proposed activities become institutionalized over the course of the funding period and

beyond, these benefits will continue to grow. As demonstrated by the Letters of Support from the COD

President Robert Breuder; the Interim Director of the COD Foundation, Laura Mannion; the Dean of

Liberal Arts, Daniel Lloyd; and the Associate Dean of Humanities and Speech Communication, Laura

Ortiz; and by the numerous faculty members who have involved themselves in the planning of this

project, the COD Center for Humanities is fully supported by the administration of the college and fully

owned by the faculty who will implement it.

Built into the Center for Humanities are mechanisms for advancing and disseminating humanistic

knowledge, including ongoing course revision and the development of interdisciplinary studies to focus

on ethics and the ethical application of humanistic concepts (Obj. 2E and 2F); the development of

internship, job shadowing, and service learning opportunities to explore the ways in which humanistic

ideas are applied in daily life (Obj. 2G); professional development that includes opportunities and support

(through mini-grants) for Humanities research (Obj. 2H); the development of high-interest technological

teaching tools for use on campus and to be disseminated through the Center (Obj. 3I and 3J); the annual

series of interactive Humanities experiences, targeting the students and surrounding communities; and the

lecture series, targeting a wider national audience (Obj. 3K and 3L); the inclusion of community non-

credit courses and hands-on learning opportunities geared toward learners of all ages (Obj. 4M, 4N, and

4O); and the production of a quarterly online journal to disseminate research and knowledge to a national

audience (Obj. 4P). These objectives include the advancement of humanistic knowledge through

ongoing research support, as well as the dissemination of this knowledge to undergraduates through

Humanities coursework and hands-on learning; the community, through non-credit experiential learning

opportunities, films and local lectures; and interested academic and national audiences through the online

journal, the lecture series, and the dissemination of professional development learning modules and the

use of instructional technology.

The mission of COD is to be a center for excellence in teaching, learning, and cultural experiences by providing accessible, affordable, and comprehensive education. The proposed Center for Humanities is in congruence with the mission because it will extend COD's reputation for academic excellence while providing outstanding teaching, learning, and cultural opportunities to students and community members, while advancing and disseminating humanistic knowledge to other institutions nationwide. Faculty members have a level of expertise that will contribute to the ongoing advancement of humanistic knowledge, and the Center will serve as a backdrop for their research and pursuit of continually improved instructional methods and materials. COD also operates under shared governance, where faculty members are invited to provide input into administrative decisions, and this model will apply to the decision-making processes at the Center. The Chair of Humanities will take the lead for Center activities, but will work closely and collaboratively with the interdisciplinary Advisory Board (which eventually will include community members from Humanities-related organizations) and all faculty across the college to maintain the purposes of the program and to ensure that project objectives are met or exceeded within the proposed timeframe. COD classroom and other facilities are outstanding, with most buildings either recently renovated or newly constructed to be state-of-the-art learning spaces. These and other resources are fully available for the purposes of the proposed Center, and the established endowment and ongoing commitment of faculty and administration will ensure its sustainability beyond the funding period. In short, the long-range plans for the Center are to build upon the foundation established through the NEH Challenge Grant Program, and to continue to grow the Center for Humanities at COD and further its purposes both in the near and long-term future.

C.   **Impact**

The NEH Challenge Grant will have a lasting impact on the way Humanities are taught and learned at the College of DuPage, and through dissemination of the Center for Humanities model and products, at community college sites throughout the nation. NEH funding is necessary to establish the infrastructure and begin the endowment fund that will ensure that project activities will continue to grow in a cost-effective manner beyond the life of the grant. Sustainability is built into the model, which is not

dependent up on physical space, but on the intellectual space established through the collaboration among faculty under the leadership of the endowed Chair.

Grant funds will initially support the revision of Humanities courses to include a unified focus on ethics and ethical decision-making as a lens through which content is presented and learned. For young adults, the transfer of knowledge and skills from one discipline to another is often tenuous at best, and by providing an integration point in the application of ethical principles, it is expected that COD students will achieve higher levels of comprehension and transfer across their academic and pre-professional or vocational programs. Collaboration among faculty in the development of interdisciplinary courses and seminars will offer a variety of high-interest Humanities-related topics that will help with recruitment into other Humanities courses. Professional development offered to all faculty will improve the quality of instruction, and with the inclusion of engaging instructional technology (such as the virtual world settings used to increase communications, introduce new cultures, and make the study of Humanities come alive), will certainly improve the quality of learning as well.

The COD Center for Humanities will produce research to be disseminated through conference presentations and articles in peer-reviewed journals, in addition to curriculum and professional development materials suitable for dissemination to other interested audiences, and a lecture series on high-interest topics that will also be available through dissemination on tape or through links on the COD website. Non-credit courses developed for learners of all ages within the communities served by the college will include opportunities for hands-on engagement, much like the internships, job shadowing, and service learning opportunities offered to COD students through their regular coursework. All these activities will begin as a result of initial funding, be sustained and grown over the course of the four year grant, and then maintained with continued growth beyond the life of the grant through the establishment of the endowment and the ongoing commitment of the college to essential humanistic learning.

The planned Challenge Grant expenditures include the following itemized expenses:

1) Direct Expenditures: Direct Expenditures will include the purchase of Virtual World software ($48,000). The purchase of the software will allow the development of virtual world experience and

learning spaces for use in Humanities and other courses. In addition, direct expenditures will include

fundraising expenses ($50,000), and bridge funds ($78,000) to support the salary and fringe benefits of

the Rotating Endowed Chair, Center Administration Assistant, Faculty Technology Consultant, and the

part-time Technology Advisor. Total direct expenditures are $176,000.

2) Endowed: An endowment fund will be established with $1,324,000 of the funds as the principal. At

a rate of expenditure of 6%, the COD Center of Humanities will have a projected annual expendable

income of $79,440. The uses of this annual endowment income include funds to pay for release time

($22,901) for a full-time faculty member to assume the role of rotating Chair of Humanities for each year

of the grant. Part-time clerical assistance will also be provided by a Center Administrative Assistant

($3,112), and technology development and support will be provided by a part-time Technology Advisor

($15,494), and a Faculty Consultant ($6,870). Finally, stipends will be made available to the

videographers who assist with the pre- and post-filmed lecture series ($1,200).

Other costs to be covered by the endowment income include a series of interactive experiences

with the arts that will center on humanistic themes and the ethical questions that will become an integral

part of class discussion across the curriculum. These might include a film series, art exhibits, speakers, or

other interactive events designed to bring in students and community members and spark conversation

and interest in humanistic ideas ($4,898). Marketing will also be an important investment in increased

enrollment in Humanities courses and programs ($3,500), and research mini-grants provided to faculty as

a support for independent projects ($1,000). Maintenance on the Virtual World technology is essential to

its ongoing use and continued growth ($17,536), and the endowment will also include funds ($2,929) for

conference travel or meetings.

The proposed project will be evaluated both formatively and summatively to ensure the quality of

activities and services provided, as well as to measure whether and the extent to which project objectives

have been met. The work plan (see pages 9-16) lists evaluative data that will be collected for each

objective, and this data includes measures that will provide both qualitative and quantitative evidence of

the impact the Center for Humanities has on COD Humanities enrollment, teaching and learning, student

engagement in the community, and the production of materials and knowledge for dissemination to wider audiences. Responsibility for the evaluation of all project activities will lie with the Project Director, who will work in collaboration with the Interim Center Director initially and the Chair for Humanities to establish assessment procedures, ensure the viability of any assessment measures used (such as surveys or course and process evaluations). The clerical assistant will be responsible for maintaining records and entering assessment and evaluative data into an online system established by the Project Director upon notification of funding. (The college has substantial experience with online data entry systems through their use with other grant programs.)

Because the Center for Humanities will become a permanent part of the instruction landscape at COD, it is essential that thorough data collection and evaluative procedures are established at the onset, and continually updated to ensure the quality and usefulness of the information that is gathered. Formative data analysis and reporting will allow project planners and faculty to revise courses, curriculum, or other project activities as needed to ensure the purposes and quality of the program. Summative data analysis will provide periodic snapshots of the overall progress being made toward project objectives and goals. Progress toward the achievement of objectives and goals will be documented and reported according to the reporting requirements established by NEH, and in addition, will be regularly reported to the CDCH Advisory Board and the COD Board of Trustees, during and beyond the grant period.

D.   Plans for Raising Funds

College of DuPage (COD) has a history of long-term financial stability. Even in the wake of the state of Illinois' financial troubles and resulting missed payments to every public institution of higher education throughout the state, COD has remained financially sound through careful planning, prioritizing, and spending. In fact, because of the delinquent state payments and Illinois' subsequent downgraded financial rating, many colleges and universities in the state have recently been put on a financial watch list. While COD is among the number of schools that are owed significant amounts of state funding, the college has not been placed on this watch list because it does not rely heavily on state

dollars for the operating budget. COD financial planners have made great strides in the last three years to build an unallocated fund balance while maintaining affordable tuition and improving the physical facilities. These efforts have led to a reaffirmed AAA rating for the college – the highest possible – from both Moody's and Standard and Poor's, as well as continually expanding program offerings and degree or certificate opportunities for students and community members served by the college.

During the development of the COD Center for Humanities, project planners worked closely with the COD Foundation to devise a comprehensive set of strategies to raise the required matching funds for the proposed NEH Challenge grant. COD is requesting $500,000 in support from NEH, which then requires the college, through its Foundation, to raise (in a 2:1 match) $1,000,000 over the next six years. Fundraising for this project will begin no later than March 1, 2012.

The COD Foundation has a highly successful track record for raising monetary and in-kind gifts to increase access to education and enhance cultural opportunities for the surrounding communities. Since its establishment as a 501(c)(3) in 1967, and in collaboration with its many supporters and friends, the COD Foundation has raised and invested millions into student scholarships, expansion and enrichment of educational programs, and other instructional, recreational, and facility-related essentials that contribute to the overall quality of a COD education and student experience. The following proven fundraising strategies will be used over the allotted time period to raise the required matching funds:

1)   Online Fundraising: The Foundation has recently added an online mechanism for donating to specific or general funds for the college (See Optional Appendices, p. 54, for a link to this online mechanism, as well as other online resources). The online mechanism allows the Foundation to contact many more potential donors via email and the direct link that allows for a one-time or recurring donation to be processed. The COD Foundation would work with project planners to establish a fund specifically for the Center for Humanities, and in the resulting communications to potential donors, highlight the fact that this is a matching grant program, and that each dollar donated brings a 50% greater return to the project. In addition, information about the Center would be posted on both COD's and the Foundation's websites, in a link to the online mechanism for dedicated donations. Local and on-campus

publicity about the Center's activities would also include a link to the donation page. As people earmark their donations for the Center for Humanities, a list of dedicated donors will be compiled for follow-up requests each year of the campaign.

2) Targeted Solicitations: Traditionally, retired faculty members have been extremely supportive of the academic programs at COD. As part of the Center for Humanities fundraising campaign, letters detailing the proposed and conducted activities of the Center, the results and campus-wide impact of those activities over the grant period and beyond, will be sent to this targeted audience along with a request for donations. In addition, the Foundation has recognized that Honors Program alumni are a large and relatively untapped group of potential donors who are likely be interested in donating to the Center for Humanities. Because of their positive learning experiences at COD, and the value they have placed on their education, this group has generally been supportive of the college, and it is expected that if asked to support a specific academic initiative, such as the Center, they would be generous in their response.

3) Social Media: COD currently maintains a page on the social network Facebook (See Optional Appendices, p. 54, for a link to this social media page), with links to certain campus entities, such as the WDCB radio station, the COD Library, and Student Life. The page is used primarily to answer student questions, publicize events or services, and to make announcements that concern faculty or the student body. The COD Center for Humanities, and its related activities, would be publicized through this page; with a link to the Center for specific news, access to the online publication, a calendar of upcoming events, and access to the online mechanism for donations prominently displayed. A running total of funds raised toward the matching goal could also serve as a motivation to current students, faculty, and community members who might be willing to donate to the Center as well.

4) Company Matching Programs and Existing Fundraising Efforts: With the establishment of a fund specifically dedicated to the Center for Humanities, existing and new donors to the Foundation will have the option of earmarking their donations to the Center fund. All communications regarding this fund will highlight the fact that it is in support of a matching grant from NEH, which should encourage further

donations. In addition, existing and potential donors will be asked to consider using their company matching programs to extend their donation dollars even further.

     5) <u>Private Family Foundation Support</u>: The COD Grants Office has committed to working with the Foundation to submit applications for funding support to private family and corporate foundations which support the study of the Humanities and higher education.

     COD has a strong reputation and support within the communities it serves. The last two referendums were passed in demonstration of support for the resources the college provides within these communities, and funds from these campaigns have allowed the expansion and renovation of the entire campus. The proposed COD Center for Humanities Fundraising Plan is fluid, and progress toward these efforts will be regularly reviewed with the CODCH Advisory Board and the Foundation, and revised as necessary to achieve the fundraising goals. Funds will be used to support project activities, including the establishment of an endowment which would pay the salary of the rotating Chair of Humanities and any ongoing technology maintenance and development costs. In this way, funds raised in support of the Humanities and in response to this matching requirement, will help sustain the Center for Humanities and its important work for the long-term institutionalization of activities beyond the funding period.

E.   Other Sources of Funding for the Project

     Currently, College of DuPage (COD) has no active or pending NEH or state humanities council grants. COD is not currently applying for any other NEH grants that include a matching component, or any other state humanities council grants.

<u>**Conclusion**</u>

     The College of DuPage (COD) Center for Humanities will have a significant and cost-effective impact on the nearly 31,000 students who are enrolled at COD each semester. Regardless of their academic or vocational program or individual courses, students will benefit from the improved instruction and the focused emphasis on ethics within the study of each discipline. The inclusion of powerful technological teaching tools such as the proposed virtual instructional spaces that will allow real interaction with the cultures and places learned about in Humanities courses, will make the subject matter

come alive for all students, enriching their experiences and piquing their interest in furthering their studies of the Humanities. The application of what has been learned through the study of Humanities through workplace experiences and community involvement will also strengthen student understanding of how these major concepts and themes are essential to thoughtful and ethical living. Finally, the expertise of the COD faculty, grown further through ongoing professional development, and shared through the lecture series, online publication, and other forms of dissemination will allow others to gain from the model infrastructure established at College of DuPage.

College of DuPage Center for Humanities

College of DuPage Board of Trustees

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College of DuPage Center for Humanities

<u>Project Staff</u>

The COD Center for Humanities project was planned through the collaborative efforts of the following faculty members, who, along with other faculty members, are anticipated to be actively involved in all facets of the project:

<u>Laura Ortiz</u>, Associate Dean for the Humanities, whose expertise includes world languages and cultures, and operational and organizational management.

<u>Jason Snart</u>, Professor of English, whose expertise includes hybrid and blended learning, new media and virtual worlds, and British romantic literature.

<u>Helen Feng</u>, Professor of History, whose expertise includes History of Europe (Western civilization), particularly medieval Europe and history of England.

<u>Julia DiLiberti</u>, Professor of Humanities, whose expertise includes Humanities, French literature, women's issues, and French culture.

<u>Shingo Satsutani</u>, Professor of Japanese/Chinese, whose expertise includes Japanese and Chinese language, Japanese culture, Asian history, peace studies, and Japanese traditional and modern society.

<u>Keith Kraseman</u>, Professor of Philosophy, whose expertise includes business ethics, leadership, philosophy and religion studies, and U.S.-China relations.

<u>Edith Jaco</u>, Professor of Languages, whose expertise includes English-Spanish translation, medical interpretation, hybrid learning and online learning.

<u>Mirta Pagnucci</u>, Assistant Professor of Languages, whose expertise includes second language acquisition and foreign language teaching methodology.

Eva Maria Raepple, Professor of Philosophy, whose expertise includes continental philosophy, philosophy of art, and environmental ethics.

LAURA ORTIZ
244 Westbrook Circle, Naperville, IL 60565
TEL: 630.637.0104; EMAIL: ortizl@cod.edu

EDUCATION:

Doctor of Education, Benedictine University, Lisle, IL; Major: Higher Education and Organizational Change; 2009
Master of Arts, Roosevelt University, Chicago, IL; Major: Spanish; 1997
 Study Abroad: Centro de estudios lingüísticos las américas S.A., San José, Costa Rica, Summer 1995
Bachelor of Arts, Iowa State University, Ames, Iowa; Major: Spanish; 1991
 Certification: Teacher Education Program in Foreign Language
 Study Abroad: Instituto Tecnológico y de Estudios Superiores de Monterrey, México, Summers 1989, 1991
 Honors: Golden Key National Honor Society 1991 – 1992

EMPLOYMENT HISTORY:

Dates: September, 1999 – Present
  College of DuPage
  425 Fawell Blvd.
  Glen Ellyn, IL 60137

Dates: August, 2010 – Present

Title:	Associate Dean of Humanities and Speech Communication	October 2011 – present
	Associate Dean of Humanities	May, 2011 – October 2011
	Interim Associate Dean of Humanities	August, 2010 – May 2011
Supervisor:	Dr. Daniel Lloyd, Dean of Liberal Arts	
Telephone:	(630) 942-2865	

Provide academic leadership to the Humanities Subdivision while interacting effectively with the entire college community to build relationships through cooperation, partnership and collaboration. Develop and administer annual plans and budget for the subdivision. Perform evaluation procedures for full- and part-time faculty. Coordinate discipline activities, curriculum, development and program evaluation processes. Schedule and staff courses across the Humanities disciplines through a variety of delivery modes. Hear student and faculty concerns and recommend appropriate steps for their resolution. Administer institutional and divisional policies and procedures. Represent the Division on the following college-wide committees: Institutional Effectiveness Council, Liaison to the Planning Steering Committee of the Shared Governance Council, Global Education Advisory Committee, Latin American Studies Committee and ReSET (Reconceiving the Student Experience Team – HR/Leadership Sub-team).

Dates: August, 2006 – August, 2010

Title:	Associate Professor of Spanish and Humanities Area Coordinator
Supervisor:	Dr. Daniel Lloyd, Associate Dean of Liberal Arts
Telephone:	(630) 942-2865

<u>Associate Professor of Spanish</u>: Provided instruction in the Spanish language and Hispanic cultures and academic advising to students in the elementary, intermediate and advanced sequences. Served as a Study Abroad Director for the Costa Rica Program which included teaching the Culture and Civilization of Costa Rica. In terms of committee work, I served College of DuPage in the following capacities: Co-Advisor of Casa de Amigos, the C.O.D. Spanish Club, Co-chair of the Latin American Studies Committee, Co-chair of the Continuous Improvement Coordination Team, Member of the Dual Credit Advisory Committee and the Institutional Effectiveness Committee.
<u>Humanities Area Coordinator</u>: Interviewed candidates for adjunct faculty positions in the Humanities disciplines and prepared recommendations for hire. Provided an initial orientation for new adjunct faculty including a syllabus evaluation. Assisted adjunct faculty throughout the term with College systems (Blackboard, MyAccess, etc.), academic policies and procedures.

Dates: February, 2001 – August, 2006

Title:	Program Coordinator, Institute of World Languages
Supervisor:	Linda Weisberg, Manager of Adult Continuing Education *(retired)*
Telephone:	(630) 942-2018

Scheduled course offerings for youth and adults in 15 language disciplines, approximately 150 classes per term. Staffed all language courses by hiring and supervising qualified instructors for both the Institute and the Scholar's Academy. Developed new course proposals for both language and cultural enrichment classes. Evaluated curriculum, researched and implemented changes as necessary. Managed marketing efforts and program budget.

Dates: September, 1999 – August, 2006

Title:	Spanish Instructor / Command Spanish ® Certified Instructor / Tutor for Scholars Academy
Supervisor:	Dr. Daniel Lloyd, Associate Dean of Humanities (traditional classroom)

Telephone:	(630) 942-2865
Supervisor:	Jennie Labine, Associate Professor (flexible learning) *(retired)*
Telephone:	(630) 942-2791
Credit:	Elementary Spanish 101 / 102 / 103 — Textbooks: Destinos and ¿Sabías que . . .?
Non-credit:	Conversational Spanish, levels I – V, and Spanish Conversation & Grammar – Textbook: Sueños

Motivate and inspire students to speak in the target language and appreciate cultural diversity

Dates: January, 2001 – June, 2001

Triton College
2000 Fifth Avenue
River Grove, Illinois 60171

Supervisor:	Hilda Meyer, Chair of the Foreign Language Department *(retired)*
Telephone:	(708) 456-0300 extension 3959

Credit: Elementary Spanish I – Textbook: ¡Trato Hecho!

Design and execute reality-based interactive activities. Grade and evaluate exams, homework and oral participation. Motivate and inspire students to speak in the target language and appreciate cultural diversity.

Dates: February, 1999 – February, 2001

Recycling Services, Inc.
3301 W. 47th Place
Chicago, Illinois 60632

Title:	Plant Manager
Supervisor:	Michael Finn, President
Telephone:	(773) 247-2070

Held accountable for all plant operations. Hired, motivated, evaluated, and disciplined all plant employees and drivers. Increased production from 2,700 tons per month to over 6,000 tons per month in two years. Co-managed a 1.2 million dollar plant renovation project. Developed a database of service providers to handle maintenance needs. Provided excellent customer service to clients and vendors.

Dates: April, 1997 – November, 1998

Garland Converting Corporation
945 North Larch Avenue
Elmhurst, IL 60126-1128

Title:	Second Shift Manager / Safety Director
Supervisor:	Leo Pizano, Plant Manager
Telephone:	(630) 833-8881

Managed, trained and motivated 5 Supervisors and 50 full-time employees. Allocated labor (permanent and temporary employees) based on the production schedule. Maintained detailed production and quality control records.

Dates: March, 1996 – April, 1997
Hours: 40 – 50 / week

Title:	Production Scheduler / Safety Director
Supervisor:	Tim Garland, President
Telephone:	(630) 833-8881

Acted as a liaison between upper management and the plant in terms of Human Resources, Disciplinary Issues, Performance Reviews and Labor Allocation. Scheduled and orchestrated multiple jobs simultaneously through several different processes. Served as an in-house interpreter and translated all necessary corporate documentation.

Dates: August, 1995 – March, 1996

UniTerra, Ltda., subsidiary of Emergency 24, Inc.
4179 West Irving Park Road
Chicago, Illinois 60641-2906

Title:	Director of Operations
Supervisor:	Dante Monteverde, President
Telephone:	(773) 777-0707

Established sales and marketing procedures for new product introduction. Facilitated communication with on-premises Chilean software / hardware consultants.

REFERENCES: Available upon request.

Keith W. Krasemann

Professor/Philosophy
Director, Regional Center for Asian Studies Development Programs
College of DuPage
425 Fawell Blvd.
Glen Ellyn, IL 60137
Phone: (630) 942-3407
Fax: (630) 942-3490

Education

NORTHERN ILLINOIS UNIVERSITY
   Education, EdD
DEPAUL UNIVERSITY
   Applied Professional Studies, MA
NORTHERN ILLINOIS UNIVERSITY
   Philosophy, MA
UNIVERSITY OF WISCONSIN - OSHKOSH
   Philosophy, BS
BEIJING UNIVERSITY, CHINA
   Chinese History and Culture
HARVARD UNIVERSITY
   Management Development Program
UNIVERSITY OF CHICAGO
   Leadership Arts Program

Courses Taught

Undergraduate Courses:
   Introduction to Philosophy, Ethics, Environmental Ethics, Business Ethics, Professional Ethics, Logic, Critical Thinking, History and Philosophy of Education, Social and Political Philosophy, Philosophy of Art, Contemporary Issues in Leadership, Leadership Development, Seminar on Leadership Theory, Approaches to Truth, Introduction to Religion, Philosophy of Religion, Old Testament, New Testament, Early Church History, World Religions, Religion in America, Introduction to the Humanities, Ideas and Values, Contemporary Moral Issues, Asian Thought, Asian Philosophies, Introduction to Buddhism, Confucian Thought, Indian Philosophy, Chinese Philosophy

Graduate Courses:
   Social and Ethical Responsibilities of Management, Understanding Personal and Organizational Change, Improving Team Effectiveness, Engaging Ethical Reasoning, Exercising Effective Leadership, Philosophical and Interpretive Research, Qualitative Research Methodologies

Publications

Books:
- *Ethics: Theory and Practice, 11th ed.*, coauthored with Jacques P. Thiroux. Pearson/Prentice-Hall, Upper Saddle River, NJ: 2012.
- *The Role of Time Consciousness in Lifelong Learning: A Theoretical Framework for Adult Education*, The Edwin Mellen Press, Lewiston, NY: 2006.
- *Contemporary Issues In Business Ethics: The Callista Wicklander Lectures*, co-edited with Patricia H. Werhane University Press of America, Lanham, MD: 2006.
- et. al. *Essai: The College of DuPage Anthology of Academic Writing Across the Curriculum*. Vols. 1-8. Glen Ellyn, IL: College of DuPage, 2003-2011.

- *Business Ethics: Problems, Principles, Practical Applications*, Copley Publishing, Acton, MA: 2001.
- *Quest for Goodness: An Introduction to Ethics*, Simon & Schuster Publishing, Boston, MA: 1998.
- *Questions for the Soul: An Introduction to Philosophy*, Copley Publishing, Acton, MA: 1996.
- *Workbook for Critical Thinking*, Northern Illinois University, College of Continuing Education, DeKalb, IL: 1988.

Book Chapters:
- "Promoting Business and Professional Ethics to New Generations of Civic and Business Leaders." In *Contemporary Issues in Business Ethics: The Callista Wicklander Lectures*, eds. Keith W. Krasemann and Patricia H. Werhane. Lanham, MD: University Press of America, 2005.
- "Rediscovering the Value of Continuing Liberal Education for Practitioners." In *Philosophical Foundations: A Primer for Adult Continuing Education*, eds. Lary C. Rampp and Stephen J. Guffey. Lanham, MD: Education Resources Information Center, 2000.

Articles:
- "An American Journey Through the I-Ching and Beyond," *US-China Review*, Vol. XXIX, No. 3 Summer, 2005.
- "Cultivating Confucian Virtue Through Deliberate Effort," *US-China Review*, Vol. XXIX, No. 1 Winter, 2005.
- "Asian Studies and Interpretation: Hermeneutics as a Way for Bridging Cultural Gaps in a Post Cold War World," *East-West Connections: Review of Asian Studies*, Vol. 5, No. 1, 2005.
- "Gospel Notes On 'The Passion of the Christ,'" *Courier*, Vol. 37, No. 19, April 9, 2004.
- "Rethinking US-China Relations," *US-China Review*, Vol. XXVII, No. 3 Summer, 2003.
- "Phenomenological Methodology," *Metodix*, Spring, 2003.
- "Ethics and the Professional Speaker," *Professional Speaker*, May, 2003.
- "Are These Truths Self-Evident?" *Community College Humanities Review*, Vol. 23, No. 2 Fall, 2002.
- "The Shanghai Communiqué: Thirty Years and A New Century," *US-China Review*, Vol. XXVI, No. 3 Summer, 2002.
- "The Politics of Asian Values and the Politics of Human Rights," *US-China Review*, Vol. XXVI, No. 1 Winter, 2002.
- "A Balanced Look at China and Human Rights," *US-China Review*, Vol. XXIV, No.2 Spring, 2000.
- "Variations of Japanese Haiku Verse," *The Prairie Light Review*, Vol. XX, No.1 Fall/Winter, 1999-2000.
- "St Augustine on Journalistic Ethics," *Chicago Tribune*, April 2, 1999
- "Re-Thinking U.S.-China Human Rights Issues," *US-China Review*, Vol. XXII, No.3 Summer, 1998.

Journals:
- *East-West Connections: Review of Asian Studies*, Advisory Board.

Newsletters:
- *China Notes*, editor: 1999 - 2000
- *The Adult Educator*, editor: 1986 - 1987.

Grants & Awards

- COLLEGE OF DUPAGE OUTSTANDING FACULTY AWARD -THE COLLEGE'S HIGHEST HONOR AS THE SINGLE RECOGNIZED FACULTY FOR 1998-1999.
- LIBERAL ARTS DIVISION OUTSTANDING FACULTY AWARD
- NATIONAL ENDOWMENT FOR THE HUMANITIES (NEH) *Grant Writer and Project Director*: "PHILOSOPHICAL IDEAS AND ARTISTIC PURSUITS IN THE TRADITIONS OF ASIA AND THE WEST."
- STUDS TERKEL SERVICE AWARD FOR HUMANITIES – RECIPIENT
- ILLINOIS HUMANITIES COUNCIL (IHC) – *Grant Writer and Project Director*: "THE ARTS AND IDEAS OF ASIA: CELEBRATING A NEW MILLENNIUM."
- FULBRIGHT PROFESSOR, FULBRIGHT-HAYS GROUP PROJECTS ABROAD TO CHINA, sponsored by the Illinois Consortium for International Studies and Programs (ICISP) and The University of Chicago. *Grant Recipient:* "INDIVIDUALISM AND THE STATE IN CHINA"

Jason A. Snart
Professor of English

2306 Kingston Drive

Wheaton, Illinois 60189

(630) 690 4452

snartj@cod.edu

College of DuPage

425 Fawell Blvd.

Glen Ellyn, Illinois 60137

(630) 942 2033

Education
2002.   Ph.D in English. University of Florida.
1997.   M.A. in English. University of Alberta.

Academic Employment and Web development
Employment
current.   Professor of English. College of DuPage.
1998-2002.   Graduate Teaching Assistant. University of Florida.
1996-1997.   Graduate Research Assistant. University of Alberta.

Web/e-media development (selected)
Norton Anthology of World Literature (WW Norton)
Norton Anthology of English Literature (WW Norton)
LitWeb: The Norton Introduction to Literature Studyspace (WW Norton)
Web Rhetorics for a Digital Age: The Medium AND the Message (WW Norton)

Teaching/Research Interests
Blended learning; Digital Media; Book History; Romantic and Modern British Literature.

Publications (selected)
Books
2010.   *Hybrid Learning: The Perils and Promise of Blending Online and Face to Face Instruction in Higher Education.* Praeger.

2006.   *The Torn Book: UnReading William Blake's Marginalia.* Susquehanna University Press.

Edited Collections
2003.   "Over-Reading, Overreading, Over Reading: Implications for Teaching and Learning." Special issue of *Inventio: Creative Thinking About Learning and Teaching.* <http://www.doit.gmu.edu/inventio/index.htm>

Articles/Chapters
forthcoming. "Revisionary Measures: William Blake's Designs to Edward Young's *Night Thoughts." Nineteenth Century Studies.*

2009.   "In Aid of Teaching James Joyce's 'Araby'." *Eureka Studies in the Teaching of Short Fiction.*

2007.   "'Freeze on to this sleeping suit': The Language of Hot and Cold in Joseph Conrad's 'The Secret Sharer'." *Eureka Studies in the Teaching of Short Fiction.* (Fall).

2005.   "UnReading William Blake's Marginalia." *Visible Language.* 39.2. 168-193.

2001.   "Pynchon's 'Entropy,' Lefebvre's *The Production of Space,* and Disorder in Critical Work." *CLCWeb: Comparative Literature and Culture: A WWWeb Journal* 3.4 (2001). <http://clcwebjournal.lib.purdue.edu/ clcweb01-4/snart01.html>

2000.   "The Harmonic Conceit: Music, Nature and Mind in Wordsworth's Prelude." *Analecta Husserliana* LXIII. The Orchestration of the Arts. Kluwer Academic Publishers.

Invited Presentations
2008.   "Teaching Online Writing Courses." *Northeastern Illinois University.* April 9. Chicago, IL.

Presentations/Panels (selected)
2012.   "Online Writing Instruction." *Conference on College Composition and Communication.* Annual Convention. St. Louis, MO.

2006.   "Online Social Networks." *Central States Communication Association* Annual Conference. Minneapolis, MN.

Academic Honors (selected)
2011.   Illinois Consortium for International Studies and Programs Exchange. Den Bosch, Netherlands.

2006.   Huntington Library/British Academy research fellowship. London, England and San Marino, CA.

Multicultural Professional Development research grant. College of DuPage. Glen Ellyn, IL.

Named in *Who's Who Among America's Teachers.*

2003.   Yale Center for British Art Visiting Fellowship. New Haven, CT.

HELEN C. FENG

Professor of History
Director of the Honors Program

College of DuPage
425 Fawell Boulevard
Glen Ellyn, IL 60137
(630) 942-2476
fenghe@cod.edu

EDUCATION

Wellesley College, Wellesley, MA

Bachelor of Arts, History, 1973
Phi Beta Kappa; Wellesley College Scholar

Northwestern University, Evanston, IL

Master of Arts, History, 1974

Doctor of Philosophy, History, 1982

> Teaching/Research Fields: Major: Medieval Europe
> Minor: Tudor England
> Modern China

> Doctoral Dissertation: *Devil's Letters: Their History and Significance in Church and Society, 1100-1500*

> Dissertation Research: Paris, 1977-1978
> Studied with the late Professor Jacques Boussard
> Ecole Pratique des Hautes Etudes

> Consulted Professor Jacques Le Goff and the late Professor Georges Duby

TEACHING

College of DuPage, Glen Ellyn, IL
Professor of History, 1984 to present
Director of the Honors Program, 2011 to present

> Courses: Western Civilization I and II
> History and Culture of England
> History and Culture of China
> Special Topics Seminar (1989): The French Revolution

> Study Abroad: London, Spring 1987 and Spring 1988
> Illinois Consortium for International Studies and Programs (ICISP)

> England, Scotland, Ireland, Summer 2000: "Literary Landscapes"
> College of DuPage Field and Experiential Learning

Institutional Governance: Instruction Committee
Global Education Advisory Committee
Study Abroad Scholarship Committee
College Lecture Series Committee
Liberal Arts Curriculum Committee Chair (2003-2004)

Awards: College of DuPage Phi Theta Kappa Teacher of the Year Award, 1992
Liberal Arts, Humanities Outstanding Faculty, 1997-1998

PROFESSIONAL ASSOCIATIONS

Community College Humanities Association, Central Division President (2009-2011)
North American Conference on British Studies
American Historical Association

CONFERENCE PRESENTATIONS

The Death of Mr. Qing: The Detective-Historian Solves the Case of the Fall of the Last Chinese Dynasty. Midwest Conference on Asian Affairs, Northern Illinois University, September 1997.

Freedom Through Monkery: The Monastic Ideal in the Late Roman Empire and Early Medieval Europe. Seven Pillars Liberal Arts Conference, College of DuPage, April 1999.

The Devil is NOT in the Details: The Epistola Luciferi of 1351—Parallel Universe, Alternative Church. Community College Humanities Association (CCHA) Regional Conference, Chicago, IL, November 2006.

All Rivers Lead to Bede: The Monastic Landscape of the Northumbrian Renaissance. CCHA National Conference, San Antonio, TX, October 2007.

Humanizing Science: The Philoctetes Project at Weill Medical College of Cornell University, CCHA Regional Conference, Omaha, NE, November, 2008.

Civilitas Through Monkery: The Civic Culture of Early Medieval Monasticism. CCHA National Conference, Chicago, IL, October 2009.

Divine Munificence: Material Culture in An Age of Faith, CCHA Regional Conference, Cleveland, OH, November 2010.

Alton 1837: A Tale of Two Trails. CCHA National Conference, Fort Worth, TX, October 2011.

Eva Maria Räpple, Ph.D.
Philosophy/Religious Studies
raepple@cod.edu

Education

2001   **Ph.D. in Philosophy,** *St. Andrews University*/Scotland

1995   **MA in Theology,** *Catholic Theological Union*/USA

1983   **MA Equivalency in Classical Philology and Theology,** *University of Frankfurt*/Germany

Areas of Interest

Environmental Ethics
Philosophy of Art
Continental Philosophy

Professional Experience

Sept. 2007 - present   **Professor**
College of DuPage, Glen Ellyn, Illinois
Division: Liberal Arts
Philosophy/Religious Studies

Sept. 2001-2007   **Assistant/Associate Professor**
College of DuPage, Glen Ellyn, Illinois
Division: Liberal Arts
Philosophy/Religious Studies

Sept. 1998-Aug. 2001   **Instructor**
College of DuPage, Glen Ellyn, Illinois
Division: Liberal Arts
Philosophy/Religious Studies

Selected Publications

2011   Räpple, Eva Maria. "Art of Life: Gauguin's Language of Color and Shape" (2011). Philosophy Scholarship. Paper 27. College of DuPage Digital Commons. Web. 08/09/2011.

2010   Räpple, Eva Maria."The Seductive Serpent" Religion, Culture, and Marginality: Comparative Perspectives. Eds. David Gay and Stephen R. Reimer. Edmonton: University of Alberta Press, 2010. Print.

2010   Räpple, Eva Maria."Setting the Word into Motion: Textual Visuality in the Bible Moralisée, Vienna Codex 25542 (2010). Philosophy Scholarship. Paper 20. College of DuPage Digital Commons. Web. 08/09/2011.

2009   Räpple, Eva Maria. "'Experience Does not Err'" (Leonardo Da Vinci) - Artwork as a Mirror of Nature" (2009). Philosophy Scholarship. Paper 7. College of DuPage Digital Commons. Web. 08/09/2011.

2008   Räpple, Eva Maria. "Divan Japonais: Toulouse-Lautrec and Japanese Art" (2008). Philosophy Scholarship. Paper 1. College of DuPage Digital Commons. Web. 08/09/2011.

2005   Richter, Kent, E. Eva Maria Räpple, John C. Modschiedler, R. Dean Peterson. Understanding Religion in Global Society. Belmont: Wadsworth, 2005. Print.

2004   Räpple, Eva Maria. The Metaphor of the City in the Apocalypse of John. Studies in Biblical Literature 67. New York: Peter Lang, 2004. Print.

Honors and Awards

2007-2008   Co-director and author of the faculty seminar entitled, "Philosophical Ideas and Artistic Pursuits in the Traditions of Asia and the West" funded by a National Endowment for the Humanities Faculty Workshop Grant. Project Period: May 2007 through October 2008. Under the tutelage of 16 pre-eminent scholars from the fields of philosophy, fine arts, and Asian Studies, the seminar offered 14 full- and part-time College of DuPage faculty members with the opportunity to use exemplary Western and Asian philosophical traditions as a lens through which to analyze the often lesser-known world of Asian arts and humanities.

2008   "Philosophical Ideas and Artistic Pursuits in the Traditions of Asia and the West" was awarded the Exemplary Humanities Project Award during the annual meeting of the Central Division Conference of the Community College Humanities Association in Omaha

2002-2003   Director for a major grant awarded to the College of DuPage by the Illinois Humanities Council for the development of a photographic exhibit, lecture series and Web site offering resources to Middle Eastern Cultures
Title: *Place and Space: A Window to Middle Eastern Culture*

2002-2003   Participant in a faculty seminar entitled, "Death, Grief, and Mourning as Windows on East Asian Traditions," College of DuPage, funded by a National Endowment for the Humanities Focus Grant

RESUME

Personal Reference

NAME: Shingo SATSUTANI

ADDRESS: [Home] 904 Sturnbridge Court, Schaumburg, IL 60173
        [Office] Liberal Arts Division, College of DuPage,
             425 Fawell Blvd. Glen Ellyn, IL 60137 (630) 942-2019

LANGUAGES: English, Japanese, Chinese, Swahili

Educational Background

University:
  To date: Numerous Courses from NIU and other institution have been taken
  September 1992-May 1993 Doctoral Studies in Language, Literacy & Learning
        Division of Curriculum and Teaching, Fordham University, NY

September 1991-May 1992 Additional Post Master Graduate Work
        Dept. of Educational Studies, Seton Hall University, NJ (GPA 4.0)

May 1991   Master of Arts in Asian Studies (GPA 3.94)
        Dept. of Asian Studies, Seton Hall University, NJ, 1989-91

April 1987-March 1988   Auditing Student at University
        Faculty of Industrial Sociology, Ritsumeikan University, Kyoto, JP

March 1987   Bachelor of Arts in Philosophy
        Faculty of Letters, Ritsumeikan University, Kyoto, Japan, 1985-87

March 1985   Bachelor of Engineering in Civil Engineering
        Faculty of Science and Engineering, Ritsumeikan University, Kyoto,
                            Japan, 1981-85

Extra Education:
  January 1987   Certificate of a Teacher of the Japanese Language
        Atty. Language Institute, Osaka, Japan

Memberships (Nationwide Organizations)

Association for Asian Studies (AAS), American Association of Teachers of Japanese (AATJ) American Council on the Teaching of Foreign Languages (ACTFL), Chinese Language Teachers Association (CLTA), Modern Language Association (MLA)

Leaderships

President, Illinois Association of Teachers of Japanese (IATJ)
Board member, American Association of Teachers of Japanese (AATJ),
Former Director, Japanese National Honor Society (JNHS),
Board member, Illinois Council on the Teaching of Foreign Languages (ICTFL)

Consultant

JET program academic interviewer, Ministry of Education and Science
(Consulate General of Japan at Chicago)
Japanese Speech Contest Judge, Consulate General of Japan at Chicago
JET Pre-Departure Workshop Trainer, Consulate General of Japan at Chicago
Mandarin and Japanese Improvements in Curriculum (MAJIC) Consultant:
Chicago Public Schools

Work Experience in Academia

September 1999-
Professor of Asian Languages and History
Liberal Arts Division, College of DuPage, Glen Ellyn, IL

September 1996-June 1999
Associate Professor of Asian Languages and History
Liberal Arts Division, College of DuPage, Glen Ellyn, IL

September 1994-June 1996
Assistant Professor of Asian Languages and History
Liberal Arts Division, College of DuPage, Glen Ellyn, IL

August 1993-May 1994
Lecturer of Japanese
Dept. of German, Russian, and East Asian Languages,
Miami University, Oxford, OH

Other Relevant Work Experience

Technical Advisor (Voice-over actor), Rotary International, Evanston, IL
Interpreter of Japanese and Chinese, Radiology Society of North America
Interpreter of Japanese and Chinese, National Hardware Show in Chicago
Technical Interpreter/Translator, Spraying Systems Co., Wheaton, IL

Past Publication
"K-12 Japanese language education in the U.S." Breeze (Spring 2003 issue
published by Japan Foundation)

Julia diLiberti
College of DuPage
Department of Humanities
425 Fawell
Glen Ellyn, IL 60137
630-942-2578

Education

Ph.D. French Literature, University of Illinois at Urbana-Champaign
M.A. French Literature, University of Illinois at Urbana-Champaign
B.A. French, Knox College, Galesburg, Illinois

International Experience

Gabon: Interviewed six Gabonese authors in Gabon during sabbatical (2011)
Belgium: American Association for Teachers of French Summer Scholarship recipient for study in Mons (2003)
                Lectrice d'Anglais, Université de Liège (1991-92) ; Sabbatical research in Brussels (2011)
Quebec: Bilingual Contractor, Liaison: Motorola, (1999) Chicago Rawhide (1996-97)
Republic of Benin, West Africa: Teacher Trainer (1995-96)
France :   Assistante d'Anglais, Lycée Polyvalent and Lycée Technique Valence, France
                Student, Centre Linguistique Appliqué and Université de Besançon

Current Teaching Appointment : College of Dupage, Professor of Humanities

Teach all courses offered in the department of Humanities. Teach media-based Introduction to the Arts; the Arts and Cultural Diversity, and Ideas and Values. Also teach Non-Western Humanities using literature, art, music and other cultural elements from Islamic cultures, China, India, Japan, West Africa. Have developed a course on Women in the Arts. (2003-present).

Publications

"Afterward" for *The World is a Bird in a Cage"* a collection of poems by Cameroonian poet Leon Tuam. New York: iUniverse, 2010

"Vampires Suck But Not As Much As the Men Who Use Them: The Narratological Strategy of the Vampire chez Gautier." *Aimer et Mourir:* Women, Love, and Death in French Literature, Cambridge Scholars Press, 2009.

A reprint of "Vampires Suck..." will appear as a book chapter in the *Nineteenth-Century Literary Criticism (NCLC)* series, scheduled to be completed in 2011–2012. Layman Poupard Publishing, LLC produces this series as an agent of Gale/Cengage Learning.

« Excising Sleep and Subverting the Patriarchy: Creativity in the Novels of Accad and Chedid," in *On Evelyne Accad.* Birmingham: Summa Publications Inc., 2007.

Book Review : Gounaridou Kiki and Frazier Lively. *Rachilde: Madame La Mort and Other Plays.* Baltimore: The Johns Hopkins University Press, 1998 in *Women in French.* 2001.

"Ils ont acié le bon argent and Other Crimes Related to Second Language Dictionary Use." *American Association of Teachers of French National Bulletin,* January, 2000.

Other Publications:

Translation of an excerpt of Alexandra Schwartzbrod's *Adieu Jérusalem* in *Fiction France VII,* September 2010.

"Does Online Mean Inside?: Online Learning and the Field Experience," for the College of DuPage Online Newsletter, June 2010.

In Preparation:

Manuscript: *Seven directions of the Ninth Art: Comics Here and Abroad.*

Representative Conferences:

- "Allan Nevins and the Humanities." Community College Humanities Association, National Conference Fort Worth, TX. October 28-30, 2011
- "Jacqueline Harpman and Allan Moore: What you Didn't Hear or When the Narrative Continues" in a Panel on Stories that Sustain Us. Community College Humanities Association, Nov 4-6 in Cleveland, OH.
- "The Interdependent Text: Strategies in African Literature for Defying Literary Colonization." American Comparative Literature Association conference at Harvard University, March 26-29, 2009.
- "The Art of Gilded Age Comics: A Desultory Study of Gilded Age Cartoons with their Artistic Antecedents" Community College Humanities Association, Omaha, Nebraska, November 13-15, 2008.
- "Are the Humanities Doomed to the Funny Papers?" Community College Humanities Association National Convention, San Antonio, Texas, October 25-27, 2007.
- "The Narratological Strategy of the Vampire in Works by Gautier," 59th Annual Kentucky Foreign Language Conference, Lexington, KY April, 2006.
- "Sharing Common Threads: Chedid, Danticat, Roy." Texts: Pacific, Ancient and Modern Language Association, November 2004, Portland, Oregon.
- "Voyage into the Crystal and out of the Traditional" XVth International George Sand Conference: George Sand et l'Empire des Lettres, Tulane University. December 4-7, 2002.
- "The Clothes Do Make the Wo/Man: The Transformation from the Nineteenth Century Androgyne to the Twentieth Century Cross Dresser from *Gabriel* to *Tootsie* and *Victor Victoria".* Colloquium in Nineteenth Century French Studies on Twentieth Century Interpretations in the Nineteenth. Madison, WI, October 18-20, 2001.
- "The Sex That Isn't One: Uncovering and Redressing Gabriel's Identity in, Sand's *Gabriel."* The Illinois Philological Association Conference, Springfield, IL April 8-10, 1999.
- "Larson and Geluck: Humor, Culture and the One Man bande-dessinée." The Western Illinois Interdisciplinary Conference, Macomb, IL April 2-4, 1998.
- "Statues of Limitations: The Natural Selection of a Literary Device and the Literary Evolution of Darwin's Theory Considered in Works by Nodier, Gautier, Frémiet and Mérimée." Colloquium in Nineteenth-Century French Studies on Peripheries and Centers. October 16, 17, 18, 1997.

Honors and Awards

Named All-College Outstanding Faculty (2009-10)
Nominated for All-College Outstanding Faculty Award (2006-07, 2007-08)
Nominated for Outstanding Advisor of the Year (2008-09)
NEH Fellow at the Rutherford B. Hayes Presidential Library: Cartoons of the Gilded Age (2008))
NEH Fellow at the East-West Center: *Infusing Asian Studies into the Undergraduate Curriculum* (2005)

Courses Taught (Abridged List)

Humanities 1101—Introduction to the Arts, Humanities 1102--Ideas and Values, Humanities 1105—Non-Western Humanities, Humanities 1110-- The Arts and Cultural Diversity in the United States. In preparation: Field Studies in Belgium and Women in the Arts. FL 450--French Women Writers from the Middle Ages through the Twentieth Century//FL 350--French Literature from the Middle Ages through the Twentieth Century//Composition and Conversation in French//FL 210--World Literature in Translation--Francophone Literature//FL 209--Survey Course of French Literature form the Middle Ages through the Eighteenth Century.//FL 105/06--First Three semesters of language instruction at an accelerated pace

MIRTA PAGNUCCI

pagnuccim@cod.edu

Summary of Qualifications

- Expertise in the teaching of French and Italian language and literature from the high school level through the university level.
- Skilled in the areas of curriculum development and assessments, initiation and organization of exchange programs and study abroad programs, diversity awareness training, minority achievement, grants, budgets, scheduling, school policy, and public relations.
- Extensive work with teachers and student teachers in the areas of supervision, staff development, and evaluation.
- Knowledge and expertise in the most current methodologies and technologies including proficiency with the digital laboratory.
- Ability and experience in the field of human relations and personnel including mediation, problem solving, and counseling.

Educational Background

1981 • Ph.D. in Italian (French minor), *University of Wisconsin-Madison*
1972 • M.A. in Comparative Literature, *University of Wisconsin-Madison*
1969 • B.A. in French and English, *Northern Illinois University*

Professional Experience

College of DuPage, Glen Ellyn, IL
2011-present • Assistant Professor of French and Italian

Northern Illinois University, DeKalb, IL
2003-2011• Instructor of Italian, French, Spanish, Teacher Certification

Universidad de Cuyo, Mendoza, Argentina
2008 • Instructor of English, Fulbright Teacher Exchange

Oak Park and River Forest High School, Oak Park, IL
1985-2003 • Division Head for World Languages
1984-2003 • Teacher of French and Italian

Rice University, Houston, TX
1978-1983 • Lecturer in French and Italian

University of Houston, Houston, TX
1978-1980 • Lecturer in Italian

Marquette University, Milwaukee, WI
1974-1975 • Instructor of French and Italian

Language Knowledge

English • Native fluency (lived in US since age ten , English undergraduate major)
Italian • Native language (lived in Tuscany near Florence until age ten, PhD in Italian)
French • Fluent (lived and studied in France, PhD minor)
Spanish • Fluent (studied in Argentina, 2007)
Latin • Reading knowledge

Professional Memberships

American Association of Teachers of French
American Association of Teachers of Italian
Illinois Council on the Teaching of Foreign Languages
American Council on the Teaching of Foreign Languages

Curriculum Vitae
Edith Jaco
2537 Wydown Lane Aurora, Illinois 60502
Phone: 1-630-942-3332; Email: jacoed@cod.edu

Education
Doctora en Educación. Universidad Inca Garcilaso de la Vega, Lima Perú, (October 2004)
> Dissertation: Evaluación de los sistemas de formación en lenguas extranjeras y sus implicaciones en los niveles de preparación de los usuarios
> Director: Julio Jaimes Ascensio; Committee: Guillermo Jordan, Chair; Juan Carlos Cordova, Graciela Briceño, Doroty Cabrera, Luis Briceño

Masters of Arts, University of Illinois at Chicago, (June 1991)
> Emphases: Hispanic Literary Studies

Título Profesional de Profesora de Secundaria, Universidad Católica Santa Maria, Arequipa, Perú, (November 1982)
> Especialidad Lengua, Literatura

Additional Studies
Sloan-Consortium
> The Sloan-C Teaching Online Certificate, OTC 2011, in progress

Waubonsee Community College
> Approaches to Health Care in Hispanic Culture, HCI220 Online, Spring 2009
> First Year Composition I, English 101.820, Fall 2008
> Introduction to Health Care Interpreting, HCI100, Fall 2007
> Basic composition II, English 070.860, Fall 2007

College of DuPage
> History and Culture of Latin America, History 2240, Spring 2008
> Information Literacy & Research Skills for Faculty, Education 1800, Fall 2005
> People and Cultures of the World, Anthropology 1130, Fall.....

Dante Alighieri Society Language School, Siena, Italy
> Elementary Italian I, Summer 2007

University of Illinois at Chicago
> Special Topics in the Teaching of Spanish: Methods in Teaching Spanish to Native/Heritage Speakers, Spring 2004

Northern Illinois University – DeKalb, Illinois
> Advanced Translation, Winter 1996
> Policy and Political Issues in Education, Summer 1996
> Techniques of Translation, Fall 1995

Ohio State University
> Translation-Summer Seminar Abroad, San Jose, Costa Rica, 1995

Millersville University, Millersville, PA
> Foundations of American Education, Fall 1986

Hebrew Language Institute, Bersheba, Israel
> Elementary Hebrew I, Fall 1983

Ealing College, Ealing, United Kingdom
> English as a Foreign Language, 1978

Current Teaching Appointment
College of DuPage, Liberal Arts Division
> Professor of Spanish, August 1992-present

Teaching Experience
College of DuPage

> Elementary Spanish I and II and Elementary Spanish I and II - Honors
> Intermediate Spanish I and II
> Encourage the development of proficiency through a communicative approach, task-based activities, focusing in all relevant languages skills: listening, speaking, reading and writing
> Spanish for Heritage Speakers I and II
> Advanced Spanish Conversation and Composition I and II
> Review of advanced structures of the language, through the reading of short literary stories.
> Provide opportunities for discussion and promote writing as a process approach
> Culture and Civilization of Spain, Online
> Culture and Civilization of Costa Rica
> Intensive Spanish Grammar for Spanish Speakers (Winter 1997)
> Introduction to Literary Studies, Analysis and Interpretation (Summer 1994)

University of Illinois at Chicago Spanish I and II, Instructor 1989-1991; Spanish 106, Bilingual Track 1990
Millersville University, PA   Conversation sessions for students in the MA Spanish program, 1998

Study Abroad Director – College of DuPage Programs

> Study Abroad in Costa Rica, Language and Culture 1993 to Present
> Study Abroad in Spain, Language and Culture 2002 to 2011
> Study Abroad in Siena, Italy, Language and Culture 2007

Curriculum Development

> Redesigned Intermediate Spanish level to Hybrid format delivery, 2011
> Proposed and developed curriculum for Arabic I and Arabic II, 2011
> Proposed and developed curriculum for Culture and Civilization of Latin America course, 2010
> Proposed and developed curriculum for Heritage Spanish speakers, 2007
> Implemented Assessment for the Spanish sections using MLPA, 2005
> Initiated the conversion from Quarters to Semesters for the Spanish courses, 2002
> Title VI-A Grant, Chair for the Spanish language portion, redesigned the curriculum aligning it with ACTFL proficiency guidelines; oversaw the implementation of the new curriculum, 2000-03
> Created and implemented a "Prochievement Exam" to assess Spanish Proficiency 2000-2002
> Created Study Abroad Programs, developed and implemented curriculum, and travel abroad as Resident Director, 1993 to present

Proficiency

> A week ACTFL OPI Tester training Workshop, University of Pennsylvania, 1997
> One day ACTFL OPI workshop at College of DuPage, 2002
> Proficiency Exam evaluator for Spanish 1101-1102, College of DuPage, 1998-present

Representative Community Activities

> Led a group of students to participate in the celebration of "Las Posadas" at Downers Grove Resource Center for Hispanic families – Service Learning for the Advanced Spanish class, 1999
> Participated in the Reading Program for children ages 3 to 6 year old through the Migrant Education Program, Millersville University, PA 1998

Awards

> Outstanding Faculty Merit Award, Liberal Arts Division, 2002-2003
> Nominated by students for the Outstanding Faculty Award 2003-2004; 2010-2011

Member

> ATA- The American Translators Association, Certificate of Associate Membership, 1996
> ACTLF and ICTFL, national and local associations for foreign languages, 1992
> AAPLAC Association of Academic Programs in Latin America & the Caribbean, 1996
> CHICATA Chicago Area Translators and Interpreters Association, 1997

College of DuPage

425 Fawell Blvd.
Glen Ellyn, Illinois 60137-6599

Robert L. Breuder, *President*

(630) 942-2200 *phone*
(630) 858-2869 *fax*
breuder@cod.edu *email*
cod.edu

January 24, 2012

Dr. Brandon L. Johnson
Senior Program Officer
Office of Challenge Grants
National Endowment for the Humanities
Room 420
1100 Pennsylvania Avenue, NW
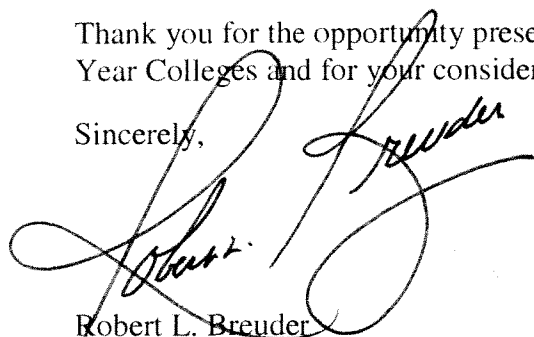Washington, DC 20506

Dear Dr. Johnson:

As President of the College of DuPage, I would like to share my unqualified and enthusiastic support for the proposed Center for Humanities. The mission of the college is to be a center for excellence in teaching, learning, and cultural experiences, and the Center for Humanities will address all three of these attributes by providing an intellectual space to realize the depth and breadth of humanistic knowledge as it applies to daily circumstances in the home and workplace. I am excited by the possibilities for improved instruction, the development of professional development modules and a lecture series for dissemination to other institutions, and for the use of state-of-the-art technology to further engage our students in their learning.

Our core values at COD are important aspects of our learning environment. We practice, and hope to inspire, integrity, honesty, respect, and responsibility in all of our interactions with students and members of the many communities we serve. Therefore, I am particularly pleased with the faculty's choice to focus on ethics as the lens through which all learning and professional decision-making may be examined. I expect that our students in every vocational, pre-professional, and academic program will strongly benefit from the exploration of key humanistic concepts and themes in the course of their other studies, and that those who are able to participate in the internships, job shadowing, and service learning opportunities will grow as a result of applying these ideas to the real life situations they encounter.

Finally, the proposed project is also closely aligned with our institutional philosophy which includes a belief in the power of teaching and learning, a commitment to excellence and diversity, the promotion of collaborative decision-making, and our purpose in meeting the needs of our students and the communities we serve. The Center for Humanities, which was developed by a collaborative group of faculty members, will further extend COD's reputation of excellence as an academic institution, which will in turn assist with the recruitment of a diverse group of talented students to the college. It is expected that the COD learning environment will be greatly enhanced by the many cultural and learning opportunities provided by the Center.

Thank you for the opportunity presented through the NEH Challenge Grant program for Two-Year Colleges and for your consideration of this proposal.

Sincerely,

Robert L. Breuder

January 24, 2012

Dr. Brandon L. Johnson
Senior Program Officer
Office of Challenge Grants – Room 420
National Endowment for the Humanities
1100 Pennsylvania Avenue, NW
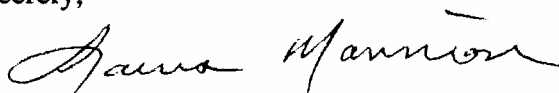Washington, DC 20506

Dear Dr. Johnson:

On behalf of the College of DuPage Foundation, I would like to extend my enthusiastic support for the proposed project and for the fundraising plan we have developed with the Humanities faculty to secure the required matching funds. The Foundation has a strong track record for raising funds for a variety of causes, from student scholarships to program enrichment, and it is with excitement that we accept the challenge of raising funds for the worthwhile activities proposed for the Center for Humanities at College of DuPage, as well as to ensure that the capacity of the Center to continue the focus on the advancement and dissemination of humanistic knowledge continues well beyond the life of the grant.

Our plan for raising the funds relies on proven strategies and strong relationships with alumni and community donors. We feel confident that the proposed project is of such value that we will have a large audience for our communications about the Center and that many of our established donors, retired faculty, and Honors alumni will be especially eager to contribute to a project that raises the academic profile of the college while continuing to expand and enhance the educational opportunities available to students and community members.

The NEH Challenge Grant program provides an opportunity to develop a framework for the study of Humanities at the college, while providing a focus on ethics that will inform and improve instruction across every academic and vocational program offered at COD. The initial support through the challenge grant will get the Center started, but the funds raised through the foundation will ensure its ability to endure beyond the funding period. At the Foundation, we feel our strongest purpose is to do whatever we can to support student success, and it is in this spirit that we fully back the proposed Center for Humanities at College of DuPage.

If you have any questions about the fundraising plan, or our support of this project, please do not hesitate to contact me at mannionl@cod.edu or (630) 942-2698. Thank you for your consideration of this worthwhile project.

Sincerely,

Laura Mannion

Laura Mannion, EdD, Assist. VP Development/Interim ED

Please remember the Foundation in your estate plans.

2525 Cabot Drive, Suite 201 • Lisle, Illinois 60532 • Phone 630.942.2462 • Fax 630.505.4931 • www.cod.edu/foundation
A 501 (c)(3) not-for-profit charitable organization

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College of DuPage

Liberal Arts Division

425 Fawell Blvd.
Glen Ellyn, Illinois 60137-6599

(630) 942-2047 *phone*
(630) 942-3711 *fax*
cod.edu

January 26, 2012

Dr. Brandon L. Johnson
Senior Program Officer
Office of Challenge Grants
National Endowment for the Humanities
Room 420
1100 Pennsylvania Avenue, NW
Washington, DC 20506

Dear Dr. Johnson:

I would like to express my full support for the proposed Center for Humanities at College of DuPage. The Humanities are a vital component of a Liberal Arts education, and as Dean of Liberal Arts, I am particularly enthusiastic about this project because it raises awareness of how rich a Liberal Arts education can be and how applicable the Humanities are to every facet of adult life. In addition, we will have the opportunity to highlight the incredible expertise we are fortunate enough to have in our faculty through the development and dissemination of the professional development pieces and the lecture series, in particular.

Another aspect of this project that appeals to me is the involvement of students in real-world application of what they are learning through their Humanities studies. Too often, students and parents fail to see the connection between what is learned through the study of Humanities and the Liberal Arts and future employment opportunities. To provide students with role models in the community who can speak to their application of humanistic knowledge in the workplace and the home; to provide job shadowing, internship, and service learning opportunities that highlight what they are learning and how it applies to "real life"; and to give all students the opportunity to consider the ethical questions inherent in every career field across every department in the college, will positively impact teaching and learning at College of DuPage.

I would like to congratulate the Humanities faculty, under the direction of Associate Dean and Project Director for the Center for Humanities, Laura Ortiz, for their outstanding work on this project, for the exciting ideas they have proposed, and the strategies they have incorporated to ensure that these positive changes are sustained and continue to evolve long after the grant funds have been expended. We are especially appreciative that these challenge funds have been made available through the National Endowment for Humanities.

Thank you very much for your consideration of this proposal.

Sincerely,

Daniel E. Lloyd, Ph.D.
Dean of Liberal Arts

January 24, 2012

Dr. Brandon L. Johnson
Senior Program Officer
Office of Challenge Grants
National Endowment for the Humanities
Room 420
1100 Pennsylvania Avenue, NW
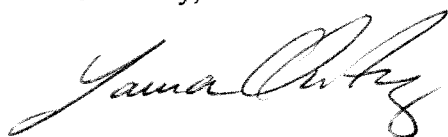Washington, DC 20506

Dear Dr. Johnson:

It is with great pleasure that I offer my full support for the College of DuPage (COD) Center for Humanities. As the Associate Dean of Humanities and Speech Communication at COD, I worked closely with our expert faculty members to conceptualize what such a Center could do for the college and our students. Our notion was to make the Humanities more accessible and applicable to everyone we serve and work with: our students, other COD faculty and staff, and members of the surrounding communities. After much planning and discussion, our purpose became to provide the infrastructure for the teaching and learning of Humanities; and for the Humanities to become much more than just another academic department, but rather a lens through which all other studies may be viewed.

The long-term benefits to this approach were apparent to everyone involved in the planning process. By tapping more deeply into our faculty expertise, we can provide a dynamic environment for research, improved instruction, course development, interdisciplinary study, and the publication and dissemination of all that we discover and produce. The inclusion of an endowed Chair of Humanities to take the helm of the Center each year will ensure that the new materials, methods, technology, research, and publications continue to be developed beyond the grant period. The endowment will also be used to ensure the ongoing development of technological innovations that will make the Humanities come alive for students and community members, as well as support the ongoing research of faculty members.

As Project Director, I am committed to making the proposed activities a reality, and to meeting or exceeding our outlined objectives. As a faculty, we have strong collaborative relationships with the faculty in all other departments and with the surrounding communities, and we intend to build on those relationships as we implement the proposed Center and make the Humanities a focal point for discussion, study, research, and dissemination at the College of DuPage.

If you have any questions about the proposed project, please do not hesitate to contact me directly at ortizl@cod.edu or at (630) 942-2791.

Sincerely,

Jamie Ortiz

Supporting Online Resources

Center for Humanities

College of DuPage

COD Website:

http://www.cod.edu

COD Foundation Online Donation Mechanism:

http://www.cod.edu/foundation/give.htm

COD Facebook Page:

https://www.facebook.com/#!/collegeofdupage

Supporting Studies:

Basu, K. Call for Civic Learning. Inside Higher Ed. January 10, 2012. Web. 01/26/2012.

http://www.insidehighered.com/news/2012/01/10/report-stresses-civic-learning-strengthen-democratic-process#ixzz1ka0klZMv

Carnevale, A., Strohl, J., & Melton, M. (2011). What's It Worth? The Economic Value of College Majors. Georgetown University Center on Education and the Workforce.

http://www9.georgetown.edu/grad/gppi/hpi/cew/pdfs/whatsitworth-complete.pdf

Second Life Virtual Worlds:

http://secondlife.com/whatis/