

Institutional Information

Form Title	Institutional Information
Is this a Joint Proposal with another U.S. institution?*	No
U.S. Institution Information	
Name of Institution*	Mott Community College
Institution Website*	mcc.edu
Institution City*	Flint
Institution State*	MI
Is your institution one of the following? Select all that apply.*	Community College Other Minority Serving Institution (composite enrollment is at least 50% racial and/or ethnic minority)
Size and Characteristics of the student body and faculty*	As of 2020-21, MCC has an enrollment of around 6,000 students. Approximately 38% of students are eligible for Low Income Pell Grants. Approximately 54% are first-generation college students with 35% of those students also being low-income. MCC has approximately 137 full-time and 254 part-time instructors.
Mission*	The mission of Mott Community College is to provide high-quality, accessible, and affordable educational opportunities and services that cultivate student success and individual development and improve the overall quality of life in a multicultural community.
Scope of academic offerings*	MCC offers 43 associates degrees and 45 certificate programs, and six alternative training programs as well as opportunities to earn bachelor's, master's, or doctoral degrees while on the MCC campus through a unique partnership with five universities (Bellevue University, Ferris State University, Michigan State University - College of Social Work, Rochester University, and The University of Michigan-Flint).
Has your institution previously received a Fulbright Scholar-in-Residence Program Visit?*	No



Program Information - SIR Host

Form Title	Program Information - SIR Host
Proposed Program Dates	
From*	09/2022
Term*	Full Academic Year
To*	05/2023
Length in Months*	9
Summary of Activities*	
Proposal Summary	<ol style="list-style-type: none">1. Assist in building networks and expand study abroad programming.2. Present as guest lecturer in classrooms/events at Mott and sister colleges in Flint.3. Partner with local community agencies and programming that advocates for global understanding.4. Facilitate faculty professional development for purposes of curriculum globalization and collaborative online international learning (COIL).5. Assist with and present as guest speaker at the MCC Curriculum Globalization Symposium.
Academic Program of Scholar*	
Academic Program of Scholar	The scholar will be housed in the Business & International Studies Division but will not be teaching any courses during their residency. The S-I-R will be invited to attend Faculty meetings and will have the opportunity to participate in all faculty professional development offerings at the College. The S-I-R will work with faculty to develop curriculum that includes modules of curriculum globalization. The S-I-R will serve in the role of guest speaker on multi-disciplinary subject matters for global connections both on Mott's campus and within the community (including sister colleges in Flint). S-I-R will also serve on committees/boards relating to the mission of the College's international initiatives for global understanding.
Plans for Other Campus Activities*	
Plans for Other Campus Activities	The Scholar will be invited to meet with MCC's Honors College and PTK (Phi Theta Kappa) academic organizations as well as various student groups such as the Cultural Exploration Student Association, Student Travel Club, and Feminist League Clubs. These active clubs are eager to develop more programming related to international studies and global affairs. The Scholar will also give public lectures in conjunction with local institutions and organizations that have collaborated in developing



Program Information - SIR Host (continued)

global education and outreach at the college. MCC anticipates there will be strong interest by the local radio and cable TV stations to conduct and interview the Scholar as related to their role at the campus. Additionally, the Fulbright SIR will have the opportunity to meet and network with our Foundation and Alumni association.

Community Outreach*

Community Outreach

The Scholar in Residence will serve as a liaison to build partnerships and collaboration with the campus and community for building support and participation for cultural engagement. One example is a student ambassador project in which students enrolled in the English Acquisition program visit a local elementary school for cultural exchange. One initiative includes dialogue with The University of Michigan-Flint Campus to initiate an international student cohort to jointly recruit and support international students. Another example is an annual international film festival collaboration between the college and community partners.



Scholar Profile

Academic Discipline and Specialization*

Academic Discipline* International Education / Relations

Specialization* Curriculum globalization

The Scholar (if recruitment is requested)

From what world region would you like to host a scholar?* Europe

Country 1 Spain

Country 2 Germany

Why this world region and countries?* We listed Europe a because we are looking to increase collaborative online international learning (COIL) effort with countries that synchronize with the languages offered in our World Languages and Cultures program. Additionally, typical students in our community have at least some familiarity with the culture of the region.

Both countries offer the possibility of real-time interaction forimplementing COIL because of compatible time zones.

Our main objective is curriculum globalization and we would like to particularly focus on helping our faculty in the Social Sciences and Fine Arts or Humanities Division to incorporate COIL. Therefore, a S-I-R knowledgeable in the social sciences or the humanities would be especially preferred.

Indicate discipline(s) or field(s) of expertise, theoretical orientation (if applicable), and subjects/issues about which you wish the scholar to be particularly knowledgeable. *

Because there is no teaching responsibility, there is no teaching experience required. However, the S-I-R will be participating in public speaking events and should be skilled in oration. The minimum academic degree required is a Master's Degree.

Institutional Support

Cost Sharing and In-Kind Support*

In-Kind support amount* \$2,500

Salary supplement amount* \$

Please provide additional details regarding available support.* Funds will be provided for professional development. We will provide assistance in finding housing accommodations and furnishings.
\$1000 - keynote speaker at MCC Symposium
\$400 - professional development
\$750 - meal vouchers
\$350 - misc. gifts and gratuities

Professional Enrichment*

Professional Enrichment Will be added to budget / scholar support grant to allow for possible outside professional development

Scholar in Residence Project Statement

CURRENT AND PREVIOUS EXPERIENCE:

Over the last decade Mott Community College has identified the vital importance and made substantial gains to increase international and global engagement in higher education as a contributing institution to the local and global community. Beginning in 2011, Mott Community College made a significant commitment through its essential learning outcomes to provide opportunities for international and world perspectives in all aspects of its programming. This commitment is reflected in the following outcome for Global Awareness:

“Courses should require and students should demonstrate an awareness developing into a global understanding of the diversity and inclusion of culture, race, ethnicity, nations, religions, and political and social systems. This includes an understanding of the above concepts themselves and an understanding of their roles in forming their identities and the identities of others. Students should be able to explain the value in equitable inclusion of diverse identities using historical and cultural examples from past and present global interactions.”

Beginning in 2014, Mott Community College, launched the International Institute which is housed under the Business and International Studies Division. The mission of the MCC International Institute is to initiate, coordinate, promote, and support campus and community-wide efforts for international and intercultural programming that increases global awareness and understanding for supporting diversity, equity, and inclusion and equipping intercultural competence in a global society.

Overall, the International Institute provides experiences for broadening global understanding and exposure to other cultures to succeed in a diverse global community and a globally competitive workforce. Students, faculty, and staff have opportunities to expand their participation in global awareness and understanding through 5 key programs: 1) International and Global Studies 2) Study Abroad 3) International Student Programming 4) Curriculum Globalization 5) Cultural Engagement Programming. These key programs focus on 3 areas of development: 1) teaching and learning and 2) international experiences, and 3) Global and Community Engagement.

International and Global Studies: In fall 2016, The International Global Studies (IGS) program was launched. IGS includes an Associate of Arts as well as Endorsement in international studies. The Endorsement can be integrated with any program and is designed to enhance and promote global awareness and provide a knowledge base for understanding the political, economic, social, and cultural aspects of current world issues. It also provides students with the basis for further study towards an undergraduate degree in international studies, international relations, careers in government, international organizations, social work, journalism, international consulting, and community development.

To earn the IGS Endorsement, students must earn 100 points through a personalized combination of taking inherently global classes, attending international and global activities, completing research projects, and by completing an approved international/global experience. Finally, students present a capstone presentation to demonstrate their growth as a global-minded citizen. As a program participant, students are encouraged to become a member of one of the student clubs moderated by the

International Institute to provide leadership and influence opportunities for shaping a global campus. Since its inception, MCC has had 35 students complete the program, most of whom have moved on to seek higher credentials in their fields of study and a few of whom have gone on to participate in prestigious programs such as the Critical Language Scholarship Program.

Study/Service Abroad: Study abroad is a relatively new offering at MCC, as it began in only 2018 and has been a work in progress ever since. Since then we have successfully completed three study away/abroad trips to Puerto Rico with students, the majority of whom had never left Michigan before (let alone the continental United States). The study away/abroad trips were faculty-led and non-credit. MCC has additionally offered two one-time study abroad experiences in France and Italy, though both were postponed at the last minute in 2020 due to Covid-19 and are in the process of being rescheduled. Because we do not currently have credit-bearing study abroad, students are unable to use financial aid to assist with funding these trips. The MCC Foundation has generously supported each of our students with \$500-\$750 scholarships to help their travels but the remainder was paid by the student. This is currently a barrier we are trying to overcome (and a long-term goal of ours is to implement credit-bearing study abroad). We are also working to expand the length of the study abroad offerings that we have. Currently students can only study abroad for up to 2 weeks (because of the limited number of programs available - all faculty-led).

International/Non-native Born Student Programming: Beginning in 2017, The MCC International Institute launched a comprehensive program that empowers international, and non-native born students to share and develop their unique talents and goals as they pursue a credential at Mott through a unique support program. The program includes opportunities for these students to engage in cultural exchange both within the campus community and the community at large through exchange projects: Culture and Language Exchange Partnerships (CLEP) and Intercultural Pen-Pals (I-Pals). CLEP is an opportunity for college students to build friendships for cross-cultural understanding and strengthen community diversity through face-to-face interaction. CLEP has run for 6 consecutive semesters prior to the pandemic with an average of 40 participants each semester. Since the Pandemic, I-Pals was launched in Winter of 2021 to provide an opportunity for students who are distanced from one another to build community engagement for cultural exchange through one-on-one electronic correspondence. This inter-collegiate project partnered 80 participants from 4 institutions of higher education.

In addition to cultural exchange the Institute offers a comprehensive English Language Acquisition program. As part of the Business and International Studies Division, non-native English language learners can enroll in an accelerated English Acquisition program that includes 2 semesters of courses in English Language for Academic Purposes (ELAP) while simultaneously enroll into a selected set of first year college courses for acquisition through immersion. These students are provided with a designated advisor for advising and mentoring. The Institute has also partnered with the World Languages department and Humanities department for English language support in reading, writing, listening, and speaking. The English Acquisition program has run for 6 semesters since 2018 with an average of 12 students enrolled in the ELAP courses.

Curriculum Globalization: As the International and Global Studies program was being developed, faculty were invited to align courses to meet the requirements for inclusion in the IGS endorsement. A total of

28 courses were approved. To scale-up curriculum globalization into non-IGS courses, the international institute applied for an internal grant to train a cohort of 12 faculty to engage in Collaborative Online International Learning (COIL) to provide students with the ability to communicate and collaborate virtually with peers internationally. In the fall of 2019, the grant was approved, and the Institute partnered with UniCollaboration, an organization dedicated to telecollaboration for virtual exchange. The in-person training with Uni-Collaboration was scheduled for March of 2020. When the pandemic hit, the training was postponed. In March of 2021, the training was launched through an online platform. These faculty are now in the process of implementing COIL projects into their courses.

Cultural Engagement Programming: In order to provide access to opportunities that facilitate global awareness and understanding campus-wide, the International Institute hosts cultural engagement programming. These programs include 1) International Week 2) Fulbright Scholar 3) Community Outreach. Each year since 2016, the International Institute has hosted a full week of international educational programming open to the public. An entourage of volunteers from the campus and the community collaborate to host these events. This includes an all-day cultural fair focused on one country or regions of the world. On average, 250-300 students, faculty, staff, and community members attend this one-day event. Each year the International Institute also seeks a Fulbright Scholar (OLF) to visit the campus during International Week to visit classrooms and present at the cultural fair. As part of community outreach, in addition to International Week, the International Institute works with community partners to support shared goals for global understanding. One example is a student ambassador project in which students enrolled in the English Acquisition program visit a local elementary school for cultural exchange. Another example is an annual international film festival collaboration between the college and community partners.

International Institute Advisory Board: To guide and support the work of the International Institute campus-wide, the International Institute Advisory Board (IIAB) was formed in 2015. Members include faculty, staff, and students from multiple disciplines and departments across campus. The mission of the IIAB and the role of its members is to 1) Lead the college to advance the mission and purpose of the International Institute. 2) Work with campus leaders to develop, integrate, and expand global learning and global engagement opportunities for all students, faculty, staff as well as the community. 3) Collaborate with each other to generate innovative ideas, new initiatives, and support program implementation and evaluation. 4) Encourage Global Experiential Learning through curriculum globalization, study abroad and virtual exchange through professional development and by example. 5) Collaborate with other institutions to build partnerships and support joint missions and goals. 6) Support diversity, equity and inclusion of international and immigrant students through collaborative programming with academic affairs and student services.

SHORT AND LONG-TERM GOALS

Curriculum Globalization

One to five year goals: The initiative to scale up curriculum globalization is one of the major goals of the International Institute. Although the essential learning outcome for global awareness provides the framework toward curriculum globalization, tools and resources are needed to implement that goal. COIL is one of those tools and resources; The Scholar-in-Residence will assist in building this initiative through research, collaboration, and networking with colleagues on the campus and abroad. As part of

this effort, the International Institute is looking for opportunities to think “out-of-the-box” to help train faculty and build international partnerships.

Six to ten year goals: Ideally we would like to see that at least 50% of all courses on campus have either a global module component included in their curriculum or participate in Collaborative Online International Learning (COIL). In addition to campus events, volunteer opportunities, websites, award programs, international partnerships and alliances, and professional development workshops—all having a global focus, a long-term goal (closer to 10 years) for us is to introduce a curriculum review mandate, which requires all course syllabi be reviewed against a document on Cross-Cultural Capability in the curriculum.

Study Abroad

One to five year goals: One of the initiatives of the International Institute to support diversity, equity and inclusion is to integrate short-term study abroad opportunities within student pathways as a part of existing coursework through grants and scholarships. The Scholar In Residence will assist the International Institute in exploring short-term study abroad opportunities and finding avenues to reach underprivileged and marginalized students to participate in these opportunities. In recognition of the importance of global advocacy and college service, we would also like the assistance of the SIR to help us create a Global Engagement Workshop designed to help recently returned students to craft their study abroad experiences into informal and formal narrative presentations. We would also like the assistance of the SIR to help create and review the best practices we currently have in place for study abroad and help us to create something more official since this is one of the newer areas of internationalization for us.

Six to ten year goals: Currently we do not have any study abroad offerings that are for-credit. A long-term goal we are hoping the SIR will be able to assist us with is the creation and expansion of our study abroad programming to include long-term study abroad for credit. We feel that this will increase the opportunities for marginalized and minority students and have a greater positive impact on our whole community. MCC aims to expand service-learning and internship opportunities for students abroad by creating global service learning. Service-learning opportunities were embedded into the previous trips but more needs to be done through a thoughtful and systematic approach. Over the long-term, MCC aims for additional and sustained opportunities abroad for students as well as faculty.

International/Non-native Born Student Programming

One to five year goals: There are several initiatives currently underway for expanding programming for international students. One initiative includes dialogue with The University of Michigan-Flint Campus to initiate an international student cohort to jointly recruit and support international students. Students who apply to UM-Flint and fall below English language proficiency requirements, would enroll at Mott in the English Language Acquisition program as part of a cohort for co-institutional advising and

transferring to UM-Flint when educational criteria has been met. These students would be provided with Individualized services such as student orientations and assignment to an individualized advisor. The Scholar in Resident will participate in efforts to support this initiative in an advisory capacity.

Six to ten year goals: Currently our English Language Acquisition courses only meet the English language needs of intermediate and advanced students and the courses are designed for face-to-face or hybrid instruction. We hope to expand this into a full online ELA program that can meet the needs of all levels of English for international/immigrant students through a virtual platform.

Cultural Engagement

One to five year goals: The international Institute is striving to engage more members of the campus and community in cultural engagement to facilitate global understanding. One goal is more publicity and attendance from the campus and community to support and attend international cultural events. These include campus events such as International Week as well as community events such as the International Film Festival and International Women's Day events. The Scholar in Residence will serve as a liaison to build partnerships and collaboration with the campus and community for building support and participation for cultural engagement. The Scholar will be invited to meet with the Honors and PTK organizations as well as various student groups such as the Cultural Exploration Student Association and Feminist League Clubs. These active clubs are eager to develop more programming related to international studies and global affairs. The Scholar will also give public lectures in conjunction with local institutions and organizations that have collaborated in developing global education and outreach at the college. MCC anticipates there will be strong interest by the local radio and cable TV stations to conduct and interview the Scholar.

Six to ten year goals: In the long-term, we hope to expand these offerings and strengthen community partnerships. We also want to build official broader institutional ties between MCC and other educational institutions abroad. MCC currently looked into MOU agreements with sister institutions and we would like to build on that MOU for the purposes of student and faculty semester exchanges if possible.

SUSTAINABILITY

As a result of the collaborative work with the SIR, we expect that our programming will grow (both in quality and in quantity). In order to sustain that growth, we will look to restructure and expand into a One-Stop Center where all international programming can be housed. This restructuring will assist in creating and maintaining best practices to ensure the quality of our programming.